

2025 Tenure Recipients

Clark College welcomed fourteen newly tenured faculty members at the 2025 Tenure Reception on June 3.

2024 Tenure Reception

Four newly tenured faculty members were honored at the 2024 tenure reception on May 28.

Tenure 2024

Congratulations to professors Heidi Fay, Mackenzie Loyet, and Heather Reynolds for being unanimously granted tenure by the Clark College Board of Trustees.

New tenured professor

Bruce Elgort, a professor in Clark College's Computer Technology department, was granted tenure unanimously by the Clark College Board of Trustees on May 24.

New tenured professors

Nine outstanding educators were granted tenure unanimously by the Clark College Board of Trustees. They were honored at a college reception on May 16.

Welcome, Professors!



In 2021, the college welcomed 12 newly tenured faculty member, *clockwise from top left*, Joseph Cavalli (history), Mark Eddinger (mathematics), Amy Ewing Johnson (dental hygiene), Melissa J. Favara (English), Tyler H.J. Frank (career and academic preparation), Doug Harris (music), Christina Howard (biology), Dr. Sarah Kuzera (medical assisting), Dr. Michelle Mayer (mathematics), Kristin Sherwood (College 101), Beth Slovic (journalism), and Christina Smith (English).

Twelve outstanding educators are the newest members of the tenured faculty at Clark College. Joseph Cavalli (history), Mark Eddinger (mathematics), Amy Ewing Johnson (dental hygiene), Melissa J. Favara (English), Tyler H.J. Frank (career and academic preparation), Doug Harris

(music), Christina Howard (biology), Dr. Sarah Kuzera (medical assisting), Dr. Michelle Mayer (mathematics), Kristin Sherwood (College 101), Beth Slovic (journalism), and Christina Smith (English) were all granted tenure during the Clark College Board of Trustees meeting on March 10. They will be honored at a college reception later in the spring.

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.

About the faculty members

Joseph Cavalli, history



Joseph Cavalli holds a Bachelor of Arts degree in history from Portland State University and a Master of Arts in history degree from University of Portland. He has experience teaching in private high schools in Croatia, Italy, the Kingdom of Bahrain, and Portland, Oregon. He has also taught history at University of Maryland College Park and Mt. Hood Community College, in addition to his experience teaching history at Clark College since 2006.

At Clark College, he has served as program director for the college's Model United Nations team since 2011. He is also a popular instructor in Clark's non-credit Mature Learning program and in 2016 received the college's prestigious Exceptional Faculty Award.

"My approach to history is best summed up by the American historian John Tracy Ellis: 'History is the rediscovery of the past in an enlightened manner,'" said Cavalli. "I am always striving to make history applicable to my students' everyday lives in a way that piques their interest and curiosity."

Mark Eddinger, mathematics



Mark Eddinger earned his Bachelor of Science degree in electronics engineering technology from DeVry Institute of Technology and his Master of Science in mathematics from Western Washington University. He began his career as a quality engineer at a manufacturer of lighting control systems before spending a decade teaching English as a foreign language in Japan. In addition to this work experience, he has taught math at the college level for 11 years.

At Clark College, Eddinger serves on the Math Events Committee, as well as on the team that has developed, improved, and supported a new math pathway for non-STEM majors. He has also designed Canvas courses that promote inclusion and shares them with his colleagues.

"I am committed to being a fellow journeyer with my students as we nurture our growth mindsets, as we learn how to make a more effective effort, and as we develop a passion for more

thorough understanding of both math and the many academic disciplines that connect to math,” he said, adding, “They all connect.”

Amy Ewing Johnson, dental hygiene



Amy Ewing Johnson attended Indiana University’s School of Dentistry, where she earned three degrees: an Associate in Science in dental hygiene, a Bachelor of Science in public health dental hygiene, and a Master of Science in education. She has more than 30 years of work experience in dental settings.

At Clark College, Ewing Johnson serves as lead instructor and coordinator for all clinical and lab operations related to junior-year students. She is involved in dental hygiene study clubs, and continues to improve her own learning by attending state and national conferences.

“My teaching philosophy is all about making students feel safe to learn through experimentation, question/answer, as well as confident enough to learn via discussions and active learning opportunities,” said Ewing Johnson. “I believe in creating a warm and relaxed classroom community and work to communicate an enthusiasm of support for every student, as they strive to complete their academic goals.”

Melissa Favara, English



Melissa Favara earned her Bachelor of Arts degree in English with a creative writing emphasis from Western Michigan University and her Master of Arts degree in English from The Pennsylvania State University.

Favara joined the faculty at Clark College in 2007, first as an adjunct and then as a full-time temporary instructor. She served as the college's Academic Early Warning liaison from 2009 to 2020. She currently assists in training fellow English faculty members on the college's new co-requisite teaching model to serve its most at-risk students; she has previously taught in the Integrated Basic Education and Skills Training program and has presented at national conferences on Clark's work in both practices.

