



Clark College

Board of Trustees Work Session Packet

Wednesday, April 22, 2026, at 3:30 p.m.

Location: Penguin Union Building, Room 258-C

Virtual Option:

[Zoom Link](#)

Meeting ID: 835 5861 8811

Passcode: 432808

Dial in: (253) 215-8782

Board of Trustees Work Session Packet, April 22, 2026, at 3:30 p.m.

- 1) Call to Order/Agenda Review – Chair Scarbrough
- 2) Public Comment – Chair Scarbrough
- 3) Executive Session – Chair Scarbrough
Pursuant to RCW 42.30.110 (1)(g), the Board shall convene an executive session to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

Tenure-Track Candidate Interviews – Dr. Terry Brown, Vice President of Instruction
 - a. 3:35 - 3:45 Dannie Nordsiden - AUTO
 - b. 3:47 – 3:57 Benjamin Saunders (Preferred Name: Ben) – MTX
 - c. 3:59 – 4:09 Susan Thornton (Early Tenure) - NURS
- 4) YR 2026-27 Faculty Sabbatical
Presented by Dr. Terry Brown, Vice President of Instruction
- 5) Watermark, a Student Success Software
Presented by Dr. Brown, Byron Ford, Emily Meoz, and Jonathan Woofter
- 6) Adjournment – Chair Scarbrough



2026-2027 SABBATICAL PROPOSALS & RECOMMENDATIONS

**CLARK COLLEGE BOARD OF TRUSTEES WORK SESSION
APRIL 22, 2026**

Recommended Proposals



RECOMMENDED PROPOSALS

Molly Lampros - *Building a Trauma-Informed Education Community of Practice (TIECoP) at Clark College*

Elizabeth Donley - *Mental Health in the Classroom: A Deep Dive*

Jill Darley-Vanis - *Career-Connected Learning in the Humanities*

Kathrena Halsinger - *Supporting the Graphic Design AFA/AA Faculty and Students Amidst Great Change*

Michiyo Okuhara - *Increasing the Visibility and Effectiveness of the Japanese Program*

PROPOSAL NOT RECOMMENDED

Bruce Elgort - *Creating a Fully Documented, Accessibility-First, CS50P-Aligned Instructional Framework for CTEC 121 Introduction to Programming*

Student mental health has emerged as a critical issue in education at all levels. The proposed sabbaticals by Professors Lampros and Donley will build knowledge and capacity amongst the faculty to address students' needs in the context of their classroom engagements.

The proposed sabbatical from Professor Darley-Vanis is very much aligned with the college's Guided Pathways work through our Title III grant, and addresses both employer concerns about personal preparedness for the workplace and the nationwide conversation on the value of a liberal education and higher education more generally.

NOTES

Graphic Design is being fundamentally challenged by artificial intelligence, and the program needs a complete rethinking and reshaping. Japanese is one of only 3 language offerings at the college, and our offerings are relevant to several significant curricular, co-curricular and cultural experiences at the college. The proposed sabbaticals by Professors Halsinger and Okuhara hold promise to fundamentally reshape these important programs at Clark and enhance their contributions to the college's academic and community offerings.

While Professor Elgort's proposal would refashion a critical gateway course for his program, it does not have the potential impact on students, Instruction and the college that the other programs do. We would be willing to find other ways to support this critical work of curricular innovation.

NOTES

Questions?





April 17, 2026

Dear President Edwards:

I have reviewed the sabbatical applications for the upcoming 2026-2027 academic year and the recommendations from the Professional Placement & Advancement Committee (PPAC), and I am pleased to recommend that the following sabbaticals be granted:

1. Molly Lampros - *Building a Trauma-Informed Education Community of Practice (TIECoP) at Clark College*
2. Elizabeth Donley - *Mental Health in the Classroom: A Deep Dive*
3. Jill Darley-Vanis - *Career-Connected Learning in the Humanities*

I am happy to share more about my rationale with you and the Board as requested, but I find these proposals to hold great potential for broad impacts on our students' educational experience and opportunities and/or substantively contributing to the college fulfilling one or more of its critical goals or initiatives.

Please let me know if you need any additional information.

Sincerely yours,

(digital signature)

William (Terry) Brown, Ph.D.
Vice President of Instruction

xc: Vanessa Neal, Vice President, Office of People & Culture
Nicole Rogers-Marcum, Director of Instructional Finance & Operational Support
Professor Lindsay Christopher, PPAC Chair

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



Personal Information

1. **Full Name:** Bruce Elgort
2. **Department/Division:** Computer Technology
3. **Unit:** WPTE
4. **Please summarize your proposal in 1-3 sentences:**

This one-quarter sabbatical will be used to develop a fully documented, accessibility-first, CS50P-aligned instructional framework for CTEC 121 Introduction to Programming. The project will translate existing CS50P materials into a structured, community college–appropriate curriculum that improves consistency, accessibility, and student success across instructional modalities.

5. **Term(s) and Year Requested:** Fall 2026
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?** January 2013

Project Information

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

During a one-quarter sabbatical, I will develop a comprehensive CS50P-aligned instructional framework for CTEC 121 Introduction to Programming, with a specific focus on accessibility, instructional clarity, and student success in a community college environment.

CS50 is a widely recognized introductory computer science program developed by Harvard University that offers free, open courseware to learners and educators worldwide. Its curriculum emphasizes problem solving, computational thinking, and foundational programming skills. CS50P, the Python-focused variant of the course, provides a strong instructional foundation that can be adapted to support introductory programming instruction at Clark College.

CTEC 121 serves as a gateway course for multiple programs within the Computer Technology department. While CS50P provides a strong foundation in Python and problem-solving, its

materials require intentional adaptation to meet the needs of Clark College students, many of whom are first-generation college students, working adults, and learners navigating programming concepts for the first time.

The primary objectives of this project are to align CS50P content with Clark College learning outcomes, document instructional strategies that address common student challenges, and embed accessibility considerations directly into assignments and instructional materials. The work will result in a clearly structured curriculum that supports consistent delivery across online, hybrid, and in-person modalities and can be sustained beyond the sabbatical period. This sabbatical does not involve travel.

The work will be conducted independently through focused curriculum development, documentation, and instructional design.

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

- Weeks 1 to 2: Finalize CS50P to CTEC 121 alignment map and define module-level learning outcomes.
- Weeks 3 to 6: Revise and document instructional materials, including assignment structures, learning maps, and instructor notes addressing common student pain points.
- Weeks 7 to 9: Integrate accessibility-first practices throughout the curriculum, including guidance for inclusive instructional delivery and assignment design.
- Weeks 10 and 11: Finalize documentation, organize materials into a reusable structure, and prepare the curriculum for implementation.
- Finals Week: Review and finalize deliverables for departmental use.

10. Describe how your project will support Clark College's Core Themes (Equitable student experience; Employee engagement, empowerment, and excellence; Community partners engagement; and/or Institutional effectiveness and equity):

This project supports equitable student experiences by providing accessible, clearly structured instructional materials that reduce barriers to learning. It supports institutional effectiveness and instructional excellence by improving curriculum consistency and documentation. The resulting framework will also enhance employee engagement by providing reusable resources that support both current and future faculty.

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):

This sabbatical will strengthen my instructional design skills, deepen my discipline-specific expertise in introductory programming pedagogy, and provide focused time to refine accessibility-centered teaching practices. The project will also allow me to consolidate and document instructional approaches developed through years of teaching experience.

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

The project will provide the department with a clearly documented, CS50P-aligned curriculum framework that can be reused, adapted, and sustained across sections and instructional modalities. The resulting materials will reduce onboarding time for new instructors, support instructional consistency, and strengthen a core gateway course.

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

Students will benefit from a more consistent, accessible, and supportive learning experience in CTEC 121. Clear learning maps, improved assignment structure, and accessibility-first design will reduce confusion, support persistence, and improve student confidence in learning programming fundamentals.

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

Yes. This project builds on existing CS50P-aligned instructional materials currently used in CTEC 121, including learning maps, assignments, instructional resources, and accessibility practices that will be refined and fully documented during the sabbatical period.

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

CS50 at Harvard University program resources will serve as the instructional foundation. No formal affiliation is required. Clark, however, does have a four-year affiliation with CS50.

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

No external funding is requested. This project does not involve travel or additional expenses beyond the sabbatical leave.

Documentation and Terms

Please upload a Word Document or PDF “Statement of Support” from your Dean

Please upload any supporting documentation including validation of funds awarded by outside organizations

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

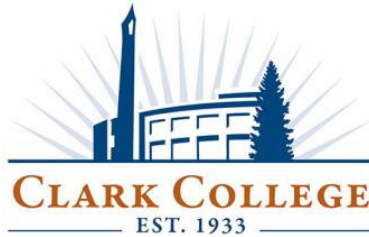
- Reviewed Article V – Leaves, Section N – Sabbatical Leave – of the AHE Contract for details and policies related to sabbatical leave (linked in the PPAC/Sabbatical Canvas Shell)
- Discussed your sabbatical leave with your Dean and Dept. Head/Division Chair
- Attached any supporting documentation



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.





January 9, 2026

Sabbatical Review Committee
Clark College
1800 E. McLoughlin Blvd
Vancouver, WA 98663

Dear Colleagues:

It is with great pleasure that I write this letter of support for Professor Bruce Elgort's Sabbatical Leave application. Bruce is committed to student success, and his proposed work will improve the quality of the curriculum, improve accessibility, and improve student success across instructional modalities.

For his proposed sabbatical, Bruce plans to use Harvard University's CS50P course framework to improve our *CTEC 121: Introduction to Programming* course, focusing on improving accessibility and consistency across all modalities. His work could also serve as a springboard for other faculty in the department in improving the introductory curriculum. The proposed project supports the College's core themes of academic excellence and social equity, as it focuses on improving the quality of the curriculum, and on supporting the students who are the least prepared to succeed in college by providing accessible instructional materials that reduce barriers to learning.

I have no doubt that if selected, Bruce will use this opportunity to expand his efforts to improve the quality work done by the CTEC Department in providing the best support for our students both in and outside the classroom.

I enthusiastically support Bruce's proposal and would be happy to discuss any questions you may have about it.

Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Theo Koupelis".

Dr. Theo Koupelis
Dean, WPTE & STEM
(360) 992-2936
tkoupelis@clark.edu

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



Personal Information

- Full Name: Elizabeth Donley
- Department/Division: English
- Unit: BEECH
- Please summarize your proposal in 1-3 sentences. This project titled, “Mental Health in the Classroom: A Deep Dive” focuses on gaining the knowledge and skills to respond more effectively to the emotional, social, and mental health issues of Clark students. I will do this in three ways: 1) By reading a variety of scholarly articles on this topic, 2) By engaging in guided, meaningful trainings, and 3) By creating a resource guide for Clark faculty sharing what I learned.
- Term(s) and Year Requested: Spring 2027
- Have you been awarded sabbatical previously? If yes, please list terms: Yes. Spring 2018
- What date did you begin teaching full time at Clark College? 2007 (as a full-time temp); 2011 (tenure-track)

Project Information

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

Sabbatical Title

Mental Health in the Classroom: A Deep Dive

Sabbatical Project Objectives

Upon completion of this sabbatical, I will have

1. Gained the knowledge and skills to better support students facing emotional, social, and mental health issues
2. Shared what I learned in a resource guide for other faculty and staff

Background

Like many faculty, I have seen an increase in students in need of emotional, social, and mental health support. As [The JED Foundation reports](#), “nearly 80% of higher education faculty reported having dealt with student mental health issues over the previous 12 months.” Last spring, I had students who shared feelings of self-harm with me, others who experienced intense panic attacks, anxiety, and were struggling with both undiagnosed and diagnosed ADHD.

In addition, I had two students who were neurodivergent, both of whom could be disruptive in and outside the classroom. My experience Fall Quarter 2025 has not been that extreme, but not without incident either. In fact, this fall one of my students shared with me that she was houseless and in need of basic housing support but also needed support for mental and emotional issues. Since I started teaching over twenty years ago, these issues have only increased yet my training in how to support and address these issues has been minimal. I have been operating on instinct and common sense and by using a handful of short trainings as my guide. I'd like to change that as I move forward in my career.

The Plan

1. First, I will start by diving into a variety of recent scholarly articles focused on this topic that may include the following:
 - Duraku, Zamira, et al. "Overcoming Mental Health Challenges in Higher Education: A Narrative Review." *Frontiers in Psychology*. 11 December 2024. DOI 10.3389/fpsyg.2024.1466060
 - Martínez-García, Ariadna, Susana Valverde-Montesino, and Mercedes García-García. "Promoting Mental Health in Higher Education: Towards a Model of Well-Being Factors in Emerging Adulthood." *International Journal of Qualitative Studies on Health and Well-being*, vol 19, no. 1, Dec 2024. EBSCOhost, APA PsycInfo.
 - Riba, Erica B "Towards Defining the Faculty Role in Supporting Student Mental Health." *Current Psychiatry Reports*, vol 27, no. 5, May 2025. EBSCOhost, APA PsycInfo.
 - Severes, Beatriz, Mary Barreto, and Augusto Esteves. "Designing for Mental Health in Higher Education: A Collaborative Approach to Digital Interventions." *Behaviour & Information Technology*, vol 44, no. 10, June 2025. EBSCOhost, APA PsycInfo.
 - Zhang, Yuhong, Gek Lim Mui; Shucen Li, and Yanxia Guo. "Comparative Effectiveness of Psychological Interventions for Improving Self-Compassion among Higher Education Students: Insights from a Network Meta-Analysis." *Mindfulness*, vol 16, no. 9, Sept 2025. EBSCOhost, APA PsycInfo.
2. Next, I will enroll in and complete 4 formal trainings for faculty on supporting students with emotional, social, and mental health challenges. The first training is [The Chronicle of Higher Education's](#) Mental Health Forum course, which will be offered October 2026. This training will be taken prior to my sabbatical beginning but it will also allow me to start building a foundation before starting a more intensive training sequence. The trainings during my sabbatical quarter will be taken from the University of San Diego's Professional and Continuing Education Program. They offer a [Mental Health First Response Certificate](#). There are several courses available through this program, and I plan on completing the first 3, which will leave me only 2 more courses to receive the certification. The entire certification takes a minimum of six months, so I would not be able to complete the certification in full in one quarter.
3. The last step in this project will be to collect the knowledge and skills I gained into a resource guide that I will share with my colleagues. While researching this project, I have come across several resources offered by other colleges and private organizations on which

I will model my guide. These include the [University of Oregon](#), which has guides focused on certain classes like creative writing (a class I regularly teach); [The JED foundation](#), which has a succinct guide for faculty; and [Seize the Awkward Organization](#), which has an interactive website that helps walk faculty (and others) through how to have those difficult conversations when they have a sense something might be wrong.

