

A mindful exploration



Math professor John Mitchell discussed the role of mindfulness in education at the Faculty Speaker Series.

On May 3, mathematics professor John Mitchell brought his message of mindfulness—the simple practice of being aware of one’s present-moment experience—to the spring installment of the Faculty Speaker Series.

Mitchell said his goal was to inspire the audience “to be part of something that I feel everyone should know about” as he described the modern history of an ancient practice, his path to discovering it, and his passion for bringing mindfulness to Clark College.

As Mitchell described it, mindfulness is simple, but not easy.

It requires training and repetition to notice when one is lost in their inner dialog and to return to their present-moment experience.

Mitchell noted that mindfulness has been practiced in many cultures throughout history. "This is a universal human skill," he said, "we all have the innate ability to be mindful, as well as the tendency to get lost in thought." He explained that mindfulness does not attempt to eliminate thoughts, but simply to notice them. It also includes awareness of one's emotional state and the physical sensations of the moment.

Mitchell emphasized the importance of using mindfulness in the face of technologies that are designed to distract. According to the Neilson Total Audience Report, adults use their electronic devices more than ten hours a day on average; for teens, the average is nine hours, according to a 2015 media census by the nonprofit Common Sense Media. That being the case, said Mitchell, there is an immediate need to address the impact that technology has on our society.

Mindfulness, Mitchell said, can aid people in avoiding a combination of information overload and distraction. Mitchell said many people find themselves in what behavioral scientists call a "ludic loop," a mental zone that takes a person out of present-based awareness and into a disconnected mindless state where addictive behaviors thrive. Mitchell said that mindfulness practices, like becoming aware of the breath and body, can help one to avoid ludic loops while also encouraging better moderation in the use of technology.

Another area that Mitchell stressed in his presentation is the importance of mindfulness in education. Research on the benefits of mindfulness in education is growing, producing 700 published papers last year alone. In K-12 education and among four-year colleges and universities, mindfulness groups are becoming more and more prevalent. One mindfulness training

program that is commonly used in higher education is Koru Mindfulness. Mitchell, who is a certified teacher in the method, was surprised to find out that very few community colleges were represented in the Koru community. With the mindfulness classes that Mitchell offers through Clark's Economic and Community Development program, Clark College is one of the few exceptions.

The Clark College Mindfulness Club is another marker of Clark College's lead on mindfulness in community colleges. Mitchell thanked the two students in the audience who have contributed to that distinction, Clark Mindfulness Club co-facilitators Nova Gump and Steven Mitchell (no relation). Steven Mitchell founded the club in the spring of 2016; John Mitchell called it a "foundational ingredient of a mindful college."

Along with clubs and classes, Mitchell would like to see mindfulness introduced in College 101 classes and generally incorporated into the teaching methods of faculty. Moreover, he sees a strong connection between a mindful environment and guiding the work of the college to achieve initiatives such as Guided Pathways.

"What does a mindful community college look like?" John Mitchell asked the audience. "I want Clark to be answering that for other community colleges. That's my vision: a mindful college, a college that's seen as a leader."

If you are interested in learning more about mindfulness at Clark College, contact the Mindfulness Club at clarkmindfulness@gmail.com or John Mitchell at jmitchell@clark.edu.

About the Faculty Speaker Series

Since 2008, the Faculty Speaker Series has showcased experiences that have enriched both the lives and teaching of Clark's faculty. Speakers share their professional development

accomplishments with the college community, often addressing some of today's most intriguing issues. Clark faculty members are invited to present experiences including sabbatical, research, field work, or community outreach in a variety of formats including panel discussions, interactive workshops, and/or demonstrations.

Photos: Nick Bremer

J. Nova Gump contributed to this article.

Analyzing the American Dream



On Thursday, October 6, Clark College will host a panel discussion about the rise in income inequality and the widening opportunity gap.

Income Inequality: Is the American Dream at Risk? takes place at 6 p.m. in Foster Auditorium on Clark's main campus. An opening reception will begin at 5:30 p.m. The event is free and open to the public.

Four Clark College faculty from diverse disciplines will offer their expertise on the topic in a discussion that stems from the ideas set forth in a *New York Times* bestseller, *Our Kids: The American Dream in Crisis* by Robert D. Putnam. Discussion topics will include increasing disparity in income, the shrinking middle class, and the lack of opportunity for many Americans.

