

Governor visits Clark College



Governor Inslee speaks with Vicki Hrdina, SW WA Career Connection Director. Background left to right: Clark College President Dr. Karin Edwards and Land Survey student Sadie Deshong.

Washington Governor Jay Inslee visited Clark College on April 30 to announce the state has certified two current Clark programs as Career Launch programs. The endorsement will provide students with opportunities to “earn as they learn” as Clark partners with local employers to provide students with meaningful, paid, on-the-job experience in their chosen industry.

Clark College’s new Career Launch programs are:

- A partnership with Eurobake Bakery to provide students with paid work experience as they earn an Associate in Applied Technology (AAT) degree in Professional Baking & Pastry Arts Management
- A partnership with MacKay Sposito to provide students with paid work experience as they earn an Associate in Applied Science (AAS) degree in Surveying & Geomatics

“This is a great opportunity for students at Clark College,” says Dr. Karin Edwards President of Clark College. “Working strategically with our industry partners, we can help develop the talent pipeline that will allow local companies to grow and will provide outstanding opportunities for our students to succeed.”

Clark now has six Career Launch programs; three more are in development. Career Launch programs are a win-win for everyone. They create opportunities for students to get real-life paid work experience, complete their education and be successful in their chosen field. Career Launch helps our business partners fill the workforce pipeline with skilled, experienced employees.

The two programs join the college’s already-existing Career Launch partnerships:

- AAT in Mechanical Instrumentation (part of the Mechatronics program) in partnership with SEH America, Silicon Forest Electronics, Analog Devices, Inc., and Kyocera International, Inc.
- AAT in Toyota T-TEN Automotive in partnership with Toyota America Corporation
- AAT in HiTECC Automotive in partnership with Dick Hannah Dealerships
- Associate in Science – Transfer Track 2 (AST2) in Engineering in partnership with SEH America

Clark’s proposed Career Launch programs in cybersecurity and welding technologies are pending review by the Career Launch Endorsement Review Committee.

Armetta Burney, Interim Dean of Workforce Professional and Technical Education and STEM, said, “At Clark College, we understand the value and importance of building relationships with our local industry partners. These relationships play a critical role in the growth and development of our students as

they obtain the career and academic training they need to prepare them for their next step after graduation. Our goal is to develop Career Launch Endorsements across the many degree programs that we offer to include CTE, AA transfer and our BAS programs.”

Benefits of Career Launch programs

During his visit, the governor met students in the two new programs.

Then he led a roundtable discussion about the benefits of Career Launch programs. Joining in the discussion were President Karin Edwards; Clark College Trustee Chair Rekah Strong; Armetta Burney, Interim Dean of Workforce Professional and Technical Education and STEM; Erielle Lamb, Clark Surveying & Geomatics instructor; Alison Dolder, Professional Baking & Pastry Arts Management instructor; Vicki Hrdina, Executive Director, Career Connect Southwest, Career Readiness & STEM Initiatives; and industry partners and three students.



Baking students (*left to right*) Jasmyne Trujillo and Paola Ibanez present Gov. Inslee with baked goods and a sample of a takeaway box created by cuisine instructor Earl Frederick celebrating Black history in honor of the new proclamation of Juneteenth designation as a holiday in Washington state.

Geared for working adults, Clark's Surveying & Geomatics program currently offers remote classes Monday through Thursday evenings with in-person, on-campus classes on Saturdays. About one-third of the program's students already have a bachelor's degree and are making a career change. Many are juggling a full-time job with full-time school. Going forward, students will benefit from being paid for their hands-on work opportunities with program partners—helping both them and their families.

Tim Kent, the program's coordinator, says, "It's a grand opportunity for this to be a state-supported program that will benefit our ability to train up-and-coming survey professionals."



