Clark College

Board of Trustees Work Session Packet

Wednesday, April 23, 2025, at 3:30 p.m.

Location: Penguin Union Building, Room 258C

Virtual Option:

[Zoom Link](#)

Meeting ID: 831 3722 6333

Passcode: 418803

Dial in: (253) 215-8782

Board of Trustee Work Session Packet, April 23, 2025, at 3:30 pm

    I.   Call to Order/Agenda Review – Chair Gideon

    II.   Public Comment – Chair Gideon
              Public comments will be limited to two minutes each.

    III.   Sabbatical Requests – Dr. Brown

    IV.   Facilities Master Plan – Sabra Sand and Chris Samual

    V.   Adjournment – Chair Gideon

MEMORANDUM

DATE: April 17, 2025

RE: **Sabbatical Requests for the 2025-2026 Academic Year**

FROM: Dr. William (Terry) Brown, Vice President of Instruction

TO: President Edwards

Attached are sabbatical leave applications for the 2025-2026 Academic Year. The Professional Placement Advancement Committee (PPAC) recommended approval of the following applicants. In addition, I met with the Academic Deans and recommend the approval of the following applicants:

Faculty Member	Department	Quarters	Recommended Quarters
Amy Bratton	Communication Studies	1	Spring 2026
Catherine Johnson	ESL/Basic Education for Adults (BEdA)	1	Winter 2026
Kushlani de Soyza	Women's Studies	1	Fall 2025
TOTAL		**3**	

I recommend that all of the applicants on this list be awarded sabbatical leave. My recommendation constitutes a total of three (3) quarters for the 2025-2026 Academic Year. Please let me know if you have any questions or need additional information.

Sincerely,

Dr. Terry Brown

Enclosures
Cc:
- File
- Human Resources

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

Personal Information

1. **Full Name**: Amy Laurel Bratton
2. **Department/Division**: Communication Studies
3. **Unit**: BEECH
4. **Please summarize your proposal in 1-3 sentences**.
   "Attunement to Anxiety in the Classroom"
   My proposal is to study anxiety and develop strategies for attuning to anxiety in the classroom. I will do this by taking a graduate-level continuing education course and conducting qualitative interviews with mental health professionals. My project will culminate in a written article, presentation, and instructor resources that will be shared with all faculty at Clark.
5. **Term(s) and Year Requested**: Spring 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**? September 2011. I started teaching part-time at Clark in 2006. I held a "special programs" full-time position from 2011 - 2017, when I moved into a tenure-track position. I was awarded tenure in March 2020.

Project Information

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

Introduction

Washington state law, or the Revised Code of Washington, articulates that faculty sabbaticals should center around "study, research, and creative activities for the enhancement of the institution's instructional and research programs" (*RCW 28B.10.650*). The Clark College faculty contract reiterates this language and further states that a sabbatical "applicant is required to submit a plan outlining the purposes of the leave and how the time will be spent" (*Agreement*). This application and my supplemental documents will clearly demonstrate how my project meets both the criteria of Washington state law and the current faculty contract.

Project Background

Anxiety is defined as "a response to a perceived threat or danger. It is triggered by a combination of biochemical changes in the body, the individual's personal history and memory, and the social situation" (Ford-Martin and Davidson 140). Moreover, according to *The Cambridge Dictionary*, when we are attuned, we are "able to understand or recognize something." In my sabbatical project, I aim to explore how the two concepts of attunement and anxiety manifest in the college classroom. I want to recognize anxiety in my students and develop new skills for mitigating its effects.

I began teaching college courses in communication in 2003, as a graduate student at Portland State University. I previously felt like I had seen it all, including a multitude of challenges in the classroom and in the lives of my students. But that perspective shifted when I returned to face-to-face teaching in the fall of 2022, after two years of teaching exclusively online during the pandemic. Since then, I have witnessed a ferocious explosion of anxiety in my students. Mental health challenges have been present on college campuses and in the discourse of campus leaders for years, but the COVID-19 pandemic exacerbated this phenomenon (Stearns; Hall).