Favara described her teaching philosophy as follows: "I meet students where they are and engage them in learning opportunities that honor their experience while offering chances to gain and apply knowledge in ways that they can transfer to new school, work, and life challenges."

Tyler Frank, career and academic preparation



Tyler Frank earned his Associate in Arts transfer degree from Grand Rapids Community College; his Bachelor of Arts degree in history from the University of Michigan; and his Master of

Arts degree in reading and culture from the University of Arizona. He served as a youth development facilitator for the U.S. Peace Corps in Huallanca, Peru, and has previous teaching experience at Pima Community College in Tucson, Arizona.

Since joining the faculty at Clark College in 2018, Frank has involved himself deeply in the college's work. He has developed a fully online version of the CAP 42 (Integrated Math and Science) course, developed Open Educational Resources (OER), and led the outcomes assessment for CAP mathematics faculty. He also leads the "Anti-Racists Curriculum and Instruction" subgroup of the college's White Anti-Racism Education Employee Resource Group.

"As a teacher, I prioritize creating a safe and welcoming environment for my students, where we all feel comfortable enough to explore new ideas, make mistakes, and share our discoveries and confusions with one another," said Frank in describing his teaching philosophy.

Doug Harris, music



Doug Harris earned his Bachelor of Music in music education degree from the University of Florida, after which he continued his education at the University of Northern Colorado, earning both his master's and doctoral degrees in music there. He has directed bands at multiple middle and high schools, as well as at Santa Clara University and Western Kentucky University.

Since joining the faculty at Clark College in 2018, he has led the college's concert band, jazz band, and pep band, as well

as directing its annual Jazz Festival.

“I strive to help each student achieve their potential through positive reinforcement within a rigorous curriculum,” Harris said in describing his teaching philosophy.

Christina Howard, biology



Christina Howard attended Portland State University, where she earned both her Bachelor of Science degree in biology and her Master of Science degree in behavioral neuroendocrinology. She has teaching experience at Portland State University and Portland Community College, and served as Lead Instructor of Human Anatomy and Physiology at the National College of Technical Instruction's College of Emergency Services. She joined the faculty at Clark College in 2018.

At Clark, Howard serves as an event runner for the annual Science Olympiad, as well as co-lead advisor for cadaver dissection.

“My teaching philosophy is to help students find wonder in the biological sciences, specifically the study of the human body,” she said. “I employ an evidence-based and applied-learning approach to engender deep learning and curiosity for the subject matter, so that students can show mastery and better understand how biology applies to them.”

Dr. Sarah Kuzera, medical assisting



Dr. Sarah Kuzera earned her Associate in Applied Science in medical assisting from Springfield College; her bachelor's degree in management from Everest College; her Master of Business Administration degree from Bryan University; and her Doctor of Education degree from Capella University. She holds certifications through the American Association of Medical Assistants and the American Medical Technologists. She has six years of work experience as a certified medical assistant in a variety of practices and clinics. She has nine years of experience teaching in post-secondary environments.

Since joining the faculty at Clark College in 2017, Dr. Kuzera has served the college in many roles. She developed a Medical Assisting Club at the college and served on a Guided Pathways Pillar One work group. She has served on the Evergreen School District's Medical Science Advisory Board and participated in Clark College's Instructional Planning Team and Curriculum committees.

"I believe that teaching should always be student-centered and I should facilitate the teaching environment," Dr. Kuzera said. "My role as an instructor is to provide students, through my experiences and expertise, the necessary resources for them to produce learning and foster critical thinking. I have always been flexible in my teaching strategies to adapt to the needs of the adult learner."

Dr. Michelle Mayer, mathematics



Michelle Mayer earned her Bachelor of Science degree in mathematics from George Fox University in Newberg, Oregon. She continued her education at Texas Tech University, where she earned both a master's and a doctorate degree in mathematics. She has previous teaching experience at Texas Tech University and Pacific University.

Since joining the Clark College faculty in 2018, Dr. Mayer has become the course co-coordinator for the applied algebra courses MATH 092 and MATH 096.

"My approach to teaching is to present the material with clarity and accessibility; create an open environment where students feel comfortable asking questions and interacting with me; and to challenge my students to think critically while giving them the support they need to succeed," said Dr. Mayer.

Kristin Sherwood, College 101



Kristin Sherwood earned her bachelor's degree from Lewis & Clark College and her master's degree in public administration from Portland State University. She has previous work experience as the Community Service Coordinator at Lewis & Clark College and as the Outreach Coordinator for the City of Vancouver's Community Services Department. In 2003, she began teaching in the human development department

of Clark College; ten years later, she began serving as the coordinator of the College 101 course, which provides guidance to incoming college students.

At Clark College, Sherwood serves on the Foundation Scholarship Selection Committee, the MyPlan Work Group, and the Guided Pathways Advisory Committee. She also regularly presents in the Student Success Workshops presented through Career Services.

