

Exceptional Faculty Award spotlight: The book-lover gone digital



Exceptional Faculty Award recipient Jim Wilkins-Luton can tell you the exact moment when the course of his career changed. He was in his final year of graduate studies at Gonzaga University, listening to an English professor discuss Milton in pedantic detail.

At the time, Wilkins-Luton was well on his way to following that professor's path. He'd already been accepted to a Ph.D. program in English literature at Stony Brook University in New York, after which he would aim for a professorship at an elite university where he could happily discuss his own favorite authors in pedantic detail. "It was all lined up," Wilkins-Luton recalls. "I'd been accepted; I had my funding in place;

I was going to focus on either medieval or Victorian literature. Everything was going according to plan."

But lately, Wilkins-Luton had begun having doubts about that plan. It started when he took on a part-time job teaching homeless youth to make some money during grad school. "I had all these stereotypes about what these kids would be like," he says. "I'm ashamed to admit it, but the night before I started the job I was worried they would give me head lice. And then that first day I went to work and came home just exhausted and devastated by these kids. And I started thinking, Maybe the world didn't need another Shakespeare professor. Maybe the world needed people who were willing to teach—to teach the people no one wanted to teach."

Which brings us back to that Milton seminar. Wilkins-Luton found himself staring at the lecturing professor. "I'm not even kidding: This guy actually had leather elbow patches on his tweed jacket, and he was expounding on some particular sentence Milton wrote," he recalls. "And I remember thinking, 'That's my future. I don't want any part of that. What I want to do is help.'"

As fate would have it, there was a poster advertising opportunities to teach English in Japan on the seminar room's walls. Wilkins-Luton called his wife as soon as class let out, and soon after graduation, the two of them moved to Japan, where they spent the next seven years teaching English. Once the couple returned to the U.S. and settled in the Portland area, it was a natural progression for Wilkins-Luton to begin teaching at a private international school, and then English as a Second Language at Clark, and then pre-college and college-level English. He earned tenure in 2006.

Wilkins-Luton says he was surprised and honored to receive a 2013-14 Exceptional Faculty Award. The award was announced at Clark's 2014 Commencement ceremony and officially bestowed at the college's Opening Day festivities on September 10. Student

nominators described a professor they called “funny” and “friendly,” who “makes all students completely comfortable in the classroom.”

“I love to teach,” says Wilkins-Luton. “I love the classroom. I love the engagement with students.” He is sitting in his book-lined office at Clark, which amply proves that he hasn’t entirely escaped the tropes of the English professor. (“I have a lot more books at home,” he admits sheepishly, casting an eye at the seven shelves of volumes arranged in meticulous alphabetical order by author. “These are mostly the ones I don’t want my kids reading.”)

Yet despite his love of both printed books and face-to-face teaching, Wilkins-Luton recently moved to teaching entirely online. “I think you have to make transitions sometimes to stay sharp,” he explains. “Also, I’d been reading some research discussing how the face-to-face classroom favors the extrovert—the person who’s willing to raise their hand and speak up in class. In the online environment, the introvert and extrovert become equal. As someone with introvert tendencies of my own, I liked that idea.”

Wilkins-Luton says that at first, he was concerned that the online classroom would stifle the sense of humor and personal engagement that he practices in face-to-face teaching. But in fact, he says, online teaching has allowed him to give even more personalized attention to individual students. “If they ask me a question, I send them back a two-paragraph answer,” he says. “And yeah, it might have a joke in it. Because you know what? Students don’t need gravitas; they need a reason to learn.”

Learn more about the other 2013-14 Exceptional Faculty Award recipients.

Photo: Clark College/Jenny Shadley

Exceptional Faculty Award spotlight: The voice of experience



“I believe in psychology,” says psychology instructor Kelly Fielding. “I believe it has value and purpose, and if I can affect a few students who want to make a dent in all the psychological distress in this world, then that’s a good thing.”