Post Sabbatical

After I finish my project, I hope to be a resource for faculty and staff on campus. I'd like to lead a Fall Focus workshop. I'd also like to complete the Mental Health First Responder Certificate that I will have started during my sabbatical.

- **Provide a detailed time sequence for completion of the project:** The time sequence follows as described above, with my work starting in October 2026 (before my sabbatical begins) with the Chronicle of Higher Education course. By starting one course before my sabbatical begins, I will be laying a foundation for the major work in spring quarter, so I am better prepared. The Chronicle course is a 3-hour virtual webinar plus additional time on readings and other resources. The webinar will also be recorded so I can refer back to during my sabbatical quarter. After that, during the Spring 2027 quarter, I would be reading the various scholarly articles and taking the courses through the San Diego program simultaneously. The San Diego classes are online and self-paced and, although my one quarter sabbatical will not be enough time to earn the certificate, I plan to complete 3 of the 5 courses and then complete the certificate by the end of Fall 2027. The resource guide will be completed after I've completed the Spring 2027 trainings, but I suspect it will be a document I start creating as I'm reading and learning throughout this process.
- **Describe how your project will support Clark College's Core Themes (Equitable student experience; Employee engagement, empowerment, and excellence; Community partners engagement; and/or Institutional effectiveness and equity)** Equitable Student Experience is at the heart of this project. By becoming more knowledgeable in how to address mental, social, and emotional health issues of my students, I will be more effective at supporting students, so they are successful and are able to be retained and complete their studies at Clark College. The students who face these challenges are those who most often struggle, and those students are often the ones who faculty don't know how to best support. So, this project is about providing a more equitable student experience. If I have the skills and knowledge to effectively address the challenges of these students, I will be able to reach and support more of my students. This also, of course, relates to employee Engagement, Empowerment, and Excellence. This project is about professional growth in an area of vital importance to my work at Clark College. This can only further engage and empower me as a professor and make me more confident in my teaching and support of students, especially in the physical classroom.
- **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)** This entire project is about increased knowledge in a very specific area, and this area is related to diversity, equity, and inclusion. As already mentioned, the students who face these challenges are those who most often are not retained and don't complete. They are often the students who disappear from

class, and who faculty never hear from again. As stated in this [National Educational Association's 2023 article "The Mental Health Crisis on College Campuses,"](#) we are seeing an historic rise in depression, anxiety, and suicide on college campuses with about two-thirds of college students of all races suffering from some mental health issues. However, as the article goes on to explain, white college students are more than twice as likely as Black students to get mental health care. Additionally, according to [The Trevor Project's 2022 study](#), one-third of LGBTQ+ students have considered suicide in the last year with LGBTQ+ students of color and transgender reporting higher rates than those of white and cisgender LGBTQ+ students. This is very much a project that will focus on understanding an issue that is related to diversity, equity, and inclusion. For myself, having the skills up front to spot and to address these issues as they are emerging can only make me a better teacher and a better advocate for my students. On a secondary note, I think this project will also help lower the stress of my job, which has only increased as these issues have increased. Today, faculty need to be more than just teachers, yet few of us have the training or knowledge to do that well. Frankly, that is what causes me more stress than anything in this job.

- **Describe how your sabbatical activities will benefit your department:** By creating a resource guide for my colleagues, this project can benefit my department by providing resources for others who are experiencing the same student issues, which, as already stated, have been increasing. I would be surprised if there are any faculty members in my department who have not experienced a student in some sort of crisis or struggling with a mental, social, or emotional health challenge.
- **Describe how your sabbatical activities will benefit the student experience at Clark College:** As mentioned already, by becoming more knowledgeable in how to address mental, social, and emotional health issues of my students, I will be more effective at supporting students, so they are successful at Clark College. It will help me close the equity gap in my classrooms by learning how to better address these issues that more often fall to LGBTQ+ students and to those students of color who don't seek out help the way white students do. Additionally, creating a resource guide for other faculty will mean that this knowledge I gain will not be used only for my students but can be passed onto others.
- **Has any work been done specifically in preparation for the sabbatical leave project?** I have met with Dr. Bevyn Rowland (Licensed Psychologist, Faculty Counselor, and Professor) in the Clark College Counseling and Health Center for input and support, and Bevyn has agreed to have some check-ins with me throughout my sabbatical as her schedule permits. Additionally, I met with Jody Shulnak, the Director of International Programs. Jodi was one of my contacts when teaching abroad and helped provide support for many of the student issues I encountered. She has also written a letter of support for this sabbatical that I have included with my application. Additionally, I've done research to start collecting articles and to seek out available training options. In particular, I've met with a representative from the JED Foundation, reached out to the University of San Diego and to the Chronicle of Higher Ed to get detailed information about their trainings. Finally, of course, I've met with my Division Chair, Toby Peterson, and my dean Heidi Summers. Both have expressed support for this project with Dean Summers also writing a letter of support that I have included with my application.

- **List any institutions or other organizations which will be affiliated with the project:** I will take trainings through The Chronicle of Higher Education and the University of San Diego’s Professional and Continuing Education Program.
- **List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.)** The Chronicle course last year cost \$395. The costs for the University of San Diego courses are as follows: \$45 (one time certificate fee); \$504 (Introduction to Mental Health First Response (3 units); \$317 Mental Health Prevention Programs and Process (2 units); and \$317 Mental Healthy Triage (2 units). I will use my IFDF funds and apply for FFDF funds to cover the costs of these trainings.

Documentation and Terms

Please upload a Word Document or PDF “Statement of Support” from your Dean

Please upload any supporting documentation including validation of funds awarded by outside organizations

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



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- 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.





January 2, 2026

Dear Professional Placement & Advancement Committee:

I am writing to express my strong support for Elizabeth Donley's sabbatical proposal "Mental Health in the Classroom: A Deep Dive" Elizabeth has been a dedicated faculty member in the English Department since 2011—including serving as the Division Chair for over a decade—and has consistently demonstrated a deep commitment to student success and equity.

Elizabeth's proposed project focuses on gaining knowledge and skills to better support students facing emotional, social, and mental health challenges. This is timely, essential, and deeply personal as she experienced students' mental health challenges first-hand while teaching abroad in Rome in Spring 2025. As student mental health concerns continue to rise, faculty need tools and training to respond effectively. Elizabeth's plan to engage in scholarly research, complete formal mental health response trainings, and develop a resource guide for faculty aligns directly with Clark College's Core Themes of Equitable Student Experience and Employee Engagement, Empowerment, and Excellence.

Elizabeth's proposal reflects thorough preparation and thoughtful planning. She has developed a well-researched framework supported by scholarly research on mental health and pedagogy. The project includes a structured timeline with clear milestones, ensuring that each phase—from the literature review to implementation strategies—is achievable within the sabbatical period. Her goals are realistic and aligned with her expertise and the needs of our college.

Her sabbatical project will not only enhance Elizabeth's ability to support students but will also benefit her department and the broader college community by providing practical resources for faculty. Her work will help to close equity gaps and foster a more inclusive and supportive learning environment for students.

I highly recommend Elizabeth's project and look forward to seeing the positive impact it will have on our students and supporting our faculty in their work.

Sincerely,

A handwritten signature in cursive script that reads "Heidi Summers".

Heidi Summers

Dean of Basic Education for Adults, English, Communications & Humanities



December 16, 2025

Dear Sabbatical Selection Committee,

I am pleased to offer my enthusiastic recommendation for Elizabeth Donley's 2026 sabbatical application. Elizabeth is an exceptional professor whose leadership, teaching excellence, and deep commitment to student success and well-being make her an outstanding candidate for this opportunity. Her proposed project focuses on supporting students' mental, physical and social health in the classroom and is both timely and relevant, with wide-reaching benefits for the Clark College community.

Elizabeth was selected through a competitive statewide process to teach in Florence, Italy, in spring 2013 as part of the Washington State Community College Consortium for Study Abroad (WCCCSA). Her exemplary work there led to her selection for another WCCCSA program in Rome, Italy, in spring 2025. Across both programs, Elizabeth consistently demonstrated an empathetic and thoughtful approach to supporting students' mental health and emotional well-being, especially during periods of culture shock, homesickness, and the challenges inherent to living abroad. These experiences, combined with decades of teaching, position her to excel in this work.

One component of her proposed sabbatical project is the development of a faculty resource guide on supporting student mental health. This guide will be useful for faculty teaching here on campus as well as during study abroad. This resource would be of significant value to the Office of International Programs and to our study abroad consortium, as it directly strengthens our ability to prepare faculty for teaching abroad and to better support our students.

Elizabeth is deeply dedicated to student learning and invests significant time both inside and outside the classroom to ensure their success. She is exceptionally organized, detail-oriented, and communicates with clarity and care. Her professionalism and collaborative approach have earned the respect of faculty and staff across the college. Her ongoing involvement in campus initiatives, including Outcomes Assessment Committee work and English 101 Committee service, demonstrates not only her commitment to professional development but also her unwavering focus on student achievement.

From my experience working with Elizabeth, she is well prepared to undertake and successfully complete this meaningful sabbatical project. I fully support her proposal and am confident that its outcomes will provide lasting benefits for Clark College faculty and for students participating in future study abroad programs.

If you have any questions, please feel free to contact me.

Sincerely,

Jody Shulnak

Jody Shulnak

Director of International Programs, PDSO
Clark College | Vancouver, Washington

JShulnak@clark.edu / (360) 992-2807

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



Personal Information

1. Full Name: Kathrena Halsinger
2. Department/Division: Art/Fine Arts
3. Unit: SoFA
4. Please summarize your proposal in 1-3 sentences.

Overview: I am requesting a sabbatical so that I may focus on my professional development through post-baccalaureate graphic design coursework, which will support my teaching practice and inform needed updates to the Graphic Design AFA/AA curriculum. The design field has changed rapidly in recent years, particularly with the rise of generative AI, and this work will help ensure that what we teach continues to reflect how design is actually being practiced today. Ultimately, this project is about preparing our students with the foundational skills and ways of thinking they will need to succeed in the future.

5. Term(s) and Year Requested: Fall 26 and Winter 27
6. Have you been awarded sabbatical previously? If yes, please list terms: yes, in 2007 and 2015
7. What date did you begin teaching full time at Clark College? January 2001

Project Information

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

The Why: As I return to the classroom after serving as Interim Dean of Social Sciences and Fine Arts for sixteen months, I am struck by how quickly the field of graphic design has changed. Software tools that students are already using, both in my classes and in the workplace, can now generate complex images, automate layout and production tasks, and even create full presentations with minimal effort. These changes are reshaping what it means to be an entry-level graphic designer and, by extension, what we should be teaching in our two-year program. This shift has led me to reflect on some fundamental teaching questions. What graphic

design skills will still need to be performed by my students five years from now? Where do students most need guidance and feedback? How can I best support the development of their critical thinking skills in a landscape where tools can produce instant results? How do we teach students to work *with* new AI tools collaboratively and thoughtfully, rather than relying on them as a shortcut? While many disciplines are understandably cautious about AI in the classroom, design education cannot afford to ignore it. For the sake of our students, we need to lean into these changes thoughtfully and responsibly. Answering these questions well requires focused time, research, and professional learning, which is why a sabbatical feels both timely and necessary.

The What: I am proposing a two-pronged sabbatical project. The first part focuses on updating my own professional skills through coursework and research related to generative AI, design thinking, and human-centered design, while the second part focuses on bringing what I learn back to Clark to leverage those acquired skills, as well as deep research insights, into thoughtful course and programmatic updates for the Graphic Design AFA/AA as well as sharing the knowledge with colleagues.

The How: During the proposed sabbatical, my work would focus on four main areas that directly support my teaching and curriculum development.

1. Learning from other design educators.

This project includes conversations and visits with design faculty at regional community colleges and our university transfer partners to learn how they are responding to changes in the field. These discussions will focus on how programs similar to ours are balancing foundational skills with newer expectations such as design thinking and AI literacy, while maintaining strong transfer pathways and ensure that we can send students well prepared into the university programs. This activity will have the added benefit of forging partnerships with regional colleagues I have yet to meet. As this activity involves only regional travel of short duration, I could achieve it with just my car and some lunch money.

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Professional development will be completed through online workshops and certificate programs, primarily those offered by IDEO U*, including coursework in *AI x Design Thinking* and *Human-centered Insights*. These programs are designed for working professionals and are well suited to translating current industry practices into classroom assignments. Additional self-paced learning through platforms such as LinkedIn Learning and MasterClass will supplement this work and allow for broader exposure to emerging tools and ideas. Costs outlined below in point 15.

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Equitable Student Experience:

Time to get real for a moment. As the program head, I consider it a primary responsibility to ensure that our students have access to a curriculum that reflects how design is actually practiced today. It must be relevant and it must be up-to-date. First-generation students and students from historically marginalized communities in particular have a need for a culturally relevant curriculum, an area I have been putting quite a bit of attention toward since I was part of that learning community a few years back. In graphic design, rapid changes driven by AI-assisted tools and automation risk widening equity gaps if students are not explicitly taught how and when to use these tools, and how to evaluate their output critically. This sabbatical will allow me to examine how specifically these emerging design technologies intersect with equity and access. I am keenly aware of the financial disparities that exist in design education and may unfortunately prevent some lower income students from pursuing design careers. One only need to tour the local high schools design classrooms and see the disparities firsthand to understand. Many AI tools are costly, opaque in how they are trained, and results reflect dominant cultural norms. Without intentional instruction, students who already face barriers related to technology access, confidence, or prior exposure are more likely to be disadvantaged. To really let the impact of it sink in, consider how a pencil and piece of paper can be a great leveler when compared to a \$5000 computer set-up with ongoing software subscription costs due monthly. This is what we are facing. But by updating our curriculum to emphasize design thinking, process, critique, and ethical decision making rather than tool mastery alone, this project supports more equitable student outcomes. Students will be better equipped to articulate their design intent, critically analyze AI-generated work, and understand issues of authorship, bias, and cultural representation. This approach helps ensure that success in the program is not limited to students with the greatest prior access to technology and early training. In this way, the proposed work directly supports Clark

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such significant professional development like I am proposing here and honestly, I will be just thrilled to be able to focus on getting up to speed on the latest practices, so I don't feel left behind in this fast-evolving discipline (as I have been starting to feel a little dinosaur-like ever since the advent of generative AI.)

