

Exceptional Faculty Award spotlight: The technophile with human feeling



Chris Martin has gathered the students from his Web Video Production class in the hallway outside their classroom to demonstrate how to set up an interview shot. One student—a burly guy with a baseball cap and gray beard—has affably agreed to stand in front of the camera as the “interviewee.”

“Now let’s think about camera height, because you can change things a lot depending on the angle you shoot your subject at,” Martin says, adjusting the camera’s tripod. “Do we want to set it lower and look up at him to give him that godlike angle? Because we all know Steve has a bit of a god complex—just kidding! Just kidding!”

The whole class, Steve included, cracks up, and then Martin continues, raising the tripod as he speaks. “You can do stuff like that,” he says. “You can look down on them, too. But typically, we want to meet the subject at their own level, to give them that human feeling.”



In many ways, that last line is an apt summation of Martin’s teaching philosophy—and the secret to his popularity with students, who nominated him in droves for Clark’s prestigious 2013-14 Exceptional Faculty Award.

“His patience and approach in bringing out the abilities in all his students, from the novice to the advanced, encourages respect for all,” wrote one nominator. “His emotional integrity allows him to act as a mentor and to also mirror the importance to students that he is also learning the ever-changing aspects of technology.”

“If you don’t care about who your students are or where they come from or what they actually know—and they know a lot—then you can’t help them,” says Martin, who teaches both Computer Technology and Computer Graphics Technology classes as an adjunct at Clark, as well as general business courses at Warner Pacific College. “What I like about teaching at Clark is you really get to know the students. When they go through hard times, you know about it.”

Martin also gets strong praise for his real-life experience as a web designer and videographer. He has spent more than eight years running his own multimedia studio, creating videos and web content for businesses, nonprofits, and artists. He also produces a regular online documentary video series called *Innovators of Vancouver* that showcases leaders in Southwest Washington.

Martin, who holds a bachelor's degree in Media Arts and Animation from the Art Institute of Portland and a master's degree in Management and Organizational Leadership from Warner Pacific, regularly shares stories from his professional career to illustrate class material. A self-described "big experimenter," he often tries out new tools and methods in his teaching—including Twitter, which Martin has used to create online discussions about class material among his students.

"It's just a way of being accessible," Martins says. "I think it helps students feel connected to me a little more."

Or, to put it another way: It's Martin's way of giving his students that "human feeling" in the digital age.

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

Photos: Clark College/Jenny Shadley

Exceptional Faculty Award spotlight: The accidental professor



We've all heard the cliché that kids say the darndest things. But people rarely point out its corollary: So do adults. As an Early Childhood Education professor, Sarah Theberge says she is often just as surprised by what her students express in the classroom as she is by what children in the college's Child & Family Studies program say on the playground.

"I'm just surprised over and over again by how many things I hadn't thought of," Theberge says as she stands on that playground surrounded by running children. "The way that students approach the things we talk about reminds me that there's no one right answer to so much of what we're studying. I really do see us as 'co-learners' who are all learning together—and I'm learning right along with them. It's one of my favorite parts of teaching."

It's also one of the things students mentioned repeatedly in nominating Theberge for Clark College's prestigious Exceptional Faculty Award, which Theberge received for the

2013-14 year. The award was announced at Clark's 2014 Commencement ceremony and officially bestowed at the college's Opening Day festivities on September 10.

"She is honest, she is real, she is not only a teacher but an inspiration and a friend to all her students," wrote one nominator. "She brings passion to her work with children and with her students, and ignites the passion in all of us."

Students also mention Theberge's empathy and her strong commitment to serving as an academic advisor to students in the ECE program. When Theberge explains how she became a professor, it becomes clear why she is able to connect so strongly with her students and empathize with the challenges they face: After all, she faced them too.

Theberge never set out to become a professor. "It was the farthest thing from my mind," she says, laughing. Rather, her initial ambition was much more basic: She needed a job.

"I was a single parent without any college background or schooling, and a friend of mine had a childcare center," Theberge says. "I just thought it was a place where I could have my kids there and still work. But from the very first day, I fell in love with it."