Fielding has seen first-hand the value of psychology: With almost 30 years of clinical experience as a psychologist, he has helped hundreds of patients cope with psychological distress. He brings this experience into the classroom at

Clark College, where he has taught part-time since 1988. “I’m at the point where I’m teaching the children of former students,” he says with a laugh.

There’s a reason why parents are recommending Fielding to their kids—he has developed a reputation as an excellent teacher who incorporates personal and professional stories into his teaching. These are some of the qualities that earned him the college’s prestigious Exceptional Faculty Award. The award was announced at Clark’s 2014 Commencement ceremony and officially bestowed at the college’s Opening Day festivities on September 10.



“I already loved psychology when I went into [Fielding’s] course, but after I took his class, I gained a new love for the topic,” wrote one student nominator. “He would use storytelling to weave in the actual facts [of the course material], entertaining some students and allowing those students who required a visual aid to learn the material just as well as everyone else.”

Fielding, who has a Ph.D. from Brigham Young University, says he enjoys the diversity of Clark students. “I like the population mix,” he says. “I like that there are young kids who are still in high school and adult students who are much older than the ‘traditional’ college student. I think the older students gain from the energy of the younger students, and the younger students gain from the maturity of the older students. The older students, when they come back [to school], they’re very serious.”

Fielding says he’s felt his own teaching style develop as he’s grown older—though not necessarily toward the more serious. “I find that I become more and more open,” he says. “The younger

you are, the more worried you are about judgment. The older I get, the less I find myself being afraid of what students will think if I share a particular idea or story.”

Over the years, Fielding says, the theory and practice of psychology has changed as scientists make new discoveries about the human brain. But when it comes to teaching psychology, some things remain constant—such as students’ misconceptions about the subject. “They think psychology is about manipulation,” he says. “And they have little to no idea how scientific it is. I teach them the scientific method. I show them how studies are conducted. By the time we’re done, I think they understand that science is more than chemistry, cells, and physics. But they also understand how those things play into psychology.”

Learn more about the other 2013-14 Exceptional Faculty Award recipients.

Photos: Clark College/Jenny Shadley

Athletics greets new leader



Director of Athletics
Ann Walker

Vice President of Student Affairs William Belden announced today that Clark College has hired Ann Walker as the new Director of Intercollegiate Athletics; her first day will be Tuesday, September 2. Walker comes to Clark from Nova Southeastern University in Fort Lauderdale, Florida, where she served as the Associate Athletic Director for Compliance and Internal Operations. Overall, Walker has served for 23 years in athletics in roles ranging from administration to coaching.

"We are excited to be able to hire someone with Ann's depth of experience and commitment to student success in this position at Clark, and I know she will be a great resource and advocate for our student athletes," Belden said.

Walker served as an assistant basketball coach at Creighton University before being hired to head the women's program at Minnesota State University. From there, she moved into athletic administration and has held a variety of positions including conference leadership roles. She has a M.A. in Sports Psychology from the University of Iowa, and a B.A. in Elementary Education from Northwestern College in Iowa.

Walker comes to Clark during an athletic upswing. Last year, 10 of 11 sports programs at Clark College made post-season

appearances and four coaches won conference Coach of the Year Honors. Clark College's fall athletic programs begin play on Monday, August 25.

Training Tomorrow's Workforce



Welding instructor Caleb White, left, shows students Grant Gwilliam and Cody Cook how to use a CNC plasma table, which is used in the computer-assisted cutting of metals. White has been active in developing new curriculum that teaches Clark students fabrication, a skill many local employers are seeking.

This summer, Clark is taking the next step in boosting our region's economy by introducing a new technical program and

adjusting some existing programs to better meet the needs of today's employers.

