

Summer 2020 Classified Excellence Award recipient: Connor Cantrell



Connor Cantrell. *Photo courtesy of Connor Cantrell*

Congratulations to **Connor Cantrell, Library & Archives Paraprofessional 4, Libraries**, recipient of the 2020 Summer Quarter Classified Staff Excellence Award!

One nominator wrote, "Connor has helped the library become a welcoming and inclusive place by making improvements to services, procedures, and processes. The training Connor has done with employees has helped them use equity-based critical thinking when responding to complaints and/or observing biased based incidents."

When the college shifted to remote operations, Cantrell established new interlibrary loan (ILL) processes to accommodate the need to work from home. She used her organizational skills to ensure all necessary staff had access to digital paperwork when needed and worked with each employee to make sure they had adequate support and the essential tools to perform their work during remote operations.

One colleague wrote: “Connor has shown outstanding customer service by listening to library patrons and adjusting normal procedures as needed to ensure each patron has the support to succeed. She worked with students to make sure they could register when they had fines and extended due dates when they required items longer for assignments.

“Connor’s dedication to ensuring our students have the best Clark College experience is one of the things that makes her a remarkable asset to the library. She listens to students when they are upset, confused, angry, and defeated and ensures that students are connected to needed resources.”

Another comment said: “Connor often leads by example and is always willing to offer a helping hand. Her ability to connect with people and provide clear communication while ensuring staff and patrons feel heard are some of her best attributes. Connor’s history of rising above and stepping into challenging issues while providing others the tools and knowledge to succeed and grow contributes to the best parts of the Clark Community.”

Congratulations, as well, to all nominees for the 2020 Summer Quarter Classified Staff Excellence Award (excerpts of their nomination forms included):

Chris Chaffin, Program Coordinator, Student Tutoring Services

“Chris has exceeded every expectation. His role has shifted with increased responsibility and duties because of his abilities and his passion for excellence in everything he does. Chris has made it his personal mission to not only excel at his tasks but also to cushion others from being stretched too thin. He works independently and proactively and does everything in his power to solve all problems that come his way, including always looking ahead and problem-solving for

the next step. This is no small feat and speaks highly of his ability to prioritize complex problems and situations. Chris is highly active in many aspects of college life, dedicated to social equity on this campus, and is an advocate for all employees and students that seek his council. He always makes time to make everyone feel heard and valued. He faithfully attends speaker luncheons, trainings, festivals, and other events whenever he can. He regularly donates to college initiatives such as the Backpack Program, Foundation, Penguin Pantry, and more. He is also regularly asked to serve on hiring committees and councils. He bravely accepted the task of being a speaker for the Queer Student Luncheon and bared his soul to all in attendance regarding his struggles, fears, and triumphs. Chris gives of his time, money, heart, and spirit on a daily basis.”

Dan Ellertson, Retail Clerk Lead, Bookstore

“Dan is a valued leadership team member at the Clark College Bookstore. His strong work ethic is consistently and clearly demonstrated on a daily basis. He performs his job with forethought, professionalism and accuracy. Dan’s positive attitude and his willingness to go above and beyond is apparent in all his interactions. There are days when he is pulled left and right; he deals with each situation, good or bad, with the highest degree of professionalism and a positive attitude. In his work, Dan looks for ways to improve efficiencies for the bookstore. Due to COVID-19, the bookstore changed their business model to serve students more efficiently while maintaining a high level of customer service. Dan collaborated with Web Services and management to implement an appointment tool, to schedule individual appointments for students to come into the bookstore for limited services, such as prepaid book pickup. Dan also has the innate ability to prevent difficult situations from

intensifying. When a difficult situation arises with a customer, he de-escalates it by listening to their concern, communicating to them in a considerate manner, empathizing with them, and working with them to find a resolution. Dan is well respected, admired, and appreciated by fellow employees.”

Jeff Kaliner, Program Specialist 3, Security & Safety Services

“Since his hiring in August of 2018, Jeff has taken on leadership roles in unanticipated events such as free speech activities and a potential measles outbreak in Clark County. Beginning in March of 2020, Jeff’s knowledge, skills and abilities were tested as he was tasked with leading the college’s response to the COVID-19 pandemic. Jeff identified the potential for the disease to reach pandemic levels early and convinced college leadership to enter into a planning phase. Jeff revised the college’s Emergency Operations Plan.

“It might be an understatement to call COVID-19 a ‘special project’ but it certainly presented a unique set of challenges for Clark College. For an institution unaccustomed to managing an emergency of this size and complexity, COVID-19 could have been a completely destabilizing event. Fortunately, the College has Jeff Kaliner as our Emergency Program Manager – precisely the right person at the right time to lead us through this crisis.

“Former Interim President Sandra Fowler-Hill had this to say about Jeff, : ‘Jeff performed exemplary in managing several crises confronting the college last year. I was very impressed as I saw him quickly rise to the challenge of the COVID-19 crisis. All of his experience and skills were an asset in managing the college community safely through the crisis and onto recovery.’”

Charla Kimball, Fiscal Technician Supervisor, Accounting Services

“Charla is always available and ready to help. It is often difficult for international students to admit that they are having financial difficulty. It can be difficult for some cultures to ask for help. Charla always has the students’ best interests at the forefront and always manages to be kind and understanding. Students often feel relieved and encouraged after speaking with her. She always goes beyond the task, offers alternative suggestions or new ideas on how to improve processes, and always follows-up when issues do not get resolved immediately. Charla has demonstrated exemplary work performance.

