

# A Lesson They Can Wear



It's the first sunny day the children in Terry Hays's classroom in Clark College's Child & Family Studies program have seen for a while, and the classroom's staff need a few moments to gather everyone on the carpeted area normally reserved for Story Time. But as Hays speaks, the children settle down to listen.

"All right, friends," she says. "Let's sit down. I would like to welcome Michiyo to our classroom. Can you say, 'Konnichi wa?'"

"Konnichi wa," chorus the children, ages 3 to 5. Japanese professor Michiyo Okuhara beams at them.

"Konnichi wa! Hello there!" she says. "My name is Michiyo, and I'm going to show you some traditional kimono from Japan." With that, Okuhara pulls a vibrantly patterned kimono from a

bag, and the children gasp.

Okuhara doesn't just show off the kimono: With the help of volunteers from Clark's Japanese Club, she fits many of the children with pint-sized kimonos from her collection. She explains that this activity is in preparation for Clark's annual Sakura Festival on April 17, where the children will appear in the finale of a kimono fashion show.



Professor Michiyo Okuhara shows how to wrap a kimono.

While the kimono demonstration is new, the partnership between Hays and Okuhara goes back seven years, when Okuhara's own son was a child in Hays's classroom. At the time, Clark College had just begun holding a celebration of the campus's 100 shirofugen cherry trees, a living symbol of friendship between the people of Vancouver and Japan. Hays invited Okuhara to visit her classroom to share stories about sakura celebrations in Okuhara's native Japan. From that beginning has developed a rich partnership; today, with the help of the Rotary Club of Vancouver, children in the CFS program participate in an artwork exchange with children in a preschool in Vancouver's sister city of Joyo, Japan. CFS children also attend Sakura each year, learning about Japanese culture.

"I'm always looking for ways to involve our children in the community on campus," says Hays. "It's a wonderful resource for us. We track the [shirofugen] trees each year, visiting them during each season. When they blossom, we have a picnic

down there. And having Michiyo visit each year and share her experience, that's a great way for our children to learn about another part of the world."



Teira Harbeson, *left*, and Abigail Sloan, *right*, help a fellow member of the Japanese Club adjust her kimono.

It isn't only the children who are learning: Japanese Club member Teira Harbeson says that visiting the classroom is giving her a taste of what may be in store for her one day. "I want to become a teacher myself," says the 21-year-old sophomore, who says her interest in Japan was reinforced when she traveled there with Okuhara last year through Clark's Study Abroad program. "I want to travel to Japan and teach English there, and while this is a different age group, it still gives me some experience."

Japanese Club member Abigail Sloan adds that she wished she'd had opportunities to experience other cultures at such an early age. "I think it opens things up for them," says the 15-year-old Mountain View High student, who attends Clark through Running Start. "The world is becoming more and more globalized, and it's really good for citizens to get exposure to other cultures early on."

The time has come for the children to take off their kimono

and go play outside. As they wait to have their obi untied, one girl fingers the pink flowers on her kimono thoughtfully. Then she looks up at a visitor and says, “I want to know about Japan. I want to know *lots* more!”

*Photos: Clark College/Jenny Shadley*

---

## Why Mentors Matter



Clark paralegal student Letisia Ford, *left*, introduced Professor Debi Jenkins at the 2014 winter quarter Faculty Speaker Series presentation.

Most large workplaces today have made some efforts toward encouraging diversity: a training session here, an “awareness day” there. But, as Early Childhood Education and Psychology

professor Debi Jenkins argued passionately in her winter quarter Faculty Speaker Series presentation, truly fostering diversity requires a daily commitment by all members of the workforce, not just a once-a-year activity attended by a few.

“The question to ask is: How does the workplace nurture the souls of its diverse employees?” Jenkins said during her lecture, which was held February 13 in the Ellis Dunn Community Room on Clark College’s main campus. More than 40 people were in attendance, including college administration, faculty, staff, and students, as well as members of the larger community.

Appropriately enough, given Jenkins’s topic, she was introduced by a student who came to Jenkins for mentorship at a moment of crisis. Clark College paralegal student Letisia Ford said she first met Jenkins when Ford was referred to her by another professor after experiencing prejudice from her classmates. “I was called certain names, I’ve been singled out and called ‘ghetto,’ and I’ve been told I need to learn how to ‘speak like an American,’” said Ford, who is fluent in both English and Spanish.

Ford said Jenkins was able to offer her empathy, advice—and courage. “She challenged me to not give up,” said Ford. “She gave me the tools to be able to be positive.”



Prof. Jenkins brought in items from her own family's Kwanzaa altar to help illustrate her presentation.

It was a fit introduction for Jenkins's own presentation. Titled "*Habari gani?: Support for a diverse workforce through communities of practice,*" it synthesized research Jenkins is conducting on diverse employees' experiences in the workplace. *Habari gani* is Swahili for 'What's happening?,' a question posed by village elders to younger community members as a way to gauge how they were feeling. "They had the responsibility for the soul of the community," Jenkins said of these elders, who were called the *habari gani menta* ("people who ask what's happening") but today would probably be called mentors.