In this vein, I would like to share a story about a recent student in my face-to-face public speaking class. I will refer to this student using the pseudonym, Bailey. Throughout the first half of the course Bailey was successful, including delivering their first few speeches and interacting with classmates with no indications of a mental health struggle. The classroom environment was extremely supportive. The students knew each other by name, as did I, and the climate in the course was warm and positive. Then one day, during a non-graded class activity, Bailey was asked to speak in front of the class, and they had a full-blown panic attack, the likes of which I have never seen. This might seem like a common occurrence in a public speaking course, but in my twenty years of teaching I have never witnessed a mental health crisis at this intensity level. I have never had a student physically respond in such a way, and I was at a loss for how to help. Affirmations from myself and other students did not help. Saying that they could take a break and try later was no help. The student was locked into a cycle of anxiety and panic, and nothing I tried could break that spell.

Later as I reflected on that experience, I recognized that what happened was outside the scope of my expertise. I have had the pleasure of educating thousands of students over the years, and during that time using a "warm-demander" teaching style has worked to quell student anxiety in the classroom (Sandilos et al.) But with Bailey it did not. While I have been mulling over the explosion of anxiety in my students since 2022, this experience with Bailey crystallized the fact that I need new skills to attune to anxiety in the classroom. This was my first experience with this level of intense anxiety, but I know it will not be my last. In the future, I want to be more conscious of what to do.

I also recognize that this problem extends beyond just communication apprehension or public speaking anxiety. I have witnessed a dramatic increase in the anxiety of my students and not just in relation to public speaking. Students in my online interpersonal communication course have shared their experiences with anxiety and how it impacts academic activities such as taking tests in math courses, participating in class discussions, and even seemingly simple tasks like emailing their professors.

All of this has led me to wonder: if a student's anxiety prevents them from engaging with their peers and professors, how can they have the equitable and inclusive college experience that we strive to deliver at Clark College? Therefore, my grand vision is to learn more about anxiety overall and how it impacts college students.

My student Bailey is not alone. According to "The Healthy Minds Study" from 2020, 34% of college students can be categorized as having generalized anxiety disorder. Furthermore, as explained in an article published by *The Chronicle of Higher Education* in 2022, "the number of reported cases of student anxiety has increased by 50% over the past eight years, and counseling centers are facing unprecedented demand" (Stearns). Researchers have also identified that anxiety is more prevalent in younger generations (Kodish et al.). While contemplating these numbers, it is important to note that anxiety can be defined in many ways, but one widely agreed upon definition is "a multisystem response to a perceived threat or danger" (Mitchell 328). Weaving all these threads together, I recognize that many Clark College students, particularly the youngest ones, are perceiving threat or danger on a regular basis, both on and off campus.

Regarding age and anxiety, in the book *The Anxious Generation*, author Jonathan Haidt details the societal factors that have led to this rise in anxiety in young people. Among other points, Haidt makes a compelling case that this is here to stay. Both Haidt and Stearns propose a more widespread approach to dealing with anxiety. In their own way, they each argue that due to the magnitude of the problem and dwindling campus resources, solving this problem cannot be delegated only to college health centers. All educators need to be able to recognize and respond to anxiety in students in real-time. In addition, the prevalence of anxiety should be considered when designing courses, assessments, and learning activities.

Let us take a deeper look at one set of data on current rates of anxiety in college students. The American College Health Association is a highly respected organization that studies student health on college campuses. They conduct extensive survey research each semester and publish their findings to assist colleges in serving their students. The survey asks questions on a range of health-related topics, including how many sugary drinks a student consumes, whether they seek medical care when ill, and impediments to academic performance. In the most recently published data, from Spring 2024, anxiety was reported as one of the highest impediments to academic success, second only to

generalized stress. Of the over 79,000 students who completed this survey, 32.8% reported that anxiety had been an impediment to their academic performance.

Furthermore, because The American College Health Association publishes their data broken down by gender identity, even greater rates of anxiety are evident in systemically non-dominant gender groups. The data conveyed that 21% of cisgender men and 35% of cisgender women reported that anxiety had impeded their academic performance. However, an astounding 52.8% of transgender and gender non-conforming students said anxiety had impeded their academic performance (*American College Health Association*).

While it is evident that anxiety impacts many students, it is also clear that it disproportionately impacts on some identity groups. The goal of my research is to understand these differences and apply the knowledge to help create a more equitable student experience at Clark.

Sabbatical Objectives

- Understand anxiety as a cognitive and behavioral phenomenon
- Analyze diverse perspectives on how anxiety impacts college students
- Create resources for Clark College faculty and staff

Sabbatical Plan

Building on all that I have said so far, I am proposing a formal study of anxiety as my sabbatical project. As a professor, I hold the values of continuous improvement and being a life-long learner. I am excited about the prospect of being a student again and immersing myself in the study of anxiety. I will learn about anxiety from three sources of information: an online course, a series of qualitative interviews, and supplemental videos and books.

First, I will complete a graduate level, continuing education course entitled "Unwinding Anxiety: Proven Techniques and Practices to Manage Anxiety for Ourselves and Our Students." The University of San Diego's website describes the course as follows:

> This course is designed for educators, school staff, and administrators looking to better understand the root causes of anxiety and learn techniques to help themselves and their students manage the anxiety that causes negative outcomes in our teaching practice. This class is particularly pertinent as many teachers are finding that students are feeling more stress, anxiety, and uncertainty now more than ever. This course will help participants understand the causes of their anxiety, as well as what may cause their students' anxiety, and provide evidence-based techniques for reducing anxiety and increasing mindfulness. (*Unwinding Anxiety*)

The University of San Diego website also outlines the learning objectives for the course, under the heading "What You Will Learn" (*Unwinding Anxiety*).

- Understand the root causes of anxiety
- Apply reward-based learning to recognize and increase awareness of anxiety-based habits
- Create a mindfulness blueprint: A comprehensive plan to replace anxious thoughts and practices with new ones

This course is self-paced and delivered online by the University of San Diego. The course is three semester credits at the graduate level, which equals about one-hundred thirty-five hours of work. Since it is self-paced, I will complete the course in four weeks, with approximately thirty-three hours of time spent on the course each week. Please see the "Sabbatical Calendar," uploaded as a supplemental document, for detailed information on the timeline and credit hour breakdown.

Second, I will learn about anxiety by conducting qualitative interviews with experts working in mental health professions. Qualitative research is a respected approach in the social sciences and particularly in the Communication Studies discipline. This is because "qualitative research gathers participants' experiences, perceptions, and behavior. It answers the hows and whys instead of how many or how much" (Tenny et al.). By using a semi-structured interview design, with both planned questions and probing follow-ups, I will encourage the mental health professionals to explicate their experiences and perceptions on anxiety.

The overall objective of the qualitative interviews is to deepen my understanding of anxiety, how it impacts the brain and learning, and how it may present in diverse or unexpected ways. I am interested in the clinical and discipline-specific wisdom that mental health professionals can offer. I am also curious how these experts would advise educators to attune and respond to this phenomenon. By using qualitative research, I hope to gain new insights on how to attune to anxiety in the classroom. This is because "unlike quantitative research, qualitative research looks for meanings not known yet rather than for predefined social elements" (Daba-Buzoianu et al.). Conducting interviews with open-ended questions allows for new perspectives to emerge.

In my own graduate education at Portland State University, I was trained in qualitative research methods. I will draw upon that knowledge base, as well as work by qualitative research experts, to guide both the design and implementation stages of my project (Creswell et al.; Saldana; Tisdell et al.). The complete citations of these sources, and all sources cited in this document, can be found in the last pages of this proposal.

The following is a draft of my interview questions. These questions will be refined and further developed during my preparation phase, occurring throughout 2025.

- How do you define anxiety?
- How does anxiety impact the brain?
- What are the common signs that someone is experiencing anxiety?
- What about some less common or misattributed signs of anxiety?
- How does anxiety impact someone's ability to learn?
- What can you tell me about how anxiety may be experienced differently by members of marginalized groups?
- Do you have evidence, in the literature or your own practice, of higher rates of anxiety in certain identity groups?
- What do you wish educators understood about anxiety?
- If you were to give professors advice on designing learning experiences that are less likely to spike anxiety, what would that be?
- Are there strategies that professors can use in designing and delivering their courses that could mitigate any negative impacts anxiety is having on students?
- Are there elements that can be introduced that can make learning spaces less likely to spike anxiety?
- What interventions would you suggest for someone experiencing an elevated level of anxiety? How about for someone experiencing a panic attack?

My goal is to complete a minimum of ten interviews. According to a 2023 literature review conducted by Wutich and others, a sample of nine qualitative interviews achieves theme saturation and beyond that number information redundancy may occur. In other words, experts on qualitative research have stated that a set of ten qualitative interviews is sufficient to identify themes in this type of project (Wutich et al.; Hennick et al.; Guest et al.).

I have a substantial network of contacts in the greater Portland-Vancouver area, including many who work in healing modalities. Through my contacts, I have already attained confirmation from five mental health professionals who are willing to participate in my interview project. One of the interviewees is an M.D. working in a clinical mental health practice, three are licensed social workers working in group and clinical settings, and one is a licensed counselor in private practice. I have complete confidence in my ability to secure five more interviewees between now and the start of the project, and my goal is to include at least one college-based professional in my data set.

When speaking with one of my confirmed interviewees last month, they got very animated and were thrilled to hear that I was engaging in this type of research. This mental health practitioner described having to write notes to professors of their patients. The therapist commented that "they [professors] just don't understand what happens to someone's brain when they experience a panic attack" (Carmine). It is this type of knowledge gap that I am seeking bridge with my sabbatical project.

Since my project centers equity, it is important to note that two of my interviewees work with the Liberation Institute of Portland, an organization whose mission is to provide mental health services to marginalized groups, including systemically non-dominant racial groups and people experiencing financial hardship.

Finally, throughout the duration of my sabbatical, I will supplement my learning by reading books and viewing a set of videos created by experts in treating anxiety. Please see the Sabbatical Calendar document included in my supplemental materials, for a detailed schedule of videos and reading. The videos series is entitled *Expert Strategies for Working with Anxiety* and is designed and delivered by The National Institute for the Clinical Application of Behavioral Medicine. The following quote from the video series' web page encapsulates the intention of this series:

> We have to first understand how it [anxiety] overwhelms a person's ability to calm themselves. We have to look at the specific way ambiguity triggers anxiety and how what's happening in the brain interacts with the physiological effects of panic to sustain anxiety. (*Expert Strategies*)

In summary, I will learn about anxiety through an online course, expert videos, and reading list. I will also conduct original qualitative research, drilling down on how anxiety shows up in students, how identity intersects with anxiety, and what educators can do to help. Combining these streams of knowledge will give me access to both theoretical and applied knowledge of how anxiety functions. This synthesized learning will enlighten not only me, but also the broader Clark College community.

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

My project is divided up into three phases, each with specific objectives and tasks. I used Bloom's taxonomy to guide the project design and learning objectives for each phase (Bloom; Armstrong). The following is a narrative explanation of my project timeline. **I also created a syllabus-style calendar to supplement this explanation; the calendar was uploaded as a supplemental document with my application.** Please refer to that Sabbatical Calendar for a visual and more nuanced representation of my project timeline.

Phase 1 will occur April 6, 2026 - May 15, 2026.

During this first phase of the project, my objective is to understand anxiety as a cognitive and behavioral phenomenon. I will focus on learning all that I can about anxiety. As described in my response to question #8, I will accomplish this by (1) taking a course, (2) completing qualitative interviews, and (3) reviewing supplemental books and videos.

First, I will take the online course "Unwinding Anxiety." This is a self-paced course, delivered online by the University of San Diego. The course is three semester credits at the graduate level, which equals approximately one-hundred thirty-five hours of work. The typical formula for determining how much time is needed to succeed in a course is two to three hours per credit hour (*Solve a Teaching Problem*; *Time on Task*). Said another way, a student can expect to spend six to nine hours a week on a three-credit course. Taking this calculation further, nine hours a week in a fifteen-week semester translates to one-hundred thirty-five hours to complete the course. Since it is self-paced, I can complete the course in four weeks, with approximately thirty-three hours of time spent on the course each week. I am a self-motivated student and a fast reader, so I sense that I can complete this course in an even shorter time frame. That said, I will balance efficiency with thoroughly learning all that this course has to offer.

During Phase 1, I will also conduct qualitive interviews with mental health professionals. Please refer to my response to Question 8 for more details on the qualitative interviews. In addition, I will watch videos from the series *Expert Strategies for Working with Anxiety* and reading books on anxiety. The Sabbatical Calendar document, uploaded with my application, gives more detail on the timing of each task.

Phase 2 will occur May 18, 2026 – June 5, 2026.

I have two goals for the second phase of my sabbatical project:
(1) Analyze interview data for meta-themes
(2) Synthesize knowledge from course and interviews with my teaching experience

The focus of this phase will be on analyzing findings from interviews, as well as lessons learned from the course, videos, and books. To analyze means to break something "into its constituent elements or parts, such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit" (Bloom).

At this stage in the project, I will dissect my newly gained knowledge of anxiety and contemplate how it compares to, contrasts with, and/or illuminates my teaching experience. I will combine these pieces into a new whole, while also starting to work out how these ideas can help all members of the Clark College community.

Questions that will guide this stage:

- What themes emerged from Phase 1?
- What were the most significant things I learned?
- What do I understand about anxiety that I did not before?
- What have I learned about different anxiety in diverse populations?
- What are the connections between what I have learned and the student experience at Clark College?

- How can this knowledge help faculty and staff create a more equitable student experience at Clark?
- What are the assignments, activities, and class materials that could bring this new perspective into classrooms at Clark?
- What do I still want to know?

Phase 3 will occur June 8, 2026 – June 26, 2026.

My objective for this phase will be to synthesize all that I have learned and create resources to share with the Clark College community. Synthesis involves the "putting together of elements and parts so as to form a whole" (Bloom). Through my process of synthesis and creation, I will develop a written artifact, a presentation, and faculty resources in the form of a Canvas shell.

Post Sabbatical Phase: Fall of 2026

Upon returning to teaching in the Fall of 2026, I will share what I learned in a variety of ways. First, I will share my findings with all faculty at Clark by delivering a presentation at Fall Faculty Focus and/or other opportunities with the Teaching and Learning Center. Second, at some point during Fall 2026, I will deliver a discipline-specific presentation for Communication Studies faculty. Third, I will share my writing and instructor resources in a Canvas shell. Finally, I will summarize the entire experience through my sabbatical report, to be submitted by the end of Fall 2026.

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)

My sabbatical project will support all of Clark College's Core Themes.

Equitable Student Experience

First, understanding the functionality of anxiety in the classroom will lead to a more equitable student experience. I will approach my entire project with an equity lens, seeking to first understand how anxiety impacts systemically non-dominant students.

In my initial research, I discovered trends in the data to suggest that some groups of students are more impacted by anxiety, including LGBTQ+ students, Latina students, and Black students (Pellicane et al.; Kodish et al.). Specifically, in quantitative research published in the peer-reviewed journal *Administrative Policy for Mental Health*," data revealed that "Black/African American students and Latinx students were significantly

more likely to be in a more severe anxiety category, compared to NHW [Non-Hispanic White] students" (Kodish et al.). In addition, Dr. Dominique Thompson, a London-based expert on mental health, states that younger students were "terribly impacted by the pandemic and lockdown, and need help to rebuild their social skills, reassure them about their academic abilities, and support them to be emotionally well, especially Black, Asian or ethnic minority, LGBTQ+ and disabled students" (qtd. in Hall).

Digging into the relationship between gender identity and anxiety, Pellicane and others argue