“A student wrote: ‘Financing college studies is never easy and as a member in this department, she has been instrumental in delivering her duties, understanding, patient, and also prompt in answering questions of any concerns. Despite remote operations and workload, I personally have been helped by Charla in different circumstances making me feel safe and comfortable in seeking advice from her.’”

Sharing their stories



Clockwise from top left, Nathan Webster, Rashida Willard, Tyler Monk, and Erykah Weems spoke during an online public forum called "Listen to Learn & Lead: Stories from our Black Community." Photo courtesy of VanTalks.

Two members of the Clark College community shared their experiences of being Black in Vancouver during a public online event held on July 30. Vice President of Diversity, Equity and Inclusion **Rashida Willard** and marketing professor **Nathan Webster** were among four speakers who told their stories during "Listen to Learn & Lead: Stories from our Black Community."

The event was co-presented by VanTalks, Vancouver's version of TED Talks that inspire change, ideas and innovation, and by Ready to Rise, which supports students of color and first-generation college students.

The other two featured speakers were Tyler Monk, Clark County director of Ready to Rise, and Erykah Weems, who grew up in Vancouver and recently graduated from Central Washington University. She is passionate about supporting and elevating the voices of girls and young women of color who have been impacted by adverse childhood experiences.

At the start of the forum, emcee Monk reminded the audience: “We have four Black folks sharing our experience. We do not speak for all Black folks.”

Nathan Webster

Webster, who grew up in Vancouver and graduated from Mountain View High School, talked about how it felt growing up in a sea of white people. During his presentation, he shared class photos in which he is the only Black person.

“I’ve always been that ink spot in that bottle of milk,” he said. “I don’t see enough Black males in leadership roles in Vancouver. Can we show some love to our Black males? So many of my students at Clark have never had a Black male teacher until they took my class.”

Webster also addressed how he feels being a Black male during an era when police brutality toward Black males is rampant. Too often, white people encounter a law-abiding Black male who is doing nothing illegal and minding his own business, but the white person calls the police.

He said, “White folks, please don’t be scared of Black men. I don’t want to be an endangered species.”

Rashida Willard

Willard says she grew up in pre-gentrified Northeast Portland in a close-knit Black community that included “cookouts, church ladies and aunties sitting on the porch watching out.” Later, she and her husband and their growing family were priced out of their Portland community. After moving to Vancouver, where housing prices were more affordable, she started looking around for other Blacks and asked herself: “Where are they?”

Willard spoke about the need to pay attention to her actions

and words in Vancouver's stores, medical offices, restaurants and her workplace. She talked out her internal monologue when she's in a store: Keep your hands out of your pockets or people will think you're stealing. Her list of "don'ts" was long and included paying attention to her clothing and hair.

She told a story about a time she was grocery shopping when a white stranger asked her to control her child. The woman was pointing to someone else's Black child.

She told the audience, "I don't own all the Black kids in Vancouver!"

On another trip to the grocery store, the cashier asked Willard whether she was going to use her EBT card to pay for her groceries. Willard told the audience that she doubted the cashier asked white shoppers that same question.

After many negative encounters in Vancouver, she said, "I started to wonder where I belong."

She spoke about the need for more local leaders who are not white: "In Vancouver students need to see people of color in leadership positions."

During the Q&A after the presentations, an audience member asked: What's the biggest mistake white allies make?

Willard answered: "Be an ally when the cameras aren't rolling. True allyship is what you are doing when nobody is watching."

She added, "If you're a white person called out by a person of color, listen to them. Believe Black folks."

The event is viewable on the VanTalks YouTube channel.

Winter 2020 Classified Excellence Award Recipient: Jennifer Stone



Jennifer Stone. *Photo courtesy of Jennifer Stone*

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

As a Program Coordinator for Instructional Design/eLearning, Stone works hard to support the many events her program presents for Clark College and other SBCTC faculty. She is described as someone with strong communication skills that are inclusive, regardless of job or position or role at the college. "Her personal mission is to individualize experiences with kind, non-challenging intentions," wrote a nominator. "She meets with others on campus, creating a personal

connection with each individual. For example, when learning how to submit purchase requisitions, she walked across campus to introduce herself in person to the Purchasing department.”

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

Faculty members shared the following experiences:

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

her professionalism, dedication, and resourcefulness. Here is an example: Jenny was always at my training sessions early getting to know the instructors, helping them get logged on, and getting comfortable with the technology. This was especially vital for new instructors who had many questions and oftentimes were unsure who to ask. Jenny would make phone calls and emails during the training session so that, by the end, she would have either an answer for them or a confirmed person to contact. This allowed new instructors to focus their time on their students and getting their classes prepared.”

Congratulations as well to the other Winter 2020 nominees:

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

Connie Anderson, Library & Archives Paraprofessional 4, Library

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

Other comments about Connie Anderson:

- “Connie demonstrates natural leadership abilities and advocates for programming to support student learning including displays, accessible technologies, and staying late to assist in instructional sessions. She has a problem-solving-oriented approach to doing tasks and has a pleasant personality that attracts people who naturally follow her example.”
- “Connie has been a fierce advocate for students at the Columbia Tech Center for more than 10 years. She has always been an employee and coworker you can count on. Connie works to ensure that everyone who walks through the doors of the iCommons feels welcome.”
- “Her work habits are superior; she adheres to organization goals, is punctual, has excellent time management skills, and highly organized. Connie is an individual who sets a goal and gets the job done. Connie has been a great team player, working well with students, staff, and faculty. She possesses excellent people skills. Connie is able to form admirable relationships with diverse groups at Clark College and strives to understand and respect everyone’s viewpoints and opinions in the workplace. ... She works with the right attitude, emanating enthusiasm, leaving a positive impression on students, staff, and faculty.”