Left to right: Prof. Tim Kent; Carla Meritt, adjunct instructor and Survey Director at MacKay Sposito ; Prof. Tina Barsotti, faculty; Sadie Deshong, land survey student; and Erielle Lamb, instructor and Lead Surveyor for Gifford Pinchot

Partner input



Josh Svenhard, Eurobake owner with Baking Professor Alison Dolder

Industry partner Tim Schauer, past president and board of director chair of MacKay Sposito, said, “Without this program, we’d be training people ourselves—and that’s difficult and expensive.”

He noted that these are family-wage jobs and said MacKay Sposito pays licensed land surveyors \$125,000 in its Federal Way office.

Industry

partner Joshua Svenhard, Eurobake President, emphasized the benefits of the partnership with Clark College: “If I invest in the community in this way, it benefits the students, the college, Eurobake—and my industry.”

Schauer of MacKay Sposito noted that because jobs are changing quickly, “the connection between community colleges and industry leaders is key.”



Dr. Karin Edwards with Tim Schauer, MacKay Sposito president

Governor Inslee focused on the important role of community colleges in their communities: “Community colleges are the best bang for your buck. And they’re the point of entry for entry for any program you want to pursue. It opens up all those doors.”

Looking around the room he added, “These are dream factories here.”

Vaccination Visit



Gov. Inslee, center, meets with the organizers of a free COVID-19 vaccine clinic, left to right, Sarah Thorsen, Program Specialist in Allied Health; Cammie Pavesic, WPEA; Courtney Braddock, Fiscal Analyst.

Governor Inslee also visited a vaccination clinic being held the same day, also in the STEM Building. The clinic was conducted in conjunction with Rite Aid Pharmacies, WPEA, and AHE. It was open to Clark College employees, their families, and students. During the day, 179 individuals received the Pfizer vaccine for free.

Vaccinations are an important step in the process of returning to on-campus operations. The college has announced it will be offering more than 500 classes with on-campus components in fall term—roughly one-third of its total class offerings for that term.

The college will host another vaccination clinic in May so that participants can receive their second vaccine dose. Future clinics are under discussion.

About Career Launch

Career Launch is a program of Career Connect Washington (CCW), an organization founded to bring industry and education together to provide pathways for young people to succeed in college and career. There are already 10,000 students enrolled in Career Launch programs, including Registered Apprenticeships. The recently passed 2021-2023 biennial budget provides additional resources for Career Connect Washington to reach more young people, especially those furthest from opportunity, at a time when they are so impacted by COVID-19.

More photos can be seen [here](#).

Photos: Clark College/Jenny Shadley

More classes on campus in fall



Students will be able to return to campus beginning in fall term. *Clark College/Jenny Shadley*

Last week Clark College published its 2021 fall class schedule, which includes more than 500 classes with on-campus components. This is a major step by the college—which has been in remote operations since March 2020—to safely return to campus this fall.

“This is an exciting moment for the college, as we prepare to safely welcome large numbers of students and employees back to a campus that has been too quiet for far too long,” said Clark College President Karin Edwards. “At the same time, it’s important to understand that we are not making this decision rashly. We will continue to follow the guidance of our state and local public health agencies to ensure that this return is done with everyone’s safety in mind.”

Fall term begins Monday, September 20. The fall schedule is released early to give students ample time to consider their options and sign up for classes. Registration for both summer and fall terms opens on May 10.

Currently, about one-third of Clark's fall classes will be in-person—a much lower percentage than during pre-pandemic times, but much higher than the handful of lab classes that were being taught on campus during the 2020-2021 academic year. More classes may be added over the next several months as the college closely monitors the COVID-19 pandemic response.

“Our faculty are excited to get back to in-person instruction in the fall, but are prepared to roll their classes back into online delivery if the COVID landscape changes,” said Interim Vice President of Instruction Genevieve Howard.

Some of the fall in-person classes will be hybrid classes—in other words, taught partially in a classroom and partially online. This allows students to have a chance to get the hands-on learning that Clark College is known for, while still limiting the amount of people on campus at any given time. Other classes will be “web-enhanced”—taught in person, but with online materials or activities to read or complete online. Still other classes will be taught fully in person. Students can search for in-person, hybrid, and web-enhanced classes on CTCLink, the state's online software system.