“I aspire to empower, engage, and encourage my students with knowledge and resources to support their academic success,” said Sherwood in describing her teaching philosophy. “I do this by developing rapport, making sincere connections, providing timely and thoughtful feedback, and maintaining a genuine commitment to my classes.”

Beth Slovic, journalism



Beth Slovic earned her bachelor's degree from Amherst College and her master's degree from Columbia University. She has work experience as an editorial assistant at a nonprofit book publisher and as a print journalist at the *Bozeman Daily Chronicle*, *Willamette Week*, the *Oregonian*, and the *Portland Tribune*. For the past 13 years, she has worked as an occasional stringer for the *New York Times*, and she freelances regularly for *Portland Monthly* and *PDX Parent* magazines. She has previous teaching experience at Clackamas Community College, Portland State University, and the University of Portland.

Since joining the Clark College faculty in 2018, she has

become the journalism advisor to the Clark College *Independent*. She also serves as president of the Pacific Northwest Association of Journalism Educators.

“I believe journalism is a framework for talking about skills and concepts that serve students in wider pursuits,” Slovic said of her teaching philosophy. “My students seek answers to questions and communicate across multiple platforms, making them the ‘communicorns’ of the future.”

Christina Smith, English



Christina Smith earned her Bachelor of Arts degree in English from McDaniel College and her Master of Arts degree in rhetoric and writing studies from the University of Utah. She has previous teaching experience at the University of Utah.

Since joining the faculty of Clark College in 2015, Smith has served on several committees and work groups, including the Vice President of Instruction Hiring Committee, the Vice President of Diversity, Equity and Inclusion Hiring Committee, the Tenure Review Equity Committee, the Women’s Studies Scholarship Review Committee, the Clark College Forms Committee, and the Student Code of Conduct Policy and Training Work Group. Additionally, she has presented at both the Queer Student Luncheon and the “Discovering College Confidence” workshop.

“My approach to teaching is what I would call adaptive, holistic, and rhetorical,” said Smith. “Adaptive teaching means discovering how each student learns and processes information, as this will let me find the appropriate teaching

methods and tools to successfully communicate course content. This adaptability also speaks to my holistic approach to instruction. I believe it is important to engage the whole person, not just the student-mind that is present in my course; this means providing supports that address their personal needs while simultaneously challenging them as learners.”

Welcome, professors!



Twelve outstanding educators are the newest members of the

tenured faculty at Clark College. Dr. Amy Castellano (phlebotomy), Dr. Cara Cocchiarella (physical health and education), Dr. Catherine "CeCe" Crosby (biology), Dr. Jacob Funk (music), Hannah Jackson (mathematics), Julie Lemmond (business), Dr. Xiunu "Sophie" Lin (physics), Meredith Lynch (Transitional Studies English), Dr. Sam May-Varas (Transitional Studies English and mathematics), Donivee Randall-Jones (nursing), Michelle Roth (English as a Second Language), and Dr. Michelle Stoklosa (geology) were all granted tenure during the Clark College Board of Trustees meeting on March 13. They will be honored at a college reception on April 22.

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.

About the faculty members

Dr. Amy Castellano



Dr. Amy Castellano holds a Bachelor of Science in physiological sciences from the University of Arizona and a doctorate in naturopathic medicine from the National University of Natural Medicine. In addition to her teaching and research work at both her alma maters, she has previous work experience at Tucson Medical Center, Banner Medical Center, Oregon Health and Science University Hospital, and as a naturopathic physician at multiple clinics.

At Clark College, Dr. Castellano serves as department head of the phlebotomy program, and is a member of the program's Advisory Committee, the Healthy Penguin Walkabout Committee, and a task force to define the college's core healthcare curriculum.

"My teaching philosophy hinges on the belief that the learning environment provides the foundation for growth, has the ability to empower or demotivate students, and that a culture of positivity, respect, and community should be created," she said. "My goal is to cultivate a supportive space for students to grow, allow their individual strengths to emerge, and show a genuine interest in their success."

Dr. Cara Cocchiarella



Dr. Cara Cocchiarella earned her Bachelor of Arts degree in Spanish and health and human performance; her Master of Science in health and human performance; and her Doctorate of Education in educational leadership from the University of Montana. She has coaching and teaching experience in a wide range of educational institutions, including Lincoln High School, Peninsula Elementary, University of Montana, Gonzaga University, and University of Montana Western.

Dr. Cocchiarella has taught health and physical education at Clark College since 2016. She currently serves as the lead instructor for the college's Fitness-Wellness course and is also a member of the college's Queer Employee Resource Group.

"As a teacher, I employ numerous active-learning modalities and strive to make all lessons applicable to the lives of my students," she said.

"The supportive community that we build in each of my classes is essential in terms of maximizing engagement and individual growth of all students."

Dr. Catherine "CeCe" Crosby



Dr. CeCe Crosby earned her bachelor's degree in cellular and molecular biology from Western Washington University and her master's and doctorate degrees in soil science from Washington State University. She has previous teaching and research experience at Washington State University, Green River College, and Tacoma Community College. She joined the faculty at Clark College in 2016.