Highlights of these changes include:

- A new Industrial Maintenance Technician (IMT) program that combines a selection of Clark's existing Mechatronics, Machining, and Welding courses to train students on how to provide preventive maintenance and repair support to manufacturing and other mechanical industries. Leaders from regional industry have indicated a strong need for qualified IMTs, and labor surveys show that the average annual wage for IMTs is \$43,000.
- Clark's Welding program is introducing all-new curriculum that not only expands the variety of welding processes taught but teaches students how to use those processes in fabrication, a skill many local employers are seeking.
- Starting fall quarter 2014, Clark's Mechatronics and Machining programs will begin offering night classes to help accommodate the schedules of current industrial workers who need to expand their skill sets to meet the changing needs of modern industry.

Anyone interested in enrolling in these programs can visit www.clark.edu/gotech to learn more.

All these changes were made in direct consultation with local employers.



Damond Batties looks on while Nicole Doyle works in an argon purge chamber, which is used in welding air-sensitive materials like stainless steel and titanium that are common in modern industry.

“As the largest workforce training provider in Southwest Washington, Clark College continually meets the needs of the business community and ensures that students are equipped with high-demand, relevant skills, whether they are full-time students entering the workforce or incumbent workers developing new skills to improve the productivity of their employers,” said Michelle Giovannozzi, Director of Corporate & Community Partnerships for Clark College Corporate & Continuing Education. “Over the last year, we partnered with regional manufacturers to develop the new Industrial Maintenance Technician program and the revised Welding curriculum in order to support growth through the economic recovery and beyond.”

“The underlying driver for all of Clark College’s Career and Technical Education programs is to provide students with relevant and rigorous educational opportunities that give them the skills that meet the workforce demands for our local and regional industries,” said Genevieve Howard, who as Clark’s Dean of Workforce, Career & Technical Education oversees the

college's Mechatronics, Machining, and Welding programs, as well as such well-regarded programs as Computer-Aided Drafting & Design and Automotive Technology.

Clark College has long served as the premier resource for training skilled technicians who meet the needs of this region's industry. Through advisory committees and regular outreach, the college has developed partnerships that allow it to respond quickly to the needs of local employers. These new changes are part of that practice—a practice that has made the college Southwest Washington's best source for career and technical training.

Photos: Clark College/Jenny Shadley

Clark College to expand in the Gorge



Bingen, Wash., is the site of a new Clark College facility offering educational opportunity to the residents of the Columbia River Gorge.

Less than a year after establishing a location in the Columbia

River Gorge, Clark College is expanding its academic and technical offerings and moving into a new, larger facility.

The new location in Bingen, Wash., which is still being negotiated, would house both new classes designed for the needs of local employers as well as existing classes currently run out of Clark's facility at the Wind River Education Center in nearby Carson. That facility was opened in fall 2013 in response to widespread interest from Columbia Gorge residents and school districts in having access to affordable, college-level classes; it will close when the Bingen facility opens in order to house all Clark programs in one convenient location.

The expansion is made possible in part by a \$315,000 grant received by the college from the State of Washington to increase enrollment in aerospace education, approximately half of which is going to provide STEM (Science, Technology, Engineering and Math) education at the Bingen facility. The grant is part of an \$8 million, statewide program to help two-year and technical colleges prepare future employees in the aerospace field.

The new Bingen location will include a computer lab and classroom space for classes in Computer Aided Design and Drafting (CADD), a skill that many regional employers cited as in high demand. The college will also be hiring a full-time employee in the Columbia River Gorge. The college is on an aggressive timeline, and will be ready to offer classes in the fall of 2014.

