

Athletics halted for fall



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

This decision was based on the impact of the NWAC guidelines on Clark's students and staff, as well as the continued increase of COVID-19 cases in Clark County and surrounding areas. As always, the safety of our students, employees, and greater community remains paramount.

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

is a possibility for Cross Country to compete in the winter.

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

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

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

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

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

Photo: Clark College/Jenny Shadley

Automotive Technology steers through challenges



Clark College Automotive Technology students maintain their distance while learning about air conditioning systems. When Clark College made the switch to online instruction during COVID-19, students showed their tenacity by adapting to new ways of learning. But some challenges take more than determination to overcome. For instance, what if your “homework” is an automobile you need to repair—what then?

Well, that’s when your professors’ creativity and flexibility come in. When Clark’s Dealer Ready Automotive Technology

programs faced COVID-19 restrictions, the college found a way to help students complete their hands-on labs in the shop.

The college set up a system for daily health screening checks. It has required face coverings for both students and employees. To comply with social distancing, the professors re-organized the garage with fewer students. The programs integrated online learning with in-person labs to keep students on the path while minimizing in-person class time. The program's creative solutions for keeping its students learning were featured in the July edition of Northwest Automotive Trades Association (NATA) Industry Review.

Similar models will be used throughout summer and fall terms for all students taking Career Technical Education classes that require hands-on labs.

President Dr. Karin Edwards recently had the opportunity to visit Clark's Toyota T-TEN program to talk with instructors **Tonia Haney** and **Mike Godson** and observe students working in the reconfigured, socially distanced lab environment. She learned how the automotive instructors adjusted the program to COVID-19 restrictions, helping students complete their programs while putting safety first.



Dr. Karin Edwards, *left*, meets with Automotive Technology professors Tonia Haney and Mike Godson.

Smaller classes, safer classes

Two new cohorts of students start in the Automotive Technology program each fall: T-TEN (Toyota/Lexus) and HiTECC (Honda PACT, Audi AEP and Dick Hannah dealers). Normally, each program starts with 20 students per cohort, for a total of 40.

But to maintain social distancing requirements, fewer students will be admitted in each cohort this fall.

Haney says that to begin an automotive program, a student must be hireable, have a good driving record, and be at college-level math and English.

“To diagnose with computers, you must have a good

understanding of electronics,” Haney added. “But you have to be able to turn a wrench.”

Making apprenticeships work

Clark College provides hands-on instruction so graduates are equipped to step into good jobs. Clark’s automotive programs are apprenticeships that require students to concurrently be working at a dealership garage or independent repair facility so that they can put into practice what they learn in the automotive lab. Students have three days of instruction in Clark’s automotive labs weekly, followed by three days of in-dealer apprenticeship experience.

Most students work in shops in the Vancouver-Portland metro area, but students have worked at dealerships as far north as Centralia (83 miles from campus) and as far east as The Dalles (90 miles).

Although auto repair and maintenance facilities are deemed “essential services” during the coronavirus outbreak, Haney says there may be fewer apprenticeship slots available because dealers may not be hiring as many people.

Haney adds, “We may make exceptions to the apprenticeships, due to COVID.”



Nick Ferguson entered Clark College's Automotive Technology program to move up in his career.

From a hobby to a career

Nick Ferguson, 33, lives in Tigard and has been working at Lexus of Portland for 10 years as a lube technician doing oil changes, minor maintenance and repairs. He realized that in order to advance in his career and be considered for promotions, he needed more training.

He enrolled in Clark's Toyota T-TEN program because "I wanted to move up in the shop. It was the only way to move up."

Ferguson earned his GED in 2005. He hadn't attended any college classes. When he started Clark's program two years ago, in the Lexus shop he could do work that was supervised by a team lead, but as he neared graduation from Clark's Toyota T-TEN program, he says, "Now I'm doing anything and everything

they'll let me do."

For the past two years, **Aaron Quick**, 19, has driven 140 miles round-trip between Winlock and Vancouver to participate in Clark's Toyota T-TEN program.

"I've always enjoyed working on cars," says Quick, who graduated from the program this spring. "I work on my own cars, and I work on my parents' and friends' cars too."



Student Aaron Quick commuted to and from his home in Winlock for two years to complete his Automotive Technology degree at Clark College.

During his senior year at Centralia High School, he started looking for a robust, hands-on automotive technology program close to home, but he couldn't find one, so he applied to Clark and started the program immediately after high school graduation. Clark has turned Quick's hobby into a vocation.