"The idea of attaining success through merit and achieving the so-called American Dream is more difficult than ever," said economics instructor Patricia Atkinson, who will be one of the panelists. "Statistics show that the middle class is shrinking at an alarming rate and there are fewer and fewer opportunities to get ahead in our current economy."

Panelists are economics instructor Patricia Atkinson, political science professor Michael Ceriello, women's studies professor Kushlani de Soyza, and sociology professor Dr. Don Ludwig. The discussion will be moderated by Dave Kosloski, professor of Communications Studies and former Speech and Debate coach for Clark's award-winning debate team. Biographies of each panelist are listed below.

Clark College is located at 1933 Fort Vancouver Way, Vancouver. Driving directions and parking maps are available at www.clark.edu/maps. Anyone needing accommodation due to a disability in order to fully participate in this event should contact Clark College's Disability Support Services Office at (360) 992-2314 or (360) 991-0901 (VP) prior to the event.

About the Panelists

Patricia Atkinson has been an Economics professor at Clark

College since 2008. She holds degrees from Marist College and Portland State University and is currently studying for her doctorate in education at Washington State University-Vancouver. Professor Atkinson's research focuses on macroeconomics, economic growth and income inequality in the U.S.

Dr. Don Ludwig has been a professor of Sociology at Clark College since 2007. He holds degrees from Rutgers University, Princeton Theological Seminary and Whitworth University and earned his doctoral degree from Portland State University and the International University for Graduate Studies. Professor Ludwig's research has focused on social change and transformational leadership as well as the equitable support systems for disadvantaged youth.

Kushlani de Soyza has been a professor of Women's Studies at Clark College since 2008. A former newspaper editor, reporter, and radio producer, she holds degrees from the University of Cincinnati, Portland State University and Oregon State University. Her areas of interest in feminist theory include media and representation as well as exploring theories of race and racialization. Most recently she has been involved with Clark College's growing Learning Community Program.

Michael Ceriello has been a professor of Political Science at Clark College since 2007. In addition to providing political commentary for newspaper, radio, and television outlets in Minnesota, Oregon, and Washington, he also served as the director of Clark College's award-winning Model United Nations program from 2008-2011. Professor Ceriello holds degrees from the University of California at Santa Barbara and Western Washington University. His areas of interest include American national government and public policy.

Dave Kosloski has been a professor of Communication Studies at Clark College for the past 19 years. He served as Clark College's Director of Speech and Debate from 1998 until

2015; the program earned top honors among all Northwest community colleges for 14 of those years. He is currently serving his fifth term as chair of the Curriculum Committee.

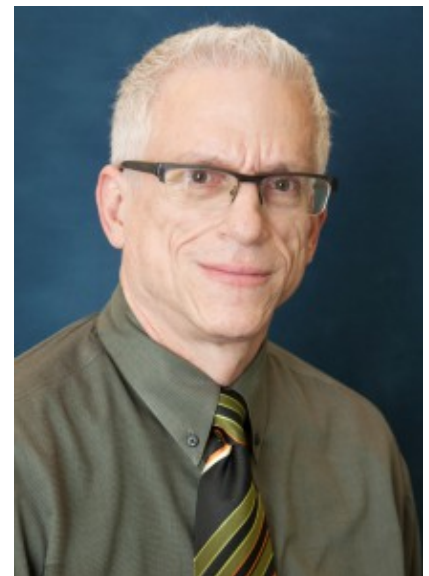
Faculty Speaker Series presents Dave Kosloski



Professor Dave Kosloski, *fifth from left*, led Washington State community college students through their study-abroad experience in Italy during the 2015 spring quarter. *Photo courtesy of Dave Kosloski*

On February 11 at 4:00 p.m. in the Ellis Dunn Community Room (Gaiser Hall room 213), the Teaching and Learning Center hosts “Square Pegs in Round Holes: Making the Study Abroad Experience Meaningful for Community College Students,” the 2016 winter quarter installment of Clark College’s Faculty Speaker Series.

Communications studies professor Dave Kosloski shares insights, surprises, and challenges that are unique to the community college study-abroad experience. Based on his teaching-abroad assignment in Florence, Italy, during the 2015 spring quarter, he will explore the cultural, pedagogical and social issues that arise in working with the two-year student in a traditional study abroad environment.



Prof. Dave Kosloski

About Prof. Dave Kosloski

For 18 years, Professor Dave Kosloski has taught courses in the Communication Studies department at Clark College, most notably in public speaking and competitive speech and debate. He received his bachelor’s degree in Journalism and Public Relations at Georgia State University in Atlanta and his master’s degree in Communication Theory at Central Michigan

University in Mt. Pleasant. Even before completing his master's degree, Kosloski began teaching courses in interpersonal and public communication. While working on doctoral coursework in Rhetorical Criticism at the University of Illinois, he not only taught public speaking and business writing courses but published numerous articles. He also co-authored and edited several instructors' manuals to accompany textbooks in his field.

