

Battling stereotypes, they found success



Qi Wu and Tammy Senior are Clark College's representatives to the 2016 All-Washington Academic Team.

Two outstanding Clark College students were selected to attend the 2016 All-Washington Academic Team Recognition Ceremony, held on March 24 at South Puget Sound Community College in Olympia, Washington. Tammy Senior and Qi Wu are two of just 66 students from community and technical colleges across the state to receive this honor, which recognizes students for their academic excellence and service to the community.

At first glance, Senior and Wu don't seem terribly similar. One is young even by the standards of Running Start, a program that allows high schoolers to take college courses; the other is coming back to college after serving four years in the

military. One has spent her whole life in Vancouver; the other has lived in more countries than she can count on one hand.

But on closer inspection, certain parallels become clear between the two young women: They're both fascinated by science and technology. They both are driven students who make time in their busy schedules to serve their communities. Both have had to challenge others' assumptions and figuring out creative ways to get around obstacles in their educational journeys. And so far, both are succeeding impressively.



Clark student Qi Wu stands before the college's new STEM Building, slated to open in fall 2016.

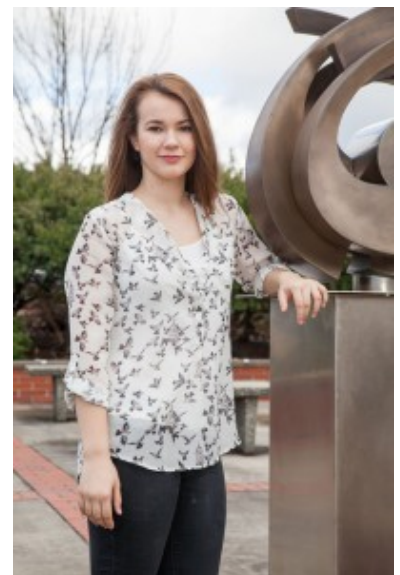
Wu's obstacles began surfacing when she and her mother emigrated from China to the United States. Wu, then a sophomore in high school, struggled to maintain her grades while learning a new language in a new culture. She also found herself confronting gender stereotypes, as classmates and teachers assumed she would be more interested in subjects like art and the humanities instead of math and science.

"When I was growing up, I was always better in physics and chemistry," she said. "I like numbers, I like logic. When I came to Clark and took my first engineering course, it was like, 'Wow, this is where I belong!'"

However, soon a new hurdle appeared. Wu, whose mother had remarried and had another child, realized her family could not afford to pay for her college education. Hoping to support herself, she enlisted in the U.S. Navy in 2010 as an aviation mechanic, and took every opportunity to earn educational credits and develop new skills—despite the doubts some had of the petite young woman’s abilities.

“When I got transferred to Japan, my supervisor told me, ‘Well, you can do the desk job here, because you’re a girl,’” Wu recalled. “And I said, ‘No. I want to do the job I trained for.’”

Wu said that overall, she’s grateful for the opportunities the military provided her to travel and learn skills that will help in her electrical engineering career. She’s currently receiving scholarships from Clark, which allows her to save her military education benefits for the more-expensive, four-year institutions she hopes to attend one day to earn her master’s degree. She also works in Clark’s scholarship office herself, and spends weekends training as a Naval Reservist.



Clark student Tammy Senior says she’s been impressed by how welcoming the

college was to her, even when she took her first class at age 14.

Like Wu, Senior's challenges also began in high school, but they were of a different nature: She felt stifled. "I wasn't being challenged enough," she recalls. "I took a class at Clark and found it so much better."

Senior's family couldn't afford to pay for a full load of college classes out of pocket, and when the 14-year-old visited Clark's scholarship office, she discovered she was too young to qualify for financial aid or scholarship opportunities. Then, the scholarship staff offered a new possibility: Perhaps Senior could enroll in Running Start, the Washington State program that allows eligible high school juniors and seniors to take college classes tuition-free. The only problem was that Senior was still a freshman. She wound up skipping the 10th grade in order to qualify, enrolling at Clark as a full-time student at age 15.

"It was definitely interesting," Senior, now 16 and set to graduate in the spring, said with a grin. "But Clark's pretty welcoming, and I really thrived in the community here."

Senior has maintained a 4.0 GPA while taking classes in Clark's challenging Honors Program, volunteering with her church, teaching private music lessons, and serving as the vice president of leadership for Clark's chapter of Phi Theta Kappa, the international honor society for two-year colleges. She'll be 17 when she enters a university—potentially with junior standing, depending on where she attends.

"People ask me, 'Why don't you enjoy your high school years?'" Senior said. "But I'm a planner. I think ahead. My mother wasn't able to finish school because she started a family. I know I have a lot of school ahead of me, and this is a way to

speed things up.”

Senior hopes to become a neurologist, a goal developed when her beloved grandmother suffered a series of debilitating strokes in 2014. Like Wu, Senior faced some skepticism about her ambitions.

“When I tell people I want to pursue a career in neurology, sometimes they look at me strangely and say, ‘Oh, why don’t you go into nursing, so you have time for a family?’” she said. “But I know I can do it. I can have a family. I can have the career of my choice. I just have to work hard. And you know, they would never tell a male student that.”

Both students say they appreciate the support they’ve found at Clark. “I like the diversity here,” says Wu, a first-generation college student. “Engineering professor Izad [Khormae] is from Iran. My physics teacher is from Russia. I think half the STEM faculty are women. And then in my classes I’ve met a few other veterans. You get so many different experiences here, different cultures.”