At Clark, Dr. Crosby serves as faculty liaison for the college's MESA program, which encourages underrepresented groups to participate in STEM. She also serves on a pillar group for the college's work to adopt the Guided Pathways model of higher education and volunteers at the college's Science Olympiad competitions.

"My goal is to invite my students to see themselves as scientists by developing their natural curiosity about the world and giving them the skills to explore using the scientific method," Dr. Crosby said. "I focus on the skill development, learning from mistakes, and the practical applications of knowledge to solve difficulty problems."

Dr. Jacob Funk



Dr. Jacob Funk holds a Bachelor of Science in vocal performance from John Brown University, a Master of Music in choral conducting from the University of British Columbia, and Doctor of Musical Arts in conducting from the University of Missouri Kansas City's Conservatory of Music and Dance. Before coming to Clark College in 2016, he had previous teaching experience with Northwest Arkansas Community College, John Brown University, and Berean Academy (a private K-12 school in Elbing, Kansas).

At Clark College, Dr. Funk serves as director of the vocal music program, including the college's Chorale and its Women's Choral Ensemble.

He is also a faculty advisor for the music department.

"The choir rehearsal is what inspired me to want to be a teacher and an artist, and I want to share and give that experience to others," he said. "My objective is that through their choral experience, my students will learn about all aspects of music, learn about themselves, experience the joy of creating something beautiful and meaningful together, and be better, more educated people because of it."

Hannah Jackson



Hannah Jackson hold a Bachelor of Arts degree in mathematics from Willamette University and a Master of Science in mathematics from Syracuse University. She has previous teaching experience at the University of Denver, Arapahoe Community College, University of Colorado Boulder, and Front Range Community College.

Currently Jackson coordinates Clark College's college algebra course and is part of the team piloting a new sequence of introductory-level mathematics courses. She also serves on the college's Math Activities Committee.

"My teaching philosophy is that you cannot force a student to learn," Jackson said. "You must make them want to. I achieve this through high levels of energy, enthusiasm, and a true love of my subject matter that comes across clearly to my students, gets them excited about the course, and makes them want to come to class and learn."

Julie Lemmond



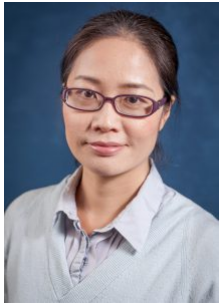
Julie Lemmond earned her Bachelor of Science degree in business and management and her Master of Business Administration with a concentration in finance from Marylhurst University. She began teaching at Clark College in 2006 and has previous teaching experience at Marylhurst University and Oregon State University.

At Clark, Lemmond serves as lead instructor for the college's accounting and finance courses; a Quality Matters reviewer; an accounting tutor; and a faculty advisor in the college's business program. Additionally, she has led the accounting faculty through the process of adopting and maintaining accounting resources and provides accounting resources to tutors to help them support students.

"My objective is to help students become competitive in the business world by developing logical and ethical business minds," Lemmond said.

"I believe that anyone who wants to attend college should be able to attend college."

Dr. Xiunu "Sophie" Lin



Dr. Sophie Lin holds bachelor's and master's degrees in physics from Xiamen University in China and the University of Kentucky, respectively. Prior to coming to Clark College in 2016, she taught at Eastern Kentucky University and at Pacific University in Forest Grove, Oregon.

At Clark, Dr. Lin serves on the college's BUILD EXIT0 work group, which provides research opportunities in STEM fields for Clark students.

She has also volunteered when the college has hosted a regional Science Olympiad.

"As a science instructor, I believe in setting high and specific goals for students at the beginning of a course and motivating them to learn," Dr. Lin said. "To engage students in active learning, I adopt various kinds of research-based teaching approaches, including 'peer instruction,' in-class exercises, experiment demonstration, and backward course instruction."

Meredith Lynch



Meredith Lynch earned her Associate of Applied Science degree from Tacoma Community College and both her bachelor's and master's degree from the University of Washington Tacoma. She served on the faculty of Pierce College in Puyallup, Washington, for more than 10 years before coming to Clark College in 2016.

At Clark, Lynch serves as vice-chair of the Environmental Integrity Council and as Transitional Studies liaison to the English Department. She also serves on the team responsible for redesigning the college's composition courses and co-requisites.

"I meet my students where they are and use collaborative, student-centered, active-learning strategies to help them achieve their educational goals," Lynch said.

Dr. Sam May-Varas



Dr. Sam May-Varas earned his bachelor's degree in economics from the University of South Florida, his master's in

education from City University, and his doctorate in educational leadership from Lewis & Clark College in Portland, Oregon. He also holds a K-12 Administrator License through the University of Oregon. May-Varas has 15 years of work experience in the K-12 system, both as a teacher and an administrator. He also has teaching experience at Portland Community College and has taught at Clark College for four years.