When Kosloski received his first teaching award as a doctoral candidate he began to realize that teaching, not research, was his passion. His first full-time teaching position was at a small liberal arts college in Nebraska. After two years there, he decided to focus his career on working at a two-year college.

From 1998 to 2013, Kosloski served as Clark College's Director of Forensics. Under his tutelage, the Penguins routinely captured first place in speech and debate competitions in the Northwest Community College Division. Only once in 15 years did the team place second. He also led his teams to nine different international competitions in Italy, Belgium, Germany, and Quebec, where they ranked from second to sixth overall. Of his teaching abroad experience in 2015, he says it was not only an opportunity to connect with students more deeply as he had when he coached forensics, but to experience another culture more meaningfully than a week-long speech competition could offer.

A first-generation college student himself, Kosloski finds that community college students are truly committed to getting the most out of their education. He believes that "students will rise to whatever challenge they are presented." In his 28 years teaching, Kosloski has observed that the skills he teaches are more far-reaching than students can imagine. "They come to class on the first day assuming they're just getting a required course out of the way. They think it's not useful to their major," he says. "It may not be until years later when

they have to make a presentation to a board of directors or a PTA that the skills they acquired are really useful. Their lives are empowered in ways they could not imagine on that first day of class.”

See a video of Prof. Kosloski discussing the study-abroad experience:

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Photo: Clark College/Jenny Shadley

Video: Clark College/Nick Bremer-Korb

When Puppets Do the Talking



Spanish professor Elizabeth Ubiergo sits with the puppets she helped create during her 2014 sabbatical project.

On Tuesday, May 12, at 4:00 p.m. in the Ellis Dunn Community Room (Gaiser Hall room 213), the Teaching and Learning Center hosts “Bilingual Puppetry: A project-based learning exploration,” the 2014 spring quarter installment of Clark College’s Faculty Speaker Series. Professor Elizabeth Ubiergo will present her sabbatical research on the use of puppetry and other forms of art and literature to enhance learning world languages.

Ubiergo’s research was prompted by realizing that her young daughter spoke better Spanish when talking with a toy than when talking with real human beings. She began wondering if this same technique could help her students at Clark, who often seemed to forget their Spanish language skills as soon as they had to use them in front of other people.

“There is a lot of research going on right now regarding performance-based language learning,” says Ubiergo. “I

thought, maybe if my students had something to hide behind, like a large puppet, they could relax and get more from the experience.”

Ubiergo used her sabbatical to learn performance-based teaching techniques, build a series of large puppets based on classic works of Spanish literature, and create bilingual scripts for short plays to be performed with the puppets. After her sabbatical, she worked with students to perform the plays at the college’s annual Día del Niño/Latino Festival and in the classroom. They will also perform at the Portland Puppet Museum during the 2015 summer quarter.

While Ubiergo’s work is focused on the teaching of Spanish, her presentation will provide insight and advice to any teacher interested in exploring performance- and play-based teaching techniques.

About Elizabeth Ubiergo

Spanish professor Elizabeth Ubiergo has earned a Bachelor of Arts and a Master of Arts degree in Spanish language and literature from the University of Oregon. She also attended Universidad de Valladolid, Spain, and the Universidad Católica in Quito, Ecuador. Ubiergo has previous work experience with the University of Portland, Portland Community College, Chapman & Silva Translation Services, Universidad Católica–Ecuador, University of Oregon, and Clark College. She began teaching at Clark in 1994 and received tenure in 2008.

At Clark College, Ubiergo serves as co-advisor of the Spanish Club. She is the founder of Clark’s study abroad program in Valladolid, Spain, and this year began co-leading Clark students in a newly designed, two-week course of study in Mexico. She is the founder of the Mesa Redonda, a series of Spanish-language roundtable discussion groups which have been held at Clark for 13 years. She also served on Clark’s Financial Aid Committee, International Education Committee,

and Latino Celebration Month Planning Committee. In addition, for more than a decade Ubiergo has served as an Advance Placement (AP) exam reader for the AP test in Spanish.

Ubiergo says her teaching philosophy emphasizes the importance of play in the learning process. “I tell my students that language learning should be fun and creative, not competitive and stressful,” she says. “Basically, students learn by speaking and making mistakes in authentic situations.”