Wu and Senior were honored for their achievements at the All-Washington Academic Team induction ceremony on March 24, 2016, in Olympia, where Gov. Jay Inslee was the keynote speaker. The All-Washington Academic Team is a program of Phi Theta Kappa, the international honor society of two-year colleges. Team members are eligible for numerous scholarships, including transfer scholarships at most four-year universities in the state.

“It is such an honor,” said Senior, sitting with Wu during a break between classes.

“It’s nice for your hard work to be recognized,” adds Wu.

“Yes, you feel like your hard work is finally paying off,” said Senior.

Welcome, professors!



Thirteen outstanding educators are the newest members of the tenured faculty at Clark College. Dr. Roberto Anitori (biology), Kushlani de Soyza (women's studies), Dee Anne Finken (journalism), Grant Hottle (art), Garrett Hoyt (health and physical education), Drew Johnson (business technology), Kenneth Luchini (mechatronics), Sarah Luther (mathematics), Dr. Mika Maruyama (psychology), Heather McAfee (geography), Natalie Miles (transitional studies language arts), Erin Schoenlein (transitional studies math), and Caleb White (welding) were all granted tenure during the Clark College Board of Trustees meeting on March 16.

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.

“Tenure is an important moment for both faculty and the college,” said Dr. Tim Cook, Vice President of Instruction. “For the faculty, this shows the college’s confidence in their skills and dedication; for the college, these faculty will help develop Clark’s curriculum and character for many years to come. I’m happy to congratulate these talented and passionate educators and I look forward to watching them help shape our college community.”



Dr. Roberto Anitori, Biology

After earning both his bachelor’s and doctoral degrees in Molecular Biology and Microbiology from the University of New South Wales in Sydney, Australia, Dr. Roberto Anitori worked in research labs at Macquarie University in Sydney and at Oregon Health and Science University. He has extensive experience researching “extremophiles,” microbes that have adapted to survive in environments where most living things could not. He has researched extremophiles in Antarctica, volcanoes, deep-sea vents, underground water tables, deserts, and radioactive hot springs. He has been invited to lecture by organizations including the Australian Society for Microbiology, the Geological Society of Australia, and NASA. In 2011, he received the Antarctica Service Medal from the

National Science Foundation. Dr. Anitori began teaching microbiology at Clark in 2008. He is the editor of the book *Extremophiles: Microbiology and Biotechnology* (2012, Horizon Press).

At Clark, Dr. Anitori serves as the faculty co-lead for undergraduate research-based student activities, and the lead instructor for microbiology. He also participated in the college's Faculty Speaker Series.

Dr. Anitori said, "I try to relate the material I teach to the real world, and also infuse my instruction with information from my more than two decades of scientific research experience."



Kushlani de Soyza, Women's Studies

Kushlani de Soyza earned her bachelor's degree in journalism from Northwestern University. She has a Master of Education degree in secondary education/English from the University of Cincinnati, a Master of Arts degree from Portland State University, and a Master of Fine Arts in creative writing from Oregon State University. De Soyza has previous work experience at the *Cincinnati Post*, St. Xavier High School, University of Virginia, Oregon State University, and APA Compass Radio.

At Clark, de Soyza serves as chair of the Clark College Ann Virtu Snyder Women's Studies Scholarship Committee.

“My goal as a teacher is to create a classroom experience where learners of all backgrounds can listen, learn, and express themselves in an atmosphere based on mutual respect,” she says. “The Women’s Studies classroom is a space where students work together to understand how systems of power, privilege and inequity apply to their own experiences and to the social, political, and cultural institutions that shape our lives.”



Dee Anne Finken, Journalism

Dee Anne Finken earned bachelor’s degrees in journalism and English from California State University and Washington State University. She has a Master of Fine Arts degree in creative non-fiction from Portland State University. Prior to teaching at Clark, Finken spent more than two decades as a print journalist.

Finken serves as the faculty advisor to Clark’s award-winning student news source, *The Independent*. She also leads the college’s journalism program and founded the college’s Student Media Advisory Committee.

“In teaching journalism, I hope to support students to become more thoughtful and engaged citizens of the wider world,” said Finken.



Grant Hottle, Art

Grant Hottle attended the Utrecht School of the Arts before earning his Bachelor of Fine Arts degree in painting from the University of Oklahoma. He then went on to earn his master's degree in painting and drawing from the University of Oregon. Hottle has previous work experience at the University of Oregon, Oregon State University, Lewis and Clark College, Marylhurst University, Anderson Ranch Arts Center in Colorado, Oregon College of Art and Craft, and Clark College.

Hottle serves as head of Clark College's painting and foundations area, coordinating adjuncts and managing department curricula in drawing, painting, design, and color theory. He is a faculty advisor for the Clark College Art Club and a member of the Outcomes Assessment Committee. He also worked with an English faculty member to design a popular Integrated Learning Community on the "Craft of Comics."

"My classes exist to empower each student's strategy of personal expression and to awaken them to the role art can play in their development as professionals and as free-thinking adults," said Hottle. "I focus on drawing and design fundamentals through a process-based understanding of materials while exposing students to the broader cultural relevance of art beyond the studio."



Dr. Garrett Hoyt, Health and Physical Education

Dr. Garrett Hoyt earned his Bachelor of Science degree in exercise science from Brigham Young University and his Master of Science degree in exercise physiology from Colorado State University. He has a Ph.D. in exercise science/health promotion, also from Brigham Young University. He has previous work experience at Brigham Young University and the YMCA of Central Kentucky and is the founder and owner of Healthy Steps In-Home Personal Training.

