



Clark College

Board of Trustees Regular Meeting Packet

Wednesday, May 24, at 5:00 pm

[Zoom Meeting Link](#)

Meeting ID: 864 7431 5430

Passcode: 482408

Dial in: 1 (253) 215 8782

Physical Location:

Gaiser Hall, Room 213

Board of Trustee Regular Meeting Packet, May 24, 2023, at 5:00 pm

- I. Call to Order/Agenda Review – Chair Speer
- II. Public Comment – Chair Speer
Public comment will be limited to two minutes each.
- III. Action Items/Consent Agenda – Chair Speer
 - a. April 26, 2023 – Board Work Session Minutes
 - b. April 26, 2023 – Board Regular Meeting Minutes
 - c. May 16, 2023 – Tenure Special Meeting Minutes
 - d. 2023 – 2024 Academic Calendar (Revised)
- IV. FY 2023-24 Faculty Sabbatical Approval Vote – Chair Speer
 - a. Roberto Anitori
 - b. Tobias Peterson
 - c. Erika Nava
 - d. Senseney Stokes
- V. Tenure Vote – Chair Speer
 - a. Bruce Elgort (CTEC)
- VI. Constituent Reports
 - a. ASCC – Casey Figone
 - b. WPEA – Joey Hicklin
 - c. AHE – Suzanne Southerland
 - d. Foundation – Calen Ouellette
- VII. Spring Term 2023 Enrollment Update
Presented by Director of Entry Services Vanessa Watkins and Interim Dean of Enrollment Services and Registrar Shelley Ostermiller
- VIII. Reports from Board Members – Chair Speer
- IX. President’s Report – Dr. Karin Edwards
- X. Next Meeting
The next work session of the Board of Trustees is currently scheduled for Wednesday, June 7, 2023, at 3:30 pm, followed by the regular meeting at 5:00 pm.
- XI. Executive Session
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- XII. Adjournment – Chair Speer

Clark College

Board of Trustees Work Session Minutes

Wednesday, April 26, 2023

GHL 213 and Zoom

In Attendance

Paul Speer, Chair

Cristhian Canseco Juarez, Vice Chair

Denise Gideon, Trustee

Rekah Strong, Trustee

Absent

Jeanne Bennett, Trustee

Administrators

Dr. Karin Edwards, President

Dr. Michele Cruse, Vice President of Student Affairs

Jim Wilkins-Luton, Interim Vice President of Instruction

Sabra Sand, Vice President of Operations

Vanessa Neal, Interim Vice President of Diversity, Equity, and Inclusion

Brad Avakian, Vice President of Human Resources

Sudha Frederick, Vice President of Instructional Technology

Calen Ouellette, CEO, Clark College Foundation

Others

Shelley Williams, Assistant Attorney General

Brooke Pillsbury, Senior Executive to the President

Julie Taylor, Executive Assistant

Brandon Johnson, Information Technology

Chris Samuels, Director of Facilities

Steven Clark, Biology Professor and Bee Campus Project Manager

- I. Call to Order/Agenda Review
Chair Speer called the work session to order at 3:30 pm.

- II. Facilities, Grounds, and Minor Works Update
Presented by Chris Samuels, Director of Facilities

Chris Samuels, Director of Facilities, provided a comprehensive overview of the Facilities team's work across four sub-departments: Grounds, Custodial, Maintenance, and Capital Projects.

Current Grounds Projects:

- Bee Campus
- Child Care Facility Grounds Upgrades
- Collaboration with City of Vancouver Projects

Along with general campus custodial work, the Custodial team assists with events across campus. Some large-scale events include:

- Native American POWWOW
- Clark College Commencement
- Spring Thing
- Latino Celebration 2023
- Vancouver Symphony Orchestra
- Jazz Festival
- Kingdom Movement
- Vancouver Volcanoes Basketball

Current Maintenance Projects:

- Campus-wide Roof Repairs
- Fire Alarm Maintenance
- HVAC Projects
- Locksmith Service – updating the core key system with digital locks.
- Office Buildouts and Space Redesigns

Capital Products

- Advanced Manufacturing Center at Boschma Farms
- Campus Hydronic Loop Repair
- Clean Building Benchmarking
- ADA Sidewalk and Pathway Compliance
- BMH Restroom Renovations

Board of Trustees Feedback and Discussion

Chair Speer acknowledged this as the first time Samuels has presented for the Board of Trustees, welcoming him and sharing that he is thrilled that Samuels is at the college. Facilities are critical to the work of the college.

Trustee Strong welcomed Samuels to Clark, sharing how happy she is to have him at the college and acknowledging his amazing work.

III. Bee Campus Update

Presented by Steven Clark, Biology Professor, and Bee Campus Program Chair

Steven Clark started his presentation by sharing the exciting news that the college is officially certified as a Bee Campus. The college was notified on Friday, April 21, 2023. Clark is only the fifth College in Washington State to become a Certified Bee Campus.

Clark shared an overview of the timeline to date, future goals for developing Bee Campus, and his engaging work in the broader community.

- Flower seeds were hand-sewn in February 2023.
- Overview of Bee Campus engagement across classes, graphic design (sign creation), welding (sign structure), English 102 (Bee Campus info plaques), and the biology department specifically.
- Engagement with Community and Continuing Education (CCE)
- Early learner engagement, including Washington Elementary and the college's Early Childhood program, will explore campus and learn more about Bee Campus.
- Awarded the Wildlife Society Conservation Award 2023

Board of Trustees Feedback and Discussion

Trustee Strong celebrated Clark's enthusiasm for the project. Strong also celebrated bringing early learners to the college and engaging another demographic to Clark College through Bee Campus.

Vice Chair Canseco Juarez celebrated the cross-department collaboration with the project. He shared that it's exciting to see the interest from folks across campus and our partners within our community. Canseco Juarez shared gratitude for Clark's leadership as project manager and to everyone who has worked on the project.

Trustee Gideon shared that Clark's enthusiasm is infectious and her appreciation for the presentation. Gideon asked how the bee-ecology impacts beyond Clark College. Clark shared that there's a limited impact beyond the college based on bees' travel distance. However, the Bee Campus has brought the broader community together because it helps other groups engage and want to create bee habitats of their own.

Chair Speer shared gratitude for Clark's presentation, emphasizing that his infectious teaching style and skills are so appreciated. Like Canseco Juarez, Speer was struck by the deep passion for community engagement. Regarding the Wildlife Society Conservation Award, Speer shared that he hopes the college is taking advantage of marketing and sharing the accolade.

IV. Public Comment

No public comment.

V. Adjournment

Chair Speer adjourned the work session at 4:26 pm.

Clark College

Board of Trustees Regular Meeting Minutes

Wednesday, March 8, 2023

GHL 213 and Zoom

In Attendance

Paul Speer, Chair
Cristhian Canseco Juarez, Vice Chair
Denise Gideon, Trustee
Rekah Strong, Trustee

Absent

Jeanne Bennett, Trustee

Administrators

Dr. Karin Edwards, President
Dr. Michele Cruse, Vice President of Student Affairs
Jim Wilkins-Luton, Interim Vice President of Instruction
Sabra Sand, Vice President of Operations
Vanessa Neal, Interim Vice President of Diversity, Equity, and Inclusion
Calen Ouellette, CEO, Clark College Foundation
Brad Avakian, Vice President of Human Resources
Sudha Frederick, Vice President of Information Technology

Other

Shelley Williams, Assistant Attorney General
Brooke Pillsbury, Senior Executive
Julie Taylor, Executive Assistant
Brandon Johnson, IT
Casey Figone, ASCC
Joey Hicklin, WPEA Co-Chair
Suzanne Southerland, CCAHE
Eliza Buttars, PTK President

I. [Call to Order/Agenda Review](#)

Chair Speer called the Regular Meeting to order at 5:00 pm.

II. Public Comment

The following meeting participants provided Public Comments during the meeting. Additional public comments were submitted and shared with the Board following the April Board meeting.

Beverly Brosius
Kushlani de Soyza
Yulia Brockdorf
Dr. Kelly Fielding
Valentyna Sapizhinska
Sydney Brahmavar
Tyler Frank
Cecelia Towner
Jude
Tammy Pham
Alma Pendergrass
Leilani Towner
Jill Forgash
Marianne Luther
Anna-Melissa Lyons
Kimberly Sullivan
Adam Aguilera
Carla Naccarato Sinclair
Emily Meoz
Olesia Dmytriieva

III. Action Items/Consent Agenda

- a. March 8, 2023 – Board Work Session Minutes
- b. March 8, 2023 – Board Regular Meeting Minutes

MOTION: Trustee Gideon motioned to approve all items on the Consent Agenda. Vice Chair Canseco Juarez seconded the motion. Motion passed unanimously.

IV. Constituent Reports

ASCC

Casey Figone, ASCC President, shared the following updates focused on three key areas:

- Student Involvement and Campus Climate – Focused on chartered clubs, student committee representatives, ASCC recruitment for Fall 2023, the Spring Involvement Fair, and Spring ASCC Social. Figone also emphasized the work ASCC is doing to get more involved with student advocacy and support.
- Student Resource Access – Figone shared the collaboration between student government and the Activities Programming Board to share events and activities across social platforms.

- Statewide Initiatives – ASCC VP David Goebel represented students and Clark at the weekly WACTC legislative meetings, and student government is also working closely to partner with Women’s League of Voters for Clark County.

WPEA

Joey Hicklin, WPEA Co-Chair, shared the following report:

- Systemic issues, including interim leaders and high turnover.
- Explanation that WPEA addresses the Board of Trustees with issues as a last resort, following connecting with supervisors, Human Resources, and others who can possibly impact change.
- Re-iterated that WPEA sees the need for a college-wide task force and concerns regarding the Board’s position of power, bias, and ego.
- Shared concerns with the meeting minutes in prior Board meetings being summative and not reflective of WPEA’s reports.
- Shared WPEA’s concerns that the College does not include front-line workers in decisions.
- WPEA Staff position cuts are retaliatory.
 - Accessibility concerns
 - COVID mediation
 - Vacant positions shift work to non-classified or negatively impact the classified workload.
- College is not doing well, and we are not serving our community.
- Accessibility and DEI at the forefront.
- Requested clarity on the relationship between WPEA and the BOT. WPEA shared:
 - Data invalidated,
 - Testimonies minimized,
 - Language erased, and
 - Faith is broken.
- Issues not isolated to Clark, and there are larger systemic issues to address. Hicklin emphasized that WPEA is trying to solve Clark’s problems through shared governance.

Finally, Hicklin shared that WPEA will not be silenced. How is the relationship viewed by the Board and how can the Trustees help WPEA develop new shared governance?

CCAHE

Suzanne Southerland, CCAHE President, shared the following updates:

- Acknowledgement of WPEA’s report and message.
- Report is on one topic on behalf of the Faculty Senate:
 - Nae to cut the faculty counselor.
 - Cut is a violation of the faculty contract.
 - To cut the faculty counselor, the college would have to cut two counselors, leaving the college with only two remaining counselors.
 - No cost savings
 - Fewer counselors per FTE than other regional SBCTC schools
 - If we cut a counselor, we will have 1,800 students per counselor.

- Moving forward divided – even farther than the strike
- Stated intimidation from Human Resources and the irreparable relationship between the VP of Human Resources and the CCAHE.
- Shared the attacks on Tenure across states.
- Overall opposed to cuts.

Clark College Foundation

Calen Ouellette, Clark College Foundation (CCF) CEO, shared gratitude for the Board's inclusion of the Foundation in the constituent reports. Ouellette shared that he is proud of the partnership between the College and Foundation, supporting everything the College does.

Ouellette also shared that the Foundation partnered with O-Squad, including Clark faculty and staff for Penguins Give. He celebrated that the Foundation doubled the number of faculty and staff who gave during the annual giving initiative. Ouellette shared gratitude for faculty and staff advocacy.