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

How This Will Shape My Teaching and Our Curriculum

Foundational design skills such as composition, typography, color theory, and

critique remain essential, and this sabbatical does not move away from teaching them. What has changed is the context in which students apply these skills, and that context has important equity implications. Students need support learning how to develop creative strategies, evaluate options, clearly explain their thinking, and use new tools ethically and intentionally. For example, it is no longer enough for students to know how to use Photoshop. They also need to understand when and why to use its generative AI features, how to evaluate the results, and how to integrate them thoughtfully into the larger design process.

Students enter the graphic design program with widely varying levels of access to technology, software, and cultural capital related to design. Without careful curriculum design, emerging AI tools can unintentionally reward students who already feel confident and experienced, while disadvantaging those who are still developing their voice, confidence, and critical judgment. This sabbatical will allow me to rethink assignments and assessment practices so that student success is grounded in thinking, process, and ethical decision making rather than polish alone. For example, assignments can be structured to require students to explain their design choices, critique AI-generated outcomes, and reflect on issues of bias, authorship, and accessibility/inclusion in visual communication.

In addition, this work will elevate more diverse designers, case studies, and visual traditions in the curriculum, helping students see themselves and their communities reflected in the field. At the same time, contemporary design practice increasingly emphasizes narrative storytelling, understanding user experience, interdisciplinary collaboration, and inclusive and universal thinking. These areas deserve a stronger and more intentional presence in our curriculum. By emphasizing inclusive/universal/accessible design, narrative storytelling, and critical evaluation of technology, students are better prepared not only to use new tools, but to question them and shape the profession in more equitable ways.

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

No, nothing of significance, only preliminary fact gathering. Some of my knowledge presented in this proposal are things I've been pondering and researching for the past 2.5 years while just trying to stay current in my field.

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

The exact list of colleges for me to visit is pending. My intention would be to reach out to the following universities:

Washington State University Vancouver, University of Washington, Western Washington University, Central Washington University, Eastern Washington University, Portland State University, Western Oregon University, Oregon State University and University of Oregon. If it became necessary to limit these choices, I would prioritize the universities that our students transfer to most frequently: PSU, WWU and WSUV.

The community colleges I would prioritize to reach out to first include: Portland Community College, Mt Hood, Chemeketa, Highline, Whatcom, Spokane Falls, Bellevue College and LCC. If I were to get even 50% yes responses, I would be in great shape. If not, I could easily expand my list of community colleges as there are many more in Washington and Oregon with graphic design programs.

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

I would rely primarily on the Faculty Development Funds available through the Foundation like IFDF and FFDF. It may also be possible to receive some of the local travel funded through unit and department funds since those costs would be modest. Finally, I would be able to contribute personal funding towards any unfunded travel costs if it became necessary.

The workshops through IDEO U cost between \$199 for a 5-hour self-paced course up to \$2,250 for a 5-month certificate program. The majority of the cohort model courses I am interested in cost \$899 for five weeks of instruction, with discounts offered for purchasing two or more classes together. This means I can adapt the courses I take based on availability of professional development funds. The ideal sequence of courses for me would add up to \$5650, but I could also do quite well with a sequence that adds up to \$3850.

Using the current travel reimbursement rates, the trips to regional colleges would range between \$150 for places like Salem/Corvallis, to a high of \$624 to Spokane. The best way to do it would be for me to schedule more than one college visit at each location. For example, if traveling to Spokane, I could hit CWU, EWU and Spokane Falls CC all in the same trip. To travel to all of my 8 top choices, I estimate a total travel expense maxing out at \$2000 total.

The cost of attending the national Design Conference is unknown at this time since the information is not yet published. Last year's educator ticket was \$399.

Documentation and Terms

Please upload a Word Document or PDF “Statement of Support” from your Dean

Please upload any supporting documentation including validation of funds awarded by outside organizations

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



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.





January 9, 2026

PPAC Committee

Clark College

[via applicant]

Dear PPAC Members,

I fully endorse Professor Kathrena Halsinger's 2026-27 sabbatical proposal. Her project is highly relevant both in terms of keeping her current as a practitioner-educator in her field and of revitalizing Clark's Graphic Design program and curriculum. These elements will directly serve Clark's students and improve regional workforce development. They will also strengthen the SOFA Unit as a whole by leading to higher enrollments.

I am struck by Professor Halsinger's recognition that Clark's Graphic Design curriculum and recruitment needs focused interventions related to the sea change of generative AI. Graphic design, as a professional field, has taken a major hit, especially in terms of entry-level positions and pay, due to DIY, AI-enabled systems. The need is greater than ever to prepare students to both harness AI tools and to empower them to utilize the design thinking and theory that will continue to produce ongoing demand for graphic design professionals as technologies change.

Professor Halsinger recognizes, too, that during her tenure as Interim SOFA Dean, Clark's Graphic Design program lost ground and, consequently, enrollment. This clear-eyed assessment points to the urgency of granting her sabbatical now. Her excellent research plan, involving analyzing peer institutions, learning today's best-practices design education, researching regional field professionals' contemporary design practice, and training in relevant, high-level field certifications by a leading design institution, hits all the marks. It is driven by student workforce realities, equity principles of accessibility and financial viability, building bridges with community partners, and improving scholarly/artistic practice and teaching.

I strongly urge you to grant Professor Halsinger's sabbatical for the good of her own growth and the vitality of Graphic Design in Clark's educational portfolio.

Sincerely,

Don Romesburg

Dean of SOFA

September 24 - November 22, 2026 Cohort Courses

AI x Design Thinking Certificate

5-Week Cohort Course

September 24 - November 22

ENROLL

September 24 - December 6, 2026 Cohort Courses

November 5 - December 13, 2026 Cohort Courses



Courses
2026

Course av

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AI CERTIFICATES:

AI x Design Thinking **NEW**

DESIGN THINKING CERTIFICATES:

Foundations in Design Thinking
Advanced Design Thinking

INNOVATION CERTIFICATES:

Business Innovation
Human-Centered Insights
Human-Centered Strategy

LEADERSHIP CERTIFICATES:

Accelerated Change Leadership **NEW**
Foundations in Creative Leadership
Collaborative Leadership
Change Leadership

POWER SKILLS CERTIFICATES:

Communicating for Impact

ALL CERTIFICATES:

All Certificate Programs



Courses
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COHORT COURSES:

Activating Strategy
Creative Thinking for Complex Problem Solving
Cultivating Creative Collaboration
Designing a Business
Designing for Change
Designing Strategy
From Ideas to Action
Human-Centered Service Design
Human-Centered Systems Thinking
Impactful Presentations
Innovating with Data
Insights for Innovation
Leading for Creativity
Leading Complex Projects
Storytelling for Influence

WORKSHOPS:

AI x Design Thinking Series **NEW**
Creative Leadership

SELF PACED COURSES:

Prototyping with AI **NEW**
AI x Design Thinking
From Superpowers to Great Teams
Hello Design Thinking
Power of Purpose
Prototyping for Digital Experiences
Unlocking Creativity

CALENDAR & SEE ALL:

View All Courses
Course Calendar

TOPICS:

AI Courses
Design Thinking Courses
Innovation Courses
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Professional Placement and Advancement Committee (PPAC) Clark College Sabbatical Application



Personal Information

1. Full Name: Kathrena Halsinger
2. Department/Division: Art/Fine Arts
3. Unit: SoFA
4. Please summarize your proposal in 1-3 sentences.

Overview: I am requesting a sabbatical so that I may focus on my professional development through post-baccalaureate graphic design coursework, which will support my teaching practice and inform needed updates to the Graphic Design AFA/AA curriculum. The design field has changed rapidly in recent years, particularly with the rise of generative AI, and this work will help ensure that what we teach continues to reflect how design is actually being practiced today. Ultimately, this project is about preparing our students with the foundational skills and ways of thinking they will need to succeed in the future.

5. Term(s) and Year Requested: Fall 26 and Winter 27
6. Have you been awarded sabbatical previously? If yes, please list terms: yes, in 2007 and 2015
7. What date did you begin teaching full time at Clark College? January 2001

Project Information

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

The Why: As I return to the classroom after serving as Interim Dean of Social Sciences and Fine Arts for sixteen months, I am struck by how quickly the field of graphic design has changed. Software tools that students are already using, both in my classes and in the workplace, can now generate complex images, automate layout and production tasks, and even create full presentations with minimal effort. These changes are reshaping what it means to be an entry-level graphic designer and, by extension, what we should be teaching in our two-year program. This shift has led me to reflect on some fundamental teaching questions. What graphic

design skills will still need to be performed by my students five years from now? Where do students most need guidance and feedback? How can I best support the development of their critical thinking skills in a landscape where tools can produce instant results? How do we teach students to work *with* new AI tools collaboratively and thoughtfully, rather than relying on them as a shortcut? While many disciplines are understandably cautious about AI in the classroom, design education cannot afford to ignore it. For the sake of our students, we need to lean into these changes thoughtfully and responsibly. Answering these questions well requires focused time, research, and professional learning, which is why a sabbatical feels both timely and necessary.

The What: I am proposing a two-pronged sabbatical project. The first part focuses on updating my own professional skills through coursework and research related to generative AI, design thinking, and human-centered design, while the second part focuses on bringing what I learn back to Clark to leverage those acquired skills, as well as deep research insights, into thoughtful course and programmatic updates for the Graphic Design AFA/AA as well as sharing the knowledge with colleagues.

The How: During the proposed sabbatical, my work would focus on four main areas that directly support my teaching and curriculum development.

1. Learning from other design educators.

This project includes conversations and visits with design faculty at regional community colleges and our university transfer partners to learn how they are responding to changes in the field. These discussions will focus on how programs similar to ours are balancing foundational skills with newer expectations such as design thinking and AI literacy, while maintaining strong transfer pathways and ensure that we can send students well prepared into the university programs. This activity will have the added benefit of forging partnerships with regional colleagues I have yet to meet. As this activity involves only regional travel of short duration, I could achieve it with just my car and some lunch money.

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

How This Will Shape My Teaching and Our Curriculum

Foundational design skills such as composition, typography, color theory, and

critique remain essential, and this sabbatical does not move away from teaching them. What has changed is the context in which students apply these skills, and that context has important equity implications. Students need support learning how to develop creative strategies, evaluate options, clearly explain their thinking, and use new tools ethically and intentionally. For example, it is no longer enough for students to know how to use Photoshop. They also need to understand when and why to use its generative AI features, how to evaluate the results, and how to integrate them thoughtfully into the larger design process.

Students enter the graphic design program with widely varying levels of access to technology, software, and cultural capital related to design. Without careful curriculum design, emerging AI tools can unintentionally reward students who already feel confident and experienced, while disadvantaging those who are still developing their voice, confidence, and critical judgment. This sabbatical will allow me to rethink assignments and assessment practices so that student success is grounded in thinking, process, and ethical decision making rather than polish alone. For example, assignments can be structured to require students to explain their design choices, critique AI-generated outcomes, and reflect on issues of bias, authorship, and accessibility/inclusion in visual communication.

In addition, this work will elevate more diverse designers, case studies, and visual traditions in the curriculum, helping students see themselves and their communities reflected in the field. At the same time, contemporary design practice increasingly emphasizes narrative storytelling, understanding user experience, interdisciplinary collaboration, and inclusive and universal thinking. These areas deserve a stronger and more intentional presence in our curriculum. By emphasizing inclusive/universal/accessible design, narrative storytelling, and critical evaluation of technology, students are better prepared not only to use new tools, but to question them and shape the profession in more equitable ways.

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

No, nothing of significance, only preliminary fact gathering. Some of my knowledge presented in this proposal are things I've been pondering and researching for the past 2.5 years while just trying to stay current in my field.

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

The exact list of colleges for me to visit is pending. My intention would be to reach out to the following universities:

Washington State University Vancouver, University of Washington, Western Washington University, Central Washington University, Eastern Washington University, Portland State University, Western Oregon University, Oregon State University and University of Oregon. If it became necessary to limit these choices, I would prioritize the universities that our students transfer to most frequently: PSU, WWU and WSUV.

The community colleges I would prioritize to reach out to first include: Portland Community College, Mt Hood, Chemeketa, Highline, Whatcom, Spokane Falls, Bellevue College and LCC. If I were to get even 50% yes responses, I would be in great shape. If not, I could easily expand my list of community colleges as there are many more in Washington and Oregon with graphic design programs.

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

I would rely primarily on the Faculty Development Funds available through the Foundation like IFDF and FFDF. It may also be possible to receive some of the local travel funded through unit and department funds since those costs would be modest. Finally, I would be able to contribute personal funding towards any unfunded travel costs if it became necessary.

The workshops through IDEO U cost between \$199 for a 5-hour self-paced course up to \$2,250 for a 5-month certificate program. The majority of the cohort model courses I am interested in cost \$899 for five weeks of instruction, with discounts offered for purchasing two or more classes together. This means I can adapt the courses I take based on availability of professional development funds. The ideal sequence of courses for me would add up to \$5650, but I could also do quite well with a sequence that adds up to \$3850.

Using the current travel reimbursement rates, the trips to regional colleges would range between \$150 for places like Salem/Corvallis, to a high of \$624 to Spokane. The best way to do it would be for me to schedule more than one college visit at each location. For example, if traveling to Spokane, I could hit CWU, EWU and Spokane Falls CC all in the same trip. To travel to all of my 8 top choices, I estimate a total travel expense maxing out at \$2000 total.

The cost of attending the national Design Conference is unknown at this time since the information is not yet published. Last year's educator ticket was \$399.

Documentation and Terms

Please upload a Word Document or PDF “Statement of Support” from your Dean

Please upload any supporting documentation including validation of funds awarded by outside organizations

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



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.





January 9, 2026

PPAC Committee

Clark College

[via applicant]

Dear PPAC Members,

I fully endorse Professor Kathrena Halsinger's 2026-27 sabbatical proposal. Her project is highly relevant both in terms of keeping her current as a practitioner-educator in her field and of revitalizing Clark's Graphic Design program and curriculum. These elements will directly serve Clark's students and improve regional workforce development. They will also strengthen the SOFA Unit as a whole by leading to higher enrollments.

I am struck by Professor Halsinger's recognition that Clark's Graphic Design curriculum and recruitment needs focused interventions related to the sea change of generative AI. Graphic design, as a professional field, has taken a major hit, especially in terms of entry-level positions and pay, due to DIY, AI-enabled systems. The need is greater than ever to prepare students to both harness AI tools and to empower them to utilize the design thinking and theory that will continue to produce ongoing demand for graphic design professionals as technologies change.