Dr. Hoyt, who has taught at Clark since 2011, currently serves on its Associate of Arts Advisory Committee. He has spent significant time studying nutrition and is currently starting a small sustainable farm.

“I believe in the quote often attributed to Galileo: ‘You can’t teach a man anything; you can only help him find it within himself,’” said Dr. Hoyt. “Teaching is less about presenting facts and more about encouraging students to discover things for themselves.”



Drew Johnson, Business Technology

Drew Johnson earned his bachelor's degree in marketing from George Fox University and his master's degree in secondary education from the University of Phoenix. He has taught in Clark College's Business Technology department since 2011.

Johnson serves on the Clark College Retention Committee and is an active member of his department, working on curriculum and outcomes for the past five years.

Johnson described his teaching style by saying, "I attempt to deliver materials using several different methods in order to reach multiple learning styles. I also try to bring a real-world approach to the classroom by presenting assignments and materials that students can relate to, based on scenarios they may encounter in the workforce."



Kenneth (Ken) Luchini, Mechatronics

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 serves as the faculty advisor for the MechNerds, Clark College's student club devoted to mechatronics. He is also co-principal investigator for the Clark College Rural Access Mechatronics Program (RAMP), a program that would develop "hybrid" (combination online and face-to-face) curriculum to serve rural portions of the college's service district through a proposed grant from the National Science Foundation's Advanced Technological Education program.

Luchini summed up his teaching philosophy as "listen to others, see where they and their questions are coming from, and give or guide them to the information they want, so that they can use information right away and/or build upon it for technical skills and intellectual development."



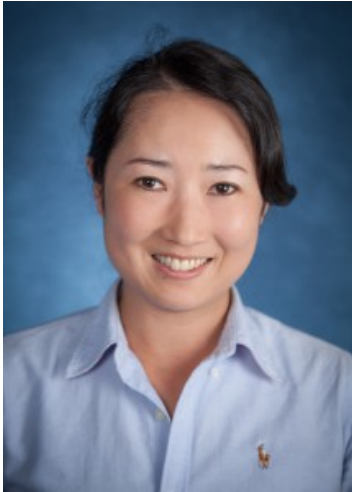
Sarah Luther, Mathematics

Sarah Luther earned her Bachelor of Arts with a major in English and a minor in mathematics from Lewis and Clark College. She also earned her Master of Arts in Teaching degree in secondary education from Lewis and Clark. She earned her Master of Science in mathematics from Texas A&M University. Luther has previous work experience as a middle-school math teacher in Portland, Oregon; a mathematics editor and textbook problem writer for IPS Publishing in Vancouver, Washington; and as a mathematics faculty member at both Umpqua Community College and Clark College.

In addition to volunteering as a tutor in Clark's Women in STEM tutoring center, Luther frequently volunteers with Mathematics Department activities and outreach. She serves on the college's International Education Committee and its Academic Standards Committee, and coordinates quarterly advising for all pre-college math students.

"My teaching philosophy centers around the belief that all students are capable of understanding mathematics," Luther said. "Therefore my goal is to create a supportive community in which this learning can occur. Using a dynamic, interactive approach, I want to draw my students in to the beauty of math to help inspire enjoyment of the subject. "

Dr. Mika Maruyama, Psychology



Dr. Maruyama earned her bachelor's degree from Utah State University and both her master's and doctorate degrees in psychology from Portland State University. She has previous work experience at Portland State University, Oregon University System, University of Phoenix, Portland Community College, Mt. Hood Community College, and Clark College.

A native of Japan, Dr. Maruyama has studied human development in both American and Japanese society as well as social issues including animal cruelty, domestic violence, child maltreatment, and juvenile delinquency. She has contributed to numerous academic journals, handbooks, and textbooks, including *Animal Abuse and Developmental Psychopathology* (2010, APA Books), *Human Development* (2008, Wadsworth Publishing), and *International Handbook of Theory and Research on Animal Abuse and Cruelty* (2008, Purdue University Press).

At Clark, Dr. Maruyama serves on the BUILD EXITO Program Committee. She is also collaborating on a research project with Portland State University on the effectiveness of using virtual reality to influence health, and she is the principal investigator in a research project on humane education programs in the U.S.

Dr. Maruyama said, "My ultimate goal as a teacher is to positively influence students in how they view themselves and society by providing them with tools for understanding

psychological principles that they can use outside of the classroom.”



Heather J. McAfee, Geography

Heather McAfee earned her Bachelor of Arts degree in political science/women and gender studies from the University of Colorado. She earned her Master of Arts degree in geography from the University of Oregon. She has previous work experience at the University of Oregon, Clark College, and as a Senior Human Terrain Analyst serving in Baghdad for the U.S. Army.

Currently McAfee serves as the chair of Clark College’s Geography Department. She is also a member of the college’s Associate of Arts Transfer Committee and the Learning Communities Taskforce, as well as a volunteer with the Library of the Future Taskforce.

“Since the purpose of schooling is to prepare students to live effectively in the world, it makes sense to put the needs of students in the spotlight,” McAfee said of her teaching philosophy. “I engage geography students through real-world examples, self-discovery, and creating a safe space to invite conversation about ‘big ideas’ and how they connect to their own experiences.”