Haney says, “Most students starting in the fall already have been hired by a sponsoring dealer and are working throughout the summer in a variety of different positions—from lot porter to lube technicians or even line tech, depending on their skills coming in. When classes start in the fall, most students will have three months or more of experience in the dealer to relate to instruction. Even if that experience is parking cars, it still helps to relate to daily instructional topics.”

Learn more about Clark’s Automotive Technology programs at www.clark.edu/cc/auto.

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.

Getting to know Dr. Karin Edwards



Clark College President, Dr. Karin Edwards.

As she begins her Clark College presidency on June 22, Clark 24/7 sat down with Dr. Karin Edwards to learn a little bit more about her life, her outlook on higher education, and her experience guiding a college—in her former capacity as president of the Cascade Campus of Portland Community College—through a global pandemic.

Read a full biography of Dr. Edwards at the bottom of this Q&A.

Starting out

Q: Tell us about your family.

A: I'm the youngest of eight children. I have four sisters and three brothers. We were a tight family who ate dinner and watched TV together, did chores, stuck up for one another, and played games. We grew up in a housing project in the Bronx, New York. My parents finished high school in Atlanta, but they did not attend college. My siblings and I all attended college or some other post-secondary training.

I met my husband, Raymond Edwards, during my freshman year at SUNY Albany. We've been married going on 35 years. He is a major accounts manager with Northwest Natural. We moved to Portland in the summer of 2014 when I was hired at as Campus President at PCC Cascade. We have two children—an adult daughter and son. We have two granddaughters and a third on the way.

Q: Did you have a Plan A and/or a Plan B for your career? Are you doing what you set out to do 25 years ago? Was there a moment or experience that changed your direction?

A: I learned the power of education early on, so I knew I wanted a career in education. It would provide me an opportunity to impact lives. I remember wanting to be a teacher and/or a guidance counselor. I wanted to help students. I knew that was my purpose. Some of that was based on my wonderful second-grade teacher, Miss Saxton, who demonstrated so much care and consideration toward her students.

I first set my sights on the K-12 sector, but while I was a college student, I got a job helping students in my college's Financial Aid office. I enjoyed being able to help students make the financial aid process easier. That job

experience changed my path. That is when I decided to stay in higher ed. Since then, all my professional experience has been in higher ed. I worked in financial aid, admissions and advising.

Q: Are you an introvert or extrovert? Does it affect how you work?

A: I'm more of an introvert, though not shy and quiet. Instead of sharing about me, I'm more interested in learning about others. I find ways to build relationships with people based on what I learn about them. I also do quite a bit of reflection.

Q: What are the milestone moments in your life that have shaped you today?

A: Here is my first milestone moment: When I was in seventh grade at Clark Junior High School in the Bronx, my homeroom teacher, Mark Cooper, who also taught science, noticed that I wasn't being challenged academically. He suggested I apply for a private school, Columbia Preparatory–Columbia Prep—an affluent school in Manhattan.

At Columbia Prep, I was exposed to so many things I'd never seen before. I was in the same city I'd lived in my whole life, but I was having all-new experiences. I went to the ballet and Broadway shows. I visited my classmates in their Central Park West apartments. Growing up in the Bronx, I never knew or experienced such affluence.

Here's my second milestone moment: Six years ago, I moved across the country from Connecticut to Portland to take my job at PCC. I'm not afraid to try something new.

Q: How did your parents influence your educational decisions?

A: My mother was a homemaker with eight kids. I'm the youngest. My dad was injured while in the Army.

He later worked with the railroad.

Both of my parents were very supportive of me attending Columbia Prep, the private school. They both finished high school in the South. My mother recognized that, if you're going to get a quality education, there's a cost associated with it. I received significant scholarship support through A Better Chance.

My graduating class at Columbia Prep had only 64 students, and I was one of only four students of color; a very different experience. I would go to school in Manhattan where I had to live by one set of rules, but then I'd come home to the Bronx, which had another set of rules. I was living in two different worlds. At Columbia Prep, it was very competitive. Students ranked themselves on practically everything, including wealth, grades, personal attributes, you name it. In the Bronx, we were family; we helped each other and didn't try to outdo one another.

Straddling those two worlds taught me to ask myself: How do you live in both worlds? It's a survival skill I developed. Long story short, I got an excellent education at Columbia Prep, but it was annoying to me that I couldn't get the same education in the public schools in the Bronx.

That's been part of the basis for my fight for equity. If I hadn't had that foundation of the private school opportunity, I wouldn't be in the position that I am. I saw the power of education, the disparities that exist between the haves and have-nots. This has led me on the quest for equitable success for students.

Going away to college was that first step of independence. For me, as the youngest of eight children, it was a very big step. It helped me build my confidence and independence.

Q: What's a significant achievement in your life?