A friend encouraged her to enroll in Clark's ECE program. "I said, 'Oh no. We don't do college in my family,'" Theberge recalls. "She literally took me by the hand and dragged me to Clark. And I've never left."

In 1992, Theberge graduated with honors from Clark with an Associate of Applied Science degree in ECE. She went on to complete both a bachelor's and master's program from Pacific Oaks College while working in Clark's CFS program, first as a program aide and then as an adjunct faculty member. Her roles and responsibilities continued to expand over the years, and in 2000 she was granted tenure at Clark. Throughout the years, she has continued to attend conferences and workshops to keep

up-to-date on current teaching practices in her field. She also presents her own research at conferences; currently she has been delving into the complex issues surrounding children's concepts of gender identity. Additionally, she serves on the board of directors for YWCA Clark County and has been instrumental in creating a library at CFS to help promote children's literacy.

It's a long way from the young single mother who just wanted a job. "That's why I love advising," Theberge says. "I hear similar stories to mine from students—people looking for opportunity, looking for help in making their passion a reality. It's just so rewarding to sit with that and to walk alongside them on their journey."

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

Photo: Clark College/Jenny Shadley

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

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."

Congratulations, Professors!



Vice President of Instruction Dr. Tim Cook, *far left*, congratulated newly tenured faculty Dr. Gene Bibby, Dr. Amanda Crochet, Suzanne Southerland, Adam Coleman, Erin Staples, Elizabeth Donley, Katie Donovan, Valerie Cline,

and Dr. Robert Schubert at the 2014 Tenure Reception.

Not pictured: Lisa Aepfelbacher and Steven Clark.

Ten outstanding educators are the newest members of the tenured faculty at Clark College. Lisa Aepfelbacher (nursing), Gene Biby (theatre), Steven Clark (biology), Adam Coleman (computer technology), Amanda Crochet (chemistry), Elizabeth Donley (English), Kathryn Donovan (nursing), Robert Schubert (anthropology), Suzanne Southerland (communication studies), and Erin Staples (health/physical education) were all honored at a reception on April 28 in Clark's Gaiser Student Center. Nursing professor Valerie Cline, who received tenure in June 2013, was also honored at the reception.

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.

"Our tenured faculty members have a very special role at our college," said Clark College President Robert K. Knight. "They are passionately committed to excellence and student success. They have made a career commitment to our college and our community."

Dr. Tim Cook, Vice President of Instruction, said "Earning tenure is a professional milestone. I'm proud to congratulate these talented professionals for their accomplishments, their focus on student success, and their dedication to teaching and learning."

The professors receiving tenure are:



Lisa Aepfelbacher, Nursing

Lisa Aepfelbacher earned her bachelor's degree in both Nursing and Rehabilitation Counseling from Boston University, and her master's degree in Nursing through the Adult Nurse Practitioner Program at Case Western Reserve University in Cleveland, Ohio. She has previous work experience at Linfield College, Quincy College, Massachusetts Bay Community College, Advanced Practice Rotations, Meridia Hillcrest Hospital, Touro Infirmary, Brigham and Women's Hospital, and Beth Israel Hospital.

Aepfelbacher serves on the college's Shared Governance Oversight Committee, the senate of the college's faculty union, and the nursing department's Readmission Committee.

Aepfelbacher said, "I believe in the potential of each of student and want them to actively participate in the learning. I am also learning with them and enjoy sharing my expertise."



Gene Biby, Drama

Gene Biby earned his bachelor's degree in Theatre Arts and his master's degree in Speech Education from Murray State University. He received his Ph.D. in Theatre History/Speech Education from Southern Illinois University. He has previous work experience at the University of Wisconsin, City of Murphysboro, John A. Logan College, Southern Illinois University, Murray State University, and Vincennes University.

As the Program Director of the Clark College Drama Department, Biby oversees play selection and production for each academic quarter. He also works with the wider theatrical community to find and develop new ways to strengthen the college's drama program and maintain its visibility. He is currently working to build a summer program at the college.

"My highest priority is offering academic and intellectual challenges to our students, but providing theatre engagement opportunities to the college and community is also important," said Biby. "I strongly believe that theatre education should combine practice and scholarship. This philosophy not only champions the liberal arts ideal, but also prepares prospective theatre artists for material they are likely to encounter in future careers."