V. Phi Theta Kappa (PTK) First Generation Students Initiative

Presented by Eliza Buttars, Clark Student, and PTK President

Eliza Buttars started her presentation by sharing an overview of the Phi Theta Kappa (PTK) Honor Society, including that 1/3 of all students are first-generation and a primary focus of PTK.

Buttars shared information about the PTK College Project, which focuses on first-generation students, following Dr. Karin Edwards's suggestion. The first year of the project is research-based, followed by action in the second year.

This past Fall, PTK hosted the inaugural First Generation Students Day at Clark on November 8, 2022. Students, faculty, and staff celebrated the event through:

- President's Welcome and Keynote – Dr. Edwards shared her own story and experience as a first-generation college student.
- College Fair – welcoming other regional colleges to Clark.
- Professional Support – LinkedIn profile development, resume and cover letter assistance, and free headshots.
- First-generation Student Resources – job readiness and skills getting to the next level.

Buttars shared that she looks forward to making First Generation Students Day an annual event moving forward.

In addition to highlighting the PTK College Project and First-Generation Students Day, Buttars also emphasized PTK's commitment to professional development focused on personal development and having a professional edge.

Finally, Buttars shared that 91% of PTK members complete their associate's degree or transfer to a 4-year institution. As PTK President, Buttars sees the direct impact of group support on high academic performance and a sense of belonging.

II. Reports from the Board Members

Trustee Strong – Strong shared she had the amazing opportunity to attend the Black Students and Family Fair. She shared kudos to the Office of Diversity, Equity, and Inclusion (ODEI) team, Dr. Edwards, and the energy around new, potential students. Strong emphasized her enjoyment of the opportunity to participate and well done.

Vice Chair Canseco Juarez – Shared gratitude for everyone at the Board meeting. He attended the AACC with Dr. Edwards in Colorado, which was an incredible experience. While it is a great conference, it's geared towards the operational side of education – great ideas, studies, dual enrollment, and other opportunities. Another great opportunity was meeting people from other community colleges and four-year colleges as well. It was great to hear how four-year universities are supporting/partnering with community colleges. He shared it was a conference to understand the landscape of higher education. Canseco Juarez emphasized the exploration of adding a commitment statement to the mission, vision, and values of future strategic plans. Finally, he shared gratitude for Dr. Edwards, his pride to have her as Clark's president, and how incredible her advocacy is for the College externally.

Trustee Gideon – Gideon shared that she met with Dr. Edwards and the Trustees regarding the challenges of the college. She is also working on trustee recruitment for the College, alongside Trustee Bennett and Dr. Edwards.

Chair Speer – Speer shared that it's been a busy month, including 5-6 Town Halls, delegation to Olympia (impressive students, staff, and faculty collaboration/advocacy), Trustee Tuesday – focused on apprenticeship programs and the power of apprenticeship programs, audit exit meeting (congrats to Sabra and team for continued clean audit), and the Board Chair Affinity Group – focused on best practices and what's going on throughout the system. He also attended the 50th Anniversary End of Vietnam War ceremony – dedication to those that served or are still missing in action, social equity advisory council, and the Sakura Festival. Looking ahead, on May 16, ACCT will host a webinar focused on adult learners returning to college.

III. President's Report

Presented by Dr. Karin Edwards

Dr. Edwards shared the following updates from the past month:

Budget Reduction – The College is currently working through the process and reviewing proposals. No action has been taken. The budget committee will review proposals and make recommendations. Proposals submitted have gone through Vice Presidents and has been inclusive of staff and various tools, including the Equitable Decision-Making Tool. 2-3 week timeline before Executive Cabinet receives the committee's recommendations.

Data Alignment – there may be opportunities to clarify. If people have questions regarding data, please reach out so we can provide you with accurate information.

Very busy month and the College is doing well serving our students and community –

- Bee Campus Certified
- Clean Financial Audit – resources handled exceptionally well by Vice President of Operations Sabra Sand and her team.
- Penguin Gives – raised more than \$70,000 for the college. 190 donors and 90 were faculty and staff. 35 college programs that will directly benefit.
- State Budget – The College started getting word on the budget over the last week, including:
 - COLA fully funded.
 - One-time funding for DEI > seeds to plant and grow from the resource.
- Boschma Farms – Continue to meet with architects and teams. We've passed 45% GMP, and are working to make an inclusive and welcoming environment for people to learn and grow in.
- Tomorrow is Take Your Child to Work Day – fun activities scheduled for tomorrow and thank you to the Committee for their work.
- This Saturday, hosting the first SWEC graduation at Clark.
- Black Student and Family Fair – The energy was high, and it was a great event.
- Mass packaging for FA – a huge win for students, the Financial Aid (FA) team, and the College.
- Dr. Jim Wilkins-Luton hooded on Monday – congratulations!
- Welcomed Dean Theo Koupelis
- Welcomed Director of AIR Cecilia Martin
- Next Friday, Marie Glusenkamp Perez will be on campus touring the Automotive Department.
- CCE program is just shy of doubling year-to-year enrollment.
- Sakura Festival – A nice event, regardless of the weather.
- Dr. Cruse, along with Trustee Bennett, met with Tribal Leaders across the state, in a Government-to-Government meeting.
- Funding for a Southwest Washington Criminal Justice Training Center, increasing CTC use and revenue for the college.

IV. Executive Session

There was no Executive Session held.

V. Next Meeting

The Board of Trustees is currently scheduled for a Work Session and Regular Meeting on Wednesday, May 24, 2023, starting at 3:30 pm.

VI. Adjournment

The meeting adjourned at 6:48 pm.

Clark College

Board of Trustees Special Meeting

Tuesday, May 16, from 4:15 – 5:15 pm

Virtual via Zoom

BOT Attendees: Paul Speer, Cristhian Canseco Juarez, Denise Gideon, Jeanne Bennett

Absent: Rekah Strong

Additional Attendees: Dr. Karin Edwards, AAG Shelley Williams, Jim Wilkins-Luton, Rocio Rodriguez, Brooke Pillsbury, Julie Taylor

Chair Speer: Special Meeting called to order at 4:15 pm, Tuesday, May 16, 2023. The Executive Session is expected to conclude at 5:10 pm.

Chair Speer called the Executive Session for Tenure candidate interviews to order at 4:16 pm.

Tenure Track Candidates:

1. Kevin Edwards (LIB) – Year 1, Quarter 2
Administrator: Julie Austad; Committee Chair: Laura Nagel
2. Tina Jenkins (Mechatronics) – Year 1, Quarter 2
Administrator: Dr. Theo Koupelis; Committee Chair: Ken Luchini
3. Bruce Elgort (Computer Technology) – Year 3, Quarter 8
Administrator: Donna Larson; Committee Chair: Adam Coleman

Chair Speer adjourned the Executive Session at 5:13 pm, reconvening the Special Meeting.

No public comments were made following Executive Session during the Special Meeting.

The Board Special Meeting adjourned at 5:14 pm on Tuesday, May 16, 2023.



SUMMER TERM	2023-2024	2024-2025
July 4 th Holiday	July 4 (T)	July 4 (Th)
Classes begin	July 10 (M)	July 8 (M)
Last Day of Classes	Sept 1 (F)	Aug. 30 (F)

FALL TERM		
Labor Day Holiday	Sept 4 (M)	Sept 2 (M)
Faculty Workday	Sept 15 (F)	Sept 13 (F)
Faculty Workdays, Orientation Week	Sept. 18-22 (5 days)	Sept. 16-20 (5 days)
Classes Begin	Sept. 25 (M)	Sept. 23 (M)
Faculty Workday: Campus In-Service (no classes)	Oct 6 (F)	Oct. 11 (F)
Veterans Holiday	Nov. 10 (F) Observed	Nov. 11 (M)
Faculty Workday (no classes)	Nov. 22 (W)	Nov. 27 (W)
Thanksgiving Holiday	Nov. 23 (Th)	Nov. 28 (Th)
Native American Heritage Day Holiday	Nov. 24 (F)	Nov. 29 (F)
Last Day of Classes	Dec. 8 (F)	Dec. 6 (F)
Final Exams	Dec. 11-14 (M-T-W-Th)	Dec. 9-12 (M-T-W-Th)
Faculty Workdays	Dec. 15 (F), Dec. 18 (M)	Dec. 13 (F), Dec.16 (M)
Winter campus closure	Dec. 23 – Dec. 31 (10 days)	Dec 21 -29 (10 days)
Winter Holiday	Dec. 25 (M)	Dec. 25 (W)

WINTER TERM		
New Year’s Day Holiday	Jan 1 (M)	Jan. 1 (W)
Classes Begin	Jan. 8 (M)	Jan. 6 (M)
Martin Luther King Holiday	Jan. 15 (M)	Jan. 20 (M)
President’s Day Holiday	Feb. 19 (M)	Feb. 17 (M)
Last Day of Classes	Mar. 15 (F)	Mar. 14 (F)
Final Exams	Mar. 18-21 (M-T-W-Th)	Mar.17-20 (M-T-W-Th)
Faculty Workdays	Mar. 22 (F), Mar.25 (M)	Mar. 21 (F), Mar. 24 (M)
Spring campus closure	Mar 26 - 31 (6 days)	Mar 25 – 30 (6 days)

SPRING TERM		
Classes Begin	Apr. 8 (M)	Apr. 7 (M)
Faculty Workday: Campus In-Service (no classes)	Apr. 26 (F)	Apr. 25 (F)
Memorial Day Holiday	May 27 (M)	May 26 (M)
Last Day of Classes	June 14 (F)	June 13 (F)
Final Exams	June 17-18 & 20-21(M-T / Th-F)	June 16-18 & 20 (M-T-W-F)
Juneteenth Holiday	June 19 (W)	June 19 (Th)
Graduation	June 20 (Th)	June 18 (W)
Faculty Workdays	June 24 (M), June 25 (T)	June 23 (M), June 24 (T)

	<u>Fall 2023</u>	<u>Winter 2024</u>	<u>Spring 2024</u>	<u>Fall 2024</u>	<u>Winter 2025</u>	<u>Spring 2025</u>
Instructional Days	50	48	48	50	48	48
Exam Days	4	4	4	4	4	4
Faculty Workdays	10	2	3	10	2	3
	64	54	55	64	54	55

NOTE: For classes that fall on a Monday holiday, instructors will need to adjust schedule to accommodate for instructional time.



MEMORANDUM

DATE: May 15, 2023
RE: **Sabbatical Requests for the 2023-2024 Academic Year**
FROM: Jim Wilkins-Luton, Interim Vice President of Instruction
TO: The Board of Trustees

Attached are sabbatical leave applications for the 2023-2024 academic year. The Professional Placement Advancement Committee (PPAC) recommended approval of the following applicants. In addition, I met with the Associate Vice President of Instruction, the Instructional Deans, and the Associate Deans, on April 19, 2023 and recommend the approval of the following applicants:

Faculty Member	Department	Quarters	Recommended Quarters
(1) Roberto Anitori	BIOLOGY	3	Fall 2023, Winter 2024, Spring 2024
(2) Tobias Peterson	ENGLISH	2	Winter 2024 and Spring 2024
(3) Erika Nava	SPANISH	1	Fall 2023
(4) Senseney Stokes	ART	3	Fall 2023, Winter 2024, Spring 2024

TOTAL **9**

I recommend that all of the applicants on this list be awarded sabbatical leave. My recommendation constitutes a total of ten quarters for the 2023-2024 academic year. Please let me know if you have any questions or need additional information.