Professor Halsinger recognizes, too, that during her tenure as Interim SOFA Dean, Clark's Graphic Design program lost ground and, consequently, enrollment. This clear-eyed assessment points to the urgency of granting her sabbatical now. Her excellent research plan, involving analyzing peer institutions, learning today's best-practices design education, researching regional field professionals' contemporary design practice, and training in relevant, high-level field certifications by a leading design institution, hits all the marks. It is driven by student workforce realities, equity principles of accessibility and financial viability, building bridges with community partners, and improving scholarly/artistic practice and teaching.

I strongly urge you to grant Professor Halsinger's sabbatical for the good of her own growth and the vitality of Graphic Design in Clark's educational portfolio.

Sincerely,

Don Romesburg

Dean of SOFA

September 24 - November 22, 2026 Cohort Courses

-

AI x Design Thinking Certificate

5-Week Cohort Course

September 24 - November 22

ENROLL >

September 24 - December 6, 2026 Cohort Courses

+

November 5 - December 13, 2026 Cohort Courses

-



AI CERTIFICATES:

AI x Design Thinking NEW

DESIGN THINKING CERTIFICATES:

Foundations in Design Thinking
Advanced Design Thinking

INNOVATION CERTIFICATES:

Business Innovation
Human-Centered Insights
Human-Centered Strategy

LEADERSHIP CERTIFICATES:

Accelerated Change Leadership NEW
Foundations in Creative Leadership
Collaborative Leadership
Change Leadership

POWER SKILLS CERTIFICATES:

Communicating for Impact

ALL CERTIFICATES:

All Certificate Programs

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COHORT COURSES:

Activating Strategy
Creative Thinking for Complex Problem Solving
Cultivating Creative Collaboration
Designing a Business
Designing for Change
Designing Strategy
From Ideas to Action
Human-Centered Service Design
Human-Centered Systems Thinking
Impactful Presentations
Innovating with Data
Insights for Innovation
Leading for Creativity
Leading Complex Projects
Storytelling for Influence

WORKSHOPS:

AI x Design Thinking Series NEW
Creative Leadership

SELF PACED COURSES:

Prototyping with AI NEW
AI x Design Thinking
From Superpowers to Great Teams
Hello Design Thinking
Power of Purpose
Prototyping for Digital Experiences
Unlocking Creativity

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Design Thinking Courses
Innovation Courses
Leadership Courses
Power Skills Courses

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



Personal Information

1. Full Name: Jill Darley-Vanis
2. Department/Division: English
3. Unit: BEECH
4. Please summarize your proposal in 1-3 sentences. Career-connected learning is vital to pathways work, to our new and revised Academic Plan, and to our communities. While this work is straight-forward in many disciplines and fields, making transparent this same foundation for learning is not as evident in our humanities courses. This sabbatical will address this: using Pacific Northwest Literature as the template course, my focus will be on public humanities work and making career connections both visible and meaningful to students, to community partners, and to the public.
5. Term(s) and Year Requested: W 2027
6. Have you been awarded sabbatical previously? If yes, please list terms: FW 2011-2012; F 2018
7. What date did you begin teaching full time at Clark College? September 2003

Project Information

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

Proposal Title: Transparent Career Connections in the Humanities: Framework, Resources, and Faculty Development.

As Dr. Tia Brown McNair made clear in her Fall 2025 address to the College community, it's imperative that higher education makes clear its connections to careers. We are living in a climate where we are called to be public facing about what students are learning and where they are learning it, and while this work is conspicuous in many fields, the same is not true for the humanities.

Starting with a place-based course I've taught for ten years, Pacific Northwest Literature (ENGL 271), my plan is to modify the template course, making evident its career-connected value. Students in ENGL 271 learn deeply about the PNW as a region—its cultural tendencies, its blights, its sources of pride—but taking this knowledge and making clear its significance to careers is invaluable for those who seek work within the region. Additionally, by working with Stephanie Leeper and community partners and by immersing myself in the scholarship of career-connected learning in the

humanities, I'll revise the course to the point that all term-ending capstones will meet outcomes for this new, front-loaded purpose. The idea is to connect community problems to where they're being addressed: PNW literature will be transformed into a course that industry will recognize, value, and appreciate.

From this initial course revision, my goal is to share the scholarship of career-connected learning in the humanities with humanities faculty and beyond. This information has immediate value, of course, to the English department's new courses in Native American, Latiné, Black/African American, and Asian American, Native Hawaiian, and/or Pacific Islander literature: as both equity and employee engagement practice, these courses could be revised to make career and community connections visible and meaningful. This public humanities work, however, has value far beyond English: the literature review I plan to undertake will provide me with knowledge of adaptive institutional resources that I plan to share with all faculty by way of the soon-to-return Faculty Speaker Series.

For the past five years, the College has supported my service and leadership in the Modern Language Association (MLA), the governing body in the humanities. This year, as Chair of the Higher Education Practices (HEP) Board for the Two-Year College, the session we are providing is entitled "Community College Strengths: Team Practice, Collaborations, and Public Humanities." As the culmination of five years of professional development in this area, this sabbatical proposal will take what I've learned from the national conversation, applying it directly to our community.

Beginning with PNW literature, and in listening to Dr. Brown McNair, my aim is to make transparent student knowledge of place and its complexities, allowing students to transfer this knowledge forward clearly and meaningfully.

Objectives for this sabbatical proposal:

Objective one: Conduct a comprehensive review of best practices and scholarly literature on integrating career application and transparency into humanities curricula.

Objective two: Create (in collaboration with Stephanie Leeper) and/or implement a student-facing tool (e.g., a career skills inventory or reflective portfolio template) to help students recognize and communicate the value of career connections in their humanities education.

Objective three: Redesign the capstone assignment for ENGL 271, Pacific Northwest Literature, to emphasize its career-connected value, where students will collaborate with community partners on a regional problem to end the course. The redesign will be created as the result of identifying and meeting with community partners.

Objective four: Develop a workshop or training series for humanities faculty on embedding transparent career connections into their teaching, one to be shared as part of the Faculty Speaker Series.

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

January 2027: Collect and analyze most recent scholarship regarding public

humanities work and strategies for making clear connections from the humanities to the workplace.

February 2027: Develop, with Stephanie Leeper, the tool (a pre and post) I will use in the course; using Stephanie's connections and adding some of my own, engage with community partners with whom students will be working for capstone projects and presentations in ENGL 271.

March 2027: Revise the course itself (particularly the second half and the capstone project), changing literary selections, if needed, and implementing the revised capstone project in concert with community partners. Continue to meet with community partners in preparation for the launch of the redesign.

Post-sabbatical: Share this work with the College community as a part of the Faculty Speaker Series, coming back to the College after a hiatus of several years.

10. Describe how your project will support Clark College's Core Themes (Equitable student experience; Employee engagement, empowerment, and excellence; Community partners engagement; and/or Institutional effectiveness and equity)

Equitable student experience: Many, even most of our students do not have people in their circles who perform the work that is of interest to them. This project ensures that all ENGL 271 students (to begin) will be connected to and engaging with an organization in the community that is doing meaningful, local work. These community partner connections will have meaning far beyond the course itself.

Employee engagement, empowerment, and excellence: The College has been generous in supporting my work with the Higher Education Practices (HEP) Board of the Modern Language Association (MLA). So often, professional development work stays with the individual and does not come back to the College community. This project is designed to share what I have learned and what I will learn so that all humanities faculty will be able to more clearly articulate the value of a humanities education and so that students will see the value of this work in their communities.

Community partners engagement: While our community partnerships are solid and known in technical programs and some of our transfer programs, this is not true in the humanities. With Stephanie Leeper's help and connections, as well as my own professional connections, I aim to change this.

Institutional effectiveness and equity: I go back to Dr. Brown McNair's speech to the community in September of 2025. It is imperative that we make clear the value of what we are doing; our accreditors say this as well. We don't have the luxury of making assumptions about the value of higher education.

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)

Benefit to self: So often, our scholarly work is siloed and sporadic. This project is connective, meant to deepen and to apply; beyond saying that critical thinking is what we teach in the humanities (which is true), I want to take the conversation further,

going deeper on transparency to the workplace for my own needs as a faculty and for the good of the community in which I live.

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

Benefit to department: While the English department has done a great deal of equity work in the redesign of our composition courses, and, later, revamped our literature offerings to do the same, we have never made the step of community connections and this level of transparency of the value of what we do. This is invaluable and a furthering of the work we have done. We have to communicate the value of what we do more clearly in the community.

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

Benefit to student experience: Students are required to complete courses in the humanities as a part of the general education distribution. While some students love this work and relish the opportunity, others are unclear as to why higher education values the humanities in this way. Most saliently, students will begin to build connections outside the College itself, connections that will serve them as they enter the workplace.

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

Work done previously or in preparation: I have served in the department's redesign of our literature offerings and am familiar with why we did this scholarship-based work. This project is a next step, taking what I know from the national conversation at the MLA on community connections and responding to both accreditation feedback and community needs.

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

Community partners with whom Stephanie Leeper has curated relationships; community partners from my own circle, friends, and acquaintances.

16. List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.) I don't see this project incurring any cost to the College.

Instead, I see it as a return on investment from my time in the national conversation at the MLA.

Documentation and Terms

Please upload a Word Document or PDF "Statement of Support" from your Dean

Please upload any supporting documentation including validation of funds awarded by outside organizations

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- I understand that no additions, revisions, or editing of my application will be accepted after the final application deadline.





January 6, 2026

Dear Professional Placement & Advancement Committee:

I strongly recommend Professor Jill Darley-Vanis' sabbatical proposal "Transparent Career Connections in the Humanities: Framework, Resources, and Faculty Development." Jill's proposal is timely and innovative. It advances our institutional priorities in Guided Pathways, Career-Connected Learning, equitable student experiences, and demonstrates connection to the developing Academic Plan—of which Jill is a committee member.

In the English Department, Jill has taught Pacific Northwest Literature, ENGL 271, for a decade. She proposes a thoughtful redesign that foregrounds transparency around purpose, task, criteria, and real-world application. Students will connect regional cultural analysis to community-engaged projects, producing capstone work they can translate into resume bullets and portfolio artifacts. This approach honors humanities while making transferable skills explicit, a balance that is crucial for student engagement, confidence, and career articulation.

Jill's sabbatical proposal aligns powerfully with the national conversation and Clark College's Title III grant on career-connected learning. Jill's proposal is specific to the humanities, a challenge underscored by Dr. Tia Brown McNair in her Fall 2025 address to Clark College. At a time when higher education is called to make the value of humanities education transparent, Jill demonstrates both vision and leadership. Her work seeks to bridge the gap between academic learning and career relevance by embedding clear public-facing connection into humanities curricula—starting with Pacific Northwest Literature and expanding to edequity-focused courses. This approach integrates Dr. Brown McNair's call for intentionality in linking learning to careers and positions Jill as a leader in advancing the humanities in this national conversation.

I am confident Jill has the expertise, partnerships, and project management skills to meet the goals of this innovative project. Her proposal aligns with our advising, career services, and community outreach efforts. The anticipated outcomes—clearer advising language, employer recognized student artifacts, and sustained faculty adoption—will benefit our students and programs well beyond the sabbatical term. For these reasons, I enthusiastically support Professor Jill Darley-Vanis' proposal.

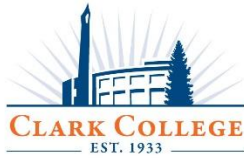
Sincerely,

A handwritten signature in cursive script that reads "Heidi Summers".

Heidi Summers

Dean of Basic Education for Adults, English, Communications & Humanities

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



Personal Information

1. Full Name: Michiyo Okuhara
2. Department/Division: Japanese/Communications and Humanities
3. Unit: BEECH
4. **Please summarize your proposal in 1-3 sentences.** During my sabbatical, I hope to increase the visibility of the department and help make the Japanese program stronger and more sustainable through various projects, which include community engagement, additional extracurricular programs, and OER development. By doing so, I aim to create more opportunities for students to participate, deepen their learning, and build a vibrant and strong Japanese program. I also plan to improve my own skills in kendo, calligraphy, and Japanese studies, so that I can bring even more authentic and inspiring experiences to my students.
5. **Term(s) and Year Requested:** Winter and Spring 2027
6. **Have you been awarded sabbatical previously?** If yes, please list terms: Winter and Spring of 2017
7. **What date did you begin teaching full time at Clark College?** 9/1/2008

Project Information

1. **Provide a detailed description of your proposal, objectives, and plan (travel, formal study, research, where, etc.)** The primary goal of this sabbatical is to strengthen the Japanese language program at Clark College in ways that support enrollment growth, student retention, and long-term program sustainability. The project consists of three interconnected areas: (1) curriculum and OER development, (2) community and institutional engagement, and (3) cultural and professional development.

1. OER Development

Over the past several years, I have created OER (Open Educational Resources) materials for first-year Japanese classes. My next goal is to develop OER materials for second-year courses. A sabbatical would provide the focused time needed to work on this long-term project, and I hope to make significant progress on materials for the three second-year courses.

2. Community Engagement Projects

a: Joyo sister city committee

The Joyo (sister city of Vancouver) Sister City Committee was created and is supported by members of the Vancouver Rotary Club and the City of Vancouver. I have been actively engaged in and have supported sister city activities, including providing translation for visiting delegations and inviting delegations to my classes. The committee's new vision is to increase

student exchanges between the two cities. I would like to support this project further in hopes of attracting more students from Japan to Clark College.

b: Expanding community education in Japanese language and culture.

I have offered Japanese cultural events and invited community members to increase the visibility of our department. During my sabbatical, I would like to expand these efforts by engaging the community more deeply in Japanese language and culture learning through community education. I hope to grow our community classes by offering additional Japanese language and culture courses, including youth programs such as summer camps. Researching and connecting with qualified instructors in our area would help foster early interest in Japanese language and culture and may increase enrollment in the Japanese department.

c: Researching cultural presenters for Art at Clark.

I have begun working with Ruth Wikler (Foundation) on the Art at Clark program. During my sabbatical, I would like to research cultural groups and presenters across the United States whose work aligns with the program's mission.

d: Exploring a scholarship for the Japanese department.

Some students are unable to continue into second-year Japanese courses due to financial barriers. I would like to work with the Foundation to explore the possibility of establishing a scholarship to support these students.

e: Exploring internship opportunities.

I plan to research potential internship sites for our students, including opportunities in Japan. I have invited business professionals to class through the ATJO (Association of Teachers of Japanese in Oregon) and Portland Japanese Business association last year and learned that students are interested in working for a Japanese company. Possible internship opportunities will increase students' motivation and lead to better retention in the department.

f: Sakura Festival and Early Childhood Education Center

I have supported the Clark College Sakura Festival as a committee member and have worked with the Early Childhood Education Center at Clark. I would like to increase the involvement and quality of the learning of Clark students and children.