Since coming to Clark, May-Varas has been active in numerous Transitional Studies committees and works groups on topics that include academic standards, identifying barriers to enrollment and student success, and recruitment. Additionally, he serves on the Pillar 3 Work Group for the college's work toward adopting the Guided Pathways model of higher education and has helped develop curriculum for the college's High School 21-Plus and Welding I-BEST programs.

"In my position as an educator, I believe in empowering students to engage actively in the learning process," he said. "This engagement offers individual students the motivation to continue in education and ultimately reach their educational and career goals."

Donivee Randall-Jones

Donivee Randall-Jones earned her Bachelor of Science degree in nursing from York College in Pennsylvania and her Master of Science in nursing

education from Walden University. She is in the process of completing her doctorate in nursing practice and educational leadership from Walden.

A certified emergency nurse, Randall-Jones also holds certificates in advanced cardiac life support, pediatric advanced life support, and trauma nurse core courses. A U.S. Marine Corps veteran, she has many years of experience working in the emergency departments in Californian hospitals as well as at PeaceHealth Southwest Medical Center in Vancouver. Before coming to Clark College in 2016, she taught at Mt. San Jacinto Community College in Menafee, California.

At Clark, Randall-Jones serves on her department's accreditation, curriculum, and sub-curriculum committees. She also has served as a mentor to incoming teaching staff in her department.

"Nursing is a very broad profession in terms of knowledge base and skill set," Randall-Jones said. "There are many shades of gray when the human body is involved, and my teaching approach fosters clinical reasoning and judgment to help students make evidence-based decisions while in those gray areas."

Michelle Roth



Michelle Roth holds a Bachelor of Arts degree in anthropology from Reed College in Portland, Oregon, and a Master of Arts in teaching English to speakers of other languages from the University of Washington. She has previous teaching experience at University of Washington, Portland Community College, and Mount Hood Community College.

Since coming to Clark College as an adjunct instructor in 2000, Roth has been part of the college's Transitional Studies department, teaching in both its English as a Second Language and its Career and Academic Preparation programs. She helped develop the curriculum for international students in the college's Intensive English Language Program, where she served as department head. Currently, she serves as curriculum development lead for three Transitional Studies courses and as a member of the Transitional Studies Academic Standards Committee. Additionally, she is currently president of the Washington Association for the Education of Speakers of Other Languages (WAESOL), where she has served as a board member since 2015.

"Learning an additional language as an adult is an inherently vulnerable act," said Roth. "Therefore, my first task is to ensure that the

classroom is a place that supports my students' bravery. Through real, relevant, communicative activities, students gain the confidence and language skills to achieve their career and academic goals."

Dr. Michelle Stoklosa



Dr. Michelle Stoklosa earned her bachelor's degree in biology from Franklin and Marshall College in Pennsylvania and both her master's and doctoral degrees in geology from the University of Wisconsin Madison. She has previous teaching experience at Boise State University, Portland State University, Marylhurst University, and Clackamas Community College. She currently teaches in Clark College's earth and environmental science department.

At Clark, Stoklosa assisted in the development of the Natural Sciences Course Alignment Rubric for the Associate of Arts degree, represented adjunct faculty on College Council, and co-led a workshop at Faculty Focus on Learning. She currently serves as a faculty advisor for the geology program.

"My goals for students are similar to those I have for myself as a scientist: that we directly interact with the Earth,

develop critical thinking skills, and ultimately appreciate the Earth and the field of geology,” she said.

About Clark College

Located in Vancouver’s Central Park and serving up to 12,000 students per quarter, Clark College is Southwest Washington’s largest public institution of higher education. The college currently offers classes at two satellite locations: one on the Washington State University Vancouver campus and one in the Columbia Tech Center in East Vancouver. Additionally, its Economic & Community Development program is housed in the Columbia Bank building in downtown Vancouver.

Photos: Clark College/Jenny Shadley. No photo available for Donivee Randall-Jones.

Welcome, professors!



On May 7, a reception was held in Gaiser Student Center to welcome the nine newest members of the tenured faculty at Clark College. Glenna Afflerbaugh (dental hygiene), Patricia Atkinson (economics), Caron Ford (career and academic preparation), Rebecca Herman (dental hygiene), Yusufu Kamara (economics), Donald Ludwig (sociology), Laura Nagel (library), Robert Weston (mathematics), and Tess Yevka (psychology) were all granted tenure during the Clark College Board of Trustees meeting on March 14.

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.

About the faculty members

Glenna Afflerbaugh



Glenna Afflerbaugh graduated from Clark College's dental hygiene program with an associate degree. She received a Bachelor of Science in Dental Hygiene degree from Eastern Washington University and a Master of Education degree in Educational Leadership from Concordia University. She has worked as a dental hygienist in private practice and began teaching at Clark in 1994. She has served as senior lead clinical instructor in Clark's dental hygiene program since 2015.