A: Earning my doctorate was significant. I had the pleasure of working with exceptional college leaders and presidents in Connecticut and New York. My mentors told me if I wanted to pursue a college president position, I had to get my doctorate.

When I was pursuing my doctorate, my entire immediate family was in college: my husband, our two children, and me. My husband was getting his MBA from Rensselaer Polytechnic Institute. My daughter got her BA in English from Columbia University. My son was studying at Morehouse College. Three of us—all but my son—graduated all in same year. Now my son is enrolled in a doctoral program at Vanderbilt University.

Q: What do you see as a teacher's role in a student's life?

A: I have so much respect for teachers. They can change the trajectory of a student's life. I know the power of quality instruction in education. I've witnessed it. In our work, we have the opportunity and the responsibility to help encourage, inspire and challenge students to reach their full potential. That's the power and the value of education.

Q: Who are your role models or heroes?

A: My mother, Roberta Slaughter, who is 97. She raised eight children and demonstrated that kind of unfailing love for us. Each of us were different. Some did sports, some were homebodies. She tried to find something that fit each of our tastes. When I think about equity work, I think about my mother, meeting the needs of the individual. My mother is still with us today. My father, Purchase Slaughter, also believed in me. He's now deceased.

I have worked with outstanding college presidents, both in New York and Connecticut, who demonstrated that kind of concern for me as an individual and continued to push me and encourage me for opportunities to learn and grow. I've tried to model

that same leadership style in my work to recognize an individual's capacity and help them develop their talents.

I worked with two excellent presidents at Three Rivers Community College in Norwich, Connecticut: Dr. Booker T. DeVaughn and Dr. Grace Jones. Both took stock in me and showed me how to be professional—how to be prepared. They remain in my life now, even though we haven't worked together for many, many years.

I also think of Dr. Martin Luther King, Jr. as a hero and role model. His ideals and his ability to communicate powerfully inspires me.

Career and technical education

Q: You've had a lot of experience with career and technical education at PCC Cascade.

A: Of all the PCC campuses, Cascade has the highest percentage of CTE students and programs. About a third of Cascade students are enrolled in CTE programs.

Some of PCC's programs that lead directly to a career instead of going to a four-year college include Emergency Medical Services, Fire Protection Technology, Paramedic, Criminal Justice, Medical Laboratory Technology, Ophthalmic Medical Technology, and Addiction Counseling.

Q: Why are you an advocate of Career Technical Education?

A: For so many students who may feel college is not for them, career technical education provides opportunities to train and prepare for meaningful careers and living-wage jobs. As educators, we must ask ourselves: How are we preparing the next generation of workers?

The applied baccalaureate programs at Clark are designed to

meet specific workforce needs. It's important to ensure the cybersecurity, dental hygiene, applied management and human services programs are meeting the workforce needs.

Clark's Career Technical programs are successful because they provide relevant training and education that prepare students for high demand jobs in our community. They play to a students' best strengths allowing opportunities for growth, challenge and creativity.

It's important there's a close tie between workforce needs and what the college is offering. Workforce changes can be quick and expensive. It means a college must be strategic. A college must be nimble to keep up with industry.

Working during a pandemic

Q: What have you learned during the COVID-19 crisis?

A: Traditionally, colleges are not well known for being agile and nimble, but most schools were able to very quickly shift from face-to-face operations and instruction to remote and online. It was quite remarkable. So, I learned we could move and respond quickly when needed. I learned different technological platforms to communicate and create virtual groups.

I was further made aware of the disparities that exist for people of color and other marginalized populations as it relates to health, healthcare, access to equipment and internet service. Also, it became clear that the risk of exposure to COVID-19 is so much greater for people of color and other marginalized populations because of the jobs they hold. The service industries do not provide flexibility for employees to work from home.

I also saw the increased risk of physical and emotional abuse that occurs when staying home is not always a safe people for

people who are living in very difficult circumstance.

We see stress and strain throughout the community. It's a poignant reminder, that while we are all in this together, we are not in the same boat.

Q: How have you navigated working remotely at PCC?

A: Initially, it was very exhausting. I experienced Zoom fatigue; my eyes and body were so tense from the back-to-back meetings. I felt like I was engaged every minute of the day. Eventually, I've become so much better at scheduling meetings and making sure I give myself screen time breaks.

Q: What has been your most humbling tech moment during COVID-19?

A: I've had a few humbling moments with technology. My granddaughter had to help show me how to retrieve notes in the chatbox.

I also couldn't figure out how to un-mute myself on a few occasions and there have been times, I've had to walk around my house to find sufficient bandwidth. But I take comfort in that, we're all learning as we go.

Q: What routines have you built into your workday while working remotely?