3. Cultural and professional development

a: Washoku instructor training

I plan to participate in instructor training for the "Table for Two" Japanese food education program and to incorporate what I learn into my classes and share with the culinary department.

b: Enhancing my calligraphy and kendo skills

By deepening my skills in kendo and Japanese calligraphy during my sabbatical, I will be able to bring more authentic Japanese cultural experiences into my teaching with greater confidence and provide real world examples of both.

1. Provide a detailed time sequence for completion of the project:

1. OER Development (Winter and Spring)

I will work on OER development during the winter and spring terms and share the outcomes with faculty members in the department by June 15.

2. Community Engagement Projects

a. Joyo Sister City Committee (Winter and Spring)

I will attend monthly meetings and present ideas and suggestions to help bring more students

from Japan to Clark's International Programs by June 1.

b. Expanding Community Education in Japanese Language and Culture

I will research instructors and programs for Community Education and submit a proposal to the Community Education department by the end of March. Between April and June, I will support the department in preparing classes so they can be offered in the 2027–2028 academic year.

c. Researching Cultural Presenters for Art at Clark

I will research programs and performers by the end of October so that there will be enough time to discuss and plan presenters between January and March for the Sakura Festival in April.

d. Exploring a Scholarship for the Japanese Department

I will research possible scholarship opportunities in January and February, then reach out to the Foundation in March to discuss establishing scholarships for the Japanese department. I will continue the discussion and application process between April and June, if it is possible to establish a new scholarship.

e. Exploring Internship Opportunities

I will reach out the Japanese American Society of Oregon, the Portland Japanese Business Association, and the Association of Japanese Teachers in Oregon to discuss possible internship opportunities for Clark students. For internships in Japan, I will reach out to the Japanese Consulate, the Japan Foundation, and the Joyo Intercultural Association. I will share the findings with the faculty of the Japanese department by June 15.

f. Sakura Festival and Early Childhood Education Center

Before the Sakura Festival, I will visit the Early Childhood Education Center monthly with Clark students and provide additional Japanese cultural activities for the children.

3. Cultural and Professional Development

a. Washoku Instructor Training

I will complete the Washoku instructor training by March and share the outcomes with the culinary department before June 15th.

b. Enhancing My Calligraphy and Kendo Skills

I will continue practicing calligraphy and kendo throughout the sabbatical, take the kendo test in February, and the calligraphy test in April.

2. **Describe how your project will support Clark College's Core Themes (Equitable student experience; Employee engagement, empowerment, and excellence; Community partners engagement; and/or Institutional effectiveness and equity)** My projects will support Equitable Students Experience by providing accessible OER, and scholarship opportunities. It will promote Employee Engagement, Empowerment, and Excellence by improving my teaching skills and cultural knowledge and experience. It will strengthen Community Partner Engagement through cultural programs and sister-city initiatives. It will also contribute to Institutional Effectiveness and Equity by helping more students participate in and support the long-term sustainability of the program.
3. **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)** This sabbatical will help me improve my knowledge and skills in Japanese language, culture, and teaching, including OER development, kendo, calligraphy, and Washoku education. It will give me new ideas and perspectives for teaching and program development, and help me better support diversity,

equity, and inclusion in my work. I will also gain an expanded network from organizations that I will work with which will provide more resources to improve student outcomes.

4. **Describe how your sabbatical activities will benefit your department:** The department will benefit from new OER materials for second-year courses, stronger community programs, and increased visibility, which will help attract more students and support the long-term sustainability of a strong Japanese program. My growth during the sabbatical will allow the department to offer better teaching, develop new programs, and create meaningful experiences that encourage students to continue studying Japanese.
5. **Describe how your sabbatical activities will benefit the student experience at Clark College:** Students will have access to improved learning materials through the new OER, more chances to participate in cultural programs, and possibilities for scholarships and internships that support their academic and career growth. They will also experience richer and more engaging classes, with authentic Japanese cultural experiences and teaching that deepen their understanding of the language and culture. By participating in school events, such as the Sakura Festival, internships and other community programs, students will be able to connect with the broader community, develop new skills, and feel more motivated to continue studying Japanese.
6. **Has any work been done specifically in preparation for the sabbatical leave project?** I have completed the first-year OER. I have participated in community engagement activities, collaborated with faculty/staff members and local cultural organizations.
7. **List any institutions or other organizations which will be affiliated with the project:** Association of Teachers of Oregon, Joyo Intercultural Association (Japan), Vancouver Rotary Club, City of Vancouver, Table for Two (Washoku Instructor Training), Art at Clark (Ruth Wikler Foundation), Portland Japanese Business bureau, Clark College Community Education Department, Clark College Early Childhood Education Center, Clark College Foundation, Camas Kendo Dojo, Nishiura Style Calligraphy School, Clark College International Programs, Japanese-American Society of Oregon, Japanese consulate in Portland, The Japan Foundation
8. **List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.)** I will use my IFDF and personal funds for the kendo and calligraphy instruction. For students' activities, I am submitting the ASCC funding in January.

Documentation and Terms

Please upload a Word Document or PDF "Statement of Support" from your Dean

Please upload any supporting documentation including validation of funds awarded by outside organizations

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



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- 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.





January 7, 2026

Dear Professional Placement & Advancement Committee:

I am writing to strongly recommend Michiyo Okuhara for sabbatical during Winter and Spring 2027. Michiyo has been a dedicated faculty member in the Japanese Department since 2008 and has consistently demonstrated excellence in teaching, program development, and community engagement.

Her sabbatical proposal is thoughtfully designed to advance Clark College's mission, core themes, and Japanese Department. Michiyo's proposal to develop Open Educational Resources for second-year Japanese courses will make learning more accessible and equitable for our students. Her plans to expand community education programs, foster sister-city partnerships, and explore scholarships and internships will significantly enhance student opportunities and strengthen the sustainability of the Japanese program.

Michiyo's commitment to professional growth in cultural practices such as kendo, calligraphy, and Washoku education will enrich classroom experiences and provide authentic cultural learning for students. These efforts align perfectly with our goals of promoting diversity, equity, and inclusion while deepening our community connections.

Michiyo has a proven record of leadership, innovation, and collaboration, which assures me that she will successfully accomplish the objectives outlined in her proposal to build a stronger and more vibrant Japanese program. I fully support her application and believe her sabbatical project will yield lasting benefits for Clark College, our students, and the broader community.

Sincerely,

A handwritten signature in cursive script that reads "Heidi Summers".

Heidi Summers

Dean of Basic Education for Adults, English, Communications & Humanities

Sabbatical Project Proposal: Building a Trauma-Informed Education Community of Practice (TIECoP) at Clark College

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

Personal Information

1. Full Name: Molly Kathleen Lampros
2. Department/Division: Communication Studies
3. Unit: BEECH
4. **Please summarize your proposal in 1-3 sentences.** The purpose of this sabbatical is to design, develop, and pilot a Trauma-Informed Education Community of Practice (TIECoP) and accompanying peer mentoring network for faculty and staff at Clark College. This project aims to cultivate a collaborative, sustainable professional learning structure that strengthens the college's capacity to support students affected by trauma, chronic stress, and systemic inequities. Through the creation of a shared framework grounded in trauma-informed pedagogy, culturally responsive teaching, and equity-minded practice, my sabbatical project will facilitate cross-disciplinary dialogue, deepen reflective teaching, and foster a community of educators equipped with practical strategies for promoting student well-being and academic success. Ultimately, the Trauma-Informed Education Community of Practice (TIECoP) and peer mentoring network will serve as long-term institutional resources that empower faculty and staff to create safer, more inclusive, and more resilient learning environments for all students.
5. **Term(s) and Year Requested:** One term: Spring, 2027
6. **Have you been awarded sabbatical previously?** If yes, please list terms: No, I have never been awarded a sabbatical.
7. **What date did you begin teaching full time at Clark College?** I was hired as an adjunct in 2010, then served several roles as temporary-full time instructor, on and off, for several years. I was officially hired as a full-time faculty member in 2018 and then later as a tenure-track candidate in 2022. I was awarded tenure status in 2025.

Project Information

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

The Case for Trauma-Informed Education as an Institutional Response

Given the widespread prevalence of trauma and chronic stress among community college students, trauma-informed education (TIE) has been proposed as an evidence-informed approach for promoting student well-being, engagement, and equity (Carello & Butler, 2015; Hammond,

2015; Minahan, 2019). Trauma-informed pedagogical frameworks emphasize safety, trust, choice, collaboration, and empowerment (National Child Traumatic Stress Network [NCTSN], 2020). In educational settings, TIE practices are associated with improved emotional regulation, increased student retention, reduced behavioral disruptions, and strengthened relationships between students and educators (Minahan, 2019). While trauma-informed school interventions have been implemented extensively in K–12 settings, their application in higher education especially, community colleges remain understudied. However, scholars argue that higher education institutions should adopt trauma-informed approaches due to the growing recognition of student trauma exposure and its effects on learning (Carello & Butler, 2015). Increasingly, colleges are introducing training programs, faculty development opportunities, and cross-unit collaborations aimed at embedding trauma-responsive practices into curriculum and pedagogy (Crespi & Politano, 2021). This project seeks to do just that: bring formal trauma-informed education practices and training to faculty and staff at Clark College.

Communities of Practice as Mechanisms for Institutional and Cultural Change

Building a trauma-informed education community of practice (TIECoP) offers a scalable, sustainable method for transforming institutional culture. According to Wenger (1998), communities of practice promote shared learning, collective knowledge building, and professional collaboration grounded in a common purpose. Faculty CoPs improve teaching effectiveness, deepen reflective practice, and strengthen organizational cohesion (Cox, 2004). Implementing a trauma-informed education CoP (TIECoP) at Clark college can catalyze systemic change by:

- Supporting faculty in developing trauma-responsive pedagogical strategies.
- Increasing empathy and awareness of student mental health needs.
- Building cross-departmental collaboration.
- Contributing to student success, persistence, and equitable learning environments.
- Supporting institutional adoption of long-term mental health and DEI strategies.

Because many community colleges lack funding to expand preexisting mental health counseling resources simply due to our growing number of students, embedding trauma-informed support into pedagogy represents a proactive and sustainable method for addressing student needs.

Gaps in Literature and Opportunities for Institutional Innovation

Although research documents high levels of trauma exposure and mental health issues among community college students, there is limited empirical work evaluating trauma-informed education models in community college settings, including Clark College. Most literature focuses on K–12 contexts, clinical interventions, or university-based mental health services. Given the unique demographics and challenges of community college students, there remains a pressing need for applied research and innovation in trauma-informed pedagogy and faculty development. A sabbatical project designed to develop a trauma-informed education CoP can contribute to this emerging area of scholarship, while directly supporting student well-being, faculty capacity, and institutional equity goals.

Rationale for Granting a Sabbatical on Trauma-Informed Teaching and Community of Practice Development

1. Growing Need for Trauma-Informed Approaches

Educational institutions are seeing increasing numbers of students affected by trauma, including adverse childhood experiences, systemic inequities, community violence, mental-health challenges, and the lingering impacts of global crises, including the COVID-19 pandemic. Trauma has direct effects on students' cognitive functioning, emotional regulation, classroom engagement, and academic outcomes. A sabbatical focused on deepening expertise in trauma-informed pedagogies equips our college to respond proactively and ethically to these evolving needs.

2. Enhancing Teaching Effectiveness and Student Success

Trauma-informed education strategies, such as predictable classroom structures, relationship-centered instruction, restorative practices, and universal design for learning have been shown to improve student engagement, retention, sense of belonging, and academic performance. By dedicating time to studying, piloting, and refining these techniques, this Community of Practice can elevate the instructional quality across multiple courses and programs.

3. Building Institutional Capacity, Not Just Individual Expertise

A key outcome of my sabbatical request is the creation of a community of practice; a sustainable, collaborative group of educators who share resources, engage in reflective dialogue, and experiment with trauma-informed methods. This model multiplies the sabbatical's impact by spreading expertise beyond a single instructor, fostering cross-departmental learning, and embedding trauma-informed principles into the culture of Clark.

4. Supporting Faculty Well-being and Professional Development

Trauma-informed education is not only about responding to student needs; it also emphasizes educator well-being, burnout prevention, and reflective practice. The sabbatical would allow me to engage in the deep study, training, and renewal necessary to implement these practices effectively in a COP, benefiting both teaching quality and long-term faculty sustainability.

5. Advancing Equity and Inclusive Excellence

Trauma disproportionately affects students from marginalized communities. Implementing trauma-informed approaches supports equity, reduces disproportionality in discipline and academic outcomes, and strengthens Clark's commitment to inclusive and socially just education. A structured community of practice ensures that this work is ongoing, collaborative, and institutionally aligned.

6. Producing Research, Resources, and Institutional Deliverables

This sabbatical project would provide time to create concrete outputs such as training modules, teaching guides, curricular redesigns, and research on implementation outcomes that the entire college can use. These deliverables support accreditation goals, strategic initiatives, and continuous improvement efforts. They also reinforce our deep sense of community and belonging for students, faculty, and staff.

7. Long-Term Strategic Value

Investing in trauma-informed pedagogy aligns with strategic priorities related to student retention, mental health, academic excellence, and community engagement. This sabbatical project would enable me to bring back well-researched, evidence-based practices that position the institution as a leader in compassionate, innovative, and effective teaching.

This sabbatical project proposes the creation of a Trauma-Informed Education Community of Practice (TIECoP) at Clark College, designed to improve faculty capacity to support students impacted by trauma, chronic stress, poverty, and systemic inequities. Trauma-informed education (TIE) recognizes that trauma significantly affects cognitive load, executive functioning, motivation, and sense of belonging, all of which influence academic persistence (Carello & Butler, 2015; Imad, 2021; SAMHSA, 2014). Community colleges, which enroll higher numbers of first-generation, low-income, and racially minoritized students, are particularly positioned to benefit from trauma-informed institutional practices (Minahan, 2019).

Purpose of the Sabbatical

The primary purpose of this sabbatical is to research, design, and pilot a structured trauma-informed education community of practice (TIECoP) that will continue after the sabbatical concludes. The project will include formal study of trauma-informed pedagogy, curriculum development, design of a Canvas-based resource hub, and facilitation and design of a comprehensive Community of Practice for Clark College faculty and staff.

Objectives:

- Synthesize foundational and emerging scholarship on trauma-informed teaching and learning.
- Develop a sustainable community of practice grounded in the work of Wenger (1998) and Wenger-Trayner & Wenger-Trayner (2015), emphasizing collaborative inquiry and reflective practice.
- Create shared faculty resources, including reading lists, Trauma-Informed Course Design templates, and culturally responsive practices aligned with equity-focused pedagogies (Hammond, 2015).
- Pilot a Trauma-Informed Education Learning Community (TIECoP) to evaluate feasibility, interest, and future scalability.
- Produce a final report and workshop series to disseminate findings to the college.