The college is also developing plans for some support services to return to campus as well, while retaining the virtual help center that has operated throughout the pandemic. The college has already announced its plans to bring back athletic competition in the fall; athletic practice returned to campus in spring term. An announcement has also been made that the 2021 Commencement ceremony will be held in person on June 17, though with restrictions on how many people may attend.

The college is working to ensure its infrastructure and equipment meet its needs for re-opening the college safely. Visitors may need to use safety precautions like hand sanitizing, face coverings, and health screenings in order to

participate in on-campus activities. Details will be announced closer to fall term.

The college is taking care to include student voices in its decision-making process, sending out a survey to all current students this past week to get their input on what services and supports are most important to them. The survey results will help inform the college in planning for fall.

“We will center the students in all our planning,” said Michele Cruse, Interim Vice President of Student Affairs. “Their voice is vitally important as we begin this slow and gradual process of returning to campus.”

This article was updated on June 22 to reflect the increased number of in-person classes being offered in fall.

**Overcoming obstacles,
pursuing their dreams**



Marcell Richard has had to miss out on time with his daughter while his family is separated during COVID-19. *Photo courtesy of Marcell Richard.*

Clark College students shared the obstacles they have overcome during the pandemic during “Student Voices: The Realities of Being a College Student during COVID.” The April 15 Zoom panel was presented by Clark’s Teaching and Learning Center and moderated by Director of MESA Dalila Paredes.

The panel grew from Paredes’ work with MESA, a program that supports underrepresented student populations pursuing careers in science, technology, engineering and mathematics. When she meets one-on-one with a student for the first time, she starts the Zoom session by asking the student how they are doing and what challenges they have faced during the pandemic. Their common struggle is figuring out how to pay their tuition. But their challenges go far beyond money.

Paredes said, “So many of their stories are

incredible. Many students have been furloughed from their jobs not just once, but twice. Many are parents. They are in multiple-generation households and are taking care of their parents, grandparents, aunts and uncle and their children—with very little resources. We have students from war-torn countries, intergenerational households, poverty. Students who have lost their housing. Family members who are ill.”

She added, “I wanted faculty to hear these stories—to hear students say, ‘These are my hurdles. This is how I overcame them.’ For underrepresented students, COVID is just one more hurdle. It’s just one more thing for them to navigate.”

Two of these Student Voices stories are featured below.

Pearl Muodzi



Pearl Muodzi

Pearl Muodzi, 20, is majoring in biology at Clark with an eventual goal to become a doctor. She had a comfortable life in her native Zimbabwe where she lived with her

parents and three brothers. She had a private school education.

But her life changed drastically beginning with her father being diagnosed with a rare type of inoperable cancer. She became his caregiver. Her father died in 2017. A few months later she was walking with her brother when men driving fire trucks and army trucks pulled up and began shooting people.

Muodzi recalled, "I found myself sprinting for my life with my little brother."

Things in Zimbabwe grew increasingly unstable. The president was ousted, inflation was rampant, and life became more difficult. Muodzi, her mother, and younger brother took a two-week vacation to visit family in Vancouver and to get a break from the challenges back home. But the week they arrived in Vancouver, civil war broke out in Zimbabwe. Friends and family in Zimbabwe sent videos showing soldiers killing people just outside the gate of their family home.

Muodzi said, "I cannot begin to explain how shocked I was. We could not go home. Our two-week vacation turned into an immigration situation. When you're going on vacation, you carry a small suitcase and just a few things from home. We left everything behind."

Muodzi's two aunts welcomed her family into their home and helped them. Eventually, her mother found work and they moved out into their own place.

Muodzi said, "There we were, trying to start a new life."

In fall 2020, Muodzi enrolled at Clark College as a full-time student. To help pay for her education, she works 25 to 30 hours a week at a mail-shipping business.