Natalie Miles, Transitional Studies Language Arts

Natalie Miles earned her bachelor's and master's degrees in education from Valley City State University in North Dakota. She has previous teaching experience at Grays Harbor College, Centralia College, Lower Columbia College, and Clark College; additionally, she has worked as a literacy specialist for the Evergreen School District.

At Clark, Miles serves as the BEECH Unit representative to the Teaching and Learning Advisory Committee and to the Tech Fee Committee. She has also been instrumental in designing curriculum for the High School 21+ English Pathways, Academic I-BEST, and the Early Childhood Education I-BEST. Miles developed quarterly tutor-training workshops for the Transitional Studies Tutor Center and volunteered as a mentor with First Year Experience.

"I believe my primary role is to encourage students to see their own potential to succeed," said Miles. "I motivate students using a student-centered approach and differentiated instruction, whereby enabling me to guide them through content needed to meet competencies. I am thrilled to help students transition to their next steps at Clark."



Erin Schoenlein, Transitional Studies Mathematics

Erin Schoenlein earned her bachelor's degree in accounting from the University of Portland. She earned her Master of Arts in Teaching from that institution as well. While working on her master's degree, she assisted in the opening of St. Andrew Nativity School in Northeast Portland. Upon graduation, she taught mathematics and science at Wy'east Middle School in Portland. Schoenlein has taught at Clark since 2008.

Schoenlein serves as lead of Clark College's Transitional Studies Math Cohort and of its Bridge to College Higher Education. She also helped develop curriculum for its High School 21+ program.

"I strive to be student centered in my teaching and curriculum development," Schoenlein said. "My focus is to change the lives of the students I am lucky enough to support."



Caleb White, Welding

Caleb White earned an associate degree in automotive and diesel technology from the Universal Technical Institute and a certificate of completion in welding technology from Clark College. He is currently working on an Associate of Applied Technology in welding technology from Clark College as well. White has more than a decade of work experience as a welder and fabricator, including 10 years as a mechanic shop foreman at Christensen Shipyards.

White has taught at Clark College since 2012. He currently serves as department head of Welding and Fabrication Technology.

“My approach to teaching is to teach a wide range of skill-sets so students can handle the changes of industry throughout their careers,” said White. “My teaching style is very conversational and I challenge the students along the way. My goal is not to teach students everything they would have to know in industry, but the skill-sets and problem-solving abilities to work through any situation they might encounter.”

Photos: Clark College/Jenny Shadley

Sharing the fun of reading



Kindergartners at King Elementary explore copies of *The Cat in the Hat* donated through the Clark College Bookstore. Photo: Clark College Bookstore/Kaina Barba

On March 2, staff members from the Clark College Bookstore participated in Read Across America Day by reading the Dr. Seuss classic *The Cat in the Hat* to kindergartners at King Elementary. But these volunteers didn't just share a love of reading with the children: They also gave each student his or her own copy of the book to take home and keep.

The books—110 in all—were collected during the Bookstore's eighth annual Book Drive in February. Students, faculty and staff purchased and donated copies of *The Cat in the Hat* so that each kindergartner at King Elementary would have a brand-new book to take home and share with their families.

“This is a really big deal to the kids, because so many of them come from low-income homes where there’s no money for non-essential items,” says Bookstore buyer Marti Earhart, a coordinator of the book drive. “When we hand each of the kids their own shiny new book, they get so excited!”

This year’s goal of 80 books was easily met just a few days into the two-week book drive, so donors continued to buy and donate Dr. Seuss books for the school’s library. The library at King Elementary received 30 various Dr. Seuss titles for students to check out and enjoy.

Donors of the books were asked to put their name on a nameplate that appeared on the inside front cover of each book. “At some point the kids will realize that the person whose name is in their book wanted to share their own love of reading with them,” says Earhart. “Hopefully this book will give kids confidence to open more books on their own. ”

Read Across America Day commemorates the birthday of Theodor Geisel, better known as Dr. Seuss.

Photos: Clark College Bookstore/Kaina Barba

This article was contributed by Marti Earhart.

Clark College among nation’s best



Highlighting the critical importance of improving student success in America's community colleges, the Aspen Institute College Excellence Program today named Clark College as one of the nation's top 150 community colleges eligible to compete for the 2017 Aspen Prize for Community College Excellence and \$1 million dollars in prize funds, as well as Siemens Technical Scholars Program student scholarships.

The Prize, awarded every two years, is the nation's signature recognition of high achievement and performance among America's community colleges and recognizes institutions for exceptional student outcomes in four areas: student learning, certificate and degree completion, employment and earnings, and access and success for minority and low-income students.

"We are excited and honored to be selected as one of the top 150 community colleges in the country," said Robert K. Knight, president of Clark College. "Students and student success is at the heart of everything we do, and it is wonderful to have

the hard work of our exceptional faculty and staff recognized in this way. Our new strategic plan and program initiatives are all aimed at increasing student success, and being selected as one of top community colleges is proof we are moving towards this goal.”

Nearly half of America’s college students attend community college, with more than 7 million students – youth and adult learners – working towards certificates and degrees in these institutions across the country.

“Community colleges have tremendous power to change lives, and their success will increasingly define our nation’s economic strength and the potential for social mobility in our country,” said Josh Wyner, executive director of the Aspen Institute College Excellence Program. “This competition is designed to spotlight the excellent work being done in the most effective community colleges, those that best help students obtain meaningful, high-quality education and training for competitive-wage jobs after college. We hope it will raise the bar and provide a roadmap to better student outcomes for community colleges nationwide.”