At Clark, Afflerbaugh coordinates mock board exams for senior dental hygiene students; she also mentors and advises students as they move through the dental hygiene program. She also serves on the Dental Hygiene Advisory Committee.

"My teaching approach is to lead with integrity, and provide a learner-centered environment in which trusting, supportive, and synergistic relationships allow individuals to grow, become empowered, and accomplish their goals," said Afflerbaugh.

Patricia Atkinson

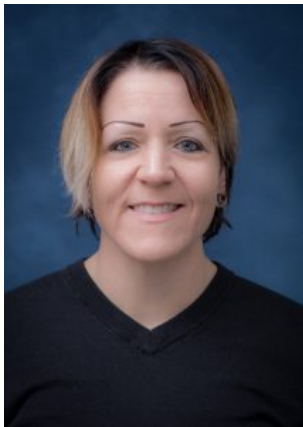
Patricia Atkinson earned her Bachelor of Science and Master of Science degrees in economics from Marist College and Portland State University, respectively. She has taught at Clark College since 2008, and has previous teaching experience at Portland State University and other community colleges in the Portland-Vancouver metro region.



At Clark, Atkinson serves as Lead Economics instructor and sits on the Bachelor of Applied Science in Applied Business task force. She co-hosts weekly brown-bag lunches where students are invited to discuss different economic topics, and also serves as advisor to the college's Chess Club.

"As an economics instructor, I try to create community in the classroom and connect economics to students' everyday life," Atkinson said of her teaching philosophy.

Caron Ford



Caron Ford received her bachelor's degree in English Literature from San Francisco State University. She earned her English Teaching Credential and Master of Education in Curriculum and Instruction from California State University Bakersfield. She has previous teaching experience at South High School in Bakersfield, California, and has worked at Clark College since 2009.

At Clark, Ford serves as I-BEST Lead Teacher for the Department of Career and Academic Preparation (CAP), as the curriculum developer for CAP English, and as the Transitional Studies CAP representative in the college's work to adopt a Guided Pathways model of higher education.

"I approach teaching from a learning perspective, and I

approach curriculum from a student perspective,” said Ford. “I want my students to see themselves in what they read and what they write so they can effectively engage in, challenge, and change the world.”

Rebecca Herman

Rebecca Herman graduated from Clark College’s dental hygiene program with an associate degree. She completed a bachelor’s degree in Business Management and Communication, as well as a Master of Education degree in Curriculum and Instruction, at Concordia University.



Herman has previous work experience as a clinical dental hygienist for many years. She has also taught at Mt. Hood Community College. She began teaching at Clark College as an adjunct instructor in 1994. At Clark, Herman advises and mentors students as well as new faculty. She serves on the Dental Hygiene Advisory Committee and regularly contributes to work and initiatives within her department.

“My approach to teaching is to focus on student learning and retention,” said Herman. “I also believe a learner-centered environment is best for the students to achieve outcomes.”

Dr. Yusufu Kamara



Dr. Yusufu Kamara earned his Bachelor of Science degree in Economics with honors from the University of Sierra Leone. After being awarded a Fulbright Scholarship, he earned his master's and doctorate degrees in Economics from the University of Kansas. He has previous teaching experience at Avila University, Baker University, Neosho County Community College, and the University of Kansas (all of which are located in Kansas). He began teaching at Clark College in 2015.

Dr. Kamara sits on the International Education Committee at Clark College, and has helped to plan the college's annual International Education Day. He also serves as a faculty advisor to the college's Harambee Black Student Union.

"I always strive to create an interactive and inclusive class environment, providing the opportunity for students from all backgrounds to participate in collaborative problem solving, engage in constructive class discussions, and to relate the issues discussed to their communities and beyond," said Dr. Kamara. "I focus on developing the critical thinking skills students need to understand and apply the basic principles we cover in class."

Dr. Don Ludwig

Dr. Don Ludwig earned his associate degree from Spokane Community College and his bachelor's degree from Whitworth University. He holds a Master of Divinity degree from Princeton Theological Seminary and a Master of Social Work degree from Rutgers University. He holds doctorate degrees from both the New York-based International University for Graduate Studies and from Portland State University.



At Clark, Dr. Ludwig has served as the Faculty Assessment Liaison and Sociology Department Lead; a Guided Pathways faculty liaison; and the Clark Representative to The Democracy Commitment, a non-partisan national program to promote civics at community colleges. He has participated in both the I-BEST and Learning Communities and the Integrative Faculty Learning Community. He also served as a faculty panelist during a 2015 discussion on economic inequality.

“Teaching and learning should be committed to social justice and equity in all things and all ways,” said Dr. Ludwig. “The best question you can ask my students on any day is, ‘What are you learning today, why is that important, and what are you doing about it?’”

Laura Nagel



Laura Nagel earned her Bachelor of Arts degrees in Sociology and Art History from Pacific Lutheran University. She earned her Master of Arts in Library and Information Studies from the University of Wisconsin Madison. Before coming to Clark, she worked as a librarian at Linn-Benton Community College.