In Zimbabwe she had just completed her Cambridge exams and

already had studied college-level biology, chemistry and math, but those classes were not accepted. She had to start over. Despite the challenges of a new country, new education system, online classes and working, she earned a 3.9 GPA at Clark.

Navigating college in America during a global pandemic has been just one more challenge for Muodzi.

She said, “I’m proud of my growth. I’ve learned how to tackle challenges differently. To endure challenges. I’m proud of myself for stepping up in my academic life.”

Money and time are her biggest barriers.

“Balancing working and going to school is challenging. Most of the time I am tired. I’m not doing as well as I could.”

Muodzi said, “A big motivator for me is my parents. I want to be a doctor because I want to find a way to cure the disease my dad had. I also am inspired by my mother who works day and night to provide for us. I see my mother work so hard. I can’t take school lightly.”

Muodzi’s pathway to become a surgeon includes completing two years at Clark, then transferring to WSU Vancouver to earn a bachelor’s degree in biology. Next she plans to attend University of Washington Medical School. It’s a long road ahead of Muodzi, but she already has come so far.

Marcell Richard



Marcell Richard

Marcell Richard, 31, is a full-time Clark College student who is pursuing a biology degree. His eventual goal: to earn a degree in forensic toxicology. Richard is experienced at climbing over obstacles to reach his goals.

He's a first-generation college student raised by his single mother. His father is black; his mother is white. When his mother was diagnosed with cancer last summer and became very ill, Richard stepped up to be his mother's caregiver.

Due to COVID, last year Richard was laid off from his job waiting tables and bar tending. He exhausted his unemployment benefits. He and his partner, also a Clark College student, have a two-year-old daughter. When their lease expired in January, they could not afford their apartment. Richard moved in with his mother, in Gresham, Oregon, to be her caregiver. His partner moved in with her own mother in Vancouver with their daughter. Richard spends the night with his partner and daughter two to three times a week to maintain some continuity in their young daughter's life—and to be a couple with his partner. They are saving their money in the hope of eventually being able to rent their own place and be together again.

Richard diligently is overcoming challenges. He recently

started a work-study job with Clark's Office of Diversity, Equity & Inclusion as a student consultant. He's a member of Phi Theta Kappa, the honor society for community and technical colleges. Richard is a BUILD Exito student, a MESA student, and is a student advocate for MESA.

He explained, "I'm trying to uplift students and form a community, especially during these times when we're isolated and apart. I've been given an opportunity to go to school and have received scholarships and help. It's time to give back."

Richard listed his biggest barriers: "Trying to take care of my mom and watching her health deteriorate. Also, I'm away from my daughter half of the time. It puts a strain on my relationship with my daughter and my partner. I bury myself in my studies. That's how I cope."

Through all the loss and challenges, Richard said, "Many times, I've tried and failed due to pitfalls, but I've never given up on my education. Despite the difficulties, I've stayed in school. I have a lot more schooling to go. This is the path I chose."

Richard plans to earn a Bachelor of Science degree in Biology, a Master of Science degree in Biology with a minor in chemistry, and eventually apply to medical school to study forensic pathology.

He added, "Everyone has a different narrative. We don't know what other people are going through. Kindness goes a long way."

His advice to fellow students navigating through the pandemic: "If you're like me, you have this sense of imposter syndrome. That you can't do it. But you can do it. Take one leap of faith. Reach out to resources and groups. Make connections. It's all about breaking out of your shell and creating a support system. Get as much tutoring help as possible if you have problems with math like I do. Clark has so many programs

and resources to help students. Use them.”

Senator Albert “Al” Bauer 1928-2021



Retired State Senator Albert “Al” Bauer ’55 in a photo taken on Clark College’s campus in 2008. *Photo: Clark College/Jenny Shadley*

Longtime State Legislator and Clark College alumnus Albert “Al” Bauer, whose work made a major impact on not just Clark College but on all of Washington State’s educational system, died today at the age of 92.

“Clark College has a heavy but grateful heart today as we mourn the passing of retired State Senator Al Bauer,” said Clark College President Karin Edwards. “We extend our deepest

sympathies to his family. Penguin Nation has lost a great man who dedicated his life to supporting students and our community.”