A full list of the selected colleges and details on the selection process are available at www.aspenprize.org.

Clark College and 149 other community colleges were selected from a national pool of over 1,000 public two-year colleges using publicly available data on student outcomes in three areas:

- **Performance** (retention, graduation rates including transfers, and degrees and certificates per 100 full-time equivalent students)
- **Improvement** (awarded for steady improvement in each performance metric over time)
- **Equity** (evidence of strong completion outcomes for minority and low-income students)

Clark College has been invited to submit an application to the Aspen Prize for Community College Excellence containing detailed data on degree and certificate completion (including progress and transfer rates), labor market outcomes (employment and earnings), and student learning outcomes.

Ten finalists will be named in fall 2016. The Aspen Institute will then conduct site visits to each of the finalists and collect additional quantitative data. A distinguished Prize Jury will select a grand prize winner and a few finalists with distinction in early 2017.

The Aspen Prize is funded by the Joyce Foundation, the Siemens Foundation, and the Kresge Foundation.

Scholarship Opportunities

For the first time, the 150 Prize-eligible institutions are also invited to nominate exceptional students enrolled in their best middle-skill STEM programs for scholarships. Up to 50 Siemens Technical Scholars will be selected from programs that provide outstanding preparation for high-demand jobs in manufacturing, energy, health care, and information technology. A partnership between the Siemens Foundation and the Aspen Institute, the Siemens Technical Scholars Program intends to help our nation's community colleges and their business partners bridge the gap between projected shortages of skilled workers and the millions of high-demand jobs in these STEM industries. Scholarship winners and the programs that deliver rigorous training enabling their success will be announced in fall 2016. For more information and to view video profiles of 2015 Siemens Technical Scholars, go to: <http://as.pn/stscholars>.

About the Aspen College Excellence Program

The Aspen College Excellence Program aims to advance higher education practices, policies, and leadership that significantly improve student outcomes. Through the Aspen

Prize for Community College Excellence, the New College Leadership Project, and other initiatives, the College Excellence Program works to improve colleges' understanding and capacity to teach and graduate students, especially the growing population of low-income and minority students on American campuses. For more information, visit www.aspeninstitute.org/college-excellence.

About the Aspen Institute

The Aspen Institute is an educational and policy studies organization based in Washington, DC. Its mission is to foster leadership based on enduring values and to provide a nonpartisan venue for dealing with critical issues. The Institute is based in Washington, DC; Aspen, Colorado; and on the Wye River on Maryland's Eastern Shore. It also has offices in New York City and an international network of partners. For more information, visit www.aspeninstitute.org.

About Clark College

Located in Vancouver's Central Park and serving up to 14,000 students per quarter, Clark College is Washington State's largest single-campus, for-credit community college. The college currently offers classes at three satellite locations: one on the Washington State University Vancouver campus; one in the Columbia Tech Center in East Vancouver; and one in the Columbia River Gorge in Bingen, Washington. Additionally, its Economic & Community Development program is housed in the Columbia Bank Building in downtown Vancouver.

Photo: Clark College/Jenny Shadley

Archer @ Archer



As retired Clark College art professor James Archer stood in the gallery named after him and gazed at the works hanging on the walls, his expression was slightly wistful. Archer was attending the reception for “Archer @ Archer,” an exhibit of selections from Archer’s private art collection, which he is donating to the college where he taught for 23 years.

“It’s pretty overwhelming,” he said, standing between two colorful abstract prints of his own and a row of prints made by a former student who is now an art professor himself. “Many of these works were done by young people whom I mentored over the years. Most of them, I never was able to frame, so this is my first time seeing them framed and hung as a collection. It’s a very emotional experience for me.”



Carson Legree, left, with Jim Archer at the opening on January 12.

The college has received many donations of art through the Clark College Foundation over the years, but this donation is unusual both because of its size and its historical significance. Archer is donating 129 works total, about 40 of which are on display at the gallery. These works include drawings, paintings, prints, and collage, many of them by Clark instructors or students. Not only do they form an impressive collection of regional art, but they also represent the artistic vision of Archer Gallery's founding director.

Archer originally became curator of the gallery in 1982, when it was still located within the Clark College Bookstore and was called the Index Gallery. Successful in attracting well-known Northwest artists, the Index Gallery became known as one of the region's top alternative venues for contemporary artists. In 1995, the gallery—which by then had been relocated to a larger space within Gaiser—was renamed in Archer's honor. It moved to its current location in the lower level of the Penguin Union Building in 2005.

"This donation is significant because it has a lot of regional pieces, many with a strong Clark connection," said Clark art professor and current Archer Gallery curator Senseney Stokes. "There are works here from [retired art professor and former Archer Gallery curator] Carson Legree, from Jim himself, from [retired art professor] Jim Baker. But even beyond these

connections, some of the work here is so strong, so beautiful. Jim collected some really great stuff, and we're lucky to have it in our campus collection."



Professors bring art students to the Archer Gallery regularly as part of their instruction.

Clark's Art Committee will be deciding where to place pieces from the collection after the show ends February 20. Members of the college community are invited to provide the committee with feedback on placement of particular objects.

Asked why he chose to donate his collection to Clark, Archer explained that he was downsizing to a smaller home and that Clark seemed the natural place to donate these works. "I'm an alumnus of this college, I worked here," he said. "I'm happy that they won't just be put in a closet here. People will see them, and react to them, for a long time to come."

Photos of the exhibit can be viewed on our Flickr site.