Enclosures

Cc:

- File
- Human Resources

Professional Placement and Advancement Committee (PPAC) Clark College Sabbatical Application

Personal Information

1. Full Name:
Roberto Anitori
2. Department/Division:
Biology
3. Unit:
STEM/WPTE
4. Please summarize your proposal in 1-3 sentences.
My project focuses on Undergraduate Research (UGR). Specifically, I will (i) collate and analyze data generated by Clark College undergraduate students, then write and submit a manuscript for publication in a scientific journal; and (ii) conduct novel, undergraduate student-led research on the microbial community living in ice caves in the Mt. St. Helens crater.
5. Term(s) and Year Requested.
Fall 2023, Winter 2024, Spring 2024
6. Have you been awarded sabbatical previously? If yes, please list terms.
No
7. What date did you begin teaching full time at Clark College?
Sep. 2013 (Fall term)

Project Information

8. Provide a detailed description of your proposal, objectives, and plan (travel, formal study, research, where, etc.).

PROPOSAL

My request for a sabbatical is to dedicate focused, extended stretches of time to accomplishing two undergraduate research (UGR)-associated projects. These projects will advance [Clark College's Mission](#) by supporting Social Equity and Guided Pathways.

The proposed projects are undertakings that I am very keen to complete but have simply not been able to for lack of time, as over the past few years I have been highly active at Clark. Apart from my full-time commitment to instructional and other contractual faculty responsibilities, I am now in my 6th year as the lead faculty for the [BUILD-EXITO](#) program, I have been at the forefront of other Clark UGR initiatives since 2013, and have involved students in Mt. St. Helens microbiological research.

I am eager to finish the tasks proposed herein from a professional and intellectual standpoint, but currently have serious concerns that they will not be completed without an extended period of fully protected time to focus on them. As outlined in my answers to questions 10 – 13 below, completion would provide substantial benefits to students, my Department and Unit, while also supporting three of the Clark College Core Themes.

OBJECTIVES

1. Collate, analyse and interpret research data generated by Clark College undergraduate students in BIOL105, BIOL106 and BIOL290 classes, and volunteer interns, then write and submit a manuscript for publication.
→ *Data analysis will occur in collaboration with colleague Dr. Richard Davis (NASA and ex-Clark College instructor).*
2. Conduct undergraduate student-led electron microscope research on rock samples exposed for over two years in glaciovolcanic ice caves on Mt. St. Helens.
→ *To be conducted at Oregon Health & Science University (OHSU).*

PLAN

Relevant background

Over the past few years, together with other faculty, I have been heavily involved in the development of UGR at Clark. One of the main foci has been developing and implementing non-traditional Course-Based Undergraduate Research Experiences, aka CURE classes (Auchincloss et al., 2014). Another focus area I am involved with is the development of transfer pathways that incorporate CURE classes, a recent example being a Biology transfer program map for Clark and Washington State University-Vancouver.

UGR experiences like CUREs provide benefits that directly connect with pathways and equity initiatives. To take just two examples, students of color and women can be excluded from STEM by traditional “weed-out” classes, and CUREs can serve as an engaging introduction or “Gateway” to the scientific process that can draw students uncertain of their academic/career track into a structured pathway (Carpi et al. 2017). Other academic pathway and equity benefits of UGR are detailed in my answer to Question 10.

I teach two CURE classes at Clark: BIOL105, *Antibiotics Research 1* (since 2015) and BIOL106, *Antibiotics Research 2b* (since 2018). These have become something of a showcase of CURE classes at Clark, being promoted in college marketing and media channels. In BIOL105, students screen soil samples for bacteria that produce antibiotics able to kill other microorganisms, then identify those bacteria. In BIOL106, a class I developed from scratch, students take the most promising antibiotic producers from BIOL105, and determine their complete DNA blueprint using a cutting-edge technology called nanopore sequencing (see the [Clark Foundation story and podcast](#)).

As is the goal of all CUREs, BIOL105 and BIOL106 engage Clark students with a unique, authentic laboratory research experience where the results of experiments are unknown, making the class a large departure from traditional lab-based courses with predictable outcomes. In a nutshell, it is more like the real-world of science that students would encounter in the workforce.

Clark was one of 30 pilot members of the nationwide [Small World Initiative](#), originating from Yale University, on which the BIOL105 class is modelled. More recently, [Tiny Earth](#) is another organization promoting the same goal - to engage undergraduate students in the search for novel antibiotics from soil microbes to combat the worldwide problem of antibiotic-resistant infections, the so-called ‘antibiotic crisis’ (Lewis, 2020) that could result in 10 million deaths annually by 2050 (O’Neill, 2014). Currently, hundreds of educational institutions in the USA and worldwide are running Small World and Tiny Earth CURE classes.

The soil samples used by Clark students in the BIOL105 class are collected by either (i) the students, from Clark College grounds or at/near their homes; or (ii) myself, from glaciovolcanic ice caves in the crater of Mt. St. Helens, collected annually since 2017 during interdisciplinary research expeditions conducted by [Glacier Cave Explorers](#) (Sobolewski et al., 2022), and in which my participation is supported by Clark.

Sabbatical Objective #1 - details

Common garden-type soil has long been known to contain numerous antibiotic-producing microbes, and these are the source of many currently prescribed antibiotics. More recently, extreme environments like ice caves are increasingly being screened for new antimicrobials. Work in BIOL105 has shown that bacteria cultured from the Mount St. Helens glaciovolcanic ice caves produce antimicrobial compounds (Anitori et al. 2021 – conference poster, [includes BIOL105/106 student data](#)). However, this data is preliminary and requires more involved

analysis to determine whether these compounds are *novel* antibiotics. Hence, for Objective #1, data generated by students in multiple offerings of BIOL105 and four offerings (W18, W19, Sp22, W23) of the BIOL106 class will undergo detailed analysis and interpretation, followed by the writing and submission of a manuscript for publication in a scientific journal – either one with an educational focus (e.g. *The Journal of Microbiology & Biology Education*) or one with an experimental research focus (e.g. *mBio*; *FEMS Microbiology Letters*). The recent research pre-print by Li et al. (2023) is a good example of the type of education-focused paper that could result from the sabbatical work proposed here.

Sabbatical Objective #2 - details

Dr. Richard Davis (NASA) and I have also been collaborating on a small research project that is tied to the Mt. St. Helens samples used for the *Antibiotics Research* classes. Specifically, we exposed volcanic rock samples for over two years in the glaciovolcanic ice caves, then collected and preserved them. This ‘exposure’ experiment is to test the hypothesis that the ice cave microbes can survive and multiply by using nutrients present in volcanic rocks and gases. I have secured funding from the Mazamas, a Portland climbing organization, to conduct Scanning Electron Microscopy (SEM) analysis of the exposed rock samples. Hence, for Objective #2, two to three Clark undergraduates will be recruited to conduct the SEM analyses at OHSU, under my supervision.

TRAVEL

Only a small part of this proposal will require me to travel to Houston, Texas, for 3 – 4 weeks to collaborate with Dr. Richard Davis, a former Clark College Microbiology BIOL& 260 instructor who is now at NASA Johnson Space Center (JSC) and Texas State University. This trip will focus on conducting analyses of the genomic data that has been generated by BIOL105/BIOL106 students (Objective #1). While I have some experience in genomic bioinformatics (the techniques used to analyse DNA sequences), Dr. Davis has a higher level of expertise and has often mentored me in this field. Furthermore, he has access to powerful computers that will speed up the analyses (please see the Letter of Support from Dr. Davis for details).

9. Provide a detailed time sequence for completion of the project.

Sabbatical Objective #1

Sept – Oct. 2023: collation of data generated by Clark students.

Nov – Dec. 2023: data analysis, including time with Dr. Davis at NASA JSC (Houston).

Dec 2023 – Feb. 2024: manuscript writing and submission.

Sabbatical Objective #2

Late 2023/early 2024: Recruit 2 – 3 Clark students for SEM work.

Mar. – Apr. 2024: SEM work at OHSU.

May – Jun. 2024: analysis of SEM data.

10. Describe how your project will support Clark College's Core Themes (Academic Excellence, Social Equity, Economic Vitality, and/or Environmental Integrity)

This sabbatical supports three Clark's Core Themes - *Academic Excellence*, *Social Equity*, and *Economic Vitality*.

Academic Excellence

"Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking." Source.

- Both sabbatical Objectives, and especially #2 (SEM analyses), support Clark's Guided Pathways by applying the UGR pathway model developed in the BUILD-EXITO program, as outlined below.
 - The goal of this NIH-funded program, that has involved Clark since 2014, is to increase the diversity of biomedical scientists (Richardson et al., 2017). BUILD-EXITO has been very successful in applying a pathway approach to achieving this goal. Briefly summarizing the program, while at Clark the BUILD-EXITO undergraduate students spend a year undertaking various research training activities, including a "Gateway" introduction to research class (BIOL/PSYC 102), a journal club, and a faculty-student learning community (e.g. mentoring and enrichment activities). They then transfer to PSU for the next step in their research training pathway. An important component of their time there involves a 2-year placement in a *Research Learning Community* (RLC), where they devote approximately 10 hours/week conducting research with an established PSU or OHSU research group. BUILD-EXITO, with this undergraduate research pathway as a central feature, has had wonderful success, whether measured by retention (81.2%), graduate school enrollments (34.2% of 146 graduates), or scholarly publications (90 from 60 students) [figures are as of 2020; the annual report from which this data is taken is available upon request]. These successes include Clark students who have gone on to be employed by their RLCs!
 - Sustainability of this successful model is a goal that Clark has been working towards for the past 5 or so years, as the BUILD-EXITO program is approaching the final year (2024) of two 5-year NIH funding cycles. Because it is well suited to, and will therefore advance Clark's Guided Pathway initiatives, part of our goal has been to institute a version of the BUILD-EXITO research pathway that will work at a 2-year college. We already have the first part of this pathway in place – in 2020 our Gateway BIOL/PSYC 102 class was approved as a for-credit course, thereby institutionalizing it at Clark. There are also a few CURE classes that can potentially form part of a Clark Research Pathway, like BIOL105 and BIOL106. What is missing, however, is a component that fulfills the RLC experience at PSU – where students can be involved in a research project of their own, not as in a class, but in an internship-like setup. The SEM research project proposed for my sabbatical objective #2 is therefore essentially a trial run, or proof of concept, to

show that the kind of highly student-beneficial UGR training model used by PSU for BUILD-EXITO can be applied to a 2-year community college.

- By focusing on involving students in ‘real-world’ research projects, undergraduate research classes, by their very nature (often including a laboratory component) contain a large active learning component. UGR classes also lead to increased student engagement and learning, and improved graduation rates and STEM retention (Rodenbusch et al., 2016). UGR also promotes community and belonging (Malotky et al. 2020), learning, and critical thinking skills (Caruso et al., 2016; Staub et al., 2016).
- The publication of a manuscript directly based on student-generated data (Objective #1) will bolster and help validate the various undergraduate research initiatives currently being planned or conducted by Clark College faculty and staff.
- By involving students in the research process (via SEM lab work at OHSU; see Objective #2), this sabbatical directly supports tenets for intellectual growth like discovery, application and critical thinking that are outlined in the Academic Excellence Core Theme.

Social Equity

“Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.” Source.

- Science has traditionally been the province of white males. Fortunately, this imbalance has been changing recently. One example is the BUILD-EXITO program noted above, which aims to increase the diversity of biomedical scientists. BUILD-EXITO has been very successful in opening the door to research for undergraduates from various underrepresented groups, thereby contributing to the elimination of systemic disparities. (Marriot et al, 2021 [I am a co-author]; Keller and Lindwall, 2020).
- Research indicates that undergraduate research, CUREs being a good example, engender greater self-efficacy and science identity, especially for underrepresented students (Carpi et al. 2017).
- Furthermore, Infusion of research into undergraduate classes at community colleges is a good example of a pedagogical strategy to increase equity (Bangera and Brownell, 2014). For example, students like those at Clark traditionally do not have the opportunity to engage in the scientific research process that, say, students at 4-year universities have access to via internships and other avenues. Even at a basic level, for a Clark college student to be able to include some research experience in their résumé is remarkable, something generally not considered possible just a decade ago. Now it is. Indeed, one of my Spring 2023 BIOL106 students recently did just that in her résumé!
- The CURE classes from which the lab data for Objective #1 was obtained have *no prerequisites* (BIOL105, BIOL106, BIOL290). This fact ensures that they are equitable, in that they provide open access to *all* Clark students, not just those with previous STEM credits.