During his time as a legislator, Bauer championed the cause of public education in Washington State. He conceived of the Running Start program, which allows eligible high school students to attend community college tuition-free. He is also largely credited with making possible the Vancouver location of Washington State University. Indeed, the building at Clark College where the first WSUV classes were taught—before the university’s permanent campus was built—now bears his name. Bauer Hall now houses many of Clark College’s math classrooms, as well as faculty and staff offices.

Yet the man who once was declared the “education senator” by Washington Gov. Gary Locke was himself a high school dropout. The son of a local dairy farmer, he planned to go into farming as well and thought he wouldn’t need an education.

But in 1948, after being laid off from his 80-cents-an-hour cannery job and earning the equivalent of a GED through a correspondence course, Bauer went to Clark College requesting admission as a freshman. He suspected he might be rejected. Instead, the office congratulated him on his effort, allowed him to enroll, and urged him to keep his grades up.

“That was the turning point in my whole life,” he said on the occasion of Clark College’s 75th anniversary. “I attribute whatever I’ve done to my family and to Clark College for encouraging me to keep going.”

Bauer attended Clark for two quarters before leaving to enlist in the U.S. Navy, where he served for six years. While in the Navy, he trained new recruits in navigation. This gave him his first experience with teaching, and when he left the Navy in 1954, he re-enrolled at Clark with the idea of becoming a teacher.

Bauer always praised the education he received at Clark College. During the college's 75th anniversary, he spoke about Herman Foster, who taught German, among other subjects. "He would say, 'Albert, you probably ought to get a little tutoring,'" said Bauer. "Come in at 4 o'clock three nights a week and let's see if we can keep you on track.' He was just a dedicated academic."

After earning a bachelor's degree from Portland State University and a Master of Education from Oregon State University, Bauer took that example to heart during his own 20-year career teaching in area schools.

It was Bauer's teaching career that eventually led to his next career in politics. He became active in the teacher's union and was elected president of the Vancouver Education Association. In 1970, he was elected to the Washington State House of Representatives, where he served for nine years. By his second term, he chaired the Education Committee and began earning a reputation as a creative and committed champion of public education. In 1980, he left the House to run for State Senator, a position that he went on to hold for 20 years.

Bauer brought his experiences as both a student and a teacher to his legislative work around education. It was thinking about how to lower the state's high school drop-out rate, as well as the boredom he felt during his own high school years, that inspired him to propose the Running Start program.

Bauer never forgot his experiences at Clark College and was a staunch supporter of the college that gave him his educational start. He was a longtime donor to scholarships funded through Clark College Foundation. But he never meant or expected to have his name on a building. Bauer's late wife, Pat, and fellow state Sen. Joe Tanner, sought—without Bauer's knowledge—to have a Clark building named for him. He later said he was shocked when he learned his name was emblazoned on Bauer Hall.

This article will be updated with details of his memorial service when they are available.

To read more about Sen. Al Bauer, read this article from Clark College Foundation's *Partners Magazine*.

Two Clark students join All-Washington Academic Team



On April 15, two outstanding students represented Clark College at the 25th annual All-Washington Academic Team ceremony, honoring students from Washington State for their academic excellence and community service. Bios for students Erin Lysne and Natalie Worthy appear below.

Top students from 33 of Washington state's community and

technical colleges were honored at the annual ceremony, which was held virtually due to COVID-19; each received a medal and a \$250 scholarship from KeyBank and became eligible for additional scholarships from private sponsors as well as transfer scholarships from four-year colleges and universities. Natalie Worthy was also awarded a \$750 scholarship from Washington State Employees Credit Union (WSECU). Gov. Jay Inslee served as keynote speaker at the event.

The All-Washington Academic Team is a program of Phi Theta Kappa, the international honor society for two-year colleges. It is co-sponsored by the Washington Association of Community and Technical Colleges, Washington State Association of College Trustees, and State Board for Community and Technical Colleges. Besides KeyBank and WSECU, scholarships are funded by the Washington State Association of College Trustees.