Photos Clark College/Jenny Shadley

2015: The year in review

The announcement of a new campus, the girder-by-girder growth of a new building, and our first men's basketball championship in 20 years—no doubt about it, 2015 was a banner year in many ways. Take a stroll through the year that was as we wish you and yours a wonderful New Year!

A beautiful birthday



Art students Matt Harmon and John Mangan, with assistance from Clark College President Bob Knight, unveil a new mural at the 25th anniversary of Cannell Library. *Photo: Clark College/Nick Bremer-Korb*

Normally, you wouldn't hold a birthday party at a library. But when you're celebrating the "birth" of a library itself—well, bring on the sweets and decorations! Fans of Cannell Library gathered for a festive celebration of the landmark building on September 29, a quarter-century after the library first opened its doors to Clark students and the public.

The event began with greetings from Clark College President Bob Knight and Dean of Clark Libraries & Academic Success Services Michelle Bagley. Knight commended the library, calling it a "wonderful learning environment for our students."

Bagley noted that Cannell, like libraries around the world, has had to make many changes over the past 25 years to adapt to evolving technology. Primarily print collections are now housed digitally; the library loans out netbooks and phone chargers along with books and DVDs; and the building is devoting more of its square footage to small study rooms and collaborative spaces as students come to the library for more than just reading.



All three of Cannell Library's directors—former director Lynn Chmelir, current Dean of Clark Libraries and Academic Success Services Michelle

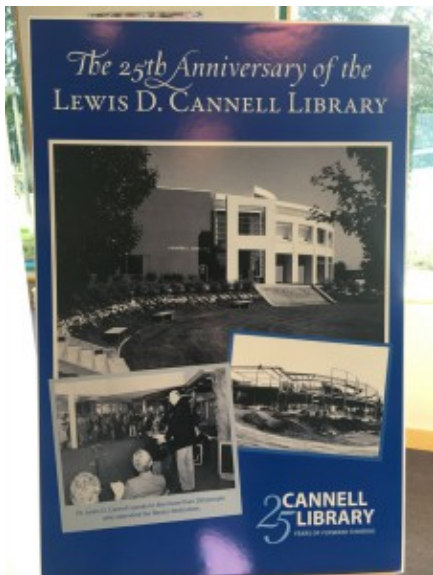
Bagley, and former director Leonoor Ingraham-Swets—were on hand to celebrate the building's 25th anniversary.
Photo: Bob Hughes

“The changes this library has seen over the last 25 years are really amazing,” Bagley said. “We have a great team here. This is a group that is continually thinking forward. They are innovative, they initiate change, and they are creative. I’m excited to see what they will do in the next 25 years.”

As befitting a birthday party, there was even a gift to unwrap: a new mural created by members of the Clark College Art Club that graces the library’s entrance. The project began during spring quarter, when members of the Art Club, who had been looking for a service project, offered to create a mural to fill a space left blank after an artwork that had been on loan to the library was removed. Members submitted design proposals; that of student Matt Harmon was chosen.

“The title I suggest for this work is ‘Nature and Change,’ but I want everyone to come up with their own interpretation of this,” Harmon said before unveiling the mural with President Knight and fellow Art Club member John Mangan, who helped organize the project.

Later, Harmon said that working on the project helped validate his choice to attend Clark. “The main reason I came to Clark was to become a part of an art scene,” said the 32-year-old, who expects to earn his Associate of Fine Arts in spring 2016. “For the longest time I didn’t want to go to school.”



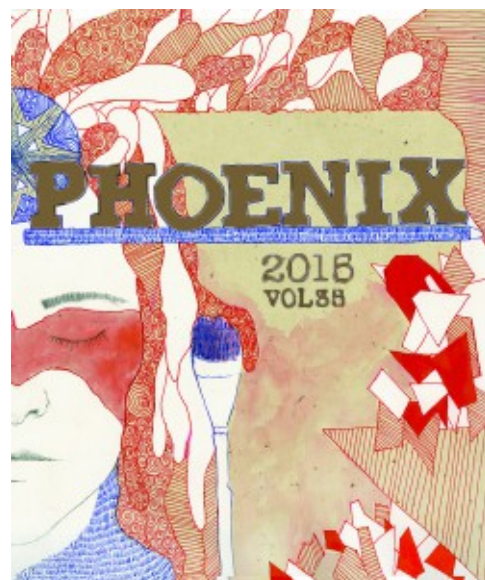
Posters and displays celebrated Cannell Library's past and future at the building's 25th anniversary celebration.

Mangan, meanwhile, originally came to Clark in 2013 to pursue his love of painting after retiring from his 37-year tenure as a medical photographer for the Department of Veterans Affairs. In fact, Clark played into his choice to settle in Vancouver after retirement. "Clark College is one of the top community colleges in Washington, and it's got a really good art department," he explained. "I frankly didn't expect to be in school this long, but I really enjoy it and there's always another class to take."

Opened in 1990, Cannell Library is the seventh library location in the college's 82-year history; previously, the library had spent many years in the space now occupied by the Clark College Bookstore in Gaiser Hall. With its curving white exterior overseeing the Chime Tower, the building has become an iconic part of the college's main campus. It houses a computer lab, numerous study rooms, and access to more than 3 million volumes through its Summit interlibrary loan system.

It is named after Dr. Lewis D. Cannell, who served as Clark's chief academic officer from 1935 until 1970. Dean Cannell was always a strong advocate for Clark's library, saying, "A book is a wonderful invention, as basic as the wheel. One doesn't have to plug a book in, one doesn't have to thaw it out; one simply opens it and another human being speaks to you."