*Habari gani* is also the call that begins each day of the African-American holiday Kwanzaa, and Jenkins used the Seven Principles of Kwanzaa to organize her findings and recommendations. She presented both research on academic literature about challenges experienced by diverse employees as well as direct quotes from anonymous employees of diverse population groups whom she'd interviewed. The results were sobering: employees who felt their employers were constantly watching them, waiting for them to fail—or, as one interviewee put it, to "steal staples." Others complained of feeling like

their abilities and contributions were minimized by their supervisors, or of feeling completely isolated at their workplace.

The remedy, Jenkins said, was to use the *habari gani menta* mindset at work, reaching out to diverse employees to ensure they felt both understood and valued. As Jenkins explained, this approach makes everyone responsible for creating a workplace that welcomes diversity—but also lets those diverse employees have an active role in how that happens.

Jenkins cautioned members of dominant groups against the urge to try to position themselves as the “expert” when talking with diverse employees. “‘Oh, my cousin dates a black person,’” she said by way of example. “‘Oh, my cousin dates a lesbian.’ That’s great. [But] we members of diverse groups don’t know what our response is supposed to be to that.”

Better to accept the position of listener, Jenkins counseled, and to ask questions about those diverse employees’ own experiences and viewpoints—and really listen to the answers provided.

Jenkins also urged her listeners to ask themselves questions about what their own individual role was in fostering diversity in their workplace, and what they were doing currently to help foster diversity. “If you have to think about, ‘Hmm, what do I do?’ then you’re probably not doing enough,” she said.

Jenkins, who serves as division chair of Behavioral Sciences and head of the Early Childhood Education Department at Clark College, was presenting research that was part of her doctoral thesis in Higher Education Administration, which she plans to complete next year at Phoenix University in Arizona. Jenkins already holds a Master of Science degree in Psychology from that institution, as well as an Associate in Applied Science degree in Early Childhood Education from Clark College and

both bachelor's and master's degrees in Human Development from Pacific Oaks College in Pasadena, California. In addition, she is founder of Share the Flame, an organization that offers strategies for personal growth and change through one-on-one coaching, workshops and presentations. In 2009, she received the YWCA Woman of Achievement Award for Clark County.

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. Visit Clark's website for more information about both past and upcoming Faculty Speaker Series presentations.

*Photos: Clark College/Hannah Erickson*

---

**Habari Gani? (What's Happening?)**





Professor Debi  
Jenkins

In Swahili, the phrase “*Habari gani?*” means “What’s happening?” It was a question asked by village elders to younger members of the community as a way to gauge how they were doing. The *habari gani menta* (literally, “the person who asks, ‘What’s happening?’” but often translated as “mentor”) was charged with providing mentees with support to keep them from feeling disconnected.

In her presentation during the winter quarter installment of Clark College’s renowned Faculty Speaker Series, Professor Debi Jenkins describes how many employees from historically disadvantaged communities feel disconnected from their workplaces, leading to challenges in employee retention—and how we each can become a *habari gani menta* to our coworkers to help overcome those feelings of disconnection, thereby fostering a workplace environment that truly honors and supports diversity.

Using current research and her own scholarship, Professor Jenkins creates a framework for supporting workplace diversity based on the Seven Principles of Kwanzaa: Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Work and Responsibility), Ujamaa (Cooperative Economics), Nia

(Purpose), Kuumba (Creativity), Imani (Faith).

“My research focuses on higher education, but really these are practices that could be incorporated into any workplace interested in fostering diversity,” says Jenkins. “I want people to ask themselves, ‘What is their role as an individual to support a diverse workforce?’”

The event, which is free and open to the public, will be held from 4:00 – 5:00 p.m. in the Ellis Dunn Community Room (Gaiser Hall room 213) on Clark’s main campus. Driving directions and parking maps are available at [www.clark.edu/maps](http://www.clark.edu/maps).

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) two weeks prior to the event. The DSS office is located in room 137 in Clark’s Gaiser Hall.

### **About Professor Debi Jenkins**

Since 2011, Professor Debra (Debi) Jenkins has served as division chair of Behavioral Sciences in addition to her role as head of the Early Childhood Education Department at Clark College. Her range of teaching experience includes topics in psychology and sociology, power-privilege-inequity, and early childhood development. She has designed courses for both face-to-face and online classrooms, including Race and Ethnicity; Parent Education; Family Dynamics and Culture; and Bicultural Development and Education. In addition, she is founder of Share the Flame, an organization that offers strategies for personal growth and change through one-on-one coaching, workshops and presentations. In 2009, she received the YWCA Woman of Achievement Award for Clark County.

Jenkins began her higher education at Clark College, earning an Associate in Applied Science degree in Early Childhood Education. She holds both bachelor’s and master’s degrees in Human Development from Pacific Oaks College in Pasadena,

Calif., and a Master of Science degree in Psychology from the University of Phoenix in Arizona. She expects to graduate from that same institution next year with a doctorate in Higher Education Administration.