Steven Clark, Biology

Steven Clark earned his bachelor's degree in Psychology/Religion from Linfield College. He also earned a Master of Special Education at Lewis & Clark College and a Master of Science in Environmental Sciences and Resources at Portland State University. He has previous work experience at the Washington School for the Deaf, Washington Department of Fish and Wildlife, and Clark College.

Clark has served on the senate of Clark's faculty union and is about to begin his tenure on the college's Student Retention Committee. Additionally, he is an active volunteer in his community: providing dog-training workshops at a local animal shelter, leading nature tours for the Columbia Land Trust, and providing research for organizations that include Washington Rare Plant Care, the Xerces Society, and the Native Plant Society. Every summer he takes Clark students with him to the Columbia River Gorge to study that area's pika. Additionally, he volunteers at his granddaughter's elementary school and serves as a lay minister at his church.

Clark said, "I design my classes to be places where students read and study—that's the hard part. I also design my classes so that the class sessions are rich with interaction. The interaction helps students build friendships and it increases the in-class accountability of attending to what is being

presented.”



Valerie Cline, Nursing

Valerie Cline earned her associate degree in nursing in 1999 from Clark College, her bachelor's degree in nursing in 2003 from WSUV, and her master's degree in nursing in 2009 from Walden University. She has previous work experience at Peace Health Southwest, Providence St. Vincent, the Hopi Indian Reservation Hospital in Arizona, Linfield College, and Clark College.

At Clark, Cline serves on the Nursing Scholarship, Nursing Curriculum, and the ACEN Accreditation Standard 3 committees, and is the co-advisor for the Student Nurse Association of Clark College. She is a member of the national League for Nursing and the Association for Women's Health, Obstetric, and Neonatal Nursing. She continues to practice nursing part-time with a pediatric home health agency and regularly attends conferences and workshops to improve her teaching.

Cline said, "I believe in students taking an active role in the learning process, with the instructor serving as the facilitator who helps students bring all of the pieces together and link theory to practice."



Adam Coleman, Computer Technology

Adam Coleman earned his associate degree with a double major in Data Networking and Computer Networking at Clark College and his bachelor's degree in Computer Technology at Eastern Washington University. He has previous work experience at SEH-America and Clark College.

Coleman serves on the college's Network Advisory Committee and volunteers as a mentor with the college's First Year Experience program. Additionally, he continues to help develop partnerships between the college and both the Clark County Skills Center and the local nonprofit EmpowerUp. He has been central in developing and implementing new courses designed to help students earn their Microsoft Technology Associate certification. An avid bike rider, Coleman will be representing the college in the American Diabetes Association's annual Tour de Cure for the fifth year in a row this July.

Coleman said, "A teacher's role is to guide and providing access to information rather than acting as the primary source of information. I feel there is a need for considerate, strong, and dedicated individuals who are excited about working with students."



Amanda Crochet, Chemistry

Amanda Crochet earned her bachelor's degree in Biochemistry from Tulane University and her Ph.D. at the University of California, Berkeley. She has previous work experience at the University of California, California State University, Portland Community College and Clark College. She also has research experience with Chemica Technologies Inc., University of California and Tulane University.

Crochet manages the college's general chemistry open lab. She also volunteers at the Elementary Science Olympiad, which bring local elementary students to the college's main campus for a day of science competitions, as well as at Community Resources for Science and the Oregon Museum of Science and Industry. Currently Crochet is working to make Clark part of a new partnership with Portland State University that would create opportunities for scientific research for students at colleges without research programs of their own.

"I work to make my classroom a supportive, engaging and active environment for students to learn chemistry," said Crochet. "My goal is to provide students with more than just content knowledge. I hope the skills they learn in my classroom translate to success in future classes and in their intended careers."



Elizabeth Donley, English

Elizabeth Donley earned a Bachelor of Arts degree in political science with a minor in Italian at DePaul University and a Master of Arts in English and a Master of Fine Arts in Creative Writing at Chapman University. She has previous work experience at San Miguel School, Chapman University, The Art Institute of Los Angeles, Warner Pacific College, Clackamas Community College, United Sports Academy, Langmuir Atmospheric Research Laboratory, McCormick Tribune Foundation, and Clark College.