Erin Lysne. *Photo courtesy of Erin Lysne.*

About Erin Lysne

Erin Lysne, 29, has always loved the outdoors. That passion led her to pursue a career in geology. Despite encountering attitudes from some people that geology is a “man’s field,” Lysne has excelled in her studies, becoming a geology tutor and starting Clark College’s first Geosciences Club. She volunteers with environmental organizations including Friends of Trees, the Vancouver Water Education Resource Center, and

the Cascade Volcano Observatory. She plans to continue her education to earn a doctorate in volcanology.

About Natalie Worthy



Natalie Worthy. *Photo courtesy of Natalie Worthy.*

Natalie Worthy began volunteering at age 8 and hasn't stopped since. She recently earned a silver Congressional Award for her community service and was also named Miss Battle Ground's Outstanding Teen in 2020. She balances her many volunteer activities with being a Running Start student, working part-time, and performing in musical theater. She plans to continue her studies at a university and achieve her lifelong dream of being a professional performer.

New welding partnership with Vigor



Photo: Clark College/Jenny Shadley

Clark College has begun a new partnership with industrial business Vigor to provide specialized training for current Vigor employees. Clark College Welding faculty have created a six-credit Marine and Pipe Welding course starting in the summer 2021 term.

Instruction will be delivered in a hybrid format (on-line lectures and in-person labs) to 10 employees for one term. The signed memorandum of agreement (MOA) is the result of numerous conversations between the college and the company on how best to partner to give employees access to specialized training that will help them advance in their careers and fill a critical need in the ship-repair industry.

Caleb White, who heads Clark College's Welding and Fabrication Technology program, met with Vigor leaders and then invited them to campus pre-COVID to observe Clark's welding lab.

White said, "We are excited to work with Vigor as we better understand their specific needs and they can see our

capabilities and our applications in working with pressure vessels. We were able to demonstrate that our faculty have the expertise and knowledge to design and facilitate the training that Vigor was seeking to enhance the skillset of their welders. Vigor benefits, Clark College benefits and most importantly our students benefit from the partnership.”

“Vigor is excited to partner with Clark College to train the next generation of welders,” said Hilary Pickerel, Workforce Development Manager at Vigor. “This program will be a great opportunity for current Vigor employees to pursue a career in welding and family wage jobs at places like Vigor. Development opportunities like this are core to Vigor’s Evolution value, which drives our employees to grow and master their skill sets.”

About Clark College

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

About Vigor

Vigor is a values-driven, diversified industrial business operating in eight locations with 2,300 people in Oregon, Washington and Alaska. Built around a collection of powerful, unique assets and differentiated capabilities, Vigor excels at ship repair, specialized shipbuilding, and handling important,

complex projects in support of energy generation, our nation's infrastructure and national defense. With deep respect for people and the planet, Vigor strives to be a positive, regenerative force for good – environmentally, in the lives of its employees and in the community. Vigor ... Industrial Evolution. For more information, visit vigor.net.

More aid for students in crisis



The COVID-19 pandemic and resulting economic downturn have caused many financial challenges for Clark College students. Some have lost jobs, while others have found themselves facing steep medical bills. With schools closed for months, many students with dependent children were scrambling to pay

for child care.

That's where Clark College's emergency grants program comes in—and, starting in spring term, it's about to start helping even more students than before.

Soon after the college moved to remote operations in spring 2020, it set up a one-stop clearinghouse to manage all the different sources of emergency funding available to students experiencing a financial crisis. These sources include community organizations, Clark College Foundation, state funding—and the largest source of all, federal funding distributed through the 2020 CARES Act.

By December, however, that CARES funding—about \$2.6 million dollars—was almost exhausted.

“We averaged awarding around \$96,000 a week over the last three terms,” said Sheri Terjeson, who manages the Emergency Grants program. “Our students have faced incredible challenges paying for basic needs like rent and food, not to mention school supplies and health care.”