Plan for Study, Research, and Travel The sabbatical will include:

- Formal study through reading and annotating 20-25 scholarly sources and evidence-based practitioner guides.
- Attend a virtual trauma-informed educator conference through the Crisis & Trauma Resource Institute (CTRI).
- Observation of existing trauma-informed learning communities at peer institutions (conducted virtually when possible).
- Development of a pilot learning community, including recruitment, facilitation guides, and assessment tools.

*Note: All work will be conducted remotely or on campus as needed, with no travel required. *

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

Time Sequence (3-Month Overview)

Month 1 & 2– Research & Design

- Read and analyze existing books, research, and articles in the field.
- Literature review; expert consultations.
- Develop CoP framework.
- Develop pilot materials.
- Attend workshops/training sessions.

Month 3 – Pilot Community of Practice

- Work with Cannell Library to secure existing literature around Teaching Informed Education (TIE) and other mental health resources.
- Create full framework for CoP lessons including materials and lessons on trauma-informed pedagogy.
- Work with the Teaching and Learning Center to create CoP
- Develop peer mentorship program for CoP participants.
- Support ongoing reflection, write ups, and resource sharing.
- Produce final report.

Post Sabbatical – Assessment & Dissemination

- Plan and deliver campus workshops.

Calendar of Sabbatical Events

Week(s)	Task	Outcomes	Deliverables
One & Two	Finalize project scope, goals, and definition of community practice structure.	Clear understanding of faculty needs and gaps in trauma-informed pedagogy knowledge.	2-page needs assessment summary. Draft TIE-CoP vision statement and guiding principles.

	Conduct a rapid needs assessment (short survey, faculty conversations, review institutional mental-health data).		
Three, Four, & Five	<p>Finalize literature review on trauma-informed pedagogy, mental health service gaps, and community college student needs.</p> <p>Extract frameworks relevant to higher education (e.g., SAMHSA, Perry’s neurosequential model, CARE principles).</p> <p>Work with Cannell Library to identify existing resources and literature.</p>	Evidence-based foundation for workshop curriculum.	<p>Annotated bibliography.</p> <p>Literature review in APA format.</p>
Six	<p>Map trauma-informed principles to teaching behaviors (safety, trust, empowerment, collaboration, cultural responsiveness).</p> <p>Attend online workshops for trauma-informed education strategies.</p>	A structured model of trauma-informed teaching competencies.	<p>Competency matrix</p> <p>Draft learning objectives</p>
Seven	<p>Design the workshop structure.</p> <p>Draft session agendas integrating theory, case studies, and practice.</p>	Detailed sequence of learning experiences.	<p>Full workshop agenda (session-by-session)</p> <p>Facilitator guide draft</p>
Eight	Develop faculty resources—checklists, reflection prompts, and classroom strategies.	Practical tools faculty can use immediately.	Trauma-Informed Teaching Toolkit

	Create trauma-informed syllabus language templates.		Updated syllabus templates
Nine, Ten, & Eleven	Review the purpose, trauma-informed values, and participation expectations. Build Canvas Shell. Complete CoP Curriculum	Improved workshop materials. Develop practical tools. Establish roadmap.	Weekly schedule Assignments & assessments Activities and case studies
Twelve	Synthesize all findings, barriers, and insights.	Create a roadmap for scaling trauma-informed teaching across the college.	Comprehensive Final Report
Post Sabbatical	Launch CoP Deliver foundational concepts: what is trauma, how it appears in classrooms, and neurobiological impacts.	Faculty gain shared language and conceptual grounding Increased instructional confidence and alignment with best practices. Faculty deepen trauma-informed equity lens and integrate best practices into their curriculum.	Activities Handouts and materials Rubric Access to Canvas shell Peer-to-peer network within departments

10. **Describe how your project will support Clark College’s Core Themes** (Equitable student experience; Employee engagement, empowerment, and excellence; Community partners engagement; and/or Institutional effectiveness and equity)

This project directly supports Clark College’s Core Themes by addressing the growing and well-documented need for trauma-informed teaching practices in higher education.

Equitable Student Experience:

Trauma-informed education is essential to creating an equitable student experience because a significant proportion of community college students have experienced trauma, including adverse childhood experiences, stress, poverty, housing instability, and systemic oppression. These experiences directly affect cognition, emotional regulation, memory, and students’ ability to engage in learning environments (Imad, 2021). Without intentional pedagogical responses, traditional instructional practices can unintentionally retraumatize students or exacerbate existing inequities. Trauma-informed approaches emphasize safety, trust, choice, collaboration, and empowerment, conditions that are particularly critical for disproportionately impacted students (Hammond, 2015). By normalizing flexibility, relational

teaching, and inclusive classroom norms, this project supports practices that reduce barriers to learning, increase students' sense of belonging, and improve persistence and academic success.

Employee Engagement, Empowerment, and Excellence:

Faculty are increasingly navigating classrooms shaped by widespread student stress, mental health challenges, and post-pandemic learning disruptions, often without sufficient training or institutional support. Trauma-informed education communities address this gap by providing structured professional learning that equips faculty with practical strategies while also acknowledging the emotional labor of teaching. Communities of practice foster shared meaning-making, reflective dialogue, and collective problem-solving, which research shows strengthen professional identity, reduce isolation and burnout, and increase teaching efficacy (Wenger, 1998). By engaging faculty across disciplines, this project empowers employees to develop pedagogical excellence grounded in care, resilience, and evidence-based practice.

Community Partner Engagement:

Trauma-informed education is most effective when informed by interdisciplinary expertise. This project includes consultation with trauma-informed organizations and has the potential to establish sustained partnerships with regional mental health providers, educator networks, and equity-focused professional organizations. Such partnerships extend institutional capacity, ensure alignment with current research, and create pathways for ongoing training, resource sharing, and referral awareness. Community collaboration reinforces Clark College's role as a responsive and connected educational institution.

Institutional Effectiveness and Equity:

Developing a sustainable, evidence-based trauma-informed education community strengthens Clark College's institutional effectiveness by aligning pedagogy with strategic equity goals. Trauma-informed practices support Guided Pathways objectives by improving student engagement, course completion, and retention, particularly for students most affected by systemic inequities. When faculty share a common framework for responding to student needs, the institution benefits from greater instructional coherence, improved learning outcomes, and a more resilient campus culture. Ultimately, this project contributes to long-term equity work by embedding trauma-responsive practices into the fabric of teaching and learning at Clark 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)

The sabbatical will provide substantial and multifaceted benefits for myself, including, but not limited to significantly enhancing disciplinary expertise, professional skills, and institutional perspective.

First, the project deepens my knowledge at the intersection of trauma, cognition, equity, and pedagogy. Through sustained engagement with trauma-informed education research and practice, I will develop a more sophisticated understanding of how stress, adversity, and systemic inequities shape student learning, behavior, and academic persistence. This expanded disciplinary knowledge will directly inform future teaching, curriculum design, and faculty development efforts.

Second, this sabbatical provides advanced training in faculty development practices, particularly the design and facilitation of communities of practice. I will be able to strengthen my skills in equity-centered professional learning, collaborative inquiry, and the creation of sustainable pedagogical frameworks that support faculty growth over time. These skills extend beyond individual teaching improvement and enhance my capacity to lead institution-wide learning initiatives grounded in evidence-based and trauma-responsive approaches.

Third, this work substantially strengthens my proficiency in diversity, equity, and inclusion-focused instruction. This sabbatical offers dedicated time to deepen cultural humility, antiracist pedagogy, and inclusive teaching practices, with particular attention to the experiences of disproportionately impacted students. By examining how trauma intersects with race, socioeconomic status, disability, and other marginalized identities, I will refine my ability to design learning environments that are responsive, affirming, and equitable.

Fourth, this sabbatical will result in the production of new scholarly and professional work. Anticipated outcomes include internal and external conference presentations, faculty workshops and the creation of a new Community of Practice (COP), and the development of campus resources in collaboration with the Cannell Library and the Clark College Teaching and Learning Center. These products will contribute to the broader field of trauma-informed higher education while also strengthening my knowledge and voice.

Finally, this project broadens my institutional perspective on student well-being and faculty capacity-building. By engaging across disciplines and roles, I will gain a more holistic understanding of how instructional practices, institutional structures, and faculty support systems interact to influence student success. This expanded perspective enhances my ability to contribute meaningfully to Clark College's equity goals and to serve as a resource for colleagues long after the sabbatical concludes.

12. Describe how your sabbatical activities will benefit your department

This project will meaningfully strengthen the Communication Studies department by grounding trauma-informed course design in well-established communication theory and pedagogy. Communication studies have long emphasized the central role of relational communication, meaning-making, power, and identity in learning environments. Trauma-informed education builds on these same foundations by recognizing how stress and trauma shape students' communicative behaviors, cognitive processing, and capacity for engagement (Imad, 2021). By integrating trauma-informed strategies into communication pedagogy, the project provides faculty with a structured, research-based framework that aligns directly with the discipline's core commitments.

Department faculty will gain access to curated teaching tools and professional development resources that emphasize instructor immediacy, transparent communication, dialogic learning, and supportive classroom climates—practices shown to improve student motivation, trust, and persistence (Hammond, 2015; Mottet et al., 2006). Trauma-informed communication strategies such as establishing clear expectations, offering choice, modeling empathy, and fostering psychological safety are especially relevant in communication courses, where discussion, interpersonal interaction, and identity-based topics are central to the curriculum. These practices reduce the likelihood of retraumatization while enhancing students' ability to participate fully in communicative learning activities (Imad, 2021).

This project also establishes a sustainable learning community model that supports faculty across instructional modalities. Research on communities of practice demonstrates that collaborative professional learning strengthens pedagogical coherence, increases instructional confidence, and supports innovation in teaching (Wenger, 1998). Within Communication Studies, this shared framework allows faculty to collectively address classroom conflict, difficult dialogue, and student crises using trauma-informed communication principles rather than isolated or reactive approaches.

Participating faculty will be better equipped to recognize trauma-related communication patterns, de-escalate conflict, and respond to student distress in ways that maintain academic rigor while supporting student persistence. These skills are particularly critical in communication classrooms, where students are asked to speak, present, and engage interpersonally—activities that can be activating for students with trauma histories. By embedding trauma-informed strategies into communication pedagogy, the department fosters inclusive learning environments that support equitable participation and academic success.

Finally, the department will benefit from increased alignment with institutional equity goals. Trauma-informed communication pedagogy directly supports equity by addressing how systemic inequities, racialized stress, and power dynamics manifest in classroom discourse and student engagement (Hammond, 2015). This project positions the Communication Studies department as a leader in equity-centered teaching by demonstrating how disciplinary expertise in communication can be leveraged to create learning environments that are both academically rigorous and humanizing.

Although honestly, Trauma-informed education practices benefit *everyone* in a college community including students, faculty, and staff, across all disciplines and levels of instruction. By recognizing the widespread impact of trauma and responding with empathy, flexibility, and evidence-based strategies, we have the ability to create learning environments that are more inclusive, effective, and supportive for all learners, not only those who have experienced significant adversity.

Across disciplines, trauma-informed approaches enhance teaching effectiveness without diluting academic rigor. In STEM courses, for example, transparent grading criteria, opportunities for revision, and formative feedback help students learn from mistakes rather than disengage out of fear or shame. In the humanities and social sciences, instructors who are mindful of potentially sensitive content can frame discussions in ways that promote critical

thinking while maintaining respect and emotional safety. In professional and technical programs, trauma-informed practices support skill development by acknowledging stress and encouraging resilience, reflection, and problem-solving. These strategies adapt well to different fields because they focus on *how* students learn, not on changing disciplinary standards.

Faculty and staff benefit as well. Trauma-informed educational practices encourage professional development around communication, boundary-setting, and self-care, which can reduce burnout and improve job satisfaction. When instructors have strategies to respond to student distress in appropriate, ethical ways, they feel more confident and less overwhelmed. A shared institutional framework also promotes consistency, reducing confusion and conflict between students and faculty. Trauma-informed education benefits everyone at Clark by creating learning environments that are supportive, structured, and responsive. Across disciplines and levels of instruction, these practices enhance learning, promote equity, and strengthen the entire academic community while demonstrating that compassion and academic excellence are not opposing goals, but mutually reinforcing ones.

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

Creating a Trauma-Informed Education Community of Practice (TIECoP) will provide significant and lasting benefits to students at Clark College by improving instructional consistency, classroom climate, and faculty responsiveness to student needs. A growing body of research demonstrates that a substantial number of community college students have experienced trauma related to adverse childhood experiences, economic insecurity, racialized stress, housing instability, and systemic inequities. These experiences directly affect neurological functioning, emotional regulation, memory, and students' capacity to engage in learning environments (Minahan, 2019; SAMHSA, 2014). When faculty lack a shared understanding of trauma's impact, instructional practices can unintentionally create barriers to student success.

A Trauma-Informed Education Community of Practice (TIECoP) ensures that faculty collectively develop knowledge of how trauma affects learning and communication, rather than relying on isolated or inconsistent approaches. Trauma-informed teaching has been linked to improved student persistence, increased classroom belonging, reduced behavioral disruptions, and stronger academic outcomes (Minahan, 2019; SAMHSA, 2014). When faculty understand trauma-related learning responses—such as disengagement, heightened anxiety, or difficulty with executive functioning, they are better equipped to interpret student behavior accurately and respond with supportive, pedagogically sound strategies.

Through the community of practice, faculty will implement evidence-based instructional approaches that promote safety, trust, and engagement. These practices include predictable classroom routines, transparent assignment design, flexible assessment pathways, and relationship-centered pedagogy. Research indicates that such strategies reduce cognitive load, increase students' sense of control, and foster psychological safety, all of which are critical conditions for learning, particularly for students impacted by trauma (Imad, 2021; Hammond, 2015). When students feel safe and valued, they are more likely to participate, take academic risks, and persist through challenges.

Importantly, a trauma-informed community of practice benefits students by increasing coherence across courses and disciplines. Rather than encountering vastly different expectations or responses to distress in each class, students experience more consistent, supportive learning environments. Communities of practice have been shown to strengthen instructional alignment, improve faculty confidence, and enhance student outcomes by embedding shared pedagogical frameworks into everyday teaching (Wenger, 1998). This consistency is especially valuable for students navigating multiple responsibilities and stressors common in community college contexts.