Donley serves on the college's eLearning Committee and the English Department's Professional Writing and Distance Learning committees. She is also faculty co-advisor for *Phoenix*, the college's award-winning arts and literary journal. She has presented at many college events, including International Week, faculty orientation, Techtoberfest, and TechBytes.

"My teaching philosophy starts with inspiration," said Donley. "I want to inspire my students to want to learn. I do this through meticulous course preparation, energetic teaching, and dedication to my students. I'm always available for extra help, and my classroom is an open, supportive environment

where students are exposed to new ideas, experiences, and works of literature.”



Kathryn Donovan, Nursing

Kathryn Donovan earned her bachelor's degree in nursing from Marquette University and her master's degree in nursing from Washington State University Vancouver. She has previous work experience as an RN since 1992. She has eight years' experience in adult critical care and two years in Neonatal ICU. Kathryn has worked in numerous states as full-time staff and as a travel nurse. She worked at Kaiser Northwest for nine years, which included Urology and Chronic Pain Management Clinics.

Donovan serves on the college's Library, ACEN Standard IV, Student Handbook, Curriculum, and Health Experience Advising committees. She is the lead faculty member for the first quarter of the college's highly competitive Nursing program. Outside of the college, she volunteers with East Park Church, Compassion Vancouver, and "whatever sport/activity my children are involved in at any given time."

Donovan said, "I believe that educators should use as many tools as they can to try to reach learners where they are in their learning process and in the ways that they are able to

best learn. There is no 'one size fits all' method. I think it is important for the student to not only connect with the material to be learned but also to connect with their peers and instructors. A student who is engaged and feels that they are valued and belong is more likely to tough it out through the challenges that are inherent in nursing school."



Robert Schubert, Anthropology

Robert Schubert received his bachelor's degree from the University of Illinois with a double-major in Spanish and Anthropology. He completed his master's and doctorate degrees at Ohio State University. His academic research has taken him to study primate behavior and biology in Central America, Japan, and West Africa. He has previous work experience at Ohio State University and Columbus State Community College.

In addition to his responsibilities as chair of the Anthropology Department, Schubert serves on the college's Retention Committee and has volunteered as a First Year Experience mentor to incoming students. He was the guest lecturer at the winter 2013 installment of Clark's respected Faculty Speaker Series. He developed and now teaches a new anthropology course, Primatology. Outside the college, he volunteers at the Oregon Zoo and with Partners in Careers.

“College can be intimidating, but I find that when students engage with material, the academic stress becomes much more manageable,” said Schubert. “To that end, I try to bring the energy and the excitement that got me engaged when I was a student with me to every class I teach. Whether through pictures, videos, bone replicas, kinesthetic activities or just by myself physically acting things out (I’m becoming well known for my monkey calls), I try to provide information in as many forms as possible.”



Suzanne Southerland, Communication Studies

Suzanne Southerland earned her bachelor’s degree in journalism in 1999 from the University of Portland and worked for various newspapers including the *Portland Alliance*, the *Oregon City News*, the *Clackamas Review* and *The Columbian*. She then moved on to earn her master’s degree in Communication Studies in 2002 from Portland State University. She has taught communication at Portland State University, Marylhurst University, Portland Community College, Portland State University, Lower Columbia College and Clark College.

Southerland started teaching at Clark College in 2002 and has served on the Retention Committee, the Faculty Excellence Award Committee, and the Teaching and Learning Center

Committee. She has facilitated several workshops on collaborative learning and service learning and served as program director for the Service and Leadership in the Community program for four years. She also led the Clark College Model United Nations team to New York City, Boston and Washington, DC.

“I believe that higher education enhances the community’s quality of life and combats racism, stereotyping and discrimination,” Southerland said. “The study of communication in particular can result in more nurturing relationships, a higher level of professionalism in the workplace and a better understanding of cultural differences.”