By December, Terjeson and the rest of the Emergency Grants Committee were desperately trying to figure out how to stretch out the few remaining grant funds to help students in the coming winter term. Fortunately, just before the new year began, Congress passed the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), providing additional funding for students.

“That funding really came just in the nick of time,” said Terjeson. “We all breathed a sigh of relief when we heard the news—and then started running full-speed to get that funding ready for our students as quickly as possible.”

In winter term alone, the college disbursed more than \$635,000 in emergency grants to 668 students. Now, however, with the CRRSAA and the funds in President Biden's COVID relief package

that was signed into law in March, the college expects to award approximately \$1.1 million to students in need during spring term 2021.

Unfortunately, that federal funding excluded certain kinds of students from eligibility, including Dreamer (DACA and/or undocumented) students. But the Washington State Legislature also recently approved new funding for emergency grants to students, including Dreamers. The grants can be applied for through the same Emergency Grant Application as is used for all other emergency funds.

“Really, our message to students is that, if they are worried that financial hardship is going to derail their educations, they should fill out the Emergency Grant Application, and let us see if there’s a funding source that matches up with them,” said Terjeson. “There are a lot of different sources of funding—from the government, from generous donors through the Clark College Foundation, from funding sources dedicated to supporting a particular subset of students like veterans or students of color—and we will do our best to find a source that can be used for that particular student’s case.”

“What we don’t want is for students to stop their educational journeys because of a financial crisis,” added Dr. Michele Cruse, Interim Vice President of Student Affairs. “Once students drop out of college, it can be very difficult for them to come back. We know that a college education can have life-changing benefits for students, their families, and their communities. That is why we are working so hard to keep our students supported during these challenging times.”

And now, thanks to this increased funding from multiple sources, the college will be able to help more students than ever.

If you are a student experiencing financial hardship, please visit our Emergency Grants page to learn how to apply for

emergency assistance.

Welcome, Professors!



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

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

Tenure is awarded by the college's Board of Trustees based on

professional excellence and outstanding abilities in their disciplines. The granting of tenure is based on the recommendations of tenure review committees to the vice president of instruction, which are then forwarded to the president, who presents a final recommendation to the Board of Trustees. Recommendations are based on self-evaluations, tenure review committee evaluations, student evaluations, supervisory evaluations, and peer evaluations. The final decision to award or withhold tenure rests with the Board of Trustees.

About the faculty members

Joseph Cavalli, history



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

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

"My approach to history is best summed up by the American

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

Mark Eddinger, mathematics



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

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

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

Amy Ewing Johnson, dental hygiene



Amy Ewing Johnson attended Indiana University's School of Dentistry, where she earned three degrees: an Associate in Science in dental hygiene, a Bachelor of Science in public health dental hygiene, and a Master of Science in education. She has more than 30 years of work experience in dental settings.

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

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

Melissa Favara, English



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

Favara joined the faculty at Clark College in 2007, first as an adjunct and then as a full-time temporary instructor. She served as the college's Academic Early Warning liaison from 2009 to 2020. She currently assists in training fellow English faculty members on the college's new co-requisite teaching model to serve its most at-risk students; she has previously taught in the Integrated Basic Education and Skills Training program and has presented at national conferences on Clark's work in both practices.

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

Tyler Frank, career and academic preparation



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

Since joining the faculty at Clark College in 2018, Frank has involved himself deeply in the college's work. He has developed a fully online version of the CAP 42 (Integrated Math and Science) course, developed Open Educational Resources (OER), and led the outcomes assessment for CAP mathematics

faculty. He also leads the “Anti-Racists Curriculum and Instruction” subgroup of the college’s White Anti-Racism Education Employee Resource Group.

“As a teacher, I prioritize creating a safe and welcoming environment for my students, where we all feel comfortable enough to explore new ideas, make mistakes, and share our discoveries and confusions with one another,” said Frank in describing his teaching philosophy.