Economic vitality

“Facilitate student learning by providing programs, services, and conditions that improve the economic well being of the students, college, and community.” Source.

- Students helping with data analysis and manuscript writing (Objective #1) or conducting SEM analyses (Objective #2) will learn skills like critical thinking, organization, data analysis, communication, and hypothesis development that are highly valued in the research workforce.
11. Describe how your sabbatical activities will benefit yourself (consider increased knowledge in discipline, skills, inspiration or perspective, ability to produce new work and/or strengthening understanding for issues related to diversity, equity, and inclusion).
- The field of bioinformatics evolves at a rapid pace. Working with the latest methods used by Dr. Davis at NASA JSC will greatly enhance my bioinformatics skills (Objective #1). I will also increase my knowledge in the areas of electron microscopy and biogeochemistry (Objective #2) and scientific writing (Objective #1).
 - Establish new professional contacts and explore possible collaborations at NASA JSC and OHSU.
 - Manuscript publication will enhance my professional academic standing and bolster my *Curriculum vitae*.
 - Having dedicated, protected time to finally accomplish the objectives outlined herein will provide immense personal and professional satisfaction. This is because it has been deflating and frustrating coming to the realization over the past two years that, despite my best intentions, there is simply not enough time to accomplish the projects while also working full-time.
 - A sabbatical will provide a needed break from my BIOL& 260 (*Microbiology*) instructional duties because, while I enjoy the class, I have been teaching 1 – 2 sections of this course almost every term since Fall 2013. While this sabbatical does not directly impact that class, I will return refreshed and eager to teach BIOL& 260.
12. Describe how your sabbatical activities will benefit your department.
- By enhancing my skillset, this sabbatical will benefit my pedagogy because I can share new knowledge with students in both my CURE and my non-CURE classes (e.g. BIOL& 260).
 - Completion of the sabbatical activities will help promote UGR to other Biology faculty, thereby providing them with the incentive to include UGR in their class curricula. It could be the push they require, especially for those with a research background, to make changes (e.g. develop CURE classes) that increase student success... and provide the instructors with the satisfaction of once again conducting research.

- A published manuscript available to the entire scientific community, and based on work conducted by community college undergraduates (a rarity), will enhance the visibility and reputation of the Biology Department within Clark, and among other WA State CTCs, many of whom are currently promoting UGR. It will help place Clark at the forefront of UGR in our State.
- The students involved in the SEM work, along with myself, will present a department seminar to share the results obtained.
- I will also disseminate the new methodologies and research results from sabbatical activities via discussions with colleagues (not only in Biology).
- Opens exciting future opportunities to formally establish Clark College-NASA collaborations. A couple of examples are outlined in the Letter of Support from Dr. Davis.
- The large Mt. St. Helens research endeavors that I have been a part of since 2017 have already been widely publicized, both at Clark and elsewhere. Some examples include:
 - The [Clark College Foundation](#).
 - Three STEM unit seminars
 - [PBS](#)
 - [GEO](#) (the German version of National Geographic).
 - A documentary highlighting the search for new antibiotics in Clark BIOL105/106 will be the main focus of one episode in a 6-part science documentary series on the cryosphere called *Lift the Ice* (produced by [Beach House Pictures](#)). It will air on Curiosity Stream in late 2023 and will include footage of some lab work being conducted with Clark BIOL106 students.
- The Mt. St. Helens research, and especially the above documentary, can serve as a wonderful opportunity to advertise not only the Biology Department and our UGR efforts, but Clark College as a whole – for example, as a promotional tool for the college’s recruitment efforts, similar to the [recently produced STEM videos](#) by the Teaching and Learning Center.

13. Describe how your sabbatical activities will benefit the student experience at Clark College.

- I will incorporate into my classes many of the new skills and methods I will learn as part of this sabbatical. For example:
 - Improve/modify the BIOL105 and BIOL106 curricula by designing new (or revise existing) bioinformatics modules.
- By having extended time away from my day-to-day instructional responsibilities, this sabbatical will give me the space and time to reflect upon my classes and how I can improve them to enhance student success. For example, with respect to my CURE classes (BIOL105, BIOL106) and sabbatical Objective #1, the time will potentially allow me to perceive any weaknesses in the hypotheses or experimental approaches taken and how to correct them in future iterations of the classes. At the larger, department- and college-wide scale, the time away will provide perspective on our current UGR initiatives and help to clarify the priorities and goals of those initiatives.

- During the sabbatical, students will be directly engaged in the research process, learning how it is conducted, thereby providing them with skills they can use to enhance their studies, and also apply when in the workforce. Other ways in which students will benefit are given below.

Objective #1

Students involved in the undergraduate research activities that produced the data for Objective #1 have already experienced the various benefits of involvement in UGR via participation in the BIOL105/106/290 classes or short internships with me. Additionally,

- I plan to include students in the analysis of research data and also as authors in the manuscript, providing invaluable experience (and an entry in their résumé).
- I plan to share the work with a wide audience, via a manuscript, will benefit future students because it will serve as a foundation for further UGR work at Clark.

Objective #2

The SEM work will provide the students involved with

- First-hand experience in cutting-edge approaches and techniques used in the real world, thereby enhancing their future employability.
- Experience in applying the Scientific Method and using critical thinking, skills that provide advantages for both a STEM career and when ascertaining the validity of claims encountered in everyday life (and which is now more critical than ever!)
- Sharing in the excitement that accompanies new scientific discoveries!

14. Has any work been done specifically in preparation for the sabbatical leave project?

- Apart from confirming with Dr. Davis that I can visit NASA JSC, no other specific preparations have been required.
- I will need occasional access to the Clark campus during the sabbatical period to obtain student lab notebooks (Objective #1), experimental samples (Objective #2) and other required necessities. Access to these materials is essential to the success of the projects, and hence to the learning experiences of the students.

15. List any institutions or other organizations which will be affiliated with the project.

NASA Johnson Space Center, Houston (Texas), where Dr. Richard Davis will assist with genomic data analysis (bioinformatics) and interpretation.

16. List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.).

Most of the sabbatical work will not require any funding, as much of it can be completed with Clark resources I already have access to (e.g. my work laptop). The only definitely known costs are associated with the following items

- SEM analyses – to be conducted at the [OHSU Multiscale Microscopy \(MMC\) Core](#) facility. I have already secured a grant of \$3346 from the Portland [Mazamas](#) for this work. I have attached a letter from the OHSU MMC director confirming that the work can be performed there and also supporting documentation from the Mazamas validating the grant funding.
- Trip to Houston, TX (NASA JSC), 2 – 4 weeks. IFDF and Murdock funds will be used for the airfare and cost of living (*per diem*). Free accommodation will be provided by Dr. Davis.

LETTERS OR STATEMENTS OF SUPPORT

- Dr. John McKee, Interim Dean STEM/WPTE, Clark College.
- Dr. Tom Keller, BUILD-EXITO Principal Investigator, Portland State University.
- Dr. Richard Davis, NASA Johnson Space Center, and Texas State University.
- Dr. Travis Kibota, Biology Professor, Clark College.
- Dr. Claudia Lopez, MMC Lab manager, Oregon Health & Science University, Portland. Stating that SEM work can be performed at OHSU.
- Dr. Ralph Shuping, Mazamas Research Committee Chair, Portland. Confirming grant funding for SEM work.

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Documentation and Terms

Please upload a Word Document or PDF “Statement of Support” from your Dean (question 2 in Canvas)

Please upload any supporting documentation including validation of funds awarded by outside organizations (question 2 in Canvas)

By checking the “confirm” box below you have completed the following

- Reviewed Article V – Leaves, Section N – Sabbatical Leave – of the AHE Contract for details and policies related to sabbatical leave (linked in the PPAC/Sabbatical Canvas Shell)
- Discussed your sabbatical leave with your Dean and Dept. Head/Division Chair
- Attached any supporting documentation in question 2 in Canvas



By checking this box I confirm that I accept the following policies:

- I understand that, should I fail to meet the provisions of returning to the College as specified in the Sabbatical Leave Policy, I will reimburse the College for the amount of renumeration received during the period.
- I understand that I am obligated to carry out the activity/activities outlined in the Sabbatical Leave Proposal or must gain approval for an alternative.
- I understand that I am required to submit a Post-Sabbatical Report no later than the end of the first term after returning to the College. Email ppac@clark.edu for details on the expectations of the Post-Sabbatical Report.
- I understand that no additions, revisions, or editing of my application will be accepted after the final application deadline.



Professional Placement and Advancement Committee (PPAC) Clark College Sabbatical Application

Personal Information

1. Full Name:
Answer: Tobias Peterson
2. Department/Division:
Answer: English
3. Unit:
Answer: BEECH
4. Please summarize your proposal in 1-3 sentences.
Answer:

I will conduct a research project on the implications that artificial intelligence chatbots, specifically ChatGPT, hold for the teaching and learning of writing. This project will be conducted in consultation with instructors from Clark's Running Start schools as well as its transfer partners, with the goal of preparing the College's faculty and students to adopt this technology as a tool in support of critical thinking and effective composition, rather than a replacement for those skills. The project will produce three concrete deliverables: a findings report made available to my colleagues in the English department, as well as the broader campus community; a set of suggested revisions to the English department's Policy and Curriculum Guide; and a bank of ENGL&101, ENGL&102, PTWR 135, and ENGL&235 assignments and lessons that prepare students to ethically use ChatGPT to enhance their thinking and writing.

5. Term(s) and Year Requested.
Answer: Winter 2024, Spring 2024
6. Have you been awarded sabbatical previously? If yes, please list terms.
Answer: No
7. What date did you begin teaching full time at Clark College?
Answer:

I began in 2010 in a full-time, temporary capacity (2010-2014). I was hired into a tenure track position in 2014 and granted tenure in 2017.

Project Information

8. Provide a detailed description of your proposal, objectives, and plan (travel, formal study, research, where, etc.).
Answer:

In November of 2022 a new software tool was unveiled, one that has dominated popular and academic headlines ever since. ChatGPT, devised by the research organization OpenAI, is a language generating program (colloquially a "chatbot") that has been "trained" on an immense dataset of texts. This allows the program to respond to a practically limitless variety of user prompts with relevant,

conversational, and coherent text that emulates—and in many cases successfully mimics—college-level writing performed by actual human beings.

In fact, separate studies of the application have shown it capable of producing passing responses to the final exam for the Wharton MBA program and performing at or near a passing level for the United States Medical Licensing Exam (Varanasi). Such successes have attracted unprecedented attention. As of this writing ChatGPT is on track to claim 100 million users, growing at a rate surpassing both TikTok and Instagram (Garfinkle).

The implications for educators are at once obvious and complex. High school English teacher Daniel Herman puts it this way:

If you're looking for historical analogues, this would be like the printing press, the steam drill, and the light bulb having a baby, and that baby having access to the entire corpus of human knowledge and understanding. My life—and the lives of thousands of other teachers and professors, tutors and administrators—is about to drastically change.

Exactly what that change will, or should, mean for Clark's faculty and students will be the focus of my sabbatical project. I propose to study the functionality and application of ChatGPT and its competitors (Google's "Bard" among them) as it pertains to the teaching of writing. The outcome of my work will take the form of three deliverables: a report of my findings, a series of suggested updates to the English department's Policy and Curriculum Guide, and a repository of assignments and lessons that incorporate the use of ChatGPT as an aid to student writing.

More can be said of this third component. The initial response to the emergence of ChatGPT has been to ban its use outright. French university SciencesPo has forbidden it ("Top French university bans"), as has New York City's Department of Education, Oakland Unified, and Seattle Public Schools (Jimenez). To aid institutions in preventing ChatGPT's use, a tool has emerged fast on the heels of the chatbot's rise: GPTZero. This software is designed to detect the presence of artificial intelligence in student writing. The plagiarism detector TurnItIn is currently developing a way to integrate GPTZero's functionality.

