

# 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

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## A Quick Study



Supplies for students taking a ceramics class are bagged up in Frost Arts Center, ready for contactless pickup. *Photo: Lucy Winslow*

When Gov. Jay Inslee announced his Stay Home, Stay Healthy order in response to the COVID-19 outbreak, Clark College professors had less than a month to adapt about 2,000 classes' curriculum to be taught online. Now, as spring term is more than halfway over—and the ongoing pandemic has led to most summer and fall classes being offered remotely as well—it's clear that they were more than up for the challenge.

"Our faculty are resilient and dedicated to student success," said Vice President of Instruction Sachi Horback. "Though there were many reasons to settle for being 'good enough,' amidst this pandemic, our faculty pushed ahead, ensuring that our students had equitable opportunities for student learning. As educators, we were made for this, readily adaptable and willing to do whatever is needed in service to our community."



Professional baking professor Melanie Hendry gets ready for a "Pop and Drop," where students pop the backs of their cars for her to load lab supplies in. *Photo: Alison Dolder*

"Our motto is 'we make it work,'" said Baking Professor Alison Dolder of her department's faculty. "All of us jumped right in to record baking videos, to learn Zoom and Canvas. We are not technology-savvy people. But we are dedicated."

Faculty and staff worked to create take-home boxes of baking

supplies for each student to use, filled with the ingredients and tools of their trade—rolling pins, measuring spoons, etc. They also worked to learn how to produce useful instructional videos, no small feat: It requires a certain amount of choreography to capture the best camera angle for a stand mixer.

## **“Hands-on,” but online**

Indeed, it was a challenge experienced across the college: How does an institution that prides itself on its “hands-on learning” adapt to a virtual educational experience? But over and over, faculty stepped up.

In professional technical and allied health fields, faculty quickly re-organized curriculum so that students’ lecture classes took place during spring term and lab classes could be delayed until summer, providing additional time to set up safe social-distancing protocols for in-person lab work.

Mathematics professors collaborated with the college’s Tutoring Services to place tutors right in Zoom classrooms so that students got the one-on-one help they needed to understand material. Tutors also worked to create a Zoom version of their regular English practice chats held for English as a Second Language students. Art professors arranged virtual tours of galleries and museums for their students.

Ceramics professor Lisa Conway drafted her husband, a professional video editor, into helping her create a series of instructional videos for her students. As with baking students, Conway’s classes received boxes of supplies and equipment to complete class projects at home.

“For the month before spring classes started, I was working hard and was busier than I’ve ever been in my 30 years of teaching college,” Conway said. “We’re all making videos. We’re all dealing with how students get their supplies and



materials. We're all completely changing how we function in this universe. We're all reinventing our classes from scratch."

## Learning from each other



Bruce Elgort

Professors have been sharing best practices and tips with one another as they develop their skills to deliver education online.

Computer Technology Professor Bruce Elgort has become something of a go-to source for many of his colleagues during this shift. Elgort, a two-time Exceptional Faculty Award winner, has a long professional history in the tech field and already used many online tools, including Slack and videos, in his teaching.

This spring, Elgort taught his classes using the synchronous modality, which means the classes meet the same time online as they would in the classroom. ("Asynchronous" refers to online classes that have no set time.)

"The most difficult part of going online is learning new software and learning to shoot video," said Elgort, who has provided tips and tricks to faculty on this subject and others.

Faculty also have had a great resource in the college's eLearning department, which oversees the college's many online learning offerings. Even before COVID-19, more than a third of Clark College students were taking at least one class with online components.

In fact, several programs are taught entirely online in Business Administration, Network Technology, and Psychology. They provide students the flexibility they need in balancing college, work and family. More eLearning programs come online each year.

"Offering our business programs entirely online will allow our students to successfully complete their desired degrees regardless where they live," says **Business Administration Professor Adnan Hamideh**. "It will also attract working people who did not think about going to school because their work hours conflict with a school schedule."

## A More Flexible Future

Clark College has already announced that summer and fall classes will be offered primarily online, with some in-person labs conducted in career technical classes that require hands-on learning, using social distancing and safety precautions. But even when it becomes safe to congregate in large groups again, the current move to remote education may leave lasting changes on higher education.