Finally, the learning community directly advances equity for Clark College students. Trauma-informed education recognizes that trauma is not evenly distributed and is often compounded by systemic racism, poverty, disability, and marginalization. By equipping faculty with trauma-responsive and culturally sustaining practices, the community of practice helps reduce opportunity gaps and supports disproportionately impacted students in feeling seen, supported, and capable of success (Hammond, 2015; Imad, 2021). As a result, the work of the community of practice will have a direct, positive, and measurable influence on the student experience at Clark College.

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

My preliminary work for this sabbatical is extensive and well established. It includes sustained engagement with foundational literature in trauma-informed pedagogy- starting in 2020 in reaction to the COVID-19 global pandemic, participation in multiple professional development seminars, and the ongoing implementation and assessment of trauma-informed strategies in my own courses. Trauma-informed education has been a central focus of my tenure-track research and pedagogical projects, allowing me to develop both theoretical expertise and applied instructional practices. Through this work, I have examined how trauma, stress, and systemic inequities affect learning, communication, and student persistence in community college contexts.

In addition to my scholarly preparation, I have participated in and facilitated numerous workshops and trainings that directly inform this project. These include professional development in trauma-informed pedagogy; antiracism and Universal Design for Learning; culturally responsive teaching; intercultural competence and PPI certification; emotional first aid; and institutional initiatives such as *Becoming Student Ready*. Collectively, these trainings have strengthened my ability to design learning environments that are accessible, inclusive, and responsive to diverse student needs, while also aligning instructional practices with equity-centered institutional goals.

I have also led and contributed to a range of speaking and presenting engagements that demonstrate both subject-matter expertise and faculty leadership. These include multiple presentations of “*7 Steps to Infuse Trauma-Informed Teaching Pedagogy Into the Classroom*” at Clark College’s Fall Faculty Focus and forthcoming, at the First Year Experience Conference in Seattle, Washington; “*Networking with Students and Making Connections*” at Washington State University’s Symposium Conference; and “*Community of Practice Learning Strategies*” at the Western States Communication Association Conference in Reno, Nevada. Additional campus-

based workshops such as “*Minimizing Debilitative Emotions*” and “*What Is Emotional Intelligence?*” through Clark College’s Teaching and Learning Center reflect my ongoing commitment to supporting faculty and students through research-informed, practical pedagogy. After my presentation of “*7 Steps to Infuse Trauma-Informed Teaching Pedagogy Into the Classroom*” at Clark College’s Fall Faculty Focus, ten different faculty and staff members approached me and asked me to continue this work and offer more extensive training on this subject matter.

I also hold a Master’s Degree in Counseling and Conflict resolution and worked in mediation and counseling for several years. It is for these reasons that I believe that I am uniquely positioned to lead this project due to the depth of my experience, existing preparation, and longstanding commitment to trauma-informed, equity-centered teaching at Clark College. Over several years, I have integrated trauma-responsive strategies into my courses, collaborated with Teaching and Learning Center staff, and aligned my work with institutional initiatives focused on student success and equity. My background in communication studies, particularly interpersonal communication, provides a strong foundation in relational, student-centered, and culturally responsive teaching, all of which are core elements of trauma-informed education.

Moreover, I have engaged extensively with interdisciplinary research on mental health inequities, student belonging, emotional regulation, and community college student experiences. This positions me to translate complex scholarship into accessible, actionable tools for faculty across disciplines. I bring a demonstrated track record of leadership, collaboration, and faculty development to this sabbatical proposal, including facilitating workshops, mentoring colleagues, and contributing to department-level initiatives that support inclusive and evidence-based pedagogy.

My commitment to student advocacy and faculty empowerment aligns directly with Clark College’s strategic priorities, including equitable learning experiences, employee engagement, and institutional effectiveness. I am especially invested in building sustainable systems rather than one-time interventions. This sabbatical project intentionally extends and deepens my existing work by creating a trauma-informed education community of practice that fosters long-term cultural transformation, instructional coherence, and shared responsibility for student well-being.

Finally, I am well prepared to produce high-quality scholarly and practical outcomes from this sabbatical, including faculty workshops, resource hubs, conference presentations, and a comprehensive final report that will serve the college for years to come. My experience in research, writing, curriculum design, and faculty facilitation ensures that this sabbatical will yield meaningful, actionable, and enduring results – directly benefiting the college and community. Receiving this sabbatical will provide the focused time and institutional support necessary to build a transformative, research-based community of practice that strengthens Clark College’s capacity to support all students, particularly those most impacted by trauma and inequity.

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

The Crisis & Trauma Resource Institute (CTRI)

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

Expenses for this sabbatical project would include online workshops through CTRI and funded with IFDF money. The courses include: Trauma-Informed Teaching (\$119), Trauma-Informed Leadership (\$119) and The Ethics of Helping (\$149).

Documentation and Terms

Please upload a Word Document or PDF “Statement of Support” from your Dean



Tuesday, December 9, 2025

Dear members of the PPAC Committee, Executive Cabinet, and Board of Trustees:

As the Division Chair for Communication and Humanities, I fully support Professor Molly Lampros' sabbatical application for the 2026-2027 academic year.

I have long been proud that Clark College still offers exemplary Health and Counseling Services for our students. While having counselors here on campus to meet with students is invaluable, the need is greater than our ability to supply. Professor Lampros' sabbatical will focus on Trauma-Informed Teaching pedagogy that she will share with faculty in a community of practice with the goal of creating peer mentor network. Being in the classroom has become increasingly difficult for both faculty and students, especially over the past five years. Faculty have been impacted by the Covid shutdown, the pivot to online teaching, the loss of loved ones from Covid, the epidemic of loneliness, the state of the nation, etc. As adult working professionals, it is probable that there are more systems and structures available to faculty to get assistance with emotional and stress management.

On the other hand, while students have also been impacted by all of the above, the supports have not and are not always available. The increase of unhoused and hungry students lacking health care including mental health services in addition to neurodiversity, racial inequities, citizenship concerns, etc. have greatly impacted college students' abilities to focus on academic success.

There's been a long-standing ask that we become more student-ready rather than assume the students come to us ready. The more "trained-up" faculty are regarding Trauma-Informed Teaching theory and application, the better equipped we are to provide learning opportunities in ways that meet the students where they are. I believe this sabbatical project is a means for more Clark College faculty to collectively support our students.

Logistically, there are no concerns as the Division Chair. We have discussed how many and which quarters Professor Lampros would like to take the sabbatical (Spring 2027), and the Communication Studies department can provide full coverage of her full-time load with strategic enrollment management and parttime faculty.

If you have any questions, please feel free to contact me at dgodwin@clark.edu or 360-992-2948.

Sincerely,

Deena Godwin

Professor, Communication Studies – Clark College

Division Chair, Communication & Humanities – Clark College



CLARK COLLEGE

— EST. 1933 —

December 18, 2025

Professional Placement and Advancement Committee Clark College

Dear Professional Placement and Advancement Committee Members,

I am writing in strong support of Molly Lampros's sabbatical application. Through this sabbatical,

Molly proposes to develop a comprehensive Community of Practice grounded in her Fall Faculty Focus workshop, "7 Steps to Infuse Trauma-Informed Pedagogy into Your Classroom.'

The workshop drew in 46 participants, and due to capacity limitations unfortunately, more than ten plus attendees were unable to participate. Since Fall Faculty Focus, I have consistently heard faculty inquire about access to a recording or alternative opportunities to engage with this content. Both the high level of interest and these ongoing requests clearly demonstrate a strong demand for professional development centered on trauma-informed teaching.

Molly's work thoughtfully addresses the impact of COVID-19, adverse childhood experiences, and other significant pressures facing today's students, offering faculty new and effective approaches to teaching. The proposed Community of Practice would directly respond to questions I frequently hear in the Teaching and Learning Center, such as, "How do we effectively teach students who appear to lack motivation, attention, or engagement?"

By providing a structured framework for trauma-informed pedagogy, this Community of Practice would not only support faculty development but also create more meaningful and supportive learning experiences for students.

Molly has my full support, as well as the full support of the Teaching and Learning Center.

Sincerely,



Renn (aka Sandra) Bush

Teaching & Learning Center Program Manager srbush@clark.edu

1933 Fort Vancouver way I Vancouver, WA 98663-3598 | 360-699-6398 | www.clark.edu



December 23, 2025

Dear Professional Placement & Advancement Committee:

I am writing to express my strong support for Professor Molly Lampros' sabbatical proposal for spring 2027. Her project, "Building a Trauma-Informed Education Community of Practice (TIECoP)" is a forward-thinking approach to our institutional goal of providing an equitable

student experience. Her project directly aligns with Clark College's core themes of equity, student success, and intentional effectiveness.

Molly has demonstrated exceptional leadership and commitment to equity-centered teaching throughout her tenure process when she focused on researching and developing expertise in trauma-informed teaching. Following her presentation, "7 Steps to Infuse Trauma-Informed Teaching Pedagogy into the Classroom," at Fall Faculty Focus, Molly received overwhelmingly positive feedback and requests for further training. Her sabbatical proposal addresses a critical and growing need: equipping faculty with trauma-informed pedagogical strategies to better support students affected by chronic stress, systemic inequities, and adverse life experiences. This work is research-based, deeply relevant, and offers a sustainable model through the creation of a Community of Practice and peer mentoring network.

The anticipated outcomes, including a Trauma-Informed Teaching Toolkit, Canvas resource hub, and faculty workshops, will have a lasting impact on our institution. By fostering cross-disciplinary collaboration and embedding trauma-responsive practices into our teaching culture, this project will strengthen faculty capacity, improve student engagement and persistence, and advance Clark College's commitment to inclusive excellence.

Molly brings unique qualifications to this endeavor, including her expertise in communication studies, counseling, and conflict resolution, as well as a proven track record of faculty development and leadership. Her proposal for a scalable, collaborative model ensures far beyond her individual practice, creating systemic change that supports both students and faculty. I fully endorse this proposal and believe it will position Clark College as a leader in trauma-informed teaching in higher education.

Sincerely,



Heidi Summers

Dean of Basic Education for Adults, English, Communications & Humanities

Please upload any supporting documentation including validation of funds awarded by outside organizations

Below is a person email sent on December 9, 2025 from a student who attended one of my classes where I've implemented trauma-informed education practices.

"Hi Professor Molly Lampros,

Thank you for your all encouragement. I deeply appreciate the time and care you have taken to guiding me through this process. Your reflections on identity, growth, and connection resonate with me, and I will carry them forward as I continue to develop both personally and academically.

Taking this course has been such a meaningful journey of self-discovery and learning. Exploring communication theories and applying them to my own goals has given me tools I know I will strengthen my relationships and future endeavors.

As I return to work I will be especially mindful of practicing patience and applying these lessons in a fast-paced environment where clear communication and empathy are essential. Your reminder to hold onto the people and moments that make me feel seen is something I will keep close.

I am truly grateful for your support and for the opportunity to learn under your guidance. Wishing you a restorative break and continued in the work you do.

Have Very Merry Christmas :)

Warmly,

‘Student A’”

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



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.





Watermark Updates for Clark College Board of Trustees

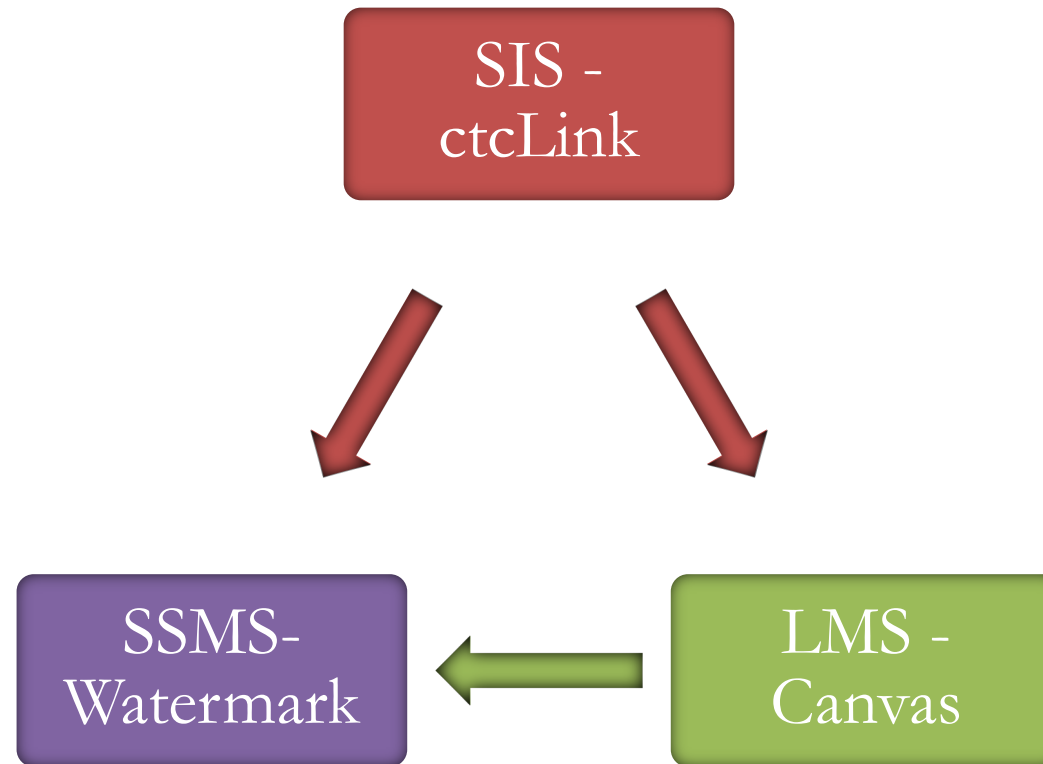
April 22, 2026

Presenters

- Terry Brown
 - Vice President of Instruction
- Byron Ford
 - Title III Project Manager
- Emily Meoz
 - Associate Dean of Advising, Career and Student Success
- Jon Woofter
 - Technology Adoption and Integration Manager

WHY?