A: Both my husband and I are working from home—in separate rooms. We've designated the kitchen as our cafeteria. During our workday, we meet in our “cafeteria” for breakfast and lunch. I wear my FitBit and march in place to get some steps in.

Q: What are the lessons learned from this experience?

A: College faculty, staff and students are resilient. They are creative and they are motivated to be successful regardless of what challenges they face. I am impressed by their ingenuity

and their commitment to this work.

There are opportunities for creativity as we adapt our traditional model of education. We want to engage our students, inspire them and support them. This can be challenging when working on line.

But I have seen examples of creative innovation this year that encourages me. Our students have learned to paint and draw online this year. They are treating patients using digital simulation models. They are becoming confident online learners.

For all the challenges, there are tremendous opportunities to rethink and explore new ways that as faculty and staff we can support our students whether online or face-to-face.

Colleges have learned they can and must adapt.

Q: You began your new job as President of Clark College on June 22 at a time when the college remains in remote operations. How do you connect?

A: I'm giving so much thought to that! I am a relational person. Because of COVID-19 restrictions, it will be months before we're all on campus together. I want to maximize technological resources to make it more personal—more real—so that by the time we're able to meet face-to-face on campus, people will know something about who I am and that I know about somethings about them.

I think the key to connection is a willingness and a desire to be authentic and at times vulnerable with people. I am not afraid to show people who I am and I am honored when they feel comfortable to reciprocate.

I met several Clark career technical education instructors during my first week at Clark College. We were all wearing our face coverings. We're learning how to use our eyes and

gestures to smile and to listen a little more closely to hear the words in order to get to know each other.

I've received such warmth in every greeting during my first days at Clark. I am excited to be here at this time to lead this talented group of instructors, staff, and students. I'm honored to be the newest member of Penguin Nation.

About Dr. Karin Edwards

Dr. Karin Edwards' 36-year-career at community colleges spans roles from Admissions Counselor to Campus President. Since July 2014, she has served as president of Portland Community College's Cascade Campus. For the previous 14 years, she was Dean of Student Development and Services at Three Rivers Community College in Norwich, Connecticut. Before that, she served for eight years in leadership positions—from Student Development Counselor to Director of College Extension Centers—at Orange County Community College in Middletown, New York. Earlier in her career, she was Higher Education Opportunity Program Counselor at Skidmore College, in Saratoga Springs, New York and Admissions Counselor at Rensselaer Polytechnic Institute, Troy, New York.

Dr. Edwards has been actively engaged with the American Association of Community Colleges, attending its Presidents Academy Summer Institute and serving on its Commission on College Readiness and Marketing/Public Relations. Additionally, she has been an active participant in the American Association of Community College Trustees Governance Conference; National Council on Black American Affairs, Western Region Conference; and Creating Inclusive, Socially Just Campus Environments.

Her community service includes serving on the board of directors of Portland Community Reinvestment Initiatives and on the advisory board of the Oregon Association of Minority Entrepreneurs, as well as being an active member of the

Partners in Diversity Leadership Council and the Oregon President's Council of the Oregon Community College Association.

Dr. Edwards earned her bachelor's degree in Psychology and her master's degree in Higher Education Administration at State University of New York at Albany, and her doctorate degree in Educational Leadership at Johnson and Wales University in Providence, Rhode Island.

Clark's All-Washington Academic Team



Julisse Hopmann and Kellie Langston
Congratulations to

Clark

College

students **Julisse Hopmann** and **Kellie Langston**, who were named to the 2020 All-Washington Academic Team. The students were recognized for their achievement during the June 10 Board of Trustees meeting.

Julisse Hopmann is earning her Associate of Applied Science degree in Business Administration with a Certificate of Proficiency in business management. She expects to graduate Winter 2021. Running Start student Kellie Langston graduated from Clark College in June with her high school diploma and her Associate of Arts degree. *Read more about Julisse and Kellie below.*

Julisse Hopmann

Sometimes we find ourselves in over our heads—treading water and about to go under. But then a stranger comes along at just the right moment and pulls us to safety. Four years ago, when Julisse Hopmann was a 25-year-old diner waitress, a customer pulled her from the brink and changed her life.

Julisse explains, “During that period of my life, I was drinking heavily. I wanted help, but I didn’t feel I could get the help I needed.”

An astute customer approached Julisse, pressed a card into her hand, and told her she had turned her own life around through a 12-step program.

“She probably could smell the liquor coming from my pores,” Julisse recalls. “She gave me her card and said she could help me. Sometime later, [I had] one really bad night when I was drinking so much that I didn’t think I was going to wake up, and I didn’t want to wake up. But I did wake up—so I called her that morning and asked her to help me.”