Meleani Bates, Program Manager A, Career Services

Meleani Bates is said to be an extremely kind and understanding person whose mature and supportive attitude increases team functionality. Colleagues praise her for setting aside time to check in with each of her employees to ensure they’re happy in life, successful in their classes (in the case of student employees), if they need additional

support in any way, and to provide opportunities for students to acquire skills needed for their future. She facilitates many Student Success Workshops on topics involving employment practices and internships. Most recently, she has developed “Identities at Work” to teach how to honor and embrace different identities in the workplace.

Other comments about Meleani Bates include:

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

Peg Estes, Program Specialist 2, Credential Evaluations

Peg Estes is described as someone who shows initiative, positive spirit, adaptability, participation in college activities, and willingness to support not only students, but also the greater college community. She is also known as

being highly knowledgeable and accurate in her work evaluating applications for program completion at Clark College. Described as “the rock of the Credentials Department,” Estes has been a key figure in the department’s switch to ctcLink—not just learning the new software herself, but teaching it to others in the department.

Other comments about Peg Estes include:

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

shows leadership qualities in all that she does. She sets a positive example of how to delicately problem-solve with students under mounting daily tasks. I cannot say enough how happy and grateful I am that she is part of the Credentials team.”

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

Mira Olenin, Program Specialist 2, Financial Aid

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

Other comments about Mira Olenin:

- “Mira does far more than what her job requires. She really stepped up when we converted to CTCLink. Whenever there was a question, Mira is there to help. This led to our entire department feeling more confident. Mira is always willing to help. She explains complex financial aid processes with patience. She is clearly an expert in

her field, but still manages to explain it in a way anyone can understand. Great communication with staff and students.”

Amani Tovar-Brackett, Program Coordinator, Advising

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

Other comments about Amani Tovar-Brackett include:

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

switch overs, Amani keeps her calm and cool and ensures everyone around her feels the same way.”

Jennifer Ward, Program Manager A, Planning & Effectiveness

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

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

Other comments about Jennifer Ward:

- “Jennifer takes pride in all of the work that she does. Her exemplary work performance is combined with her greatest strength—working with people. Whether it is

one-on-one or with a group of people, Jennifer always does her best to provide people with the information they need to do their work. If Jennifer does not know the answer, she researches and contacts others until she understands the process and can provide that feedback.”

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

Exceptional Faculty Awards



The 2020 Exceptional Faculty Award recipients are, *clockwise from top left*, Dr. Don Appert, Adam Coleman, Molly Lampros, Ken Luchini, Tom Stevenson, and Lauren Zavrel.

Six outstanding members of Clark College's faculty have been recognized for their contributions to the college with a 2020 Clark College Exceptional Faculty Award.

These awards are presented annually to full-time and part-time faculty members. Nominations can be submitted by Clark College students, faculty, classified employees, administrators, alumni, Board members, and Foundation directors. Traditionally, they are announced during Commencement; because this year's ceremony was online and abbreviated due to the COVID-19 outbreak, they were announced at a later date.

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.

This year's Exceptional Faculty members are:

- Dr. Don Appert
- Adam Coleman
- Molly Lampros
- Ken Luchini
- Thomas Stevenson
- Lauren Zavrel

Dr. Don Appert, professor of music



Dr. Don Appert

Dr. Don Appert just celebrated his 30th anniversary of teaching music at Clark College. The director of the Clark College Orchestra and head of the Music Department, Appert has earned many awards over his career, including the prestigious American Prize, the ASCAP Plus, and the Clark County Arts Commission Lifetime Achievement in the Arts Award.

"He doesn't just 'talk the talk,'" wrote one student in nominating Appert. "He truly embodies everything he teaches his students, from being punctual for class to practicing his instrument every day. He puts his students before himself and goes out of his way to create the best learning experience. He expects a lot from his students, but expects even more from himself."

Appert earned his bachelor's and master's degrees in music, specializing in trombone, from the New England Conservatory. He earned his doctorate in orchestral conducting from the University of Kansas. In addition to his 30 years at Clark College, he has teaching experience at Centre College in Kentucky and at Hampton University in Virginia. As a member of ASCAP, most of Dr. Appert's compositions have been performed throughout the world. He has appeared as a guest conductor in Japan, Australia, Central America, and throughout Europe. In the United States, he has appeared as a guest conductor of the Vancouver (Washington) Symphony, the University of Texas – Arlington Symphony Orchestra, the Eastern Washington University Symphony Orchestra, and the University of Central Arkansas Symphony.

Adam Coleman, professor of computer technology



Adam Coleman

Adam Coleman's connection to Clark College goes back to his own student years, when he earned his associate degree with a double major in Data Networking and Computer Networking from the college. He then went on to get his bachelor's degree in Computer Technology at Eastern Washington University. He worked at SEH-America before returning to Clark College to teach, and in 2014 was named a tenured member of the college's computer technology faculty.

Coleman has been active in serving on college committees and creating partnerships with local organizations geared toward helping people build careers. He was central in developing and implementing new courses designed to help students earn their Microsoft Technology Associate certification. An avid bike rider, Coleman represented the college in the American Diabetes Association's annual Tour de Cure for years.

"Professor Coleman has been there for me since the beginning of my degree," wrote one student in nominating Coleman. "He has always been attentive. He will sit down with me and work through questions or concerns. He pushes on. He keeps going no matter what."