While the impulse to discourage plagiarism is understandable, simple prohibition presents a series of questions and problems. The first of these is efficacy. Since its introduction, ChatGPT has undergone a number of significant updates, and will no doubt continue to develop in the sophistication of its responses. While it's likely that GPTZero will evolve with it, relying solely on GPTZero puts authentic student learning in the hands of competing software developers, not educators.

In addition, the applications of ChatGPT beyond the classroom are already being explored. Data scientist Nathan E. Sanders has written an op-ed in *The New York Times* in which he predicts its use by political lobbyists: "an A.I. system with the sophistication of ChatGPT but trained on relevant data could selectively target key legislators and influencers to identify the weakest points in the policymaking system and ruthlessly exploit them through direct communication [and] public relations campaigns." Perhaps more practically concerning for Clark graduates is the potential disruption ChatGPT represents to the workforce, and in particular to those jobs traditionally insulated from technological advances. In an *Atlantic* article entitled "How ChatGPT Will Destabilize White-Collar Work," staff writer Annie Lowrey notes that, "In the most extreme iteration, analysts imagine AI

altering the employment landscape permanently. One Oxford study estimates that 47 percent of U.S. jobs might be at risk.”

Given the potential impacts of ChatGPT on the government, the workplace, and beyond, simply banning its use strikes me as a disservice to student learning. Indeed, a number of educators have begun to incorporate this software into their curricula, taking the approach that, much like spell check, ChatGPT can be taught as an aid to writing and not a replacement. Used mindfully, it can model conventions of writing genres for students, provide content for improving through revision, generate counterarguments to consider, and more. With good teaching, I’m convinced that ChatGPT can be presented to students as a *means*, not as an end.

This is the pedagogical aim that will guide my sabbatical project. I propose to spend the Winter 2024 term conducting research into the full functionality of ChatGPT—both its uses and limitations. As well, I’ll investigate how other educators are adapting their teaching and materials to account for its development. Specifically, this will include outreach to Clark’s four-year transfer partners as well as those high schools that contribute students to Clark’s Running Start population. Finally, I intend to consult with a number of faculty colleagues at Clark who are already discussing ChatGPT’s effects on their teaching (in Biology, Computer Science, Art, and elsewhere).

I will devote Spring 2024 to the completion of my three deliverables. The findings report will be made available to my colleagues in the English department, as well as to the greater college community (including the Teaching and Learning Center, the Office of Instruction, eLearning, and Student Affairs) as a resource for those with questions about ChatGPT. I will also present suggested revisions to the department’s Policy and Curriculum Guide, a document that informs the classroom practice of every English faculty member. Finally, I will draft sample assignments and lessons for ENGL&101, ENGL&102, PTWR 135, and ENGL&235 that incorporate the use of ChatGPT as a teaching aid to enhance students’ critical thinking and written expression, rather than replace those things.

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9. Provide a detailed time sequence for completion of the project.

Answer:

Though tentative, the following project timeline will allow for the completion of my three deliverables:

September-December 2023: Continue informal discussions with intra- and interdepartmental colleagues at Clark regarding the use of ChatGPT in college classrooms. Stay abreast of major advancements in the technology. Refine my Working Bibliography.

January 2024: Begin formal research, focusing on the history and development of ChatGPT and other chatbots powered by artificial intelligence. Explore the functionality of this technology both in academic and workplace settings. Conduct outreach to transfer institution contacts and begin conversations with those faculty partners.

February 2024: Continue formal research, with a specific focus on ChatGPT's reception and use in higher education. Continue to discuss ChatGPT-related policies and philosophies with faculty partners at transfer institutions. Conduct outreach to Running Start institution contacts in Clark's service district and begin conversations with those faculty partners.

March 2024: Continue formal research, with a specific focus on ChatGPT's reception and use in American workplaces (particularly in the field of technical writing). Continue to discuss ChatGPT-related policies and philosophies with faculty partners at Running Start institutions. Informally relay preliminary findings to colleagues in the English department.

April 2024: Begin drafting a formal findings report detailing my research. The intended audience for this report will be Clark College faculty and staff. Begin drafting suggested revisions to the English department's Policy and Curriculum Guide. Attend the Conference on College Composition and Communication in Spokane, WA to conduct additional research on the use of chatbots in college composition.

May 2024: Finalize revisions to the English department's Policy and Curriculum Guide. Continue drafting formal findings report. Begin to draft an assignment and lesson bank, incorporating students' use of ChatGPT in ENGL099, ENGL&101, ENGL&102, and ENGL&235. Attend (funding permitting) the Society for Technical Communication's Summit & Expo in Atlanta, GA to conduct additional research on the use of chatbots in technical writing specifically, and the workplace more generally.

June 2024: Update formal findings report with the latest developments in ChatGPT technology. Complete assignment and lesson bank. Provide project updates to English department, as well as Student Affairs, the Teaching and Learning Center, eLearning, and Office of Instruction.

September 2024: Return to teaching. Share my findings and work with colleagues in the English department and across campus. Make myself available as a resource for those looking to incorporate ChatGPT in their own instruction.

10. Describe how your project will support Clark College's Core Themes (Academic Excellence, Social Equity, Economic Vitality, and/or Environmental Integrity)

Answer:

The work I will complete for my sabbatical project will be in the direct service of at least three of Clark College's four core themes. To begin with, in support of the core theme of Academic Excellence—specifically its charge to “Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking”—this project seeks to incorporate a new technology into the teaching of composition. My work's goal is to provide students with the benefits of research and emerging scholarship regarding ChatGPT and other chatbots powered by artificial intelligence. It hopes to improve student learning by offering those students unfamiliar with this tool an opportunity to discover its ethical applications and to take advantage of this technology as a platform for developing their creativity and critical thinking skills as student writers.

Importantly, the benefits of this project will also support the intended outcome for the Social Equity core theme: “Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.” To date, a number of institutions have labeled chatbot-generated content plagiarism and banned its use outright. Students who have been caught attempting to use this powerful, yet forbidden, technology are failing assignments, failing classes, and facing expulsion. As a result of my work on this project, I hope to coordinate with Student Affairs to create an equitable student conduct policy regarding the use of ChatGPT and related chatbots. This project's aim is to avoid the creation of another layer of discipline and punishment for students, and systemically non-dominant students in particular. By learning how to ethically incorporate tools like ChatGPT into their writing, non-dominant students will not only experience improved educational outcomes, they will also avoid unnecessary academic censure, as well as the stereotype threats, academic barriers, and financial impacts such punishments can produce.

As such, one intended consequence of this project is to “improve the college's [...] social environment,” as envisioned by the Environmental Integrity core theme. It seeks to clarify the ethical use of ChatGPT and mitigate a culture of prohibition and discipline in the classroom. More substantially, my sabbatical will contribute toward “conditions that improve the economic well-being of the students, college, and community,” the stated objective of the Economic Vitality core theme. As

discussed above, the rise of chatbots is poised to disrupt the workplace in unprecedented ways. It's likely that a majority of Clark graduates will come into contact with ChatGPT or a similar technology in their professional settings. This project seeks to align my and my colleagues' instruction in work world writing (specifically in PTWR 135, Introduction to Applied Technical Writing and ENGL&235, Technical Writing) with this emerging reality, providing students with the skills necessary to ethically and effectively use chatbots in their workplace writing.

11. Describe how your sabbatical activities will benefit yourself (consider increased knowledge in discipline, skills, inspiration or perspective, ability to produce new work and/or strengthening understanding for issues related to diversity, equity, and inclusion).

Answer:

The rise of ChatGPT and other tools like it represents the greatest technological development in the field of composition in my lifetime. The shift from typewriters to word processors was merely a formatting revolution. Today we're faced with a revolution in content production. Still, as daunting a challenge as AI chatbots might seem, in my view they also present a unique opportunity. As a teacher, I have always held that college writing is less about a final product than it is about an intellectual process of discovery, reflection, and refinement. My research project will allow me to recenter that process-driven pedagogy with heightened knowledge of my discipline, a broader perspective of ChatGPT's uses and limitations, and a newfound inspiration to teach students to use writing a way of discovering new ways to understand themselves and the world in which they live.

Additionally, this focus on student learning will enable me to provide a more equitable learning environment for my students. Most obviously, by gaining familiarity with artificial intelligence chatbots, my students will be better equipped to succeed in the workplace, where this technology is likely to become commonplace. As well as granting my students more equitable access to professional opportunities, I'll also be providing them with the skills to ethically incorporate ChatGPT into their academic work. In so doing, I'll be helping students to avoid the perils and pitfalls of plagiarism. This will lift an unneeded layer of institutional surveillance and punishment from systemically non-dominant students, allowing them to thrive with the aid of this technology, rather than face censure and discipline for using it.

12. Describe how your sabbatical activities will benefit your department.

Answer:

The English department is currently involved in a years-long professional development initiative, with the goals of promoting Writing for Transfer and equitable teaching and assessment. My research on ChatGPT will support that project by providing guidelines for the inclusion of chatbot technology in composition classes. Such guidance will focus on ways to create an inclusive and equitable learning space that teaches students to ethically incorporate chatbots in their writing practice, as opposed to banning and punishing its use. As well, the likely rise of chatbots in workplace writing will provide additional "real world" models for the teaching of Writing for Transfer, a pedagogical approach that encourages students to develop writing skills for a variety of readers, purposes, and contexts.

As well as this, the outreach I conduct as part of my sabbatical research will provide my colleagues in the English department with additional insights into how ChatGPT and similar tools are being taught to incoming students from our Running Start population, as well as transfer students entering four-year institutions. This information will better prepare the department to meet incoming students where they are, and “tune” instruction to establish more seamless pathways for students to succeed after graduating from Clark College.

13. Describe how your sabbatical activities will benefit the student experience at Clark College.

Answer:

Based on my personal experience, as well as anecdotal evidence, students at Clark are already aware of ChatGPT and its capabilities, and are no doubt currently using this technology in their work for instructors across the campus. At the same time, I’m unaware of any comprehensive instruction being offered to students on how to ethically use ChatGPT, nor any specific college policy governing its use. My sabbatical research aims to provide students with the means to employ these tools in ways that avoid directly plagiarizing, while also contributing to departmental and college-wide policies that clarify its acceptable application in academic work.

In addition to building students’ skills and codifying the ethical use of these tools, my sabbatical work will produce a host of new assignments for composition classes, ones that aim to incorporate ChatGPT and similar tools as an aid to student writing. Examples might include the use of ChatGPT to generate sample passages to revise, counterarguments to challenge or develop students’ thinking, models of writing genres to emulate, and more. At the same time, they’re gaining practical skills in the ethical use of these chatbots, students will also benefit by developing a more robust and efficient writing process, one that can be applied in future academic and professional settings.

14. Has any work been done specifically in preparation for the sabbatical leave project?

Answer:

To date, I have engaged in a number of informal conversations about ChatGPT with colleagues within the English department and across campus, to include faculty in Biology, Computer Science, Engineering, Art, and beyond. As the overwhelming number of article links emailed to me can attest, interest in this technology is high and questions abound regarding its use on campus.

Those emails, in fact, have inspired my accompanying Working Bibliography. I intend to consult each of those sources in the course of my research. The articles, podcasts, videos, and books detail the latest developments in this rapidly evolving technology, and I intend to continue to update this document as relevant updates are published.

15. List any institutions or other organizations which will be affiliated with the project.

Answer:

Funding permitting, I intend to pursue my research at conferences hosted by two major organizations that will provide insights into the role of ChatGPT in composition classrooms and the workplace. These are the Conference on College Composition and Communication and the Society for Technical

Communication, respectively. Though they won't be officially affiliated with my sabbatical, the information presented there will be invaluable to my program of study.

16. List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.).

Answer:

My anticipated expenses include travel and registration fees to the two conferences mentioned above. I intend to devote the full allowance of my IFDF funding to these expenses and plan to request Faculty Development funding for the remainder.