Julisse says, “My life was one big struggle, but at age 25, I turned my life around. That was my second chance. My

redemption. Now I ask myself how I can be a beacon of hope.”

Today she juggles her classes at Clark, cares for her 3-year-old son, and helps others through her involvement with a 12-step recovery program.

“I try to help others the way I was helped,” she says. “Some people just need to get to 12-step meetings. Some people need resources. Alcohol and addiction come with other issues, including mental health issues.”

Before her alcohol addiction and recovery, she ran away from home and joined the carnival when she was 18. She had always wanted to travel. Shortly after earning her high school diploma via Clark’s Running Start program, she told her parents she was joining a friend and going on the road to work at a carnival, Funtastic Traveling Shows.

“My parents told me they’d do anything they could to stop me,” Julisse recalls. “So, I left a note on the kitchen counter and left in the middle of the night. I caught up with the carnival at the rest stop near Battle Ground. I left everything behind.”

For six seasons she traveled with the carnival to state and county fairs throughout Washington and Oregon. She discovered she enjoyed the work and was good with people and at business management. The carnival owner, Ron Burbach, who had earned a business degree at Portland State University, saw something in Julisse and gave her increasing responsibilities. She started out making cotton candy, but by the time she left, she was managing a burger stand and two cotton candy stands.

She recalls the 80-year-old carnival owner telling her, “This carnival is my dream. You need to go back to school and find your own dream.”

She doesn’t have any regrets about joining the carnival. “I picked up a lot of useful skills: leadership, communication,

working with people, learning how to handle stress, working long hours," she says. "When people tell me starting your own company is hard work, I know I can do it."

Five years after leaving the carnival, she's following Burback's advice. She's back at Clark College and pulling straight A's. She's been a Clark student before. She completed her high school diploma as a Running Start student in 2009. After she left the carnival, she enrolled at Clark but didn't stay. "I wasn't in the right mental space to take care of myself," she says. "My drinking picked up. I got depressed. I couldn't do it."

Julisse grew up on Larch Mountain near Hockinson, "way out in the sticks," she says. "I was always in the woods. Nature is healing for me."

After she graduates from Clark, her career goal is to combine her love of nature with her desire to help people struggling with addiction to find connection.

"I get a lot of personal connection from a 12-step program. Everybody needs connection," she says. "My goal is to start a nonprofit naturopathic clinic to help people with addictions to connect with each other and with nature."

Kellie Langston

If there's a volunteer project to be done, Kellie Langston is likely rolling up her sleeves. During COVID-19 quarantine, the 17-year-old volunteer helped distribute meals to the students at Hearthwood Elementary, where her mother is a teacher.

Kellie has faced multiple challenges: coping with her parents' divorce, abuse, toxic households, and going back and forth between two families. As a result, she struggled with mental health issues. She chose to use that struggle to guide

her volunteerism. During her first two years at Mountain View High School, she volunteered with her school's chapter of Youth Suicide Prevention Program, which trains youth to recognize the signs, risks, and triggers of suicide and how to get help.

"I wanted to use my story to help other students realize that they aren't alone," she says. "I know how someone with suicidal thoughts feels. Students pay more attention when it's a peer speaking rather than an adult."

Kellie served as the club's co-president her freshman and sophomore years. She and fellow club members wrote inspirational chalk messages on the school's walkways and opened doors for and greeted students when they arrived at school to help them feel welcome and connected.

But what Kellie enjoyed most about being involved in the club was speaking to more than 50 classes and leading discussions about youth suicide, mental illness, stressors, helpful hotlines and how students could find extra support when they needed it. "Presenting helped me deal with my own mental health problems and my trials and tribulations," she says. "It was powerful and rewarding."

Kellie was invited to participate in a KATU News town hall on youth mental health along with other teen volunteers with youth mental health programs. She had her turn on the air answering students' questions.

During her junior year, Kellie became a full-time Running Start student. She joined Phi Theta Kappa and volunteered for service projects including distributing Thanksgiving meals to more than 100 Clark students in need.

In the fall Langston plans to continue her studies at Brigham Young University in Provo, Utah. If the campus isn't open for face-to-face instruction due to COVID-19 restrictions, she says she likely will stay home in Washougal and take her

courses online. She plans to pursue a degree in education or perhaps business entrepreneurship.

“My dream job is to be a writer and a public speaker,” Kellie says. “I hope to inspire youth to overcome their own obstacles.”

About the All-Washington Academic Team

In all, 65 students from Washington’s community and technical colleges were named to this year’s All-Washington Academic Team. Traditionally, students are honored at a reception at South Puget Sound Community College in Olympia in late March, but this year, the COVID-19 outbreak canceled the event.