Erin Staples, Health/Physical Education

Erin Staples earned her bachelor’s degree from the University of North Texas and her Master of Public Health degree in Health Education/Health Promotion from Portland State University. She has prior work experience at Harvey Hotel, Allied Electronics, Bell Microproducts, Oregon Office on Disability and Health, Kaiser Permanente, and Clark College.

Staples teaches courses that include Women’s Health, Health for Adult Living, Weight and Your Health, and Happiness and Your Health. She is an active member of her department,

managing its class schedule, assisting in outcomes assessment, and attending leadership meetings. She helped develop a new Learning Community (two linked classes with shared curriculum) called “Biggest Winner” with another HPE professor.

“Improving students’ health behaviors and developing critical thinking skills are two key goals of my classes,” Staples said. “I strongly encourage them to develop habits to better their health, starting with where they are now. Giving my students permission to take baby steps towards a health goal they set for themselves empowers them. It allows them ownership; they see it as an exciting challenge, rather than simply as an assignment.”

Photos: Clark College/Jenny Shadley

A Spanish Lesson with Strings Attached



Professor Betsy Ubiergo takes a moment from putting the finishing touches on some of the puppets she helped create at the Olde World Puppet Theatre studios during her sabbatical.

In a strange way, Spanish professor Betsy Ubiergo has the cruelty of children to thank for inspiring her sabbatical project, which will be unveiled at Clark College's Día del Niño/Día del Libro festival, held May 9 in Gaiser Student Center.

Ubiergo and her Spanish-born husband are raising their daughter, Mar, to be bilingual in both English and Spanish. But Mar began refusing to speak Spanish at home after classmates at her elementary school told her she was "too blonde to speak Spanish."

"She'd come home from school and say, 'Mom, I can't speak Spanish,'" Ubiergo recalled. "But then she'd grab a doll and make the doll speak in Spanish. She'd relax once it wasn't her on the spot. The doll would speak *great* Spanish."

Ubiergo began wondering if this same technique could be used to help her students at Clark, who often seemed to forget their language skills as soon as they had to use them in front of other people. "There's a lot of research going on right now regarding performance-based language learning," said Ubiergo. "I thought, maybe if my students had something to hide behind, they could relax and get more from the experience."



Steven Overton and Martin Richmond of the Olde World Puppet Theatre Studios said they designed the puppets to be both easy for students to use and respectful of the source material's cultural aesthetics.

Ubiergo applied for and received a two-quarter sabbatical to spend creating a series of large puppets based on works of Spanish literature, as well as the training to be able to help her students use them. To help craft the puppets, she turned to Steve Overton and Marty Richmond of Portland's Olde World Puppet Theatre Studios, who spent hundreds of hours working to design, craft, and coordinate the 33 puppets.

"We just really loved what Betsy was doing," said Overton. "It's promoting literacy, and language, and the classics. We were really happy to be part of it."

The puppets are based on three different children's stories, each by a major figure in Spanish-language literature: *El Elefante y Su Secreto* (*The Elephant and his Secret*) by Chilean poet Gabriela Mistral; *Platero y Yo*, by Spanish poet and writer Juan Ramón Jiménez; and *Jaco* by André Dahan, a French writer and illustrator whose children's books have been translated into numerous languages. Ubiergo has created scripts from each story; students in her spring quarter Spanish 123 class are currently learning the plays and will be performing them at Clark's annual Día del Nino/Día del Libro festival, an evening celebration of Latino culture that always includes food, music, dance and a host of other family-friendly activities.



Jaco the Bird is the star of one of the bilingual puppet skits created by Spanish professor Betsy Ubiergo.

"It will be nice because everyone can get something different from this," said Ubiergo. "For my students, they'll have a chance to learn Spanish in a new and non-threatening way, and

to interact with native Spanish speakers. For the children there who speak Spanish, this may introduce them to some important examples of Spanish-language literature that they may not have been familiar with—and because they'll be able to help my students out if they forget a word, it validates their experiences as Spanish speakers. And for English-speaking children, the plays are bilingual, and the puppets make it engaging even when they don't recognize the language."

Ubiergo added that since the puppets were part of her sabbatical project, they are now Clark College property and will be available for future productions and lessons. In fact, she made sure to request that Overton and Richmond make the puppets easy to disassemble and pack for traveling, because she already has plans to use them in a service learning project during the college's next study abroad trip to Mexico during Spring Break 2015.