"Moving past COVID-19, I think more programs will go online as professors and students gain confidence," said Bruce Elgort. "Professors and students enjoy personal interactions with one another. Most would not have chosen this sudden shift to remote learning. But through the process, many have acquired a taste for eLearning. It is a powerful tool. In the future, professors will have opportunities to blend different teaching modalities to include face-to-face and online instruction."

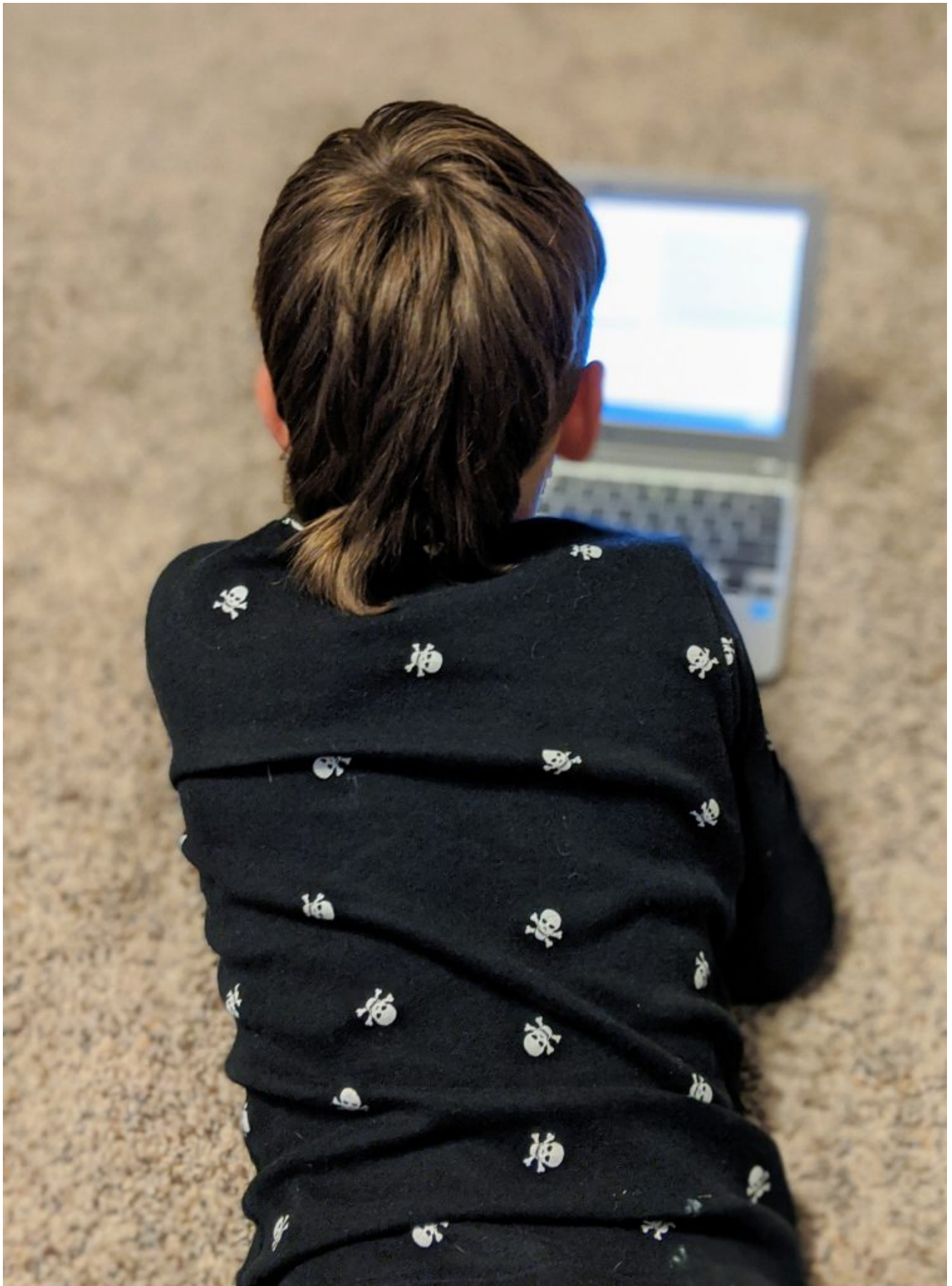


“No one really know what will happen in this next six months and how it impacts what we do at Clark College,” said Alison Dolder. “This experience has taught us that we are highly adaptable and that we can learn new technology. With each adjustment, we decide how to move forward—with our students’ success in mind.”