The college is also moving its Transitional Studies (basic education, GED preparation, and ESL) programs and other academic offerings previously provided at Wind River to the new Bingen facility. These other offerings include classes taken by area high school students through Washington State's Running Start program, which allows students to take college-level classes while still enrolled in high school for little or no tuition—potentially earning their associate degree while

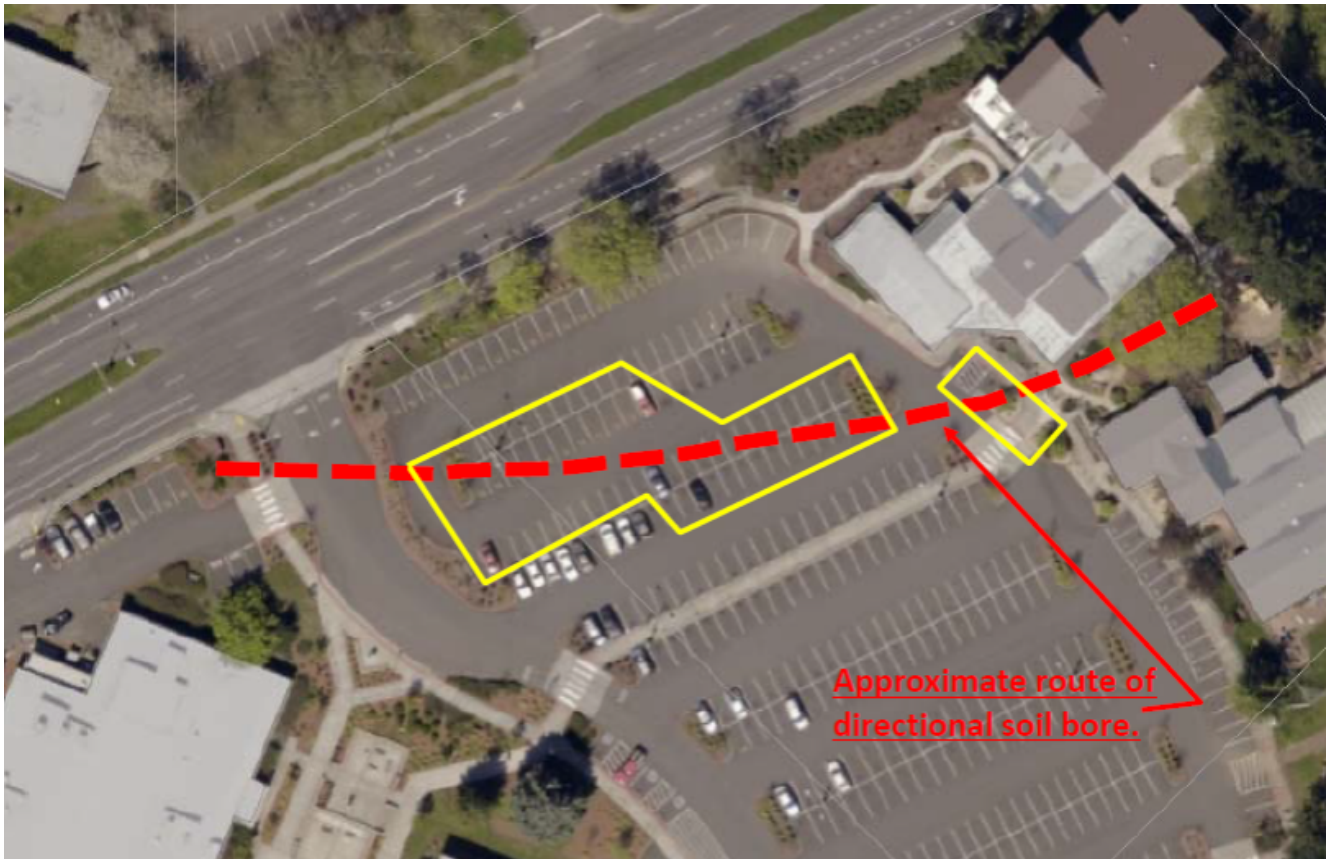
still in high school.

Additionally, Clark College Corporate and Continuing Education (CCE) will use the new facility to continue and expand its specialized training for local employers. Beginning in fall 2014, CCE will also begin providing professional-development courses to the public, including LEAN, blueprint reading, Excel, Word, Outlook, Business Writing, email etiquette and communication, and essentials of supervision.