Documentation and Terms

Please upload a Word Document or PDF "Statement of Support" from your Dean (question 2 in Canvas)

Please upload any supporting documentation including validation of funds awarded by outside organizations (question 2 in Canvas)

By checking the "confirm" box below you have completed the following

- Reviewed Article V – Leaves, Section N – Sabbatical Leave – of the AHE Contract for details and policies related to sabbatical leave (linked in the PPAC/Sabbatical Canvas Shell)
- Discussed your sabbatical leave with your Dean and Dept. Head/Division Chair
- Attached any supporting documentation in question 2 in Canvas



By checking this box I confirm that I accept the following policies:

- I understand that, should I fail to meet the provisions of returning to the College as specified in the Sabbatical Leave Policy, I will reimburse the College for the amount of renumeration received during the period.
- I understand that I am obligated to carry out the activity/activities outlined in the Sabbatical Leave Proposal or must gain approval for an alternative.
- I understand that I am required to submit a Post-Sabbatical Report no later than the end of the first term after returning to the College. Email ppac@clark.edu for details on the expectations of the Post-Sabbatical Report.
- I understand that no additions, revisions, or editing of my application will be accepted after the final application deadline.



Professional Placement and Advancement Committee (PPAC) Clark College Sabbatical Application

Personal Information

1. Full Name: **Erika Nava**
2. Department/Division: **Spanish Department. Communities and Humanities Division.**
3. Unit: **BEECH**
4. Please summarize your proposal in 1-3 sentences.

Answer: **I propose one term of Sabbatical to dedicate to active and collaborative research that will increase and enhance my knowledge of Spanish Language teaching/learning to include specific pedagogy and strategies for teaching [Heritage Learners/Speakers of Spanish](#) (HLL). Aside from helping me gain a new perspective and improved awareness of a distinct teaching methodology, this time will provide me with concrete ideas and tools for creating equitable student outcomes and assessment strategies that I can implement to improve retention and success for my HLL students.**

5. Term(s) and Year Requested.

Answer: **Fall 2023**

6. Have you been awarded sabbatical previously? If yes, please list terms.

Answer: **Yes, I was awarded 2 terms of sabbatical in 2014.**

7. What date did you begin teaching full time at Clark College?

Answer: **September 2008**

Project Information

8. Provide a detailed description of your proposal, objectives, and plan (travel, formal study, research, where, etc.).

Answer:

A. Objective: Acquire, share, and apply new pedagogical approaches and methods to better serve and retain HLL students at Clark College.

B. Plan:

1. Research Critical Language Awareness and more specifically Heritage Language Pedagogy and Methodology. Below is a preliminary list of books and articles that I have been recommended by colleagues in the field.

- Loza, S., & Beaudrie, S.M. (Eds.). (2021). *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy* (1st ed.). Routledge. <https://doi.org/10.4324/9781003148227>
- Potowski, K. (Ed.). (2018). *The Routledge Handbook of Spanish as a Heritage Language* (1st ed.). Routledge. <https://doi.org/10.4324/9781315735139>
- Bowles, Melissa A., Torres, Julio, Beaudrie, Sara M., Holmes, Bonnie C., Bello-Urriarte, Adrian, Zamora, Celia Chomón, Bowles, Melissa A., Cuenca, Sara Fernández, Vergara Wilson, Damián, Holguín Mendoza, Claudia. *Outcomes of University Spanish Heritage Language Instruction in the United States*. Georgetown University Press, 2022.
- Holguín Mendoza, Claudia. Critical Language Awareness (CLA) for Spanish Heritage Language Programs: Implementing a Complete Curriculum. <https://www.researchgate.net/profile/Claudia-Holguin-Mendoza>
- Loza, S., & Beaudrie, S.M. Critical Language Awareness in the Heritage Language Classroom: Design, Implementation, and evaluation of a curricular intervention. <https://www.tandfonline.com/doi/abs/10.1080/19313152.2020.1753931>
- Beaudrie, S., Amezcua, A., & Loza, S. (2019). Critical language awareness for the heritage context: Development and validation of a measurement questionnaire. *Language Testing*, 36(4), 573–594. <https://doi.org/10.1177/0265532219844293>

- Goulette, Elizabeth. "Heritage Language Learners in a Mixed Class: Educational Affordances and Constraints." <https://files.eric.ed.gov/fulltext/EJ1249865.pdf>
- Randolph, Linwood J. "Heritage Language Learners in Mixed Spanish Classes: Subtractive Practices and Perceptions of High School Spanish Teachers." *Hispania*, vol. 100, no. 2, 2017, pp. 274–88. *JSTOR*, <https://www.jstor.org/stable/26387779>

2. Attend at least two conferences: Collaborate and network with colleagues, enhance perspectives, and acquire practical approaches. Below are the organizations that offer yearly conferences and other workshops related to the subject of my project proposal. Schedules for 2023-2024 are not available yet, with the exception of ACTFL.

- WAFLT (Washington Association for Language Teaching) Fall 2023 conference. The dates have not been announced yet, [but here is a link to the conference poster for fall 2022](#). This will be the easiest and most cost-effective conference to attend.
- [ACTFL \(American Council on Teaching Foreign Languages\) 2023 Convention and World Languages Expo](#). November 17-19, 2023, Chicago, IL.
- [NSSHL \(National Symposium on Spanish as a Heritage Language\)](#)
- [NHLRC \(National Heritage Language Resource Center\)](#) at the University of California Los Angeles.
- Many colleges and universities offer both in person and online conferences organized by their Heritage Language Programs.

3. Present acquired knowledge and research specifically to the Spanish Department to help us all be better prepared to create equitable outcomes and apply teaching and assessment methods that support our HLL students.

4. Present my research to my colleagues at Clark College.

- I would like to use my research, renewed energy, and better understanding of this complex topic to create a presentation for my colleagues for Fall Focus 2024 and/or other TLC events. I have communicated with Raul Moreno and Lindsey Schuhmacher and they have expressed their interest in this outcome of my proposed sabbatical project. Because I have not done the research yet, I do not know exactly what the presentation will look like. My intention would be to present on Critical Language Awareness in general and how that specifically applies to Heritage Language students in a Spanish classroom. A presentation like this should address issues of equity and promote awareness that fosters a more inclusive campus climate.

* Because this is the current major area of interest and investigation within the field of Language teaching and acquisition in the United States, I believe that this project is the base for further practical applications, presentations and curriculum development. I also see the future possibility and importance of creating a course designed specifically for Heritage Language Learners offered by the Spanish Department at Clark College.

9. Provide a detailed time sequence for completion of the project.

Answer: I cannot provide a perfectly detailed time sequence as that will depend on the conference and workshop offerings and dates that I do not have yet.

- **September-October 2023: Independent research / attend WAFLT conference**
 - **October-November 2023: Independent research/ attend available online workshops and conferences**
 - **November-December 2023: Attend ACTFL conference / create equitable student outcomes and assessment strategies for HLL students to implement beginning in winter term 2024 / create presentation for colleagues at Clark College summarizing my research and acquired knowledge.**
10. Describe how your project will support Clark College's Core Themes (Academic Excellence, Social Equity, Economic Vitality, and/or Environmental Integrity)

Answer: Many colleges and universities around the nation are focusing on creating programs specifically designed for Heritage Language Learners (HLL) to address the specific needs of this population and create a more equitable experience for these students wanting to “improve” the language they grew up speaking, hearing, and learning at home. In our Spanish Department at Clark College, we have historically taught Second Language Learners (SLL) using methods and pedagogy designed for adult language acquisition, to students who typically have little to no real-life experience with the language. Clark does not have a specific program or even a course designed specifically for Heritage Language Learners, however, we do have an increasing population of HLL students who want to take Spanish classes. So, as a department, we have made the decision to guide these students and welcome them into the Spanish 221-222-223 multi-level cluster course, which is the highest level we offer. This solution provides the “space” and the intention, but does not address the issue of Critical Language Awareness or the distinct teaching methods that will benefit these students most.

Therefore, I believe that my project most definitely supports Clark College’s Core Themes, especially Academic Excellence and Social Equity. I have almost 25 years of experience teaching traditional Second Language Learners, but I am just beginning to crack the surface into the world of Heritage Language Learners. I recognize the differences, and I know that it is imperative for me to educate myself on the theories, pedagogy, and best practices of Heritage Language teaching and learning to help support the success of all our students, regardless of where or how they started their journey with Spanish. I know that teaching HLL with the same pedagogy that I use to teach Second Language Learners is an equity issue. Historically, many HLL students drop Spanish courses that are designed for SLL students, develop feelings of inadequacy and doubt, because they are in a class that is not being taught *to them*. What I understand about best practices in teaching Heritage Language Learners is to lift them up, give them a voice, validate their experience and knowledge, and help them “improve” while feeling confident and heard. However, I believe it is crucial that I gain more concrete knowledge around how to effectively implement strategies that support those goals. I think that creating an informed and intentional space for HLL students in our classes will have a ricochet effect and help support their confidence and academic success in our department and the college.

11. Describe how your sabbatical activities will benefit yourself (consider increased knowledge in discipline, skills, inspiration or perspective, ability to produce new work and/or strengthening understanding for issues related to diversity, equity, and inclusion).

Answer: My sabbatical activities will benefit me in a number of ways, both professionally and personally. The obvious goals are to increase my knowledge and enhance my skills as a Spanish professor to better serve all my students in an equitable manner. I also feel that this project will provide inspiration for me and renew my interest in my field by researching something relatively “cutting-edge” and certainly new for me. Teaching Spanish 121, 122 and 123 for my entire career, while rewarding, is becoming less “inspiring” and I need a lift. I want to educate myself and learn something that will be increasingly important in my field. I am interested in feeling confident and capable to really teach to my HLL students, to develop meaningful practices and not just demonstrate my best intentions. This work will inevitably strengthen my understanding for the specific issues of diversity, equity and inclusion facing my HLL students, and make me a stronger teacher and ally because of it.

12. Describe how your sabbatical activities will benefit your department.

Answer: In the Spanish department, we have noticed increasing numbers of HLL students in our courses. This sabbatical project will benefit my colleagues because I will be able to present them with background information, context, and useful, applicable strategies for teaching HLL students. It is important that we are united in our intentions and our understanding of both the “why” and the “how” to be more inclusive Spanish professors.

13. Describe how your sabbatical activities will benefit the student experience at Clark College.

Answer: Trying to separate the benefits that this sabbatical project will have for me as an individual, for the department, the students and the college is difficult because I think that it is all interconnected. There is a “hole” in our department, and I believe we need to fill it. Because of an increased awareness nationally around who Heritage Language Learners are, where they are coming from, why they deserve distinct instruction and how to do that, the field is expanding and recognizing a need that has surely always been there. A lot of times, I get the sense that my

students don't value their own experience with the language and/or the culture that they come from. "I speak bad Spanish" is something I hear a lot. Many of my students are shy to take risks, expose themselves, afraid of making mistakes they have been told they shouldn't make if Spanish "really is" the language of their family. This is a narrative heard and absorbed by the Latinx community, especially that is not first generation. The understanding, implicit or explicit, is that to assimilate, be more successful, more accepted they should not speak Spanish, and so for some, this is a "rusty" skill. In many ways I think there is a lot of bravery involved in signing up for a Spanish class with non-native or non-heritage speakers. Though I am doing my best to create an uplifting safe classroom experience for students of differing levels and experience, I am sure that training and preparation in the specific pedagogy and methodology around Heritage Language Learning will help me to provide a more concretely equitable and beneficial experience for all my students, and as a result enhance their confidence as college students.

14. Has any work been done specifically in preparation for the sabbatical leave project?

Answer: **My interest in this topic has been growing over the past couple of years as I see it becoming more and more pertinent to my job. I have several colleagues that work in Heritage Language Programs, and so I am exposed to the buzz words and over-arching philosophies.**

To gain a little more perspective and help me determine my interest level, I attended an online conference offered by The University of Oregon Spanish Heritage Language Program titled "Oregon Institute on Spanish Heritage Language Education" on Saturday, April 16th, 2022, from 10am-2:30pm.