*Learn more: Watch this YouTube video for more stories about Clark College art faculty adapting to remote teaching.*

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## **A Little Penguin’s view of quarantine**



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**O:** Stay home, stay safe, have fun.

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

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

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# Clark College announces online summer and fall terms



Clark College announced that it would continue offering most of its classes only in online formats through the 2020 summer and fall terms.

“This was not an easy decision,” wrote Interim President Sandra Fowler-Hill in an email to students on April 24. “We all want to be optimistic that we will be able to return to classes face-to-face. But we have listened closely to the CDC and Public Health’s caution that our ‘new normal’ will depend on what the virus does. There may be recurrent restrictions on large gatherings by the Governor. We are a large institution with thousands of students and more than 1,000 employees. We must consider our whole community’s health and safety first and foremost.”

Fowler-Hill added that it was important to make the decision in a timely fashion, so that students could have time to

prepare for the prospect of two more terms of remote learning, and faculty could have sufficient time to thoughtfully adapt their courses for distance teaching.

The college has also moved its registration dates for summer and fall terms in order to give faculty, staff, and students the time they need to adjust their plans.

The college is working with state authorities to get guidance on options that would allow some classes to run in-person labs during summer and fall terms, using appropriate social distancing techniques.

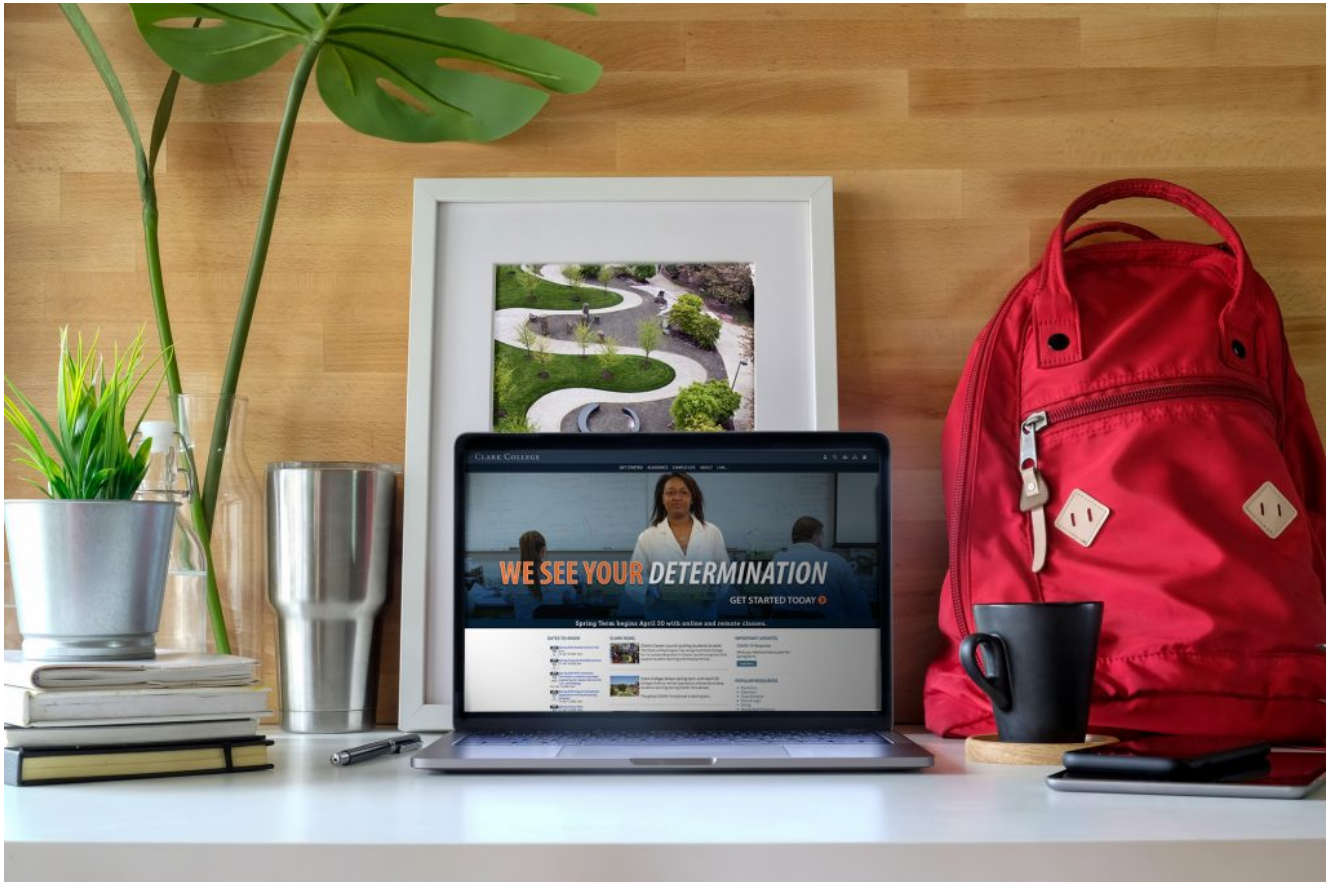
The college is also waiting for additional guidance from the state and from public health authorities before announcing any plans to shift from fully remote operations to partially remote.