The All-Washington Academic Team is a program of Phi Theta Kappa, the international honor society for two-year college. It recognizes academic achievers in the state’s community and technical colleges who have demonstrated a commitment to scholastic achievement and service to their college and community. To qualify for the team, students must participate in PTK and fulfill other competitive criteria.

Each All-Washington Academic member receives a Phi Theta Kappa medallion and a \$250 scholarship from KeyBank. The top-qualifying students also will receive scholarships from Washington State Employees Credit Union and the Washington State Association of College Trustees. Additionally, students who choose to attend Washington State four-year colleges and universities are eligible to receive additional scholarships ranging from \$1,000 to \$12,000.

Photo: Clark College/Jenny Shadley

A remarkable journey



Evans Kaame

This year's recipient of the Community College President's Award in Honor of Val Ogden is Evans Kaame, a student who has been through much and traveled far to pursue his educational dreams.

About Evans Kaame

Evans Kaame was born and raised in a small community in northwestern Kenya. After his father died, the family was thrown into hardship and poverty. "I watched my younger siblings crying as my mom left early in the morning and came home at 9 p.m.," he recalled. "We didn't know if we were going to eat at night or not."

When Kaame was in his early teens, he decided to leave home and live on the streets to ease the burden on his mother and siblings. "The street was a new life with so many barriers ... but because tragedies happen in life, I had to do this," he said. "I had no other option. I fought cold nights

in the street ... being on drugs and breaking into people's homes. I had to survive. I had no choice."

In 2009, the course of Kaame's life changed once again, when a charity called New Hope Children entered him into its program providing housing and education to street children. At New Hope, Kaame's academic potential became realized. He graduated from high school in 2016 at the top of his class. However, his challenges were not yet over: He could not afford to enroll in college in Kenya.

New Hope's founder, Rachael Swanson, lives in Vancouver and graduated from Clark College. She encouraged Kaame to apply to Clark, and in 2018, after securing a student visa and scholarship funding from Clark College Foundation, Kaame enrolled at Clark as an international student.

Kaame has thrived at Clark College. This past academic year, he has served as student government president. He has run on the college's track-and-field and cross-country teams. He has volunteered with multiple local organizations, as well as at Clark College's Penguin Pantry and as a Peer Mentor for international students. And he has earned a Grade Point Average of more than 3.9 while doing so.

After graduating from Clark College with his transfer Associate in Arts degree, Kaame intends to continue his studies, focusing on business administration, political science, and comparative religious studies. He hopes to one day create a global initiative focused on leadership and management.

About the Community College President's Award

The Community College President's Award in honor of Val Ogden

is given each year to a student who has completed their studies at Clark College and is transferring to Washington State University Vancouver. They receive full tuition and fees for two years while they finish their bachelor's degree at WSU Vancouver. The award is traditionally announced during that year's Commencement ceremony.

A Commencement like no other



Oswald was on hand to pass out yard signs to Clark College graduates.

Like all Clark College students, the Class of 2020 experienced plenty of challenges—academic, economic, and personal—along their educational journeys. But on top of the typical hurdles,

they also faced something unprecedented in the college's history: In March, they learned that their classes would be held completely online, as the COVID-19 outbreak forced the college to move into remote operations.

This Thursday, Clark College's 84th graduating class will experience another "first," as it is honored in the college's first-ever virtual ceremony.

At 6:30 p.m. on June 18, guests and graduates can visit www.clark.edu/grad2020 to view a video of ceremonial remarks, a congratulatory message from staff and faculty, and customized slides of each participating graduate. These slides feature each graduate's name as well as an optional photo and personal message.

The virtual ceremony will remain on the college's website through the end of June, for those who want to watch it at a different time.

Last week, graduates also had the option to pick up free yard signs from the Bookstore through a socially distanced drive-through.

"We are all so proud of our students who have persevered," wrote Clark College Interim President Sandra Fowler-Hill in an email to college employees. "Join me in congratulating the Class of 2020."

Photo: Clark College/Tarek Kanso

When your internship is in

the middle of a pandemic



Sofiya Saakyan wears safety gear during her internship at

Eurobake. *Photo courtesy of Sofiya Saakyan.*

When Sofiya Saakyan, a student in Clark College's Professional Baking and Pastry Arts program, called Baron Patisserie in early April to check on her planned spring quarter internship there, the bakery was closed indefinitely due to COVID-19. The owner told her he wasn't sure when the bakery could open again—or when Saakyan could fulfill her internship.