Molly Lampros, professor of communication studies



Molly Lampros

Molly Lampros joined Clark College's communication studies faculty in 2010, and over the past decade she has taught classes including Introduction to Mass Media, Interpersonal Communications, and Small Group Communications. She has also given her energy and expertise to enrich the college beyond her classes, serving as a Phi Theta Kappa faculty advisor, giving presentations to colleagues on how to support students in the classroom, serving on scholarship and awards committees, and serving as a faculty mentor for student

interns. Additionally, she has worked to create an Open Educational Resource for her classes—essentially, a free textbook that reduces expenses for her students. She is also certified in eLearning and Quality Matters.

“She’s fun, upbeat and always brings such a positive energy into class,” wrote one student in a nomination for Lampros. “She knows how to engage a class and make people want to participate, and she makes everyone feel included and heard. She makes you excited to come to class.”

Lampros earned her Bachelor of Arts degree in communication studies and psychology and her Master of Science degree in communication studies and conflict resolution from Portland State University. She earned her Master of Arts in Teaching in English language education from Pacific University. In addition to her decade of teaching at Clark College, she has teaching experience at Portland State University and the Oregon Institute of Technology. She also gets to put her communications expertise to work in a practical environment as co-owner of the Helvetia Tavern in Hillsboro, Oregon.

Ken Luchini, professor of mechatronics



Ken Luchini

Kenneth Luchini earned his associate degree in industrial electronics from Diablo Valley College in California. He

earned his Bachelor of Science degree in industrial electronics and computer technology from California State University Chico, and completed Master Studies in instructional processes in vocational education at the University of California Berkeley Extension. His work experience includes more than two decades as an electrical engineer, as well as 10 years as an electronics technician and eight years as a full-time college vocational education instructor in electronics and industrial automation.

Luchini earned tenure at Clark College in 2016. At the college, he serves as the faculty advisor for the MechaNerds, a student club devoted to mechatronics. He was also co-principal investigator for the Clark College Rural Access Mechatronics Program (RAMP), a program that developed “hybrid” (combination online and face-to-face) curriculum to serve rural portions of the college’s service district through a grant from the National Science Foundation’s Advanced Technological Education program.

“The amount of one-on-one time he provides is amazing,” wrote a student. “While he is inexhaustible in the classroom, that is not where his day ends. He’s always available after hours for discussion/clarification, and prides himself on getting you the right (or best!) answer.”

Thomas Stevenson, professor of communication studies



Tom Stevenson

Thomas Stevenson has taught in the Communication Studies department of Clark College since 2010, teaching classes that include Interpersonal Communication, Small Group Communication, and Public Speaking. Before he began teaching, he had a long career as a newspaper reporter and editor.

A graduate of Portland State University, Stevenson earned a Bachelor's Degree in Community Development (with additional focus on Communication Studies) and a Master's Degree in Communication Studies (with additional focus on Conflict Resolution), both with honors. In addition to his decade at Clark, he has teaching experience at Portland State University, Portland Community College, and Chemeketa Community College.

"I became a much better communicator after I attended both Interpersonal Communication and Small Group Communication classes from Tom," wrote one student in nomination Stevenson. "His enthusiasm and compassion have a huge impact on students. I am grateful for the conflict-resolving skills I've gained to deal when I work in a group and use these skills in my family. Using perception-checking has helped me understand how to solve misunderstandings and conflicts."

Lauren Zavrel, professor of adult basic education at Larch Corrections Center



Lauren Zavrel

While academia is full of highly specialized fields, Lauren Zavrel has built a career path that might be considered unusual even by the standards of higher education: For the past decade, she has taught in correctional facilities. She has served on the faculty of Clark College's Adult Basic Education program at Larch Corrections Center since 2016, earning praise from her students for her inclusive, supportive teaching style.

"Ms. Z treats us as students first, not inmates," wrote one student in their nomination. "She works with you on an individual level. She has a lot of respect for cultural differences and is aware of how cultural differences might play out in the classroom. She is accepting of all backgrounds. She actively recruits and hires Teacher Assistants from different backgrounds so that her students see themselves reflected in teacher's assistants."

Zavrel first discovered a love of teaching as a motorcycle safety instructor and began her academic teaching career in English as a Second Language. She earned her Bachelor of Arts degree in Romance languages and her Graduate Certificate in

nonprofit management from the University of Oregon and her Master of Education degree in adult and higher education from Oregon State University. In addition to her time at Clark, she has teaching experience with Lane Community College, Lane County Adult Corrections, Clackamas Community College, Clackamas County Jail, the American Red Cross, and Team Oregon Motorcycle Safety Program. At Larch, Zavrel helped develop the first-ever tutoring program in a correctional facility to be certified by the College Reading and Learning Association. She also saw a record number of inmates earn their GEDs in the 2019-2020 academic year.

Equity work in action: Work-It Wednesdays



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

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

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

At the Library: Connor Cantrell, Interim Resource Supervisor Sharing

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

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

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

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

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

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

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

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

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

At Child and Family Studies: Michele Volk, Director

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

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

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

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

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

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

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

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

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

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

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

In support of social justice



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

Message from Clark College Board of Trustees:

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

As the board of Trustees:

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

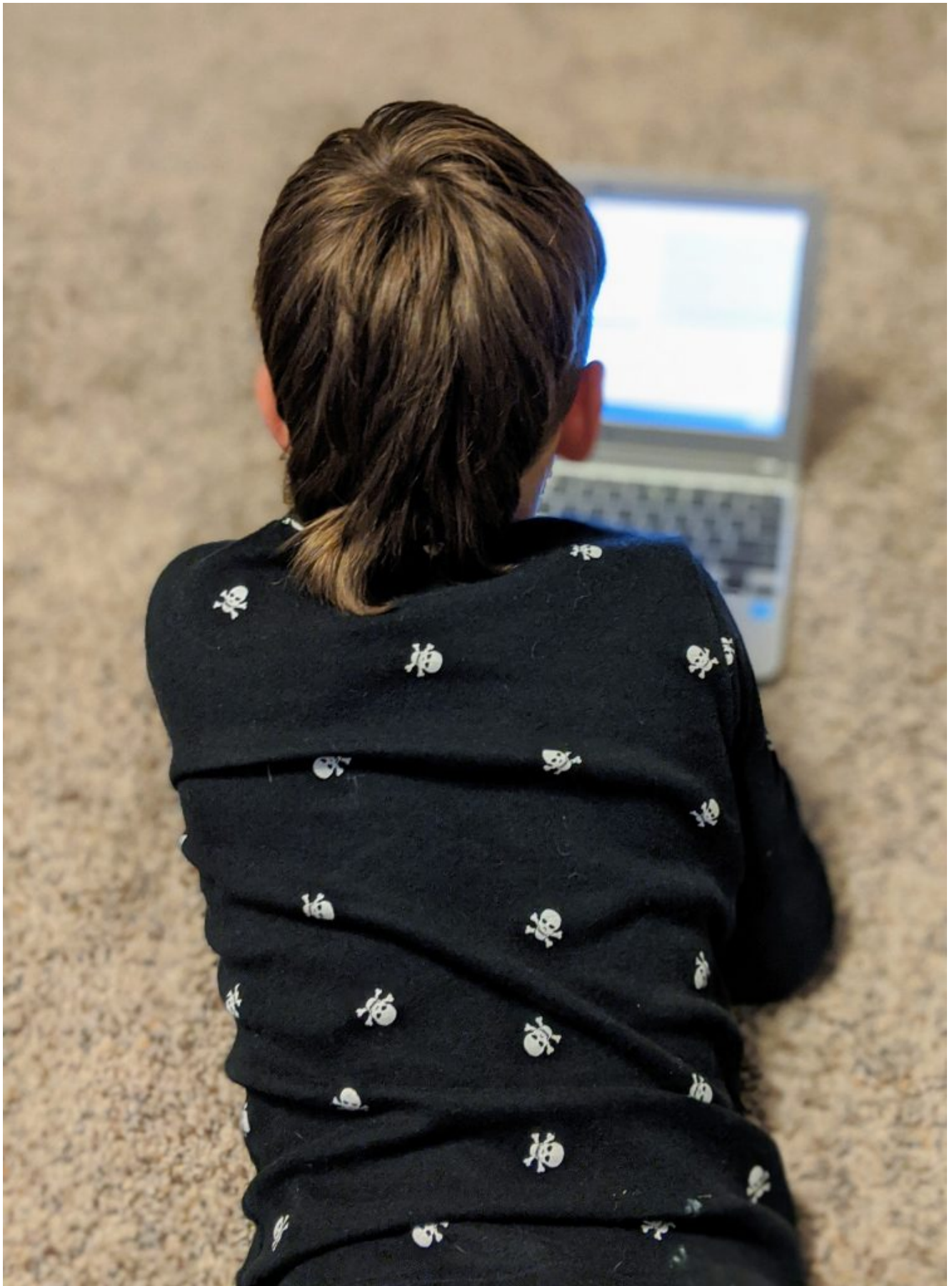
“Let our Voices Be Heard”, when they declare “Racism is Alive”; and we share in their hopefulness for the future. We hear you; you matter and you belong here.

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

In solidarity, Clark College Board of Trustees

Approved and Adopted June 10, 2020

A Little Penguin's view of quarantine



Clark 24/7 has been reaching out to members of the college community to learn how they're coping with, and adapting to, life during the COVID-19 pandemic. Here, we share an interview

conducted by Dean of Student Affairs Cath Busha and Counseling and Health Center Professor Dr. Bevyn Rowland with Busha's 7-year-old son, Oliver. Busha and Rowland are both still working remotely from home, while Oliver is now completing second grade online.

"We appreciated this chance to talk with him about these issues as a check-in," Busha said. Their conversation reflects many of the emotions and logistics being experienced by members of the Clark College family—not just staff and faculty, but also the 25 percent of Clark students who have dependent children.

Busha & Rowland: Why have we been working from home and why have you been learning from home?

Oliver: Because of the COVID-19 going on. If we went to work and school, we could get sick and get other people sick, especially older people. and they could die.

B&R: How do you feel about COVID-19?

O: I feel 'hassed'—like happy and sad together. I'm happy because I get to have more time with my parents, and I'm sad because I don't get time with my friends. I only get time with my friends on Google Hangouts.

B&R: How has it been to be home with us?

O: Great! Because I get more time with my parents, which is great because my parents are some of the best parents you could ask for, and I get to watch *Star Wars* movies.

B&R: What are some things you've done since we've all been working and learning from home together?

O: I've put on magic shows, I created an alarm system with a safe that I've turned into a time capsule and buried; I will open it in one month. I also camped on the trampoline and read *Mr. Wolf's Class* and *New Kid*. I've made apple hand pies, caramel corn, and soft pretzels. Also, some nights at 8

p.m. we howl to show support for first responders.

B&R: What are some frustrating things about being home?

O: That I don't get to see my friends. I also miss Pizza Day at school. Seesaw [an online learning tool used by elementary schools] can be hard. My teacher posts a bunch of things. I finish one, and then I have like six more to do. It can be tiring.