Recently I have also signed up to participate in the Critical Language Awareness Community of Interest offered through TLC at Clark College that will continue through the spring and beyond.

15. List any institutions or other organizations which will be affiliated with the project.

Answer: N/A

16. List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.).

Answer: **I do not have specific costs yet because registration and promotion of these events for next academic year have not yet been published. I will work within the funds available to me (IFDF, FFDF and BEECH Unit support)**

- I will need to purchase books using my IFDF funds: approximately 150 dollars.
- I will need to fund travel and conference expenses, which I can do using some of my IFDF, some FFDF and BEECH Unit support.
- Most online workshops are free, but I do not have the specific information yet.

Documentation and Terms

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- I understand that I am obligated to carry out the activity/activities outlined in the Sabbatical Leave Proposal or must gain approval for an alternative.
- I understand that I am required to submit a Post-Sabbatical Report no later than the end of the first term after returning to the College. Email ppac@clark.edu for details on the expectations of the Post-Sabbatical Report.
- I understand that no additions, revisions, or editing of my application will be accepted after the final application deadline.



Professional Placement and Advancement Committee (PPAC) Clark College Sabbatical
Application

Personal Information

- 1. Full Name:**
Senseney Lea Stokes
- 2. Department/Division:**
Art Department, Division of Fine Arts
- 3. Unit:**
SOFA
- 4. Please summarize your proposal in 1-3 sentences.**
The main focus of my work will be establishing connections with local businesses and arts organizations to expand internship opportunities for our students in the Art Department. Additionally, I will be pursuing continuing education in my field, and reengaging with my personal creative practice.
- 5. Term(s) and Year Requested.**
Fall 2023-Winter 2024-Spring 2024
- 6. Have you been awarded sabbatical previously? If yes, please list terms.**
Yes: Fall 2013, Winter 2014, Spring 2014
- 7. What date did you begin teaching full time at Clark College?**
Fall 2006

Project Information

- 8. Provide a detailed description of your proposal, objectives, and plan (travel, formal study, research, where, etc.).**

The scope of my sabbatical project is threefold:

1) The focus of my work will be establishing connections with local businesses and arts organizations to expand internship opportunities for our students in the Art Department. 2) I will pursue ongoing education to strengthen my skills in the ever-advancing sphere of digital editing software in my field. 3) I will reengage in my own creative practice and produce new work.

1. I plan to build a database of potential internship placements for our students. The main focus will be to develop and strengthen relationships with local businesses, galleries, design studios, and arts organizations within the region to create opportunities for our students to gain knowledge through work experience in their field of study. My project will begin by compiling a list of potential internship placements for our students. Among the Art Department faculty, we already have many strong relationships within the greater arts community. I have begun my initial list, which will include approximately two dozen connections. As my research and networking expand, I will continue to add

contacts, with the goal of reaching out to at least 50 distinct entities. My plan is to begin meeting with companies in the fall, and continue through the academic year.

I will also be developing a packet to distribute as I meet with potential internship placements. The packet will serve as a template to define the future internship in terms of responsibilities, qualifications, duration, and compensation. I believe this tool will be extremely useful for businesses and organizations to clarify the need for an intern, and define all the details necessary to create a position where the student will gain meaningful experience, and the employer will also benefit. I will work in collaboration with each site to write up clear internship positions to list in the database.

Student internships are an area where the Art Department, the College President, The State, and potential donors are all heavily invested. I have initiated a conversation with the Clark College Foundation to establish a fund that could pay the student interns' salaries. While there are some companies happy to offer paid internships, there are other small businesses that are not able to afford it. This could be a great incentive to develop community partnerships and expand opportunities for our students.

2. Adobe Creative Cloud is a set of applications and services from Adobe Inc. that gives subscribers access to a collection of software used for graphic design, video editing, web development, and photography. I have been working in this software for 25 years, and teaching it for the past 16 years. Adobe rolls out a new version of the software annually, adding new features and updates to the various programs. Photoshop, Lightroom, and Bridge are all software that I teach in the classroom. I have been adapting to the updates and learning on the job to keep up with changes to the software. Adobe just launched the Creative Cloud 2023, and I think it is overdue for me to invest in some formal training to ensure that my understanding and use of newly developed features is fluent and complete, so that I can bring that depth and breadth of knowledge to our students. To this end, I will enroll in online software trainings during each term of my sabbatical.
3. Although not the primary focus of my project, I will continue to develop and produce my own creative art work. I look forward to this opportunity to reengage in my own studio practice. I believe that my engagement with the regional art and design community will be inspiring, and that my increased software knowledge will prompt curiosity and a spirit of experimentation in my work.

9. Provide a detailed time sequence for completion of the project.

March 2023-August 2023

- Build list of potential internship placements and continue discussions with Art Department faculty to expand list and get input on the project.
- Create packet for developing internships (to distribute to potential placements)
- Research online software classes.
- Continue conceptualizing creative projects.

September 2023

- Begin contacting local businesses, galleries, design studios, and arts organizations to schedule meetings.
- Enroll in online software course.
- Acquire materials and begin work on creative projects.

October 2023

- Meet with potential internship placements and continue reaching out to additional contacts.
- Continue online software course.
- Work in the studio.

November 2023

- Meet with potential internship placements and continue reaching out to additional contacts.
- Begin drafting formal internships and compiling database.
- Continue online software course.
- Work in the studio.

December 2023

- Continue drafting formal internships and compiling database.
- Complete online software course.
- Work in the studio.

January 2024

- Continue outreach and meet with potential internship placements.
- Begin to finalize formal internships and add to database.
- Enroll in online software course.
- Continue to work in the studio, and seek peer feedback

February 2024

- Continue outreach and meet with potential internship placements.
- Continue to finalize formal internships and add to database.

- Continue online software course.
- Continue to work in the studio, and complete first projects

March 2024

- Continue outreach and meet with potential internship placements.
- Continue to finalize formal internships and add to database.
- Complete online software course.
- Work in the studio.

April 2024

- Continue outreach and meet with potential internship placements.
- Continue to finalize formal internships and add to database.
- Design hard copy and online database
- Enroll in online software course.
- Work in the studio.

May 2024

- Continue outreach and meet with potential internship placements.
- Continue to finalize formal internships and add to database.
- Complete hard copy and online database format.
- Continue online software course.
- Continue to work in the studio, and seek peer feedback

June 2024

- Begin planning for ongoing maintenance and additions to internship database
- Complete online software course.
- Continue to work in the studio, and complete projects.

September 2024

- Begin student advising and placement into internships

10. Describe how your project will support Clark College's Core Themes (Academic Excellence, Social Equity, Economic Vitality, and/or Environmental Integrity)

Academic Excellence: Internship opportunities provide a tremendous compliment to coursework completed in the Art Department. Access to real job experience within their course of study will contribute to the academic excellence of our students for years to come.

Social Equity: It is often the case that students with social and familial connections have greater opportunities to secure internships and pathways into the workforce. By developing a data base of internships for our students, we can provide greater access to art related work experience for all of our students, breaking down unnecessary systemic obstacles and helping people reach their goals. Additionally, I will be pursuing funding through the Clark Foundation to pay student wages in the case where the host does not pay the intern. Some students have the luxury of working in an unpaid internship, where others need to bring in a paycheck for their time. The goal is to provide equitable opportunities for all of our students, and equal access to career pathways.

Economic Vitality: This project aims to build bridges from our program at Clark into the greater community of art and design. By developing and strengthening relationships with local businesses and arts organizations we can provide our students with pathways into the workforce, which can lead to successful careers and contribute to the economic vitality of the region.

My networking will also increase the visibility of our programs within the community. This exposure has the potential to increase enrollment and philanthropic giving to the college.

11. Describe how your sabbatical activities will benefit you (consider increased knowledge in discipline, skills, inspiration or perspective, ability to produce new work and/or strengthening understanding for issues related to diversity, equity, and inclusion).

Answer: Completing software training will directly benefit my personal creative practice and the effectiveness of my teaching. I will also relish this dedicated time to pursue creative projects of my own. Sabbatical is an opportunity for recharging and re-fueling creative energy. This will provide much needed time and focus for my own artistic practice while making new connections and building relationships with other professional artists and arts organizations.

Most of all, as a first-generation college student from a rural area, I am passionate about creating opportunities for underserved populations to access quality education and pathways into the workforce. This project will be tremendously rewarding for me.

Describe how your sabbatical activities will benefit your department.

Answer: It has been a long-term goal in the Art Department to place our students into internships to provide real-world experience to complement their coursework. Constructing a database of internships will make this a reality. Art students can work with their instructor to identify suitable placements and prepare application materials. This will be an invaluable resource for our department and students alike.

12. Describe how your sabbatical activities will benefit the student experience at Clark College.

Answer: The software skills that I develop through online courses will directly benefit students in the classroom.

In addition to the skills that students build through internships, there will be many incidental benefits, which cannot be entirely foreseen. Often, internships provide pathways for students to enter the workforce. Internships provide networking opportunities and relationship building that can lead to job opportunities and shape entire careers.

13. Has any work been done specifically in preparation for the sabbatical leave project?

Answer: In my previous position as the Director of the Archer Gallery, I made many connections with local artists, galleries, and museums. These contacts will be the starting point for my outreach. I have also sought input from my colleagues in the Art Department to expand this list.

I have begun research into online software courses to continue my training in Adobe Photoshop, Lightroom, and Bridge.

My creative work is ongoing. I have a number of projects conceptualized and am bursting with enthusiasm at the prospect of bringing this work into tangible existence.

14. List any institutions or other organizations which will be affiliated with the project.

Answer: There will not be any institutions or organizations directly affiliated with the project initially, however a main focus will be to develop and strengthen relationships with local businesses, galleries, design studios, and arts organizations within the region to expand opportunities for our students to secure internships and gain entry into the workforce. I am working on a preliminary list of contacts which include: The Columbian, Gravitare, Oregon Contemporary (formerly Disjecta), Radius Arts, the Portland Art Museum, Japanese Garden, Hewlett Packard, Art at the Cave, and IPRC (Independent Publishing Resource Center).

Locations where students from Clark have previously gotten internships or jobs in the field include: Mudshark Studios, Elemental Studios, Portland Trail Blazers photography internship, Bramble Workshop, Bu-Kai Design, Silver Lining Ceramics, Cook on Clay, and the Marshall Center (Vancouver Parks and Rec.). I look forward to reconnecting with these entities and formalizing an ongoing internship program with them.

I also plan to work with the Clark College Foundation to seek donors and establish a fund that could pay the student interns' salaries.

15. List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.).

Answer: I will use my IFDF and apply for Faculty Development Funding to pay tuition for the online software classes that I complete. I will also seek FFDF to support my own creative projects and the production of new work.

All travel for this project will be local, and I will pay for this out of pocket.

Documentation and Terms

Please upload a Word Document or PDF “Statement of Support” from your Dean (question 2 in Canvas)

Please upload any supporting documentation including validation of funds awarded by outside organizations (question 2 in Canvas)

By checking the “confirm” box below you have completed the following

- Reviewed Article V – Leaves, Section N – Sabbatical Leave – of the AHE Contract for details and policies related to sabbatical leave (linked in the PPAC/Sabbatical Canvas Shell)
- Discussed your sabbatical leave with your Dean and Dept. Head/Division Chair
- Attached any supporting documentation in question 2 in Canvas



By checking this box I confirm that I accept the following policies:

- I understand that, should I fail to meet the provisions of returning to the College as specified in the Sabbatical Leave Policy, I will reimburse the College for the amount of remuneration received during the period.
- I understand that I am obligated to carry out the activity/activities outlined in the Sabbatical Leave Proposal or must gain approval for an alternative.
- I understand that I am required to submit a Post-Sabbatical Report no later than the end of the first term after returning to the College. Email ppac@clark.edu for details on the expectations of the Post-Sabbatical Report.
- I understand that no additions, revisions, or editing of my application will be accepted after the final application deadline.