Saakyan is one of nine students graduating in June with an Associate in Applied Technology degree in Clark's Professional Baking and Pastry Arts program. The program's final requirement is to complete a five-week industry internship during spring term. Students work 24 hours a week gaining real-world experience before they graduate. Students cannot graduate without completing an internship.

Department Head Alison Dolder had arranged student internships in bakeries, patisseries, and chocolatiers in Vancouver and Portland. When COVID-19 restrictions shut down most food operations, Dolder had to act quickly to secure new internships for Saakyan and the other students. Because of the COVID-19 shutdown, all internships were pushed to the second half of the quarter while the department figured things out.

That's when Dolder called Josh Svenhard, co-owner and Vice President Operations at Eurobake.

Coming up with a Plan B, in a hurry

Eurobake, a Portland wholesale baker, remained operating as an essential business during the COVID-19 shutdown. Svenhard is a member of Clark's Professional Baking & Pastry Arts Advisory Committee. This is the first quarter Eurobake has provided internship opportunities for Clark students.

"I think we're a perfect fit," Svenhard said. "We can bring in

students during COVID-19 because we're not a retail bakery with customers, so students aren't being exposed to the public. It's important for a business to give back to its own industry, as well as the community."

Dolder offered all nine of the students the option of an internship at Eurobake, which is near Portland International Airport.

"We left it up to the students to do what's best for their families," Dolder said.

Six of the nine Clark students chose to complete an internship at Eurobake spring quarter. One student chose not to do the internship at this time due to family reasons. Two other students had been laid off from their jobs and couldn't afford to travel to Portland for the internship. Those three students are waiting for an opportunity to do an internship in Vancouver during summer term, when COVID-19 rules allow more bakeries to open.

Two students per week are scheduled to work at Eurobake. The bakery operates from 3:00 a.m. to 10:00 p.m., providing ample opportunity to work around the students' schedules. It allows students to maintain their other jobs.

Dolder said, "Eurobake is rotating our students through their bakery for their internship and is providing hands-on learning following proper social-distancing protocol. It's a great opportunity for our students. Some want to finish the program and be available to be hired when everything opens up."

To accommodate students, Dolder said the baking program is not taking its standard break between spring and summer term to allow students to finish their internships, even if they started later in the quarter.

Safety first

Working in a wholesale bakery during a global pandemic is no different from working in a bakery pre-COVID-19, Svenhard said. Eurobake's follows strict safety protocol. "The baking industry has become one of the most careful," he said. "Food safety starts with washing your hands and ends when the product gets into the packing in an unadulterated form. The industry has evolved to require handwashing, not touching your face, wearing hairnets and gloves. These things are common practice every day in a bakery. We can show student interns how these safety measures can be used to safely operate a business."

Svenhard said, "We want to ensure the Clark students aren't just working at Eurobake, but also learning. We're working with only two Clark students at a time so we can give them individual attention."

Dolder said, "It takes time to train students. Bakeries that accept students for internships are training students for the way their business operates, their product line."

Svenhard explained the importance of students getting hands-on experience: "They're learning to use their skills. Learning the repetition and how to become efficient with your movement is a key part in baking, or any manufacturing business. To make hundreds of uniform products. To develop a rhythm."

He added, "The real-world bakery experience is production at speed, keeping up with line and the crew. Teaching students about food safety, R & D [research & development] projects we're working on. We have a cake department, a bread department, and a pastry line. Students are operating different kinds of machinery in each department."

Eurobake staff also talks with interns about the business side of operating a bakery. They work with their interns to do a cost analysis on what to charge for each product in order to make a profit.

There's always summer

Dolder told her students who chose to intern at Eurobake that she would contact the other shops where they had planned internships before COVID-19 shut everything down, to see if they will allow Clark students to do internships in the summer after more businesses can open.

Dolder and the program's other instructors have worked to build relationships with local bakeries. In previous years, Clark baking students have completed internships at highly respected Portland restaurants and retail bakeries including Papa Haydn, St. Honore Patisserie, and Fleur de Lis Bakery and Cafe.

Dolder said, "The best outcome is if we get a student interning at a bakery or shop where they want to be, and then they get hired. It happens quite a bit."

Sofiya's Story

During a class Zoom meeting after COVID-19 pushed the pause button on baking internships, Dolder told students about the new internship opportunities at Eurobake. Sofiya Saakyan chose to start the internship as soon as possible so she could graduate from Clark and start working in her chosen field. She works three eight-hour days at Eurobake. One of her favorite tasks is at Eurobake is braiding sweet raisin bread.

"You get to practice it a lot," Saakyan said. "We make hundreds of loaves. There are multiple people making it on the

same bench.”

She said her classes at Clark prepared her for her internship.