Photos: Clark College/Jenny Shadley

Democracy or Dictatorship?



What makes one country develop into a democracy, and another into a dictatorship? That is the question at the heart of Clark College sociology professor Carlos Castro's upcoming Faculty Speaker Series lecture, "Borderlines: Political and Economic Differences between Nicaragua and Costa Rica."

Costa Rica is one of the richest countries in Central America while its neighbor, Nicaragua, is one of the poorest. Costa Rica has a liberal democratic system, while Nicaragua is more authoritarian. What led these neighboring countries to develop so differently? Castro will offer his interpretation of why two neighboring countries with strong cultural similarities can differ so dramatically.

"Nicaragua and Costa Rica pose an interesting case study," says Castro. "They are so close and yet so different. The lessons to be drawn from them could apply to many nations and regions of the world wrestling with issues related to social, political, and economic development."

A native of Nicaragua, Carlos Castro graduated cum laude from the University of Oregon with Bachelor of Arts degrees in sociology and economics. Continuing his studies at the University of Oregon, Castro earned a master's degree in public affairs (MPA), master's degree in community and regional planning (MCRP) and a PhD in sociology. He began teaching at Clark College in 2006 and received tenure in 2009. An essayist and poet as well as an academic, Castro's work has appeared in such publications as *Organization and Environment*, *El Nuevo Diario*, *The American Poetry Review*, *La Prensa Literaria*, *Confidencial*, and *Nuevo Amanecer Cultural*. He is

currently working on a book comparing and contrasting the development of Nicaragua and Costa Rica, research for which will be the foundation of his Faculty Speaker Series presentation.

This event, which is free and open to the public, is scheduled to take place Thursday, May 8, from 4:00 p.m. to 5:00 p.m., in the Ellis Dunn Community Room (GHL 213). It is being held in conjunction with Clark College's Celebración de mi Gente.

Individuals who need accommodation due to a disability in order to fully participate in this event should contact Clark College's Disability Support Services (DSS) Office at 360-992-2314 or 360-991-0901 (VP). The DSS office is located in room 013 in Clark's Penguin Union Building.

About the Clark College Faculty Speaker Series

Established by Clark College with support from the Clark College Foundation, the Clark College Faculty Speaker Series honors individual faculty members and celebrates academic excellence. The series showcases recent experiences that have enriched both the life and teaching of a Clark faculty member. Faculty members share their developmental experiences with the college community—and with members of the community at large—while addressing some of today's most intriguing issues.

Student Spotlight: Amelia Longbons and Christopher Beh



Amelia Longbons and Christopher Beh are Clark College's 2014 All-Washington Academic Team members.

Two Clark College students who serve their college and their community were named to the 2014 All-Washington Academic Team.

Amelia Longbons of Kelso and Christopher Beh of Vancouver were among 68 students from Washington's 34 community and technical colleges who were recognized on March 27 in a ceremony at South Puget Sound Community College in Olympia. Washington Lieutenant Governor Brad Owen was the keynote speaker.

According to organizers, each member of the All-Washington Academic team received a scholarship from KeyBank of Washington. In addition, many of Washington's public and private four-year colleges are offering scholarship opportunities to members of the team.



About Amelia Longbons

Amelia Longbons can vouch for the value of community colleges: She earned her Associate of Arts at Lower Columbia College while still in high school through the Running Start Program and then enrolled at Clark College to enter its highly regarded Dental Hygiene program. Now she is busy on a project to provide dental hygiene care and education to homeless people in Southwest Washington, all while maintaining a 4.0 GPA.

This is not Longbons's first academic honor. She is also a recipient of the American Dental Association Foundation Allied Dental Student Scholarship, awarded to just 15 students nationwide each year and the 2012 Scholastic Achievement Award, granted by Lower Columbia College to the student with the highest grade point average in the graduating class. Additionally, she was valedictorian of her graduating class at Kelso High School.