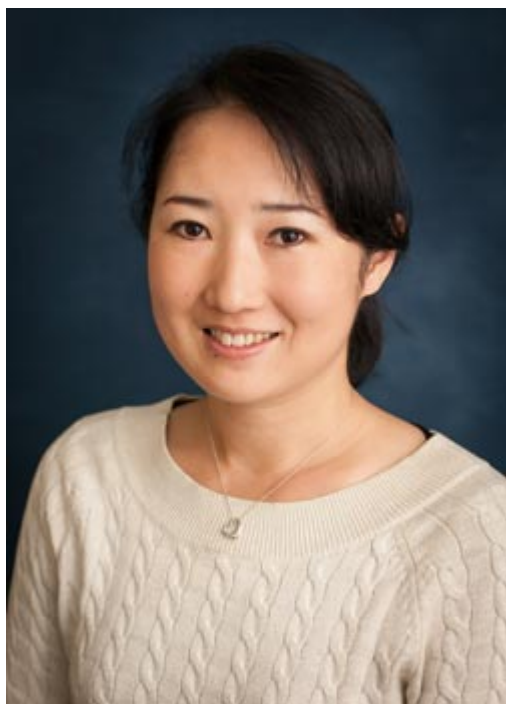
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Photos: Clark College/Jenny Shadley

What Can Fido Teach Your Child?



Many of us value our pets as sources of comfort, companionship, and protection. But what if it turned out that they were also teaching our children valuable lessons that could help them be better adults? Clark College psychology professor Dr. Mika Maruyama tackles the crucial role animals can play in early childhood development during her Faculty Speaker Series presentation, "Why Do We Need a Pet? Effects of animals on children's socio-emotional development," held Wednesday, Feb. 18

at 4 p.m. in the Ellis Dunn Community Room (Gaiser Hall room 213) on Clark College's main campus.

"In America, most people own or have owned a pet, but they may not realize that these animals can actually improve your health and well-being—lowering blood pressure, reducing anxiety, and, in the case of children, strengthening emotional development," says Dr. Maruyama, who has published numerous articles and book chapters on the topic. "This talk could apply to anyone in the fields of social science, psychology, early childhood education, women's studies, or nursing, as well as anyone interested in social issues like interpersonal violence and how our pets can help us raise healthy children."

Dr. Maruyama shares her intriguing research findings, which suggest that children learn more than we suspect from animal companions. The daily interactions they have with pets can help develop the important quality of empathy. Likewise, studies show that when children regularly mistreat animals, we need to pay attention—as it could be a warning sign of further violence to come as the child grows up.

This presentation is free and open to the public. Clark College is located at 1933 Fort Vancouver Way, Vancouver.

Driving directions and parking maps are available at www.clark.edu/maps. Individuals who need accommodation due to a disability in order to fully participate in this event may contact Clark's Disability Support Services Office at 360-992-2314 or 360-991-0901 (video phone) or email dss@clark.edu within one week of the event.

This presentation is part of Clark's prestigious Faculty Speaker Series. The theme for this year's series is "Microbes, Pets, and Puppets: What Animals Can Teach Us." The final presentation, "Bilingual Puppetry: a Project-Based Learning Exploration" by Spanish professor Elizabeth Ubiergo, is scheduled for May 12.

About Dr. Mika Maruyama

Dr. Mika Maruyama is a tenure-track professor teaching both general and lifespan psychology at Clark College. A native of Japan, she has studied the psychological relationship between animals and human development in both American and Japanese society as well as social issues including animal cruelty, domestic violence, child maltreatment, and juvenile delinquency. She has contributed to numerous academic journals, handbooks, and textbooks, including *Animal Abuse and Developmental Psychopathology* (2010, APA Books), *Human Development* (2008, Wadsworth Publishing), and *International Handbook of Theory and Research on Animal Abuse and Cruelty* (2008, Purdue University Press). Dr. Maruyama earned her bachelor's degree from Utah State University and both her master's and doctorate degrees in psychology from Portland State University. She began teaching at Clark in 2011.

Icy Adventures in Microbiology



Photo courtesy of Dr. Roberto Anitori

From one-celled organisms to imaginary elephants, we have much to learn from the non-human life forms around us. That is the theme of this year's season of Clark College's Faculty Speaker Series, "Microbes, Pets, and Puppets: What Animals Can Teach Us."

