

Congratulations, Professors!



Vice President of Instruction Dr. Tim Cook, *far left*, congratulated newly tenured faculty Dr. Gene Biby, 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, Techttoberfest, 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

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

Creative Streak



Professor Kathrena Halsinger discusses her work with a student at the opening of the Art Faculty Biennial.

Clark art faculty spend their time at the college fostering and honing their students' creative skills. But what about their own creative work? At the Art Faculty Biennial in Archer Gallery, running through February 8, everyone has a chance to see what the college's faculty produce when they're not busy teaching.



Wind and Drive and *SIX6JEWELS*, archival prints

by art instructor Mariana Tres.

The wide range of their creativity was on display during the show's opening reception on January 14, as faculty, students, and other visitors gazed at works that ranged from painting to ceramics to multimedia installations.

"I think it's a really diverse show, but everything still fits very well together," said art professor Kathrena Halsinger as she stood in front of her own contribution, a linked collection of digital prints. It hung between sculpture instructor Beth Heron's installation of aluminum and bright-blue glass and Marina Tres' striking, large-format prints of old watch gears.



All Fall Down, multi-channel video by art professor Senseney Stokes.

Many visitors paused at length before Professor Senseney Stokes' *All Fall Down*, in which a stack of vintage black-and-white televisions showed linked video footage of gravel falling through a tube that seemed to travel from one screen to the next. Stokes, who is on sabbatical to learn gallery management in preparation for becoming Archer Gallery's new director, said that she collected many of the old televisions years ago from thrift stores or just off the side of the road, but that these days they're almost impossible to find. "I had

to get the rest off of eBay,” she said with a wry smile.



Left to right, art faculty members Gabriel Parque, Carson Legree, Lisa Conway, Senseney Stokes, Grant Hottle, and Kathrena Halsinger.

Art professor emeritus Carson Legree, who is currently serving as Archer Gallery’s director this academic year, said that the Art Faculty Biennial is different from other shows that the gallery hosts, which often feature works by prominent artists in the region and the country. “This show really is about the campus, and about the students, and about faculty members’ relationships with each other and with their students,” she explained. “I think it’s interesting for students, because they see we’re all still working artists, we’re all still trying new things.”



Kelsey Lavin sketches her professor's work during the Art Faculty Biennial.

Student Kelsey Lavin confirmed Legree's statement. "It's inspiring to see more than one type of art, to see all the different styles," she said, pausing for a moment in her sketches of Professor Lisa Conway's ceramic flowers to point to instructor Ben Killen Rosenberg's watercolors on a free-standing wall nearby. "I have always respected the faculty here, and this [show] just adds to that."

Lavin, 23, has taken two art classes at Clark, and hopes to take more before her anticipated graduation in 2015. A first-generation college student, she is considering entering the college's Associate of Fine Art degree program, with the end goal of becoming an art teacher and working artist herself.

Legree said that she hoped that everyone at the college—students, faculty, and staff—would visit the show. "It gives the rest of the college a chance to see our work," she said. "We really do have a very strong and vibrant department."

To see more images from the show visit our [Flickr page](#).

Photos: Clark College/Jenny Shadley

Teaching the Teachers



New tenure-track faculty at CTC with Ann Fillmore, *far left*, Bob Knight, *back row in suit and tie*, and Lorraine Leedy, *fifth from right*.

The Teaching and Learning Center was busy during Fall Orientation, helping faculty members prepare for the coming academic year. Below are just a few highlights from the center's activities in September:

Faculty Focus 2013: More than 200 Clark College educators gathered for Faculty Focus on September 16 and 17 to explore

student learning from the perspective of the “Aha Moment.” Day One was held at Clark College at Columbia Tech Center, giving many faculty members a first glimpse at the East County location. Following a welcome address and discussion of the Aha Moment by Vice President of Instruction Tim Cook, nine instructors explained their perspectives on the barriers to student learning as well as how their programs may contribute to student learning. Librarian Kitty Mackey talked about the variety of resources and volume of learning moments in the Libraries; ESL professor Sara Gallow spoke about Fast Track, a career-exploration program for ESL and Basic Ed students; Multicultural Retention Manager Felis Peralta described simple but powerful steps to establish equity and acceptance in the classroom. Automotive Technology professor Mike Godson addressed the teaching-and-learning framework for his department’s program; Kristin Sherwood, Human Development, described First Year Experience and this year’s new College 101 course, which helps students successfully navigate their first year of college. English professor Ray Korpi described the work going on in various learning communities within the college and Spanish professor Erika Nava recounted her year teaching a fully online Spanish class from Mexico. Kathy Chatfield brought the group up to date on the benefits and achievements of those participating in Quality Matters, and Mechatronics professor Chris Lewis spoke about his department’s cohort model. After the morning presentations, the assembled group broke into smaller interdisciplinary cohorts to reflect and share best practices with the goal of engendering student learning.

Day Two began with remarks from President Bob Knight, who then introduced four students who each had a different perspective on their learning experience at Clark. ASCC President Dena Brill described her return to school as an adult learner; Casey Harris spoke of his success in Basic Ed; Lulu Chen talked about the support she receives as an international student navigating unfamiliar customs, cultures, and education

systems; and Jordan Robertson shared his experience in the Weekend Degree program. Inspired by the student presentations, faculty then convened with their respective departments to continue their work in outcomes assessment.



President Knight served and cooked pancakes at the New Faculty Retreat before giving his personal welcome to the many new and returning faces that make up our new tenure-track faculty.

New Faculty Retreat: A retreat for new tenure-track and full-time faculty was held at Columbia Tech Center during Fall Orientation Week on September 19 and 20. Representing a wide variety of disciplines, 23 faculty members attended. Modeled after the textbook *Teaching At Its Best* and facilitated by Outcomes Assessment Liaison Ann Fillmore, the retreat included topics like learning-centered course planning, classroom civility, teaching methodologies, universal design, the interactive classroom and assessing student learning. Presenters included Tiffany Williams, Workforce and Career

Pathways; Carole Mackewich, Human Development /Counseling & Health Services; Bevyn Rowland, Human Development /Counseling & Health Services; and Katy Washburne, Adult Basic Education.

New Faculty Orientation: An orientation for faculty new to Clark College was facilitated by Outcomes Assessment Liaison Ann Fillmore on September 13. Twelve new part-time and full-time faculty attended this event, which is held at the beginning of each academic quarter. Everything from Clark policies and resources to parking permits and office keys was covered. Susan Muir from Student Affairs explained the Student Code of Conduct and Behavioral and Threat Assessment (BITA); Mel Favara, English & AEW Faculty Liaison, outlined the Academic Early Warning (AEW) program; and Gracie White, IT Services, provided training on the SMART Classroom podium.

To find out about upcoming training events for faculty, visit the Teaching and Learning Center's home page.

Photos: Clark College/Jenny Shadley