A full list of courses and activities in the Columbia River Gorge will be available on the Clark College website later this summer.

Photos: Clark College/Jenny Shadley

Closures in Green Lot One



Work and closures will take place inside the areas marked by yellow lines.

Sections of Green Lot One will be closed off during the month of July as the college works to improve its fiber optic system. On July 15 and 16, the entire northwest portion of the lot will be closed to cars as workers determine the locations of existing underground utilities. Once those locations have been determined, smaller areas of the lot will be closed off as specific sites are worked on. All work should be done, and the entire lot re-opened, by the end of July.

Article and photo contributed by Facilities Services.

Summer Quarter Hours



Beginning July 11, the College will be closed to the public at noon on Fridays through August 29. Below please find information about the availability of College services available during this closure period.

Note: Even when services are available during normal operating hours, staff do take vacation during the summer and not all departments may be at full strength all the time. However, the college will ensure adequate staff coverage in critical areas.

Bookstore

- Open Friday, July 11, 7:30 a.m.-5:00 p.m. and Friday, July 18, 7:30 a.m. – 12:00 p.m.
- Open Monday through Thursday, 8:00 a.m. – 5:00 p.m., and closed Fridays, July 21 – August 22
- Open Friday, August 29, 7:30 a.m. – 5:30 p.m.

Business Services

- Will be closed at noon on Fridays July 11 – August 29.

Cashiering

- Will be closed at noon on Fridays July 11 – August 29.

Central Services

- Outgoing mail will be delivered to the Post Office prior to noon on Fridays, July 11 – August 29. There will be no campus mail delivery after noon on those Fridays. Campus mail will be delivered on the following Monday.

Emergency Management

- Will maintain normal operating hours during the summer and will not be closed at noon on Fridays.

Environmental Health and Safety

- Will maintain normal operating hours during the summer and will not be closed at noon on Fridays.

Events Services

- Will be closed at noon on Fridays from July 11 – August 29, unless there is an event scheduled that requires staff to be on site.

Facility Services

- Will maintain normal operating hours during the summer and will not be closed at noon on Fridays.

Financial Aid

- Closed all day on Fridays for processing.

Food Service

- Bakery – open Monday – Thursday, 8:00 a.m. – 1:00 p.m.

- Bauer Coffee Lounge – open Monday – Thursday, 7:30 a.m. – 2:00 p.m. Closed Fridays.
- Hanna Coffee Lounge – open Monday – Thursday, 7:30 a.m. – 3:00 p.m. Closed Fridays.
- Chewy's Really Big Burritos – open Monday – Thursday, 10:00 a.m. – 3:00 p.m. Closed Fridays.
- College Burger – open Monday – Thursday, 10:00 a.m. – 3:00 p.m. Closed Fridays.
- Mighty Bowl – open Monday – Thursday, 10:00 a.m. – 3:00 p.m. Closed Fridays.
- *Anderson Grill is no longer in operation. A new vendor, to be selected over the summer, will begin operations fall quarter in that space.*

Human Resources

- Will be closed at noon on Fridays July 11 – August 29.

Information Technology Services

- Will maintain normal operating hours during the summer and will not be closed at noon on Fridays.

The iQ Credit Union branch on the main campus

- Open Monday – Thursday, 9:00 a.m. – 1:00 p.m., July 7 – August 28. Open 9:00 a.m. – noon on Fridays from July 11 – August 29. Resumes regular operating hours the week of September 1.

Library:

- Open Monday – Thursday 8:00 a.m. – 6:00 p.m. Closed Friday, Saturday and Sunday (July 5 – August 31).
- eLearning front office (LIB 124) open Monday – Thursday 8:00 a.m. – 4:30 p.m. and 8:00 a.m. – noon on Friday.
- TechHub (Cannell Library) open Monday – Thursday 8:00 a.m. to 5:00 p.m. **Phone and email only Friday – Sunday**, Fridays 8:00 a.m. – 5 p.m., Saturday and Sunday 10:00 a.m. – 3:00 p.m.