Since coming to Clark in 2015, she has served on the Library Leadership Team, as the Collection Development Lead, and as the Business and Health Sciences Liaison. She also served as project director for the college’s 2016 hosting of a traveling exhibit called “Native Voices: Native Peoples’ Concepts of Health and Illness.”

In discussing her philosophy toward education, Nagel quoted the librarian James Elmborg, saying, “I tell students that it is my job to work with them to find, evaluate, and use information to ‘ask and answer questions that matter to them and to the world around them.’”

Robert Weston

Robert Weston earned his bachelor's degree in Mathematics from Oregon State University and his master's degree in Mathematics from The City College of New York. His work history includes teaching mathematics at numerous institutions in both New York City and Portland for 10 years, working as an instructional designer for an online college, and serving as a consultant on education projects through his own small business.



At Clark, Weston serves on the Guided Pathways Steering Committee and is developing a co-requisite remediation version of MATH 105.

"Student understanding of mathematics is developed by well-designed experiences that challenge students in a supportive environment," said Weston in describing his teaching philosophy. "In order to meet these challenges students should be supported in developing effective study habits, organization skills, and healthy attitudes towards learning."

Tess Yevka

Tess Yevka earned her bachelor's degree from Marylhurst University and her master's degree in Counseling from Portland State University. Her previous teaching experience includes Carrington College, Marylhurst University, and Mt. Hood Community College. She has additional work experience as a counselor in private practice and as a community educator working in child-abuse prevention.

At Clark, Yevka serves as a member of the Teaching and Learning Advisory Committee and the Faculty Development Subcommittee. She assists other faculty members in setting up and conducting online classes as well as in creating

accessible teaching materials. Additionally, she is involved in the Vancouver community as a certified Long Term Care Ombudsman.

“My teaching philosophy is to make it real,” said Yevka. “By anchoring the content of a course in the context of daily life, students learn real-world application. Being able to see the relevance of material, and have the opportunity to apply it, increases interest and participation.”

Photos: Clark College/Jenny Shadley

Kate Cook receives tenure



Kate Cook

Math professor Kate Cook was granted tenure during the Clark College Board of Trustees meeting on June 14.

Cook earned her bachelor's degree in mathematics and education at Principia College in Illinois and her master's degree in mathematics at California State University, East Bay. She has previous teaching experience at Portland Community College and began teaching at Clark as an adjunct in 2008.

Cook's involvement at Clark includes leading the Core to College Grant team, serving as the course coordinator for statistics courses in the Mathematics Department, and presenting mathematics worksheet ideas at local and national conferences.

"I try to meet the student at their level and encourage them forward to new confidence and ability in math," said Cook, who lives in Vancouver. "I've found that a bit of humor helps make that rocky path more enjoyable."

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.

Welcome, professors!



Top row, *left to right*: Dr. Lindsay Christopher, Michael Ludwig, Brian McVay, Alexis Nelson. Second row: Toby Peterson, Mary Ellen Pierce, and Lora Whitfield

Seven outstanding educators are the newest members of the tenured faculty at Clark College. Dr. Lindsay Christopher (English), Michael Ludwig (dental hygiene), Brian McVay (welding), Alexis Nelson (English), Tobias Peterson (English), Mary Ellen Pierce (nursing), and Lora Whitfield (early childhood education) were all granted tenure during the Clark College Board of Trustees meeting on March 14.

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"Tenure is a landmark moment—both in the careers of the individual faculty members, as well as in the history of the college as a whole," said Dr. Tim Cook, Vice President of Instruction. "These faculty members will become a crucial part of the college's community and will help shape its curriculum and character for years to come. I look forward to seeing these talented and passionate educators contribute to Clark's collective legacy."

About the faculty members

Dr. Lindsay Christopher



Dr. Lindsay Christopher holds bachelor's and master's degrees in English from Mercyhurst College and University of Buffalo, respectively. She earned her Ph.D. in Literary Studies from the University of Denver. Her teaching experience includes the University of Denver, Arapahoe Community College, and Clark College.

At Clark, Dr. Christopher has participated in college-wide initiatives focused on integrative learning; power, privilege, and inequity; open education resources; and the college's "common read" book and theme. She leads the English Department's literature and technical writing work groups and has also taught "Introduction to Clark College," a course designed to help new Clark College students succeed at the college.

"At the core of my teaching practice is the conviction that when students engage in active inquiry in a diverse curriculum that honors their experience, they begin their journeys to becoming powerful thinkers and creators, innovative leaders, and dynamic citizens," said Dr. Christopher.

Michael Ludwig



Michael Ludwig is a Clark College alumnus, having received his Associate of Applied Science in Dental Hygiene from the college in 1997. He also holds a Bachelor of Science in Dental Hygiene from Eastern Washington University and is completing his Master of Education degree in Educational Leadership from Concordia University.