“I built confidence in my classes at Clark,” Saakyan said. “You learn good skills and get to practice so you can be confident that you know how to do certain things and not be afraid of many challenges.”

Saakyan grew up in Ukraine, where she learned home baking from her mother. Her family immigrated to Vancouver five years ago when she was 15. She graduated from Fort Vancouver High School, where she spent three years in that school’s baking program.

Saakyan said she hopes to land a baking job that allows her to stay in Vancouver.

“I’m very thankful for the internship,” she said. “I thank my advisor and Eurobake, who took me in. The opportunities—and the internship opportunities—at Clark College are awesome.”

Those opportunities haven’t ended: With Dolder’s help, Saakyan has landed a summer internship at the Vancouver-based Baron Patisserie, where she had originally planned to intern during spring term.

Saakyan offered advice to future baking students: “Make sure you love what you do. When you’re a baker and you love baking, I think people can taste that.”

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

Let your Voice be Heard



ASCC President Evans Kaame

LET YOUR VOICE BE HEARD

We the people of this college, community, and the nation have been impacted by the wave of horrific events of unrest sweeping across the nation, beginning with the COVID-19 global pandemic and now the tragic death of George Floyd in the hands of police officers—those who have sworn to protect and serve the community. As student leaders, we share your grief and uncertainties. Some of us are wondering, why are thousands of people protesting and expressing their concerns in different cities across the nation?

Therefore, **LET YOUR VOICE BE HEARD** is the theme to explain the reasons for the protests and unpack the long history of injustices that the minorities have been experiencing.

LET YOUR VOICE BE HEARD, that our political system has been less functioning to meet the demands of creating a just justice system which has resulted in an exponential increase in incarceration that restoration.

LET YOUR VOICE BE HEARD, that the justice department needs absolute change and complete reformation to serve our society equitably.

LET YOUR VOICE BE HEARD, that our history has been distorted to reflect the reality of our justice department.

LET YOUR VOICE BE HEARD, that there has some reluctance in changing the policies that drive the police department's priorities when they issue stops, searches, and arrests.

LET YOUR VOICE BE HEARD, that injustices have been prone to the minorities due to unconscious biases, economic status, disproportionate representation, lack of adequate legal assistance, and the reinforcement of one race is superior and just than the other.

LET YOUR VOICE BE HEARD, that a significant population of the minorities have been incarcerated.

LET YOUR VOICE BE HEARD, that the Private Prison System in America is detrimentally impacting the lives of the minorities and those with less economic status.

LET YOUR VOICE BE HEARD, that we all as a society has been reluctant to acknowledge the existence of these impacts and take the responsibility to address them and be willing to create change from ourselves, to our families, communities, and the nation.

RACISM IS ALIVE

All Lives Matter Vs Black Lives Matter is not the issue but the reactions that are evidenced when injustices are done in the limelight over the Black people due to racism.

RACISM IS ALIVE when citizens who exercise their First Amendment protesting that BLACK LIVES MATTER are labeled as domestic terrorists.

RACISM IS ALIVE when it takes protestors to initiate the arrest of those who killed **Ahmaud Arbery, George Floyd, Breonna Taylor**, and other Black people.

RACISM IS ALIVE when BLACK LIVES MATTER Protestors are threatened by the head of state to invoke the Insurrection Act because they don't matter to the system.

RACISM IS ALIVE when minorities are perceived as a threat in the stores, streets, cities, etc.

RACISM IS ALIVE when people of color call for change and are perceived as radicals and troublemakers in our institutions.

RACISM IS ALIVE when one race is perceived as wrongdoers.

The roots of racism are historic and systemic; woven into the fabric of our country. As people of color, we experience racism in all its many forms. We want people to acknowledge it and be willing to talk about it, willing to make changes, so we, as one nation, can move forward.

AS SOMEONE WHO LEANS TOWARD HOPE, I strongly believe in humanity and in the conviction that racism is solvable. Our generation has seen the racial inequalities experienced in our society today—and now those who believe in change are stepping up to voice their quest for reformation. No single instrument can measure our progress toward ending racism. However, I assure you that you have the power and capability to influence others by doing what is just, right, and good for others. We have a long way to go, but we will get there.

We all possess the virtues of love, respect, and compassion—the determinants of our behavior in treating others. It is through love, respect, and compassion that people from different backgrounds are taking to the streets en masse across the country to demand justice for those who cannot. I believe in these virtues. Together, we can address these challenges. Together, we can create a society in which

every individual feels they belong and have a place to exercise their inalienable rights and privileges enshrined in the Constitution.

Let your voice be heard.

Sincerely,

Evans Kaame, ASCC President