Doug Harris, music



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

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

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

Christina Howard, biology



Christina Howard attended Portland State University, where she earned both her Bachelor of Science degree in biology and her Master of Science degree in behavioral neuroendocrinology. She has teaching experience at Portland State University and Portland Community College, and served as Lead Instructor of Human Anatomy and Physiology at the National College of Technical Instruction's College of Emergency Services. She joined the faculty at Clark College in 2018.

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

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

Dr. Sarah Kuzera, medical assisting



Dr. Sarah Kuzera earned her Associate in Applied Science in medical assisting from Springfield College; her bachelor's degree in management from Everest College; her Master of Business Administration degree from Bryan University; and her

Doctor of Education degree from Capella University. She holds certifications through the American Association of Medical Assistants and the American Medical Technologists. She has six years of work experience as a certified medical assistant in a variety of practices and clinics. She has nine years of experience teaching in post-secondary environments.

Since joining the faculty at Clark College in 2017, Dr. Kuzera has served the college in many roles. She developed a Medical Assisting Club at the college and served on a Guided Pathways Pillar One work group. She has served on the Evergreen School District's Medical Science Advisory Board and participated in Clark College's Instructional Planning Team and Curriculum committees.

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

Dr. Michelle Mayer, mathematics



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

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

“My approach to teaching is to present the material with clarity and accessibility; create an open environment where students feel comfortable asking questions and interacting with me; and to challenge my students to think critically while giving them the support they need to succeed,” said Dr. Mayer.

Kristin Sherwood, College 101



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

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

“I aspire to empower, engage, and encourage my students with knowledge and resources to support their academic success,”

said Sherwood in describing her teaching philosophy. “I do this by developing rapport, making sincere connections, providing timely and thoughtful feedback, and maintaining a genuine commitment to my classes.”

Beth Slovic, journalism



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

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

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

Christina Smith, English



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

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

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

State of the College



Dr. Karin Edwards

Dr. Karin Edwards, Clark College President, will deliver the 2021 State of the College Address to share the college's vision, challenges, and accomplishments with the larger community. Due to COVID-19 it will be presented online via pre-recorded video.

The video will premiere on YouTube at 2:00 p.m. on Thursday, March 4. The link for the video will be available on the college's State of the College web page, which is posted at www.clark.edu/campus-life/arts-events/stateofthecollege/index.php. During the 2:00 p.m. premiere, viewers will be able to comment and participate in a livestream discussion on YouTube.

Dr. Edwards will speak on how the college has responded to COVID-19, continuing budget challenges, and advancing racial equity in higher education. Two students will also share their own experiences at Clark College: Associated Students of Clark College President Josiah Joner and 2021 Transforming Lives Award nominee Tosha Big Eagle.

The video will run approximately 35 minutes in length.

This event was originally scheduled to take place on January 20 but was rescheduled due to technical difficulties. It is free and open to the public. The video will be captioned and has picture-in-picture American Sign Language interpretation. If you need accommodation due to a disability in order to fully participate in this event, you should contact Clark College's Disability Support Services Office at 360-992-2314 or 360-992-0901 VP as soon as possible.

Free bus passes for students



Photo courtesy of C-TRAN

Starting March 1, Clark College students will no longer have to pay for the C-TRAN bus pass called “BackPASS,” thanks to an interlocal agreement between C-TRAN and Clark College.

“We are grateful to our partners at C-TRAN in our shared efforts to provide for students and improve accessibility,” said Dr. Karin Edwards, Clark College President. “Together we have removed one more barrier to help improve student retention and success.”

The new benefit applies to all enrolled students. Students need to have their Clark College ID card in order to receive the bus pass sticker. Both can be obtained through the Clark College Bookstore.

While many students are taking classes remotely and online during the pandemic, the bus pass allows them unlimited transportation on the C-TRAN’s local service area. “Many of our students rely on public transportation to get to and from work, home and school,” said Josiah Joner, Associated Students

of Clark College President. "A bus pass is essential and now it's available to everyone regardless of ability to pay."