Clark College ASCC Board of Trustees Report

May 2023

Presented by ASCC President Casey Figone

Student Involvement & Campus Climate

- Sixteen (16) clubs currently chartered: Alliance of Counseling Education Students, American Sign Language Club, Authors Association Club, Campus Crusade for Christ Club, Computer Science Club, Health Information Management Club, International Club, Japanese Club, Justice Impacted Club, Korean Club, Megatronics Club, Philosophy Club, Spanish Club, Swing Club, Theater Club, and Veterans of America Club.
- Vice President David Goebel has placed 8 (eight) student committee representatives in the 2023 year.
- Currently working on recruitment for Fall of 2023.
- The ASCC is currently seeking solutions to increase student advocacy and support. ASCC has collected input from the Executive Cabinet and seek to create data centered advocacy infrastructure in collaboration with student groups on campus.
- In collaboration with the Cannell Library, the ASCC has received several mixed complaints regarding First Day Digital Access Materials. The ASCC is working with OER to promote the OER Class Finder Campaign and continue to inform students about reduced costs of textbooks. Students have an issue with the lack of retention of the class materials received from FDDA materials.

Clark College Student Resource Access

- ASCC Student Government has collaborated with the Activities Programming Board to post upcoming events on ASCC Instagram, Facebook, and TikTok. In the same order, our following count is eight-hundred and four (804), one thousand and four hundred (1,400), and thirteen (13).

State-Wide Initiatives

- ASCC President Figone and ASCC Vice president David Goebel will be attending the Legislative Outlook the morning of May 12th.
- The ASCC is working with the League of Women Voters for Clark County and the Washington State Vancouver Student Government to increase advocacy for college legislation and civic rights engagement.

WPEA/UFCW Local 365, Clark College Unit

Board Report for May 2023

MEETINGS

WPEA Steward meeting on Mondays 11:30 AM

COMMUNICATION

Current contact for campus stewards:

Co-Steward Leaders

Courtney Braddock 360-992-2196

Joey Hicklin 360-992-2012

Communications Officer

David Sims 360-992-2132

Representational Stewards

Angela Dawson 360-992-2515

Becky Lindsay 360-992-2575

Member Leaders

Jenny Shadley 360-992-2051

WPEA Classified Staff Updates:

The May 2023 WPEA report will include topics relating to the following:

- Minimal communications with leadership
- Navigating the long-standing Position Description issue with HR
- Experimenting with a new format for bolstering communications between individuals after a communication breakdown
- Welcome the new VP of IT
- Joint-Union budget cuts letter to EC

CCAHE Board of Trustees Report

May 24, 2023

Presented by Suzanne Southerland

CCAHE will report on the following:

- Budget Cuts
- Legislative Cycle
- College Climate

Clark College Foundation
Board of Trustees Report
May 2023

The following represents a few recent highlights of programming, initiatives, and/or projects for Clark College Foundation. It is intended these have a direct effect on the institutional tenets of Clark College.

Equitable Student Experience

- 1) The Foundation has been busy lighting up social media platforms with the help of Chandra Chase. There are a lot changes with positive messages on the platforms. The Foundation hired a student to be the voice of the College, and an uptick of followers has been observed.
- 2) A DEI highlight: With a goal to match students with alumni and community members in their aligned field of study for a one-hour career conversation, four areas to intentionally caseload first-generation students into the program prior to opening for registration for all students were identified and will be implemented soon.

Employee Engagement, Empowerment, and Excellence

Dr. Cruse graciously accepted the Foundation's invitation to speak to the Foundation Board of Directors where she shared some great metrics (in spite of the many challenges in higher education) regarding Clark College's enrollment for spring. She said that enrollment for spring is up and enrollment in general is stabilizing. International student enrollment is at 175% showing a 28% increase from last week even with Visa issues worldwide. She shared further statistics, discussed FTEs and project budgets, populations to focus on retention-wise, metrics and measurement guidelines – current and future – and answered questions from the group.

And to tackle the issue of Running Start enrollment being down statewide, Dr. Cruse noted that Clark College has hired a point-of-contact person to centralize processing and support the applicant.

The Foundation Board was reminded of how vital Dr. Cruse is to the College and to the community.

Community Partners Engagement

- 1) The Foundation, in support of the College, has sponsored a VIP table at the 2023 Legislative Review event this week. Stakeholders will hear from the 17th, 18th, 20th and 49th Districts' legislators to discuss the recently concluded session and the items that affect the business community.
- 2) The Foundation-hosted spring gala is renamed *90 Years of Clark College: A Celebration of Community*. This event will be held at the Ilani Resort in Ridgefield on June 29. This partnership includes a significant contribution from the Cowlitz Indian Tribe and their foundation.

Respectfully submitted,

Calen D. B. Ouellette, CEO
Clark College Foundation

Clark College - Budget Status Report April 30, 2023

Sources of Funds (Revenues)	2022-23 Budget	Revenues to Date	Difference	% Budget Received
<u>Operating Accounts</u>				
State Allocation	45,147,062	29,756,787	(15,390,275)	65.9%
Tuition & ABE/Cares lost revenue	16,602,097	14,936,202	(1,665,895)	90.0%
Running Start /Cares lost revenue	11,938,860	11,845,592	(93,268)	99.2%
Planned use of prior fund balance	4,206,641	-	(4,206,641)	0.0%
Dedicated, matriculation, tech, cont ed	4,142,656	4,590,136	447,480	110.8%
Total Operating Accounts	82,037,316	61,128,718	(20,908,598)	74.5%
<u>Other Accounts</u>				
Grants	3,593,336	2,086,638	(1,506,698)	58.1%
Contracts	750,288	1,414,914	664,626	188.6%
Internal Support & Agency Funds	557,407	921,571	364,164	165.3%
ASCC	2,096,235	1,298,913	(797,322)	62.0%
Bookstore	2,840,911	1,911,079	(929,832)	67.3%
Parking	477,524	271,815	(205,709)	56.9%
Auxilliary Services	2,881,891	2,110,493	(771,398)	73.2%
Financial Aid	20,180,780	16,839,125	(3,341,655)	83.4%
Total Other Accounts	33,378,372	26,854,548	(6,523,824)	80.5%
Total Sources of Funds	115,415,688	87,983,265	(27,432,423)	76.2%

Uses of Funds (Expenses)	2022-23 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
<u>Operating Accounts</u>				
President	1,007,952	642,052	365,900	63.7%
Vice President of Diversity, Equity & Inclusion	862,679	618,668	244,011	71.7%
Vice President of Instruction	52,176,371	38,540,326	13,636,045	73.9%
Executive VP of Operations	10,810,967	8,600,876	2,210,091	79.6%
Vice President of Student Affairs	10,129,763	7,926,641	2,203,122	78.3%
Chief Information Officer	5,198,886	3,918,799	1,280,087	75.4%
Vice President of Human Resources and Compliance	1,850,698	1,550,879	299,819	83.8%
Bank/CC Fees	-	145,740	(145,740)	0.0%
Total Operating Accounts	82,037,316	61,943,981	20,093,335	75.5%
<u>Other Accounts</u>				
Grants	3,593,336	2,138,868	1,454,468	59.5%
Contracts less Running Start	750,288	2,155,894	(1,405,606)	287.3%
Internal Support & Agency Funds	557,407	1,037,840	(480,433)	186.2%
ASCC	2,096,235	1,532,383	563,852	73.1%
Bookstore	2,840,911	2,090,366	750,545	73.6%
Parking	477,524	322,118	155,406	67.5%
Auxilliary Services	2,881,891	1,986,876	895,015	68.9%
Financial Aid	20,180,780	16,597,550	3,583,230	82.2%
Total Other Accounts	33,378,372	27,861,895	5,516,477	83.5%
Total Uses of Funds	115,415,688	89,805,876	25,609,812	77.8%
Difference - Excess (Deficiency)	-	(1,822,610)		

c. Dr. Karin Edwards, Sabra Sand, Vanessa Neal, Nicole Rogers-Marcum, Julie Taylor
e. Michele Cruse, Sudha Frederick, Brad Avakian, Jim Wilkins-Luton, Heather Adams, Brooke Pillsbury
Linda Tuve 5/11/23



CLARK COLLEGE SPRING 2023 ENROLLMENT

Shelley Ostermiller | Interim Associate Dean of Enrollment Services
& Registrar

Vanessa Watkins | Director of Entry Services

Admissions Funnel

Applicant

Orientation (*first time college students only*)

Register/Enroll in classes

Pay for classes

Attend Classes
(*10th day census*)

SPRING 2023 – NEW STUDENTS

1706 applications from new students

- 675 enrolled before admit term
- 230 enrolled in admit term as first term
- 145 applied to different admit term and then came this term
- 240 students completed orientation (*only required for 1st time college students*)

SPRING 2023 – ALL STUDENTS

All State FTE's: Spring term enrollment

- 3,712 (115% of our state enrolled and budgeted target of 3,237 FTE's)

Information pulled from Tableau as of 5/19/2023

SPRING 2023 – ENROLLMENT SUMMARY

Enrollment FTES: 2022-23 Q4 - Spring

		Unduplicated Headcount	Total FTES	State FTES	Contract FTES
Undergraduate	Fully State Funded	7,143	4,995	3,712	1,283
	Grant and Contract Funded	76	39	0	39
	Total	7,219	5,034	3,712	1,322
Continuing Ed.	Grant and Contract Funded	36	0	0	0
	Self-Support	518	78	0	0
	Total	554	78	0	0
Grand Total		7,761	5,112	3,712	1,322

Information pulled from Tableau as of 5/19/2023

SPRING 2023 – ENROLLMENT SUMMARY

Enrolled and Budgeted FTES by Target Groups Total: 2022-23 Q4 - Spring

		BudgetedFTES	EnrolledFTES	Percent of Budgeted FTES Enrolled
Grand Total		4,581	4,992	109%
All State FTES	Total	3,237	3,712	115%
BAS	Total	157	169	108%
	BAS_International		7	
	BAS_not_International		162	
International	Total	32	49	152%
	International_not_BAS		49	
State Less International & BAS	Total	3,049	3,494	115%
	State_Less_International_&_BAS		3,494	
Running Start	Total	1,344	1,280	95%
	Running_Start		1,280	
Other	BEdA		737	
	HighDemandCIP		581	

Information pulled from Tableau as of 5/19/2023

SPRING 2023 – SELECTED POPULATIONS

- BAS
 - 169 (108% of budgeted target of 157)
- INTERNATIONAL
 - 49 (152% of budgeted target of 32)
- RUNNING START
 - 1,280 (95% of budgeted target of 1344)

Information pulled from Tableau as of 5/19/2023

Recruitment Strategies - Spring

- Strong presence and connection with our K-12 partners.
- Work with Transitional Studies to "recruit" their students.
- Strong collaboration with CommMark, ODEI and others.
- Collaboration with Financial Aid on FAFSA/WASFA awareness and application events.
- Continue to foster employer/community relations.

Recruitment Strategies – Ongoing

(Data from Sept 2022 - Mid-May 2023)

- 1:1 Student Onboarding Appointments: 875
 - In Person: 413
 - Virtual: 462
- High School Recruitment Visits: 113
- Community/Employer Outreach Visits: 27
- Virtual Information Sessions: 14
- Zoom Interactions:
 - Summer 2022: 387
 - Fall 2022: 584
 - Winter 2023: 445
 - Spring 2023: 372
 - TOTAL: 1,788

Summer 2023 & Fall 2023

- Continuing Student Registration began May 16
- New Student Registration begins May 23
- New Student Registration Labs
 - For Running Start & Non-Running Start Students
- Running Start Information Nights
 - 5 Virtual sessions held
 - Over 700 prospective students attended

QUESTIONS & THANK YOU!

Special thanks to the following, for ensuring the data reporting was correct:

- *Cecelia Martin* | *Director of Assessment and Institutional Research*
- *Li Yingcong* | *Research Associate in Assessment and Institutional Research*
- *Sabra Sand* | *Vice President of Operations*



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Vanessa Watkins

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