B&R: What advice do you have for other kids who are at home?

O: Stay home, stay safe, have fun.

B&R: What advice do you have for parents?

O: Stay home, stay safe, and spend as much time with your kids as you can.

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."

Welcome, Professors!



Cuisine professor Aaron Guerra, seen here at the beginning of fall term, was one of eight faculty members to receive tenure on March 11, 2020.

Eight outstanding educators are the newest members of the tenured faculty at Clark College. Rhea Becke (career and academic preparation), Chris Boucher (diesel technology), Amy Laurel Bratton (communication studies), Alison R. Dolder (professional baking and pastry arts), Becky Engel (American Sign Language), R. Earl Frederick Jr. (cuisine), Aaron Guerra (cuisine), and Dr. Nick Macias (computer science and engineering) were all granted tenure during the Clark College Board of Trustees meeting on March 11. They will be honored at a college reception in fall 2020.

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

Rhea Becke, Career and Academic Preparation

Rhea Becke holds a Bachelor of Science degree in biochemistry and molecular biology from Marquette University and a Master of Arts in Teaching degree from University of Alaska Southeast. Before entering the teaching profession, she worked at the Juneau Alliance for Mental Health. She has experience teaching in public schools in both Alaska and Oregon, teaching English in Japan, teaching chemistry at Clark College, and teaching pre-college courses at both Mt. Hood Community College and Clark College.

Becke joined the faculty of Clark College in 2012. She currently serves as lead instructor for her department's Math Applications course, a member of the Transitional Studies Standards Committee, and the Transitional Studies' liaison to the Mathematics Department. Additionally, she is part of the first cohort of the college's BUILD program, a yearlong employee development program providing intensive training in power, privilege, and inequity.

Rhea Becke described her teaching philosophy in the following terms: "My classroom is a learning community where students come as they are to actively engage with math in contextualized situations in order to become critical thinkers and problem solvers."

Chris Boucher, Diesel Technology

Chris Boucher earned his associate degree in diesel technology from Bates Technical College in Tacoma, Washington. He also studied criminal justice at Santa Rosa College in Santa Rosa, California. He has industry-specific work experience at Peterson Caterpillar, Cummins Northwest, Pacific Detroit Diesel, Cummins Intermountain, and Smith Detroit Diesel.

“My teaching philosophy is fairly straightforward, in that I believe we learn by doing,” said Boucher. “Putting our hands on a task forces our mind to focus on the task at hand. As a teacher you must also demonstrate credibility to the student, which will reinforce their confidence in your qualifications. If the student doubts your experience, it will reduce your effectiveness.”

Amy Laurel Bratton, Communication Studies

Amy Laurel Bratton graduated summa cum laude from the University of Memphis with a bachelor's degree in communication studies. She earned her master's degree in communication from Portland State University. Her teaching experience includes Portland State University, Portland Community College, and Clark College, as well as being a certified yoga instructor who trains other yoga instructors in public speaking and communication skills.

Bratton joined Clark College in 2005 as an adjunct and began a full-time position in 2011. She served as facilitator of the college's Service and Leadership in the Community (SLIC) Club and is currently active in assessment work at the departmental and program level. She regularly engages in professional development opportunities at the college, especially on the topics of eLearning education and power, privilege, and inequity.

“My teaching philosophy highlights the play between theory and practice,” Bratton said. “I encourage students to discover new communication concepts and to see how these concepts apply to their daily lives. As an educator, I am continually inspired by the opportunity to empower community college students with their own communication skills.”

Alison R. Dolder, Professional Baking and Pastry Arts

Alison R. Dolder is an alumna of Clark College, where she earned her associate degree in baking management. She has a long professional career in the baking industry, including positions at multiple bakeries in Massachusetts and New Hampshire as well as the award-winning Pearl Bakery in Portland, Oregon.

Since joining the faculty at Clark College, Dolder has become active in the local community, participating on the Fort Vancouver High School Advisory Committee and teaching cooking and baking skills at the Boys and Girls Club of Vancouver. In 2015, she was received the college’s prestigious Exceptional Faculty Award.

Dolder says she strives to “engage, encourage, and support” her students: “I try to get the students excited about what they are learning and encourage them to dig right in and get their hands wet. I observe their learning styles and tailor my instruction to suit each students’ style.”

Becky Engel, American Sign Language

Becky Engel holds a Bachelor of Science degree in sociology from Oregon State University and a Master of Education degree in Deaf education from Western Oregon University. Prior to joining Clark College as an ASL instructor, she taught at the Washington School for the Deaf.

Since coming to Clark College, Engel has served as the advisor to the ASL/Signing Penguins student club, ASL Advisory Committee for Southwest Washington high schools, a judge for the Washington School for the Deaf's Flying Hands ASL Literature Competition, the Emergency Building Coordinator Committee, and the Social Equity Task Force. Additionally, she participated in the creation of the college's 2015-2020 Social Equity Plan and is a member of the first cohort of the college's BUILD program, a yearlong employee development program providing intensive training in power, privilege, and inequity. In 2017, she received the college's prestigious Exceptional Faculty Award.

"Due to my background in Deaf Education, I'm fortunate to have experience working with students from a wide background," said Engel. "As a result, I adapt my teaching style to fit students' needs. I am always willing to stop, circle back, and try a different teaching approach, knowing the other students would most likely benefit as well."