Longbons's academic achievements are all the more impressive considering how many hours she devotes to volunteer activities. She has a long history of volunteering, but currently concentrates most of her efforts toward her chosen career. She assisted at the Free Clinic of Southwest

Washington's Children's Dental Day and is in the process of organizing a free dental day for local homeless and veterans in the community. She is a member of the Student American Dental Hygienists Association and regularly participates in outreach efforts to promote dental hygiene among underserved communities.

Longbons, 20, plans to graduate with her Associate of Applied Science in Dental Hygiene in June, after which she will enroll in the Bachelor of Science in Dental Hygiene program at Eastern Washington University. She says she hopes to one day use her education to travel to other countries and provide dental hygiene care to the poor and underserved.

"For me, winning this scholarship has been a great honor and made me understand that community colleges are an amazing opportunity to allow me to grow and reach my academic potential," says Longbons. "It's been an inspiration and a motivation to keep going and to work my hardest and to continue my education and give everything I have to becoming a successful student and becoming a successful dental hygienist."



About Christopher Beh

At age 17, Christopher Beh has already experienced a lot of changes and challenges. Beh was 8 years old when his father left the family, and Beh's mother had to work two jobs to keep them afloat.

"At the time, I didn't realize the amount of work that she was putting in so that I could have a future," says Beh. "I thought that she didn't care; of myself as inept. I truly believed that I wasn't capable of becoming anything worthwhile."

But eventually Beh realized that he had both the drive and the ability to succeed academically. He enrolled at Clark College while still in high school through the Running Start Program, and anticipates earning his transfer associate degree in June. At Clark he has joined Alpha Sigma Phi, the college's chapter of the national two-year college honor society Phi Theta Kappa, and has sought out opportunities to challenge himself academically through Clark's rigorous Honors Program. He says these experiences have given him a newfound respect for community colleges.

"What community colleges do for students from all walks of life is absolutely incredible," says Beh. "It's an amazing stepping stone for people who maybe aren't ready for a four-year university, or are looking for a closer-knit environment where students can work together, stay closer to home, and maybe juggle other things that they have going on."

Beh's own juggling act has become even more demanding: He has been helping his mother recover since she underwent neck surgery last year. Additionally, he helps support their household by working part-time at the college's computer help desk. Fortunately, he has been able to take advantage of some of Clark's online course offerings, allowing him more flexibility to assist his mother at home.

"Looking back, I know that I made the right choice," Beh says

of his decision to attend Clark. "I've been able to help my mom through her recovery, and I'm not bogged down by student loans. I've also been able to be part of an amazing community. I feel that my professors truly care about my success, and I've found a home with Alpha Sigma Phi. At first I chose a community college for the cost and convenience, but I have found so much more at Clark College."

Beh, who is studying computer science and business at Clark, has accepted admission to the University of Washington, where he plans to major in computer science. His work at Clark has made him interested in a job in Information Technology and he hopes to one day work in the Federal Bureau of Investigation's cybercrime division.

Photos: Clark College/Jenny Shadley

Video: Clark College/Nick Bremer Korb

Finding Her Strength



Physical Education instructor Judy Glenney stands in Clark's weight room. "I still train," she says. "I want students to see physical fitness as a lifelong activity. I don't intend to quit any time soon."

Students in Judy Glenney's physical education classes learn a few things about their instructor early on: She's funny. She's patient. She's happy to meet students where they are, whether that's "just got off the couch" or "training for my next triathlon."

What they don't always find out, however, is Glenney's landmark role in promoting women in sports—namely, in making women's weightlifting an Olympic event. In fact, last October Glenney was honored by the International Weightlifting Federation at a ceremony marking the 30th anniversary of women's competitive weightlifting, held during the IWF's 2013 World Championships in Wroclaw, Poland.



Glenney guides a student in her Fitness Center Basics class.

"She doesn't toot her own horn," says Kathy Slavin, secretary of Clark's Health and Physical Education Division. "We probably would not have heard about the IWF honor except she had to have a sub for her classes while she was gone."

"I kind of keep it under wraps," admits Glenney. "I feel like I would be gloating. But every once in a while, especially with my female students, I'll let it slip—just, like, 'Yes, you can lift that, even if you're a girl. I've lifted more than 200 pounds.'"