The Best in the West



The theme of the 2015 *Phoenix* was "the artist's sketchbook."

The 2015 issue of *Phoenix*, Clark College's student-run arts and literary journal, was recently awarded first place in the Community College Humanities Association (CCHA) Literary Magazine Competition for the Pacific-Western Division.

"This is a first for us," said Clark English professor and *Phoenix* faculty advisor Elizabeth Donley. "In 2013, we placed third as a magazine in the same division, and were delighted

to do so. In the past, Phoenix has regularly been honored for the art and design of the magazine more than anything else. But the CCHA competition really focuses on the literary aspects of the journal. In many ways, this is the first significant award that honors the literary components of Phoenix.”

Several individual Clark students received recognition for their entries in Phoenix as well:

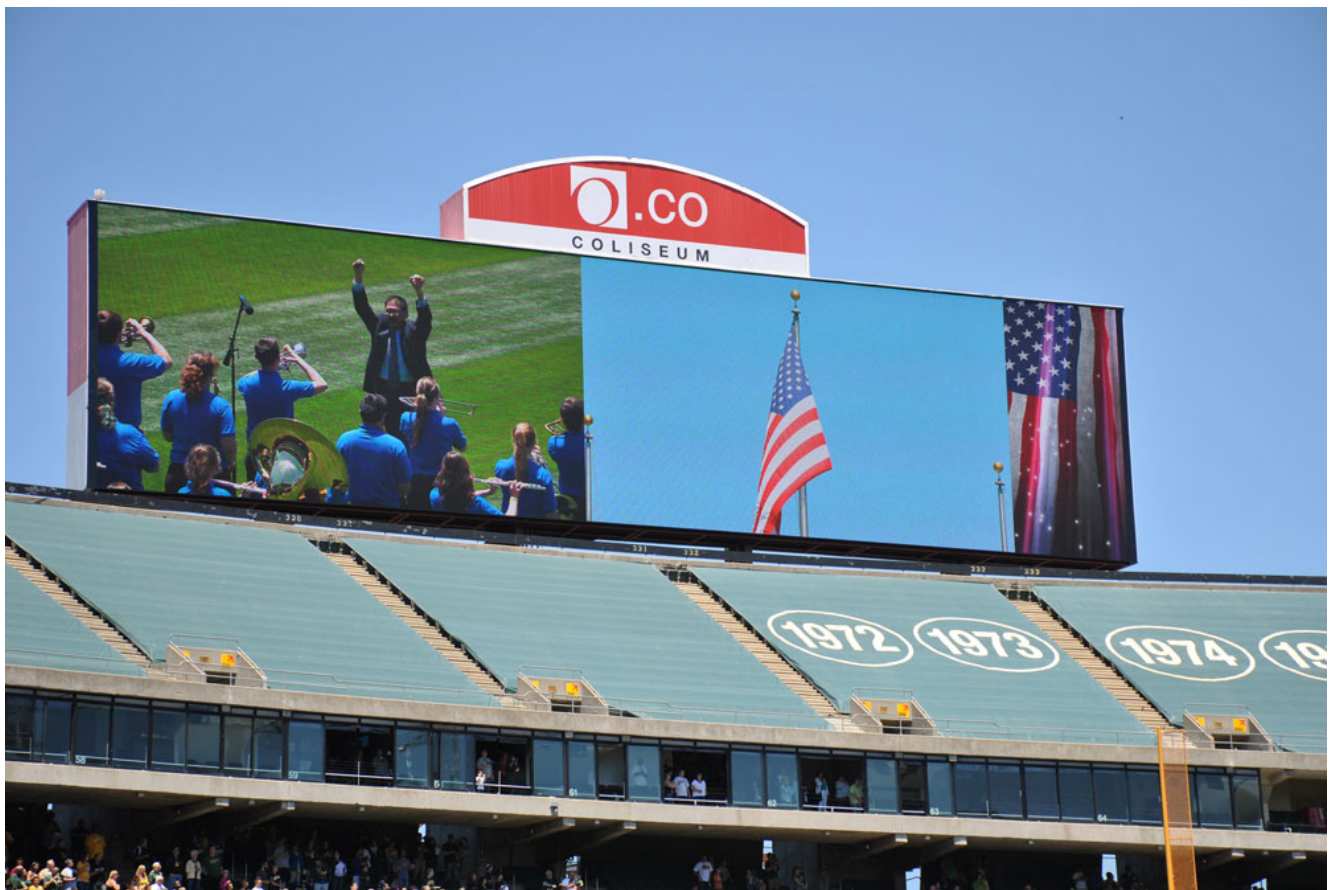
- David Powers, second place in Short Stories for “Gouge Away”
- W.R. Soasey, third place in Creative Nonfiction for “Not the Favorite”
- Trenelle Doyle, second place in Artwork for “The Perception Project”
- Matthew Harmon, third place in Artwork for “Empirical Being”
- Alan Logston, first place in Song for “Shades of Steel”
- Jeffrey Points, first place in Performance for “Project Spielberg”

The CCHA’s Pacific-Western Division includes community colleges in California, Oregon, Washington, Alaska, Idaho, Montana, Nevada, and Wyoming.