Fowler-Hill communicated the college's decision to employees in an email update. "I know this is hard news to absorb," she wrote. "We miss our campus. We miss our students. We miss interacting face-to-face with each other. By making this decision now, we will have ample time to improve our processes to best support our students so they can learn online, remotely, successfully, and safely."

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# Clark makes sure all students are ready to learn online



Approximately 10 percent of Clark College students need assistance with technology to be able to take their classes spring quarter. Because of the state “stay home” orders, all classes have been moved to online formats.

Students were encouraged to fill out a Technology Loan Program Request Form to help them get connected with the resources they need to navigate this transition—whether that’s a loaner laptop, a wifi hotspot, or other technical needs.

Laptops are being purchased through the college’s technology fee, which is managed by a committee composed of faculty, staff, and students. The funding will allow for 500 new laptops and 100 internet hotspots for students, in addition to loaner devices the college already had on hand.



To practice safe social distancing, the college is calling each student on the list setting up appointments to come onto campus to the O'Connell Sports Center to pick up the loaner laptop.

Because of high demand nationwide, the wi-fi hotspots that have been ordered for students are not yet available. The college has set up a wi-fi hotspot in the college parking lot "Orange #2" on the east side of the main campus. Buildings are not open to the public so students will not be able to use restrooms.

## **A different kind of spring term**

Clark continues remote operations to comply with Governor Inslee's "Stay Home Stay Healthy" order. Even so, college staff remain available by email and/or phone to enroll, advise, support, and answer students' questions.

Dates and deadlines for tuition and drops have been pushed further out onto the calendar to provide students more flexibility.

"Despite the multiple challenges the COVID-19 pandemic has created, our dedicated Clark community is finding a way to overcome roadblock after roadblock on behalf of our students," said Dr. Sandra Fowler-Hill. "We will walk with them working through issues and challenges every step of the way."

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## **Clark's Career Launch putting**

# students to work



An open house for Clark College's Automotive Technologies in 2019 showcased the college's partnership with Dick Hannah Automotive.

The State of Washington has recognized Clark College for its outstanding work in Career Launch programs that support student learning and employment. Two Clark College automotive programs have been endorsed by the state's Career Launch Initiative. That good news was announced April 1.

The **Hannah initiative for Technician Education** (HiTECC) supporting area Honda/Acura, Audi, and the Dick Hannah dealerships and the **Toyota Technician & Education Network** (T-TEN) supporting area Toyota/Lexus have been accepted into the state network of Career Launch programs.

"We have forged dealer partnerships that have helped make our programs successful. Our 'Earn and Learn' model really

complements those dealers who have a desire to ‘grow their own’ technician,” said Tonia Haney, head of Clark College Automotive Technologies. “Students completing these programs will have the experience and certifications to start their career. Most importantly, our graduates will have a job in a dealership that is invested in helping them grow into a successful technician.”

## Opportunities to expand



Kristin Kepner completed the automotive program in 2017 and is currently working at Toyota of Portland.