When Glenney herself first became interested in weightlifting in the 1970s, no one was around to provide her with that empowering message. At the time, women weren't even supposed to lift weights as exercise, much less in competition. Glenney stumbled into weightlifting by accident: While working one summer for a campus ministry, she wandered into the building's weight room looking for a place where she and her colleagues could work out.

"I looked around at all the weights and stuff and thought, 'Wow, this is so cool!'" she recalls. "The only person there was this good-looking young man who offered to show me around, and I said, 'Yes, please!'"

That good-looking young man turned out to be a student named Gary Glenney, who participated in a Christian weightlifting group called Athletes in Action. The two hit it off, and married soon after Judy graduated from Pacific University in 1971.

Judy Glenney would travel with her new husband to weightlifting competitions, and found herself intrigued by the sport. "It looked like gymnastic movements with weights," said Glenney, who had participated in several athletic teams while in college.



Glenney stands between IWF president Dr. Tamas Ajan and IWF General Secretary Ma Wenguang after receiving an award at the 2013 IWF World Championships in Wroclaw, Poland. *Photo courtesy of Judy Glenney.*

Soon she was learning how to make those moves herself. But when she asked her husband about weightlifting competitions for women, he told her there weren't any—but that he'd be happy to help her start one. At first, Glenney began asking to compete at the men's competitions. Soon, however, other women joined her—either inspired by seeing her compete or attracted through Glenney's outreach efforts. She began to push for

separate women's events at some competitions, and the creation of a separate category for women's weightlifting records—many of which she set herself. But societal resistance to the idea of “lady” weightlifters proved harder to budge than any barbell.

“My first competition was in 1972, and we didn't have our first national competition until 1981,” she says with a wry grin. “So, yeah, it took a while.”

But Glenney wasn't content to simply make it into the U.S. Weightlifting Federation. She wanted women's weightlifting recognized by the IWF as well—and, ultimately, by the premier name in international sports. “In my mind, I was never just thinking national,” she says. “I wanted it to be an Olympic competition.”

That proved no small feat. Glenney lobbied the IWF to include women in its world championships, which it finally did in 1987. But women's weightlifting didn't become an Olympic event until 2000. Glenney was there—but as a judge, not a competitor. She had long since retired from competitive weightlifting, finishing her career as a four-time Women's National Champion, five-time Master's National Champion, and two-time World Master's Champion.



Glenney holds a photo of herself from her weightlifting manual from

the 1980s.

Glenney characterizes the Sydney Olympics as a bittersweet moment for her: "Deep down, I was kind of disappointed because I'd missed it as a lifter, but at the same time I was so excited because I contributed to those women being part of the Olympics."

By then, Glenney had already transitioned into teaching. For 15 years, she has taught classes including Weight Training, Core Conditioning, Fitness Center Basics, and Tennis at Clark College, helping hundreds of students find their own strength.

"She's an amazing instructor," says Fitness Center Basics student Anna Rybalka between reps on a weight machine in the Fitness Center. "She manages to be professional and funny at the same time."

"She's very upbeat," says Bryan Andrews, another Fitness Center Basics student, as he adjusts his pace on a treadmill. "She's personally come over and helped adjust the machines for me. She definitely knows what she's talking about."

"At Clark, we pride ourselves on our talented and experienced faculty, and Judy certainly fits those criteria," says Dean of Health Sciences Blake Bowers. "I appreciate the depth of knowledge she brings to the teaching of physical education, as well as the inspiration she provides not just to her students, but her to fellow faculty members as well."

"I enjoy the total environment of Clark—the students, faculty, and staff," says Glenney, whose husband teaches at Clark in the Mathematics Department. "It is just a joy to be around these people and be part of the community of Clark College. The staff everywhere is always willing to help with all my needs, no matter how large or small."

For Glenney, one of the great joys of teaching is providing her female students with the guidance and encouragement that

was absent when she was a young athlete, allowing them to discover their own physical power.

“By the end of the quarter, they’re like, ‘Oh man, look what I can do!’” she says, smiling. “For the first time, they’re really testing their own strength. They say, ‘Wow, I really *am* strong!’

“And I say, ‘Yeah, you are.’”

Photos: Clark College/Jenny Shadley