R. Earl Frederick Jr., Cuisine Management

R. Earl Frederick Jr. earned his Associate in Applied Science degree in culinary arts from Johnson & Wales University in Providence, Rhode Island, his Associate in Applied Science degree in baking and pastry arts from the Oregon Culinary Institute, and his Bachelor of Science in business administration from Warner Pacific College in Oregon. A Certified Executive Chef through the American Culinary Federation, he has held chef positions in the culinary services of Walt Disney World, Club Med, Job Corps, Nike, and Intel.

Since coming to Clark College, Frederick has helped launch the college's Cuisine Management program and provided input on the design of its new McClaskey Culinary Institute. He serves as

the program's ServSafe Certified Instructor and Registered Proctor, ensuring students meet the rigorous requirements of this national food-safety program.

"I lead by example and lecture from facts," Frederick said. "I tell my students that you'll receive exactly what you put into the class. My motto: Don't talk about it, *be* about it!"

Aaron Guerra, Cuisine Management

Aaron Guerra has decades of experience as an executive chef, instructor, and education and restaurant consultant. After graduating from the Western Culinary Institute with an associate degree in culinary arts, he worked as an executive chef at Portland's Harvest Grill and The Restaurant at the Historic Reserve in Vancouver, Washington. He was nominated for the American Culinary Federation's "Chef of the Year" in 2007, 2011, and 2014, and was named ACF Pro Chef Oregon's Chef of the Year in 2014. His teaching experience includes Le Cordon Bleu/Western Culinary Institute in Portland, Oregon; Northwest Culinary Institute in Vancouver, Washington; and Clark College.

At Clark, Guerra helped launch the college's Cuisine Management program and provided input on the design of its new McClaskey Culinary Institute. He serves as department chair and is active in his community, founding a nonprofit called the Culinary Champions for Charity that raises money for local organizations. He also participates in a national group of leaders in higher education called the Deans and Directors Retreat.

"My teaching philosophy and approach is simple," said Guerra. "I am a conduit of my experience, skills and knowledge from 30 years of being a chef to my students, fellow instructors and campus. My job is to help prepare the next generation of cooks and chefs and to help make myself, my coworkers and those I interact with on campus better with

every opportunity.”

Dr. Nick Macias, Computer Science & Engineering

Dr. Nick Macias earned both a bachelor’s degree in electrical engineering and a master’s degree in computer science from George Washington University in Washington, D.C.; a master’s degree in mathematics from Duke University in Durham, North Carolina; and a doctorate degree in electrical engineering from Virginia Polytechnic University. Along with his industry-specific work experience in both the private sector and as a civil

servant, he has teaching experience at Duke, George Washington, Virginia Tech, Northwest Academy, Portland State University, Washington State University, and Clark College.

Dr. Macias joined Clark College in 2011. Within his department, he is actively involved in Guided Pathways, course assessment, community outreach, and student advising. He serves as faculty advisor for the Computer Science and Engineering Club; outside of Clark College, he volunteers with the Regional Arts and Culture Council. In 2017, he earned Clark College’s prestigious Exceptional Faculty Award.

“I believe learning happens through the search for answers, so I teach by raising questions in the material, in the subject, in ourselves,” said Dr. Macias. “I encourage students to make and embrace mistakes, as these raise the exact questions best suited to one’s own learning.”

The Weekly News: Week 34



This Week: Coronavirus Concerns

As a college, we are closely monitoring the outbreak of a respiratory disease known as COVID-19. We are in ongoing contact with Clark County Public Health. We will work with them to determine risk and exposure. We will act with abundant caution.

Our Number One priority is to safeguard the health of our students, staff, and faculty. We also want to do everything we can to help our students successfully complete their winter term studies.

Facilities Services staff are using COVID-19 sanitation guidelines from the CDC for routine cleaning, including common touch surfaces. Please understand that increased cleaning in high-use locations will result in service reductions or

suspensions in low-traffic locations, such as private offices.

Our departments are building their operational plans should there be a temporary disruption to classes or college operations. We are taking into consideration all possible scenarios. That makes it hard for me to generalize our operational plan to you today because it's dependent on so many variables. I want to thank the work of the Incident Response Team, which is meeting daily. We post updates to www.clark.edu under "Important Updates."

As a reminder, we all have a role to play:

1. Know our facts. The CDC government website is a reputable resource.
2. Wash our hands often with soap and water for at least 20 seconds each time. If soap and water are not available, use an alcohol-based hand sanitizer with at least 60% alcohol.
3. Avoid touching our faces with unwashed hands.
4. Don't share food and drinks.
5. Clean and disinfect shared surfaces and objects that are touched frequently.
6. If possible, avoid close contact with anyone with cold or flu-like symptoms.
7. We should stay home when we are sick. Stay home, rest, and stay hydrated.

This is a rapidly evolving situation. I will update over the weekend if conditions change.

Budget process

Thank you to all who have attended the budget forums this past week as coordinated by the Budget Committee.

I want to thank the Budget Committee—which includes faculty, staff, and students—for their work on this. To do their work,

they need your help. They are asking you to submit ideas you have to help Clark College close a projected \$5.4 million gap in the 2020-2021 budget. All budget proposals must be submitted via an online form by March 11.

The committee again acknowledges that this is a tight timeline, but hopes you will take advantage of this opportunity to share your thoughts on the important budget decisions that need to be made. We appreciate the many proposals (more than 200 to date) that have already been submitted.

We've also heard that faculty and staff would like a place to share ideas for generating revenue. Feel free to use the existing online budget proposal form and simply note that you are submitting a recommendation to increase revenue and not a recommendation to cut the budget.

The committee has developed budget priorities to be used in reviewing the recommendations it receives. It is posted on ClarkNet under "Budget Process (2020-2021)". If you need an alternate format or an accessible version of the Budget Priorities document, please contact Bob Williamson at bwilliamson@clark.edu or at 360-992-2123.