Jenkins's research focus for the last seven years has been on the influence of power-privilege-inequity on bicultural development of underrepresented communities in the United States and tri-cultural literacy development among Maroons children in Jamaica. Her doctoral dissertation is about the role of allies and communities of practice in supporting a diverse workforce. Jenkins believes that teaching and learning are reciprocal activities. As such, she continually refines her message and approach while focusing on desired student learning outcomes, not the least of which is to "foster a connection between course content and real world experiences." Jenkins quotes bell hooks, American author and social activist, when she talks about establishing a supportive learning environment that "respects and cares for the soul of students ... to provide the necessary conditions where learning can most deeply and intimately begin."

### **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. Visit

[http://www.clark.edu/news\\_center/events/facultyspeakerseries.php](http://www.clark.edu/news_center/events/facultyspeakerseries.php) for more information about this and upcoming Faculty Speaker Series presentations.

---

# A Crucial Conversation



Lee Mun Wah gives his keynote speech during “The Unfinished Conversation.”

A young, African-American student who feels like he doesn't fit in at college. A professor who spent years feeling isolated because of her race. A quiet young man constantly bullied for being different. A mother struggling to learn how to teach her sons how to deal with racism she never encountered in her home country. An Indian man who regularly faces ignorance about his culture. These were just some of the stories that became part of “The Unfinished Conversation,” a daylong series of events led by diversity educator Lee Mun Wah during Clark College's celebration of Martin Luther King Jr. Day, held on January 22.



Peer Mentor and Clark student Ezekiel Wells participating in "The Unfinished Conversation."

"The Unfinished Conversation" comprised an employee diversity training in the morning; a lunchtime keynote speech followed by an open dialog with students; and an evening screening of *If These Halls Could Talk*, Lee's documentary film about college students tackling race and racism. True to the day's theme, Lee—a nationally recognized poet, documentary filmmaker, and diversity trainer—spent much of his time encouraging conversation between different members of the college community. The discussion was at times both revealing and emotional—more than once, participants broke into tears as they related personal experiences of prejudice and isolation.

Lee said this sense of alienation can keep students of color from achieving their educational goals. "When I was filming *If These Halls Could Talk*, three-quarters of the students of color in the group were thinking about dropping out," he said. "And I picked those students randomly!"

Lee urged his listeners to make a regular practice of seeking out and socializing with people different from themselves. "Walk into your lunch room and see who is eating in groups, who is eating alone," he said. "Dr. King was wrong when he said that the most segregated hour of the week is 11:00 on Sunday—it's lunchtime."

Ezekiel Wells, a Clark student who works as a Peer Mentor at the college, said he appreciated that Lee invited him to tell the more than 80 Clark College employees who gathered for the morning session about what it was like to attend Clark as a young African-American male. "He was fearless," Wells said. "He was willing to dig deep and talk about things people don't want to talk about."



Professor Debi Jenkins, *right*, assists Lee Mun Wah in some role playing during his keynote speech.

Psychology and Early Childhood Education professor Debi Jenkins agreed. "I found his activities helpful in encouraging critical thought and action regarding power, privilege, and inequity with a goal of building a sense of community," she said, noting that colleagues later told her they were moved by her emotional description of the loneliness she felt during the time when she was the only African-American female tenured faculty member at Clark.

For nineteen-year-old Jacob Lein, the day proved unexpectedly affecting. He happened to be walking through Gaiser Student Center when Lee began his keynote speech and stayed to listen. But when Lee asked him to tell his story to the group, he found himself describing the pain of being bullied in high school for being tall, skinny, and affected by Attention

Deficit Hyperactivity Disorder—and then amazed when the room burst into supportive applause. The surprises weren't over for Lein: When Lee broke the audience into pairs to more intimately discuss their experiences with being different, Lein found himself sharing stories with Clark College President Bob Knight.



Lee Mun Wah encourages a student during the open dialog that followed his keynote speech. He urged the group to really listen and ask questions.

“I had no idea he was the president,” said Lein, who is in his first quarter at Clark with the goal of becoming an American Sign Language interpreter. “It was a great experience.”

President Knight said he appreciated the chance to get to know Lein. “I thought the session was very good and made me reflect back on a time in my life where I was harassed and how I dealt with it,” he said. “It also allowed me to get to know a student that I had never met before and to learn more about him and the obstacles he has faced in life and at Clark College. It made me want to know the student better. We have exchanged phone numbers and plan to get together for lunch in the very near future.”

Because the conversation still isn't finished—but, as Lee Mun Wah clearly demonstrated, it helps to keep talking.

**Interested in continuing the conversation? The Teaching and Learning Center is hosting two employee trainings by the Office of Diversity and Equity in February: “Cultural Competency” (February 6, 12 pm – 1 pm, GHL 213) and “Power, Privilege and Inequality at Clark College” (February 26, 10 am – 11 am, GHL 205). Additionally, Professor Debi Jenkins discusses “Support for a Diverse Workforce through Communities of Practice” during her Faculty Speaker Series presentation, which is open to the public (February 13, 4 pm – 5 pm, GHL 213). Or visit the *Clark 24/7* calendar and search for events tagged with the keyword “diversity.”**

*Photos: Clark College/Jenny Shadley*

*More photos of the event can be found on our Flickr page.*