Over the course of its 34-year history, Phoenix has won many regional and national awards. Many students who work on it go on to pursue careers in writing or the arts. Jennie Avens, a former Phoenix editor who graduated from Clark with her Associate of Fine Arts in spring 2015, said working on the journal helped prepare her for a position as volunteer director for a nonprofit serving budding artists. “Working on Phoenix was an amazing experience that has opened me up to other career possibilities and taught me an abundance of things I use in my life as an artist,” she said.

Phoenix is available in an online format at clarkphoenix.com.

Clark Band Hits a Home Run



The Clark College Band was larger than life when their performance before an Oakland Athletics' baseball game was projected on the O.co Stadium JumboTron. More than 39,000 spectators heard the band perform the National Anthem. *Photo courtesy of the Oakland Athletics.*

On June 21, 2015, the Clark College Band demonstrated its excellence to more than 39,000 spectators at the Oakland Athletics Baseball Father's Day game in O.co Coliseum (formerly Oakland Coliseum) in Oakland, California.

"There was nothing more exhilarating than playing that last note and hearing the roar of 39,000 people cheer throughout the coliseum! It was really quite an unforgettable moment for

the students and myself,” says Clark Band Director Rich Inouye. “Clark should be extremely proud of how the band students represented the college that afternoon.”

This exciting performance opportunity started last January when the Clark Band received the invitation from the Athletics. The trip was funded through the Associated Students of Clark College (ASCC). The Office of Communications and Marketing also supported the trip by funding uniform shirts for band members.

As part of the Clark’s focus on diversity and cultural exchange, the students were also treated to a music masterclass by Rebeca Mauleón, an internationally acclaimed musician, bandleader, composer, Grammy-nominated producer, author, and leading pedagogue on Afro-Cuban and salsa music. For music students like Courtney Elsberry, the opportunity to learn from one of the music industry’s leading authorities had an incredible impact. “Getting to listen to Rebeca talk about the rich history and culture behind Afro-Cuban music was incredible,” she says. “It was an honor getting to meet her and gain some very vital knowledge.”

In addition to the stadium performance and music masterclass, the Clark band students also watched the Drum Corps International West competition at Stanford Stadium on the Stanford University campus and toured the infamous Alcatraz Island penitentiary.

“Having opportunities to travel broadens my perspective of my music education, and shows me the importance of being in an ensemble and music family,” says Clark Foundation Fields Scholarship recipient Anna James. “Without these trips that Clark College so generously funds, I would not be prepared to tackle the musical challenges facing me at my upcoming enrollment in a four-year university.”

Inouye adds, “This trip really demonstrates Clark’s community

commitment to helping develop the student experience. It was truly a collaborative effort, from coordinating with Athletics and Facilities to use our baseball field to rehearse, to the funding from ASCC and shirts from Communications & Marketing. We all put Clark's name in lights!"

Article submitted by Richard Inouye

Photo and video courtesy of the Oakland Athletics

Exceptional Faculty Award spotlight: The cultural ambassador



Professor Michiyo Okuhara helps members of the Japanese Club teach children in Clark's Child & Family Studies program about kimono in advance of the 2014 Sakura Festival.

Professor Michiyo Okuhara is well aware that students who enroll in her Japanese courses probably have a limited understanding of her home country's culture.

"They see it in pop culture—*anime*, *manga*, Hello Kitty—or sometimes traditional things like samurai," she says. "In class we don't focus on animation or comic books. We try to inspire them to learn the language, but also a more complete sense of Japanese culture."

Ironically, for someone who now teaches Japanese, Okuhara originally came to the United States to learn English. "I studied English in Japan, but I wanted to use it and live it," she explains. She earned her master's degree at Portland State University, also getting a certificate to teach Japanese as a foreign language from that institution, and in 1999 began teaching at Clark.

"At the time, the program was very small," she remembers. "I had four classes a year, just Japanese 101 to 103."

Today, thanks largely to Okuhara's efforts, Clark offers two years of Japanese study. The college's Japanese Club, which Okuhara helped found, is a vibrant and visible presence on the main campus. Okuhara has



also been a key organizer of the college's annual Sakura Festival, and has helped incorporate children from the college's Child and Family Studies (CFS) program into the event—something she started after her own son, Anthony, graduated from the program's daycare. (Okuhara's daughter, Sakura, also has a Clark connection, having earned

her associate here before transferring to Western Washington University.)

Okuhara, who received tenure in 2013, says she appreciates the partnerships she's been able to develop at Clark. "We have great colleagues, great collaboration," she says. "Like with CFS, and also International Programs are a great support for us. Or when we had a Japanese theater troupe visiting and needed a performance space; [drama professor] Gene Biby offered to let us use his stage. We're a small department, but with other people's help, we can do things we cannot do alone."

This year, Okuhara received 2014-2015 Exceptional Faculty Award. "This instructor goes above and beyond, helping students outside of class and outside of her office hours," wrote one student in her nomination. "She not only teaches the language, but she puts forth an extra energy to relate our lessons to Japanese culture. Her knowledge is not only shared to the class, but to the Clark community as well."

Many of Okuhara's former students return during Sakura to visit "Okuhara-sensei," as they call her. Others write her from Japan to tell her about working there. Okuhara cherishes those stories, but feels that teaching world languages helps students even if they never leave their hometown.

"Not everyone gets to major in Japanese or work in Japan," she says. "But part of what they learn is empathy for other cultures, and maybe patience with people from other countries who don't speak English. I really enjoy seeing students learn. When they say Japanese is fun—that's what I hope for."

Learn about other recipients of the 2014-2015 Exceptional Faculty Awards.

Photos: Clark College/Jenny Shadley