Office of the Vice President of Administrative Services

- Will be closed at noon on Fridays July 11 – August 29.

Office of the Vice President of Instruction

- Will be closed at noon on Fridays July 11 – August 29.

President's Office:

- Will be closed at noon on Fridays July 11 – August 29.

Production Printing

- Will be closed at noon on Fridays July 11 – August 29.

Security

- Lost and Found/ID Cards desk will be closed at noon on Fridays July 11 – August 29.
- Dispatch will be closed at 2 p.m. on Fridays July 11 – August 29.
- Security officers will be available 24/7 for all security-related issues.

Student Affairs

- Will be closed at noon on Fridays July 11 – August 29 (except Financial Aid which is closed all day on Friday for processing).

Tutoring

- Please visit the Tutoring Center's website for a complete list of summer hours and locations.

Other Clark College locations

The Clark Center at WSU Vancouver, the Columbia Tech Center, and the Continuing Education Center in downtown Vancouver will also be closed to the public at noon on Fridays, although instructional classes—as well as programs offered by Corporate

& Continuing Education—will be provided as already scheduled.

This article contributed by Administrative Services.

Photo: Clark College/Jenny Shadley

Changing Their Futures



Tyrene Weitz receives the Pat Fencil Scholarship during the 2014 GED/High School completion ceremony

Clark College celebrated its GED and High School Completion Ceremony on Saturday, June 21, capping off graduation week

2014 with a heartfelt ceremony featuring two student speakers and the conferring of certificates for GED or high school completion on more than 60 graduates.



Peter Smith

After a welcome from President Bob Knight and a greeting from Board of Trustees Chair Royce Pollard, the microphone was handed over to two student speakers, Peter Smith and Tyrene Weitz. High school equivalency recipient Peter Smith started his comments by noting that the day had special meaning for him, as he was celebrating not only his degree, but also one year of sobriety.

Smith explained that a year ago, after finding himself in jail for a DUI, he decided the time had come to change his life. Earning his high school degree was the first step toward that; he plans to begin earning a certificate from Clark's welding program this summer as he continues his path toward a better life. "Hopefully, someday soon, someone like me will be standing here and my tax dollars will have helped him or her accomplish their goals," Smith said.

Smith thanked his girlfriend for her role in getting him to come to Clark, and noted that one of the things that many attending the ceremony had in common was support of family and loved ones. The O'Connell Sports Complex gymnasium was filled with balloons, flowers and the occasional noise-maker—proof of that support.

GED recipient Tyrene Weitz spoke next, saying that she had “given up” on school by the sixth grade and dropped out by the ninth grade. She added that while she had always wanted to get more education, she kept putting it off after beginning a family at a young age. A year ago, she too took the first step. “I know college is not easy, but nothing worth doing is, and to succeed you need to do the best you can, right where you are, with what you have,” she said.

Weitz has not only completed her GED, but she has also completed English 101 and is on her way to achieving her goal of becoming a registered nurse.

Weitz got a surprise boost toward that goal after she left the stage, when Dean of Basic Education, English, Communications & Humanities Deena Godwin announced that Weitz was the recipient of this year’s Pat Fencil scholarship.



Named after a longtime Adult Basic Education instructor, the scholarship provides \$1,500 toward tuition to an ABE student transitioning to college-level classes at Clark.

The day was capped by Associate Vice President of Academic Affairs Tim Cook presenting the class to President Knight, who conferred the degrees on the graduates. After each student crossed the stage to receive their degrees, President Knight sent them out in the sunny day with words of encouragement: “Your time at Clark has provided you with new skills, new perspectives, and new confidence. These are powerful tools. As you take your next step, use those tools to build a bright future for yourselves and for our community.”

See more photos from the ceremony on our Flickr page.