This endorsement allows Clark College to apply for additional state grants to invest in equipment and technology. It also helps the programs expand to increase the number of the students and automotive dealership partners.

Both programs train technicians to work in the automotive industry. Clark's students enrolled in a Dealer Ready program participate in paid internships, receive factory certified training, and graduate with credentials from highly



respected automotive industry organizations including the National Institute for Automotive Service Excellence (ASE).

Students learn current automotive technology by working in a 14,000-square-foot facility on state-of-the-art simulators and late-model vehicles donated by local industry.

“Because of our collaboration with Clark College and the T-TEN program, we are able to strengthen our dealership’s core, position our company for the future, and put our people in a position to win,” said Dan Morton, Shop Manager and Diagnostic Specialist at Kuni Lexus of Portland.

## High-Demand Jobs



Governor Jay Inslee meets Clark College Mechatronics students February 20, 2020 at a meeting at SEH America with Career Launch and community partners in Southwest Washington.

Clark’s graduates are in high demand by dealerships and

experience an accelerated path to better pay and benefits. Clark College is certified by the Automotive Service Excellence Education Foundation and has been training automotive technicians for more than 40 years.

Clark now has three programs that are Career Launch endorsed. Clark's Mechatronics program was certified last fall, working with business partner SEH-America. With Career Launch support, additional high-tech companies in Clark County plan to launch similar partnerships this fall.

In February, Governor Jay Inslee visited SEH-America to meet with Clark students and the Career Launch partners to learn more about the program and hear from students.

Students have the benefit of working a part-time job in the automotive industry. The company pays the student's tuition while they attend Clark to earn their certificate or degree. The partnership relies on the college's ability to work with employers ensuring curriculum is relevant to the local industry. It's a partnership that maximizes student success.

"This is a great opportunity for Clark students," said Dr. Sandra Fowler-Hill, Interim 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."

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## **Clark College delays spring**

# term until April 20



The Clark College campus is almost empty, but its work continues as it shifts operations online.

The global COVID-19 outbreak is altering every facet of modern life, including higher education. Clark College is rapidly adapting its operations to make sure students can continue their educational journeys without risking their health or the health of others.

Here are the ways Clark is adapting Spring Term:

**Spring Term has been delayed until April 20.** This will provide time for the college to move most of its work online. Most employees are working remotely. On March 19, most faculty and staff began conducting meetings online and by phone as they continue to strategize new ways to create the personalized learning and supportive community that has always distinguished Clark College.

**Spring classes are being moved online wherever**

**possible.** Fortunately, the college has a history of providing eLearning solutions, and we're leveraging that experience to help move many classes online. In other cases, classes will be taught remotely, with the professor delivering lectures in real time through video conferencing, while students participate remotely.

**Clark College is modifying certain professional technical and science labs that require in-person hands-on learning.** The college is following guidance by Washington Governor Jay Inslee to ensure social distancing and sanitization practices recommended by the CDC.

**The college continues to offer the wide range of support systems for its diverse student body.** Staff is available to students by phone and email during spring break. A list of department contacts has been included in the Campus Status section of the college's COVID-19 web area.

**President Sandra Fowler-Hill says Clark is responding to the challenges posed by the COVID-19 outbreak:** "This is an extraordinary moment in time and tremendously stressful for our students, our faculty, and staff. I'm proud of the Clark College family for the way they've responded to this crisis and are working long hours to find solutions to help our students continue their studies during the COVID-19 public health crisis."

**Then she pointed out how Clark will continue to prepare students as our college, community, nation and world move forward:** "The world we know seems to be changing right before our eyes. More than ever before, we must be a resource for our community. We are writing a new chapter in our history. Clark College will be nimble and bold in helping students succeed."

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# Welcome, Professors!



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

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

Tenure is awarded by the college's Board of Trustees based on professional excellence and outstanding abilities in their disciplines. The granting of tenure is based on the recommendations of tenure review committees to the vice

president of instruction, which are then forwarded to the president, who presents a final recommendation to the Board of Trustees. Recommendations are based on self-evaluations, tenure review committee evaluations, student evaluations, supervisory evaluations, and peer evaluations. The final decision to award or withhold tenure rests with the Board of Trustees.