The series begins on October 30 at 4 p.m., when biology professor Dr. Roberto Anitori presents "Microbial Heroics in Antarctica" in the Ellis Dunn Community Room (Gaiser Hall room 213) on Clark College's main campus.

This presentation is a fascinating exploration of some rarely seen “extremophiles,” microbes that have adapted to survive in places where most living things could not—in this case, the remote and lightless ice caves in an Antarctic volcano. Part travelogue, part scientific presentation, Dr. Anitori invites guests to voyage with him on his 2010 research expedition to Mt. Erebus, the second-highest volcano in Antarctica. Through photos and stories, he will share his experiences training to survive in sub-zero temperatures, as well as his initial findings about the microbes living inside Mt. Erebus’s caves—which could have implications for life in even more difficult-to-research regions, like the deep sea, areas far below the earth’s crust, or even other planets.

“We think these ice caves are models for environments without light,” says Dr. Anitori. “Most life on earth depends on sunlight.”

Instead, these microbes survive on nutrients within the very rock itself—for example, digesting manganese and iron the way other organisms digest biological material. This discovery could, in turn, provide valuable insights into a little-understood aspect of Earth’s ecology.

“Most people, when they think about microbes, they think about things that make you sick—or make yogurt or beer,” says Dr. Anitori. “But 95 percent of the microbes on this planet don’t have anything to do with those things.”

This presentation is free and open to the public. Individuals who need accommodation due to a disability in order to fully participate in this event may contact Clark’s Disability Support Services Office at 360-992-2314 or 360-991-0901 (video phone) or email dss@clark.edu within one week of the event.

Future Faculty Speaker Series presentations include “Why Do We Need a Pet? Effects of animals on children’s socio-emotional development” and “Bilingual Puppetry: a Project-Based Learning

Exploration.”

About Dr. Roberto Anitori



Dr. Roberto Anitori

Dr. Roberto Anitori has spent many years studying extremophiles and other microbes. After earning both his bachelor's and doctoral degrees in Molecular Biology and Microbiology from the University of New South Wales in Sydney, Australia, he worked in research labs at Macquarie University in Sydney and at Oregon Health and Science University. In addition to his work in Antarctica, he has researched extremophiles in other volcanoes, deep-sea vents, underground water tables, deserts, and radioactive hot springs; he wrote the first published description of microbial life in the radioactive Paralana hot spring of Australia. He has been invited to lecture by organizations including the Australian Society for Microbiology, the Geological Society of Australia, and NASA. In 2011, he received the Antarctica Service Medal from the National Science Foundation. Dr. Anitori began teaching microbiology at Clark in 2008 and received a tenure-track faculty appointment in 2013. He is the editor of the book *Extremophiles: Microbiology and Biotechnology* (2012, Horizon Press).

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.

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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.

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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.

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."

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http://www.clark.edu/news_center/events/facultyspeakersseries.php for more information about this and upcoming Faculty Speaker Series presentations.

As the World Turned



Spanish instructor Felipe Montoya, *third from left*, with members of the Spanish Club at the International Students Exhibit.

Clark College hosted a wide range of public events—including films, music, speakers, and panel discussions—during its

observance of International Education Week, November 18-21. This year's theme was "The Language of Learning: Creating a Sense of Place."

International Education Week (IEW) is a joint initiative of the U.S. Departments of State and Education to highlight the importance of international education and cultural exchange. This is the fifth year that Clark has participated in IEW. According to committee member and International Student Recruitment & Outreach Manager Jody Shulnak, planning the week of activities took more than three months, and the committee is already looking forward to next year, possibly building on the success of this year's International Photography Contest by working with the Archer Gallery to create an international art exhibit. "Stay tuned!" she said. "IEW gets bigger and better each year."

Some highlights from this year's IEW:



Ismet Prcic talks about writing his novel *Shards*.

Columbia Writers Series

The college hosted a reading on November 18 by two highly respected writers as part of its Columbia Writers Series. Ismet Prcic and Zachary Schomburg, winners of the 2013 Oregon Book Awards for Fiction and Poetry, respectively, read from their work and discussed their writing processes. Prcic, who

teaches Drama at Clark, described how writing his novel, *Shards*, served as a way to process his experiences growing up in war-torn Bosnia. The book—Prcic's first—is semi-autobiographical (the central character is named "Ismet Prcic") and told through a fractured composite of diary entries, recollections, and speculative imaginings of what might have been.



Former student Marisa Petry, left, introduced Spanish professor Erika Nava at the fall 2013 installment of Clark's Faculty Speaker Series.