Who is your representative on the Budget Committee? Here is the [link](#) to the budget committee members with their contact information. When you see them, please thank them for their work.

The committee will be submitting a prioritized list of budget proposals to Executive Cabinet on March 20.

Clark College Climate Improvement Task Force

I'm pleased to share updates from the Climate Improvement Task Force. In their first three meetings, they've had wide-ranging

conversations about our college community and their approach to this work. The task force is committed to a grassroots approach to guide their recommendations in addressing themes identified in the Fall 2019 Climate Survey. They will invite conversation and solicit your feedback throughout the process.

To date, they have:

1. established group norms and agreements
2. determined how they will work together as a task force, with constituencies, and with the college as a whole
3. dedicated themselves to modeling shared governance and open communication as a task force
4. committed themselves to using feedback from our climate survey and other avenues to guide their recommendations

Here are the Members of Climate Improvement Taskforce:

- Justin Allen
- Traneesa Frazier
- Shanda Haluapo
- Heather Leasure
- Dalila Paredes
- Jenny Shadley
- David Sims
- Arwen Spicer
- Erin Staples
- Sarah Thorsen
- Robert Weston
- Rashida Willard
- Bryton Williams
- Melissa Williams
- Feddie Young

We understand there is no simple fix to our college environment and that a task force cannot resolve all the challenges that employees face. However, I am grateful to the

members of the task force who are rolling up their sleeves in this effort toward systemic change for a healthier and more inclusive college culture. I fully support their process and their work.

Accessibility

I encourage all of us to check out ***Accessibility Made Easy***, a Canvas resource to support staff in creating accessible content.

The content is easy to follow, providing steps and resources for creating accessible documents. The topics cover tools commonly used at Clark College: Microsoft Outlook 2016, Microsoft Word 2016, Microsoft PPT 2016, and Adobe Acrobat DC for PDFs. This content was put together by Instructional Accessibility Specialist Tre Sandlin and Director of Disability Support Services Megan Jasurda. Thank you, Tre and Megan!

Upcoming ODEI Trainings

On a related note, I wanted to pass along to you the upcoming opportunity for **Disability Justice 101** training. This course qualifies for both B.U.I.L.D. and PPI credit.

During this training, participants learn about the intricacies of the disability community, including affirming and non-affirming language, types of disabilities and learn about neurodiversity. Participants will also learn what these concepts mean and how to put the tools into practice in the Clark College community. This course will take place on **March 18** from **5:00 p.m. – 7:00 p.m.** in **GHL 213**. Sign up [here](#).

Preventing violence and harassment

Clark College received a three-year grant from the Office of Violence Against Women to reduce and prevent sexual assault, dating and domestic violence and stalking. One of the main goals of the grant was to embed training, information and supports into our existing structures. I'm pleased to report that since July 2018, more than 3,000 Clark students have received Bystander Intervention and Consent training in their College 101 classes. Kudos to Cath Busha, who helped write the grant; Tavish Bell, who served as the first project coordinator; Flyn Alexander, who is overseeing the grant until it ends this October; Heather Adams, who worked with Tavish to develop the training curriculum; and Kristin Sherwood, who included this important information in her College 101 curriculum. To learn more about resources available to help students and employees report and recover from sexual misconduct, visit www.clark.edu/cc/survivors.

Congratulations, Susan!

Please congratulate Susan Maxwell. Thankfully she's not leaving Clark College but she is taking on new responsibilities with SBCTC to help our fellow colleges implement ctcLink. Starting March 16, she will become an SBCTC employee. She'll maintain her office here four days a week and will spend 20 percent of her time working on ctcLink for Clark College.

Thank you, Susan, for your work and your leadership at Clark. You'll be a great asset in helping other community colleges make the leap.

Congratulations, Andy!

Great news from our student led Indy Newspaper. Former Indy photo editor Andy Bao, who's now at UCLA, just won Student

Photographer of the Year from the National Press Photographers Association. Also, the Indy won third place out of 9 for best community-college newspaper at the Associated Collegiate Press's mid-winter conference in San Francisco on Feb. 29. Kudos!

Upcoming events

I am looking forward to some fun upcoming events next week at Clark College – here are a few reminders:

- Treble Ensemble Concert is Thursday, March 12 at 7:30 p.m. The location is 401 E 33rd Street at the Vancouver First United Methodist Church. Free admission for everyone.
- The Winter Choral Concert is Saturday, March 14 at 7:30 p.m. The location is 401 E 33rd Street at the Vancouver First United Methodist Church. Free admission for everyone.
- Clark College Automotive Open House is Wednesday, March 18 at 6:00 p.m. The location is the Auto Shop in AA1 on the main campus. This is open to students, their families, and anyone interested in our Dealer Ready Automotive Technology programs. Our partnerships with dealerships include Toyota, Honda, Dick Hannah, and Audi.

I am also looking forward to attending the Nursing Pinning Ceremony, Dr. Chris Hill's visit with the Guided Pathways Team, a lecture at the Port of Vancouver on Doing Business with the World, Pacific Northwest Aerospace Alliance Springfest at Pearson Field Education Center, and the Vancouver School District Foundation Luncheon with the Clark Foundation staff.

Great things continue to happen every day here at Penguin Nation as we wrap up Winter Quarter. As I was waiting in the Decker Theatre Lobby last night for the doors to open for the

musical *Bare* I overheard a community member say, "This theatre adds so much to the culture of our city. Thanks for being here."

Thank you for all you do to make Clark College a great place to work and to learn.