## **About the faculty members**

### **Rhea Becke, Career and Academic Preparation**

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

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

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

## **Chris Boucher, Diesel Technology**

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

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

## **Amy Laurel Bratton, Communication Studies**

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

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

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

## **Alison R. Dolder, Professional Baking and Pastry Arts**

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

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

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

## **Becky Engel, American Sign Language**

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

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

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

## **R. Earl Frederick Jr., Cuisine Management**

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

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

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

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

## **Aaron Guerra, Cuisine Management**

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

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

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

every opportunity.”

## **Dr. Nick Macias, Computer Science & Engineering**

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

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

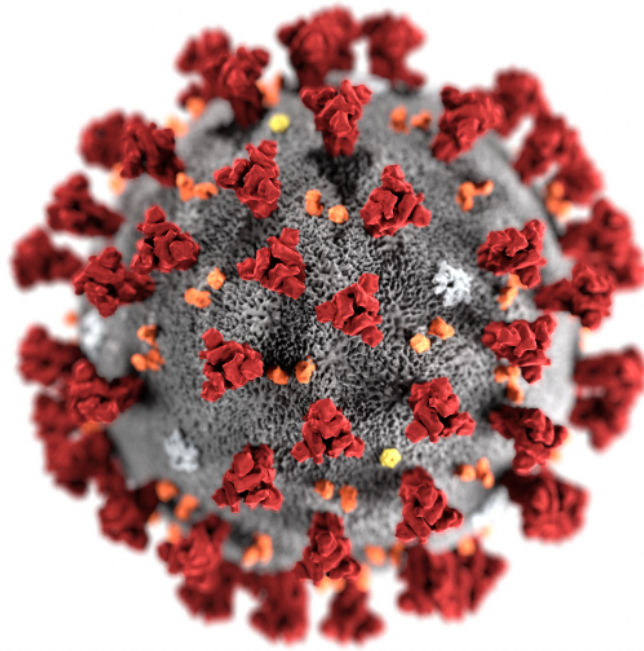
Dr. Macias joined Clark College in 2011. Within his department, he is actively involved in Guided Pathways, course assessment, community outreach, and student advising. He serves as faculty advisor for the Computer Science and Engineering Club; outside of Clark College, he volunteers with the Regional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

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

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# Clark College restricts activities on campus due to COVID-19



A computer illustration of the novel coronavirus seen microscopically, created by the Centers for Disease Control.

Clark

College is closely monitoring the outbreak of a respiratory virus called

COVID-19. At this time, there are no cases of COVID-19 in Clark County,

according to Clark County Public Health.

Because the safety of students, staff and faculty is top priority, today the college formally activated its incident response team to identify issues and prepare for possible impacts that could be caused by COVID-19.

The best source for information about Clark College's response efforts is [www.clark.edu/covid-19](http://www.clark.edu/covid-19).

**CURRENT STATUS:** On March 13, Washington Governor Jay Inslee signed an executive order restricting activity at all community colleges statewide. To slow the spread of COVID-19 and protect public health, **Clark College will move to remote operations beginning Tuesday, March 17.** The restrictions are in place beginning March 17 through April 24, 2020.

**Essential college operations will continue.** “Essential college operations” include Security, Student Affairs, Facilities Services, IT, computer labs, Administrative Services, Human Resources, the Bookstore, and the childcare center (CFS). Other employees who can work remotely will do so. If you are an employee who is unsure whether you should report to work in person or remotely, please contact your supervisor.

## Ongoing Planning

Clark College is in the process of developing contingency plans for spring quarter, utilizing online learning. More details to be released soon.

We will continue to provide updates on this rapidly developing situation in several ways:

- Text messaging to students, staff and faculty using RAVE
- Emails to college community
- Daily updates at [www.clark.edu](http://www.clark.edu)
- Social media (@ClarkCollege on Twitter, “Clark College – Vancouver, Washington” on Facebook)

Thank you for your understanding and patience as we address this unprecedented situation. We are committed to the safety and well-being of our students, our staff and our faculty.

Clark College is in daily contact with the Clark County Public Health in monitoring the risk associated from COVID-19 and is taking appropriate precautions such as disinfecting high touch surfaces around campus such as doorknobs, handrails and light switches.