Guided Pathways Necessity

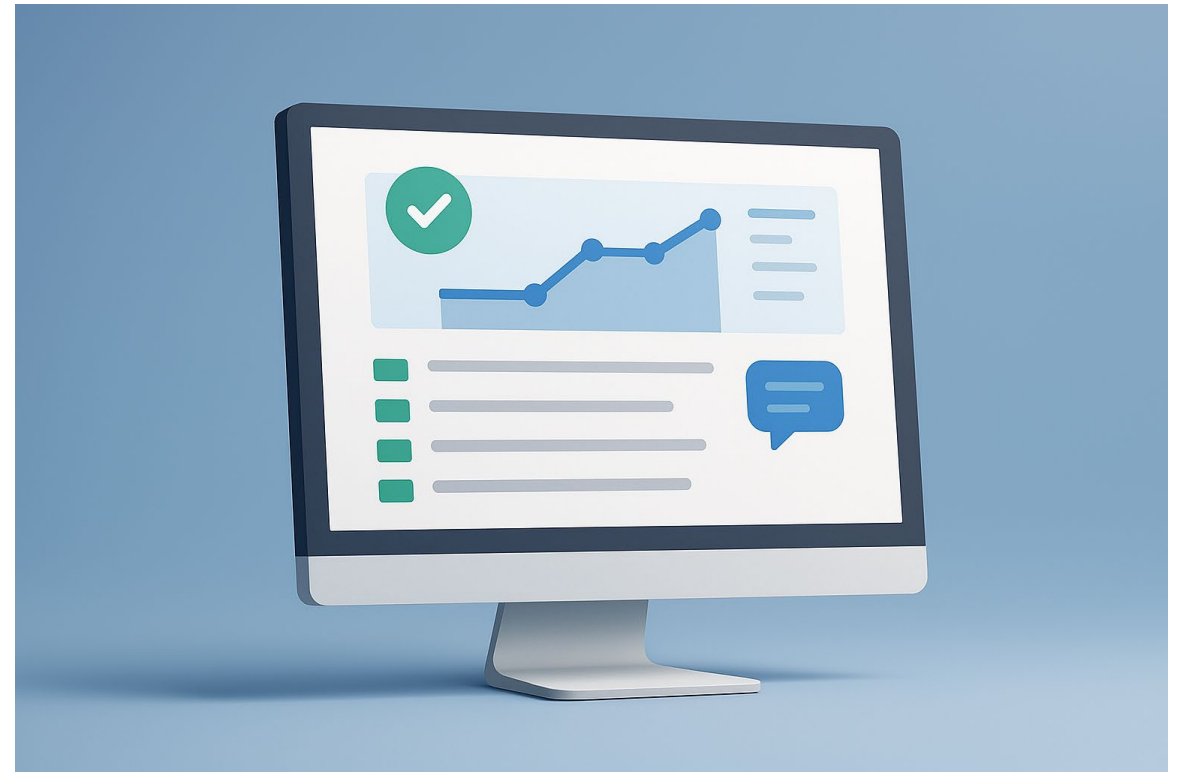


Getting and Staying on the Path

From



To

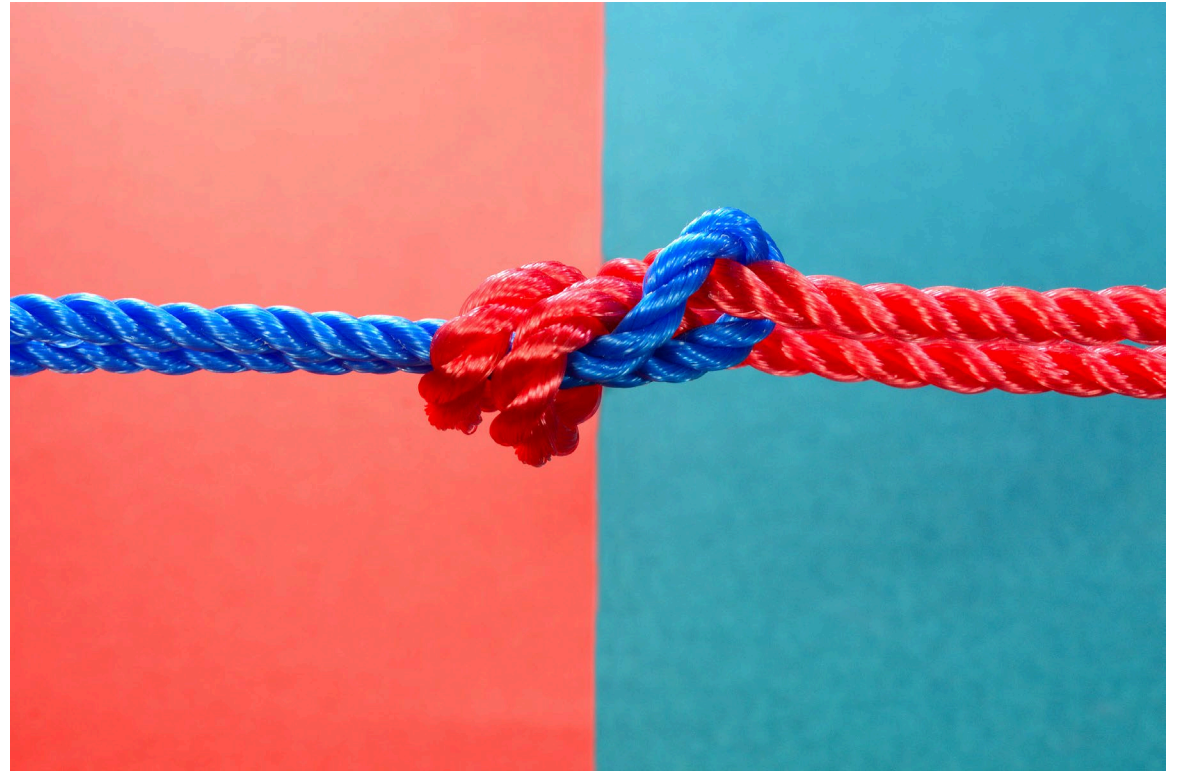


Intervention

From



To



Recruitment

From




To







Your Success Team



Cris Morales
Success Coach
(614) 876-9384
[Send Message](#)



Brent Advisor
Advisor
(415) 991-1927
[Send Message](#)
[Schedule a Meeting](#)



Vicky Wood
Women's Basketball Coach
(612) 400-8654
[Send Message](#)
[Schedule a Meeting](#)

1

Meetings

🌐 Time Zone: America/Indianapolis

[📅 Schedule a Meeting](#)

You have no upcoming meetings.

2

Resources Shared With You

- Academic Advising July 17, 2023 11:49 AM
- Canvas LMS User Guide March 3, 2022 10:23 AM
- Buncombe County Health & Human Services January 7, 2022 3:40 PM
- Meal Plans November 15, 2021 3:56 PM
- Academic Advising November 2, 2021 10:11 AM
- Academic Advising November 1, 2021 12:16 PM
- Career Coach - Discover Majors and In-demand Careers Based on Your Interests October 20, 2021 3:46 PM
- Academic Planning (MySAM) June 10, 2021 1:49 PM
- Canvas LMS User Guide May 19, 2021 1:16 PM
- Career Development - Career Guidance, Internship Assistance and Professional Networking Opportunities February 23, 2021 3:53 PM
- Child Care Training February 11, 2021 3:45 PM

3

Pending Surveys


Note that there is up to a 20 minute delay associated with this information.

MMSI Success Coach Strategy
Sent by Andrew Executive 3:35 PM
Pending as of Wednesday

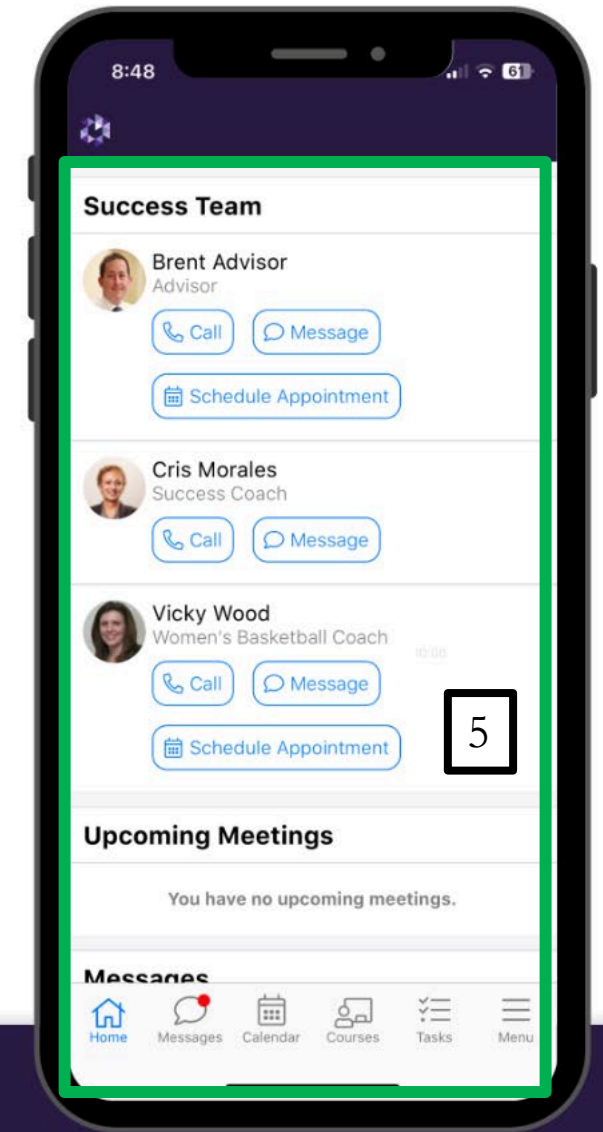
[📄 Take](#)

Messages

[📧 Inbox](#)

 Mary Meyer November 9, 2022 11:31 AM
Reply to Mary MS1

4




5


Student
dashboard
view


Easy Access to Your
Success Team

View Degree
Progress &
Resources

Optional
Mobile App

2 people 

 **Olivia Jones**
Management and Leadership

 **Olivia Student**
Management and Leadership

 Message  Note  Unfollow  Alert  Share Resource 

 **Olivia Student**
Management and Leadership
824044816
(614) 707-9632 ✓

Persistence: Medium Risk 88%

 Academic Plan

PROFILE ACTIVITY ALERTS NOTES MESSAGES TASKS SURVEYS MEETINGS COURSES TRANSCRIPT TEST SCORES FINANCES

APPLICATIONS DOCS PROGRAMS ANALYTICS PIPELINES

1


Details

Email	Campus
ostudent@watermarkinsights.com	Virtual
htaynor@watermarkinsights.com	
Gender	Birthdate
Female	May 8, 1999 (24)
Address	Intent
home: 100 Main Street, Apt D, Columbus, OH 43215	Bachelor's Degree


2

People

Advisor

 **Brent Advisor** Student Visible
(415) 991-1927

Success Coach

 **Cris Morales** Student Visible
(614) 876-9384

3

Staff profile view for student (advisor)

View Caseload & Holistic Student Progress

Actionable Insights for Students Most In Need

Seamless Communication & Collaboration

Feedback from our Phase 1 pilot group



We asked participants to list how they would use Watermark to help new and existing students, as well as those experiencing some level of academic risk.



Ideas to help **new students**:

“Automatically assign advisor at the time of application//student status.”

“Tags/list of to-do items and who to contact for support.”



Ideas to help **existing students**:

“Linking to Academic Plan resources - for students to understand their program, degree requirements & course options.”

“Direct links to faculty e-mails, class schedule, and student account.”



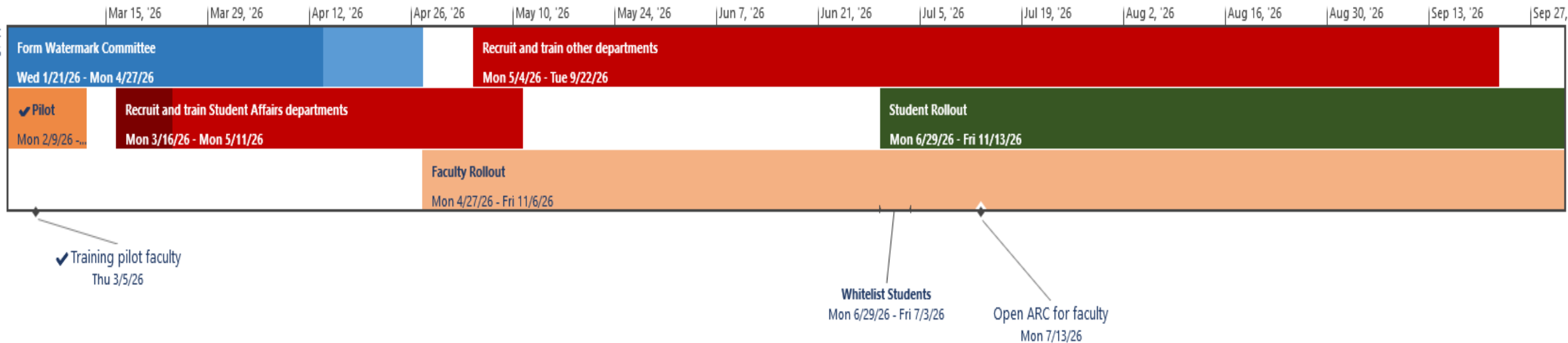
Ideas to help **students experiencing academic risk**:

“Resources to Tutoring Services, Success Coaches”

“Tags and the ability to share they're not alone, list of contact information of depts that can support”

Anticipated Timeline

- Faculty and Student Affairs – Spring
- Students – Summer
- Other Staff – Summer
- Meetings Feature – Summer
- CRM – Summer
- Academic Planner – Winter





Q&A

Where do I go for more information?

Please email any questions to:

Watermark@clark.edu

Proposed Revised Board of Trustee Policy

Rationale: Policy revisions are made to clarify that the Board of Trustees' role in equity is to establish the vision and support the organization in achieving equitable outcomes and in establishing an equitable community.

100,B25 -Equity Statement

Clark College's mission is to cultivate an inclusive, equitable, and vibrant community that educates, empowers, and elevates individuals to achieve their personal and professional goals. In furtherance of this mission, the Board of Trustees of Clark College, in united solidarity, explicitly affirms the college's identity as an anti-racist institution. We commit to support the development and implementation of strategies and best practices that dismantle systemic racism and other forms of systemic oppression within all aspects of our college.

As the college's governing body, policy-setting group, and fiduciary agents, we commit to championing diversity, equity, and inclusion in all aspects of our work, and guiding and supporting the college to achieve equitable outcomes. We also commit to intentional actions, continued learning, and acknowledge that there may be missteps during our journey.

Nonetheless, we will persist and accept that meaningful culture change and progress on diversity, equity, and inclusion, and anti-racism starts with a clear vision and unwavering commitment and support established by the Board of Trustees. Strategies and best practices are implemented throughout the college under the leadership of the President, and the collaborative efforts of faculty, staff, students and community partners.

Equity awareness supports the colleges mission, and ensures a welcoming and inclusive environment for all. Additionally, equity awareness is essential to Clark College's ability to provide all members of our community with access to a quality education and services, promotion of economic and community development, and preparation of a trained and prepared workforce.