Faculty Speaker Series

On November 19, Spanish professor Erika Nava gave the fall presentation of Clark's Faculty Speaker Series. Nava spoke about her experiences building online classes to teach Spanish. She acknowledged that many people are skeptical that languages can be taught online—including students. Indeed, she was introduced by a former student, Marisa Petry, who said she was concerned about getting enough support in an online environment. Instead, Petry found that Nava's use of tools like embedded video and Skype allowed her to learn Spanish just as well as she would have in a face-to-face classroom. "Even today, I use it at the bedside," said Petry, who is now working as a nurse. "And because of her course, I had the

confidence to take other online courses.”

Nava said that she herself initially resisted the idea of teaching Spanish online. “My initial reaction was like many people’s: ‘No way, I’m not going to do that. How will I have the personal connection with students?’”

However, she found herself reconsidering that attitude after her first few years teaching at Clark. “I saw that I had a lot of nontraditional students in my classes who were working full-time jobs and were coming in late to class, really struggling to be there,” she said.

Nava showed some of the ways she makes her online classes feel more interactive and personal. Where many online modules include written instructions, she instead inserts video of herself speaking the instructions “so I can be more present in the class.” She has also connected to students while taking live video in Mexico, providing them with a sort of virtual study-abroad opportunity. Using technology in innovative and thoughtful ways like this, she said, can keep that personal connection between students and instructor strong, even in an online environment.

See video of Erika Nava discussing her approach to online learning.



German professor Julian Nelson, *right*, translates the German children's poem his student is reading.

International Read-In

On November 20, poetry filled the air of PUB 161 as students and staff read favorite pieces in different tongues. Sociology professor Carlos Castro read "Pueblo Tropical" by Nicaraguan poet Salomón de la Selva. English professor Jill Darley-Vanis read "La Beauté" from Charles Baudelaire's *Les Fleurs du Mal*, and provided a handout showing the dramatic variations between three English translations of the poem. Student Joy Robertson-Maciél, meanwhile, read a prose passage in Portuguese from Brazilian writer Joaquim Maria Machado de Assis.

The prize for most gruesome readings, however, had to go to the students in Professor Julian Nelson's German classes, who read from classic German children's poems. One passage, from the classic collection *Der Struwwelpeter*, told the tale of a naughty child who sucks his thumbs—until a tailor chops them off. Another told the tale of a friendship between a cat and a dog, which ends with one of them getting shot. "There are no happy endings in German, sorry," said Nelson with a laugh.



Saudi students Majed Alhumaidani, Saleh Almaki, and Faisal Aljubaylah talk about their country and culture.

Saudi Student Panel

Also on November 20, three international students from Saudi Arabia spoke about their country, its culture, and their experiences living in the United States. It was clear that life for a young person in America is very different from that of a young person in Saudi Arabia. For one thing, it's lonelier; all three students spoke wistfully about their closely knit families and about the comfort of having lots of relatives living together. "When I was home, all my day was scheduled to be about my family," said Saleh Almaki, the eldest of 11 children by his father's two wives. "But here, every day is scheduled to be about myself."

The students, all three of whom are Muslim, also expressed hope that they could help dispel American misconceptions about Islam. Faisal Aljubaylah said he wanted Americans to understand that "the first letter of Islam is 'learn'—not just 'learn about Islam,' but 'learn about other cultures and religions.'"



Students provided music during the International Student Exhibition.

International Student Exhibition

On November 21, students gathered in Gaiser Student Center to enjoy art and music with an international flair. Many students from instructor Felipe Montoya's Spanish classes wore skeletal Day of the Dead face paint as they stood before the traditional Day of the Dead altars they'd created as extra-credit projects. In Mexico, these altars often honor deceased relatives—here, students created altars to celebrities passed. One was devoted to Michael Jackson, complete with framed fingerless glove; another, honoring Elvis Presley, included a guitar.



Christian Fairchild and

Amanda Murphy show off their
Day of the Dead altar to
Pancho Villa.

Students Amanda Murphy and Christian Fairchild sat next their altar honoring the spirit of Mexican revolutionary Pancho Villa. "We were going to go with a painter, but one student in our group is blind and wanted something she could enjoy, too," explained Murphy, who is co-enrolled at Clark and at Portland State University. "We settled on a revolutionary. That's a theme everyone can get behind: rebellion and revolution. We can all identify with that."

Photos: Clark College/Jenny Shadley. Erika Nava Photo: Clark College/Hannah Erickson

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