Students and staff can help by practicing everyday preventative actions as recommended by the Centers for Disease Control (CDC).

- Wash your hands often with soap and water for at least 20 seconds each time. If soap and water are not available, use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Don't share food and drinks.
- Clean and disinfect shared surfaces and objects that are touched frequently.
- If you can, avoid close contact with anyone with cold or flu-like symptoms.
- Please stay home when you are sick. Do not report to work or attend classes if you are ill. Stay home, rest, and stay hydrated.

The CDC government website is a great resource.

Correct information is a powerful tool and dispels misinformation that can lead to stigma and discrimination.

While

COVID-19 originated in Wuhan, China, the disease is not specific to any ethnic group or national origin. The risk of infection is based on exposure to disease such as travel to an area where the disease is occurring.

Staff and students can help to reduce stigma and discrimination by speaking up if they hear, see or read harassing comments or misinformation.

Everyone is encouraged to rely on trusted sources about the causes of outbreaks from reputable sources such as the **Centers for Disease Control and Prevention** and the **Washington State Department of Health**.

Clark College is closely monitoring the situation to make timely and prudent decisions that protect our employees and students. The college will practice an abundance of caution during this period of time.

Clark College will update this article when any relevant developments occur. This article was last updated at 6:59 a.m. on March 15, 2020.

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## **Clark College announces new president**



Dr. Karin Edwards

Today Clark College marked a major milestone when its Board of Trustees announced its selection of Dr. Karin Edwards to be the college's next president.

Dr. Edwards comes to Clark College with an impressive history of leadership, including her current position as Campus President of Portland Community College Cascade. (Full bio listed below.)

“Dr. Edwards is an incredible leader,” said Trustee Paul Speer. “Her ability to help close achievement gaps between student populations, her work in equity, her work in partnerships in workforce development, and her previous experience in a presidential role were certainly very influential in the board’s decision. When you look at her track record and at the information we gained during the course of this process, what you’ll find is an individual who is incredibly aligned with our stated values and the needs of our college over the coming decade.”

Today’s announcement is the culmination of a rigorous search process that began last summer following the retirement of President Bob Knight. Working with a national search firm, the Board of Trustees was able to attract 65 applicants from across the country who were reviewed by a Search Advisory Committee composed of college employees, community members, and other key stakeholders. The committee narrowed the field down to a limited number of finalists. Three finalists visited the college for interviews and open forums, and trustees visited their respective campuses as well.

The Board of Trustees made the final selection based on the position profile, personal interviews, and a review of the data and recommendations gathered from the committee and from student and community forums held with each candidate on the Clark College campus. More information about the search process is available on the college’s Presidential Search web pages.

“Clark College Foundation has assisted Clark College with philanthropy for nearly five decades, helping the college align with the needs of Southwest Washington’s businesses and

organizations while making college possible for those who face barriers to higher education,” said Eric Merrill, chair of Clark College Foundation’s Board of Directors. “We are committed to working with the new president and introducing her to vital community partners in order to sustain Clark College’s future.”

Dr. Edwards will be the college’s 15th leader in its 87-year history.

Dr. Edwards says she is excited to step into her new role, the exact date of which is still being determined along with other hiring details. “I have a full heart today, she said. “I’m excited to begin a new chapter as President of Clark College and grateful to everyone at Portland Community College who has walked with me these past six years. We have a great deal to be proud of, developing programs and support services that help our students succeed.”

Dr. Sandra Fowler-Hill, who has served as Interim President during the 2019-2020 academic year as the college conducted the presidential search, said she will continue in her current role until Dr. Edwards is able to join the college in summer 2020 and will help with the onboarding process.

## 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. In that role, her responsibilities

at PCC Cascade include supervising the advanced manufacturing programs at PCC's Swan Island Trades Center, a 20,000-square-foot facility housing the college's Apprenticeship and Trades department, as well as PCC's Maritime Welding Training Center at Swan Island, which trains welding students and has MOAs with Vigor Industrial.

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 Presidents 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.

## About Clark College

Located in Vancouver's Central Park and serving up to 11,500 students per quarter, Clark College is Southwest Washington's oldest public institution of higher

education. The college currently offers classes at two satellite locations: one on the Washington State University Vancouver campus and one in the Columbia Tech Center in East Vancouver.