Photos: Clark College/Jenny Shadley

Making the Most of her Opportunity



2014-2015 Presidential Scholarship recipient Natasha Hambrook

Early in Natasha Hambrook's high school career, things weren't looking so great. She felt frustrated by the lack of academic challenge in her classes; at the same time, she was having trouble accessing help in subjects where she was having difficulty, like math. She could have become discouraged. She could have checked out, or gotten into trouble, the way some bright but bored young students do.

Instead, she came to Clark.

Hambrook enrolled in Washington State's Running Start program,

which allows students to take college classes while still enrolled in high school. That decision paid off on June 19, when Hambrook not only earned her associate degree at age 17, but was also named recipient of the 2014-2015 Community College President's Award. The annual scholarship is given to a Clark College graduate who is transferring to a WSU Vancouver degree program and who has demonstrated leadership potential, a commitment to community service, and academic achievement. The scholarship award provides full-time tuition and is renewable for one additional year, essentially providing full tuition to complete a bachelor's degree.

Hambrook, who lives in Vancouver with her family and will turn 18 in July, has thrived at Clark, earning a 3.98 grade point average—yes, even in math, a subject she came to love. “Coming to Clark College has been the best experience,” she says. “I’ve met so many amazing instructors and classmates who really believed in me.”

Hambrook took classes in Clark's challenging biology and chemistry sequences as preparation for her chosen career path of becoming a pediatric surgeon. She says one highlight of her time at Clark was getting to visit the college's cadaver lab during a biology class.

“We got to reach inside the body,” recalls Hambrook. “I think a lot of people were surprised by how I reacted, because I’m kind of a ‘girly girl,’ and I think they thought I’d be turned off by that. But I loved it.”

Hambrook was able to get a different kind of hands-on experience at Clark with another one of her interests: volunteerism. In winter quarter 2014, she became the Student Volunteer Coordinator for Clark's Service and Leadership in the Community (SLIC) program. In that role, she organized groups of students on volunteer trips to organizations like Habitat for Humanity and Clark County Food Bank, as well as a beach-cleaning trip to Cape Disappointment State Park.

On top of the 10 hours per week spent working for SLIC, Hambrook spent another six or more hours volunteering at the Southwest Washington Humane Society, where she helps care for cats and trains other teen volunteers.

Hambrook says her commitment to community service comes both from a love of helping others and from her own family's experiences. "My family has received help from the food bank in the past, so I know there's a need for community service," she says.



Natasha Hambrook receives her degree from President Knight at Clark's 2014 commencement ceremony.

Like 73 percent of Clark's student body, Natasha Hambrook is a first-generation college graduate. Her parents describe her as a very driven, self-motivated young woman. "She did it all on her own," says her father, Matt Hambrook, of Natasha's decision to enter Running Start and pursue a degree at Clark. "We just ferried her around."

"I am so proud of her accomplishments," added Natasha's mother, Denise Hollar-Hambrook, who has been working two jobs to help support the family, which also includes Natasha's younger brother, Matthew. "She will be a compassionate doctor—she will make a difference."

Clark College President Robert K. Knight announced Hambrook's scholarship during the college's 2014 commencement ceremony at Sleep Country Amphitheater. During the announcement, he said that a nominator had described Hambrook as "a rare type of goal-oriented student who combines exceptional natural ability with a willingness and eagerness to learn."

Hambrook plans to spend the summer continuing her volunteer work at the Humane Society, and possibly at the Free Clinic of Southwest Washington as well. She's already investigating on-campus volunteer opportunities at WSU Vancouver, where she will begin taking classes in the fall of 2014.

"It feels so amazing to have won this scholarship," Hambrook says. "I am so grateful I had the opportunity to participate in Running Start, because Clark helped shape me into the woman I am today."

#2014Clark: A Tale Told in Hashtags

Our favorite stories from Clark College's 2014 commencement ceremony, held June 19 at Sleep Country Amphitheater.