Ludwig has 16 years of professional experience as a dental hygienist in private practice and 14 years of teaching experience at Clark College. He currently serves as the Lead Restorative Instructor in the college's Dental Hygiene program.

"Students learn in a variety of ways," said Ludwig. "My approach is to utilize a variety of teaching methods to reach as many students as possible in an organized manner while providing clear goals and expectations."

Brian McVay



Brian McVay is also a Clark alumnus, having attended Clark's welding program before going on to a four-year ironworker apprenticeship. He has work experience as an ironworker, a quality assurance inspector at Cascade General Shipyard, and as an ultrasound operator for nondestructive testing. McVay, who has taught at Clark for three years, is a Certified Welding Inspector and a Washington Association of Building Officials (WABO) Test Examiner.

At Clark, McVay helps advise future students and gives tours of the welding program. He is the faculty advisor of the Clark College Welding Club and administers WABO weld testing. He is also active in outreach work to regional industry to assess its needs.

McVay says his teaching philosophy involves showing the real-world applications of lesson material and making sure students understand the material thoroughly.

Alexis Nelson



Alexis Nelson earned her bachelor's degree in English from the University of California at Santa Barbara and her Master of Fine Arts in Creative Writing with a nonfiction emphasis from Portland State University. She has teaching experience at both PSU and at Clark.

At Clark, Nelson has served as co-director of the Columbia Writers Series and has grown it from an annual to a quarterly event. She also founded Subtext, the college's annual literary

festival, and serves as co-advisor for the college's creative writing club.

"My approach to teaching is hands-on and student-centered, with an emphasis on group discussion, workshopping of student writing, and learning to read as writers," said Nelson.

Tobias Peterson



Tobias Peterson holds bachelor degrees in both Spanish Literature and English from the University of Texas at Austin. He earned a Master of Arts in English from George Mason University and a Master of Fine Arts in Creative Writing with a focus on poetry from Texas State University. Peterson has teaching experience at Austin Community College, Texas State University, Portland State University, Clackamas Community College, and Clark College.

At Clark, Peterson has served on numerous college-wide committees and task forces, including Planning and Accreditation, Program Improvement Process, Teaching and Learning, Opening Day Planning, Strategic Plan Development, Credit for Prior Learning, and Title III Grant. He serves as the evidence chair for the Academic Excellence Core Council and is the former co-chair of the Outcomes Assessment Committee. Within the English Department, he serves on the Creative Writing and the Technical and Professional Writing committees. He also helps coordinate the annual Clark Crossings Reading Series.

Peterson described his approach to teaching as "outcomes-focused and project-driven. I see my role as a 'guide on the side,' to inspire, enable, and empower my students to meet learning goals in applied settings and through practical application."

Mary Ellen Pierce



Mary Ellen Pierce earned her Bachelor of Science in Nursing from the University of Alaska and her Master of Science in Nursing from the University of Phoenix. She has 35 years of work experience as a registered nurse working in a variety of settings, including hospitals, post-acute care, community-based care, and legal nurse and health care consulting. She has extensive experience in nursing administration, as well as four years of experience as a nurse educator.

At Clark, Pierce serves on the Academic Standards and Program Improvement Process committees, as well as numerous departmental committees. She is also an active member of the college's Guided Pathways faculty team, which is tasked with planning Clark's transition to this successful, structured model of higher education.

"I believe in dynamic teaching that engages students in the learning process, challenges them to think, question, and use their 'nursing voices' to promote optimal patient care and best practice," Pierce said. "I believe learning is an ongoing process that serves to enhance and strengthen each person's skills and abilities and that inclusive collaboration and mutual respect are key components of positive growth, both individually and collectively."

Lora Whitfield



Lora Whitfield is a Clark College alumna, having earned her Associate in Applied Science in Early Childhood Education in 2002. She earned her Master of Arts in Human Development with a specialization in Early Childhood Education and Bi-Cultural Development from Pacific Oaks College. Whitfield has work experience at Albina Early Head Start in Portland, Ore., and at the Southwest Washington Child Care Consortium.

During her time teaching at Clark, Whitfield has served on the Clark College Early Childhood Advisory Committee, the Early Childhood Teacher Preparation Council, the State Board Faculty of Color Mentorship Program, and the National Association for the Education of Young Children.

“As an educator, I am committed to treating each individual with respect,” Whitfield said. “I believe respect is paramount in creating environments that promote students’ ideas, passions, and interests in a meaningful and organic way. I strive to provide settings where everyone can share their ideas without bias and be included in all aspects of learning.”

Addition on June 14: Kay Cook



Math professor Kate Cook was granted tenure during the Clark College Board of Trustees meeting on June 14.

Cook earned her bachelor's degree in mathematics and education at Principia College in Illinois and her master's degree in mathematics at California State University, East Bay. She has previous teaching experience at Portland Community College and began teaching at Clark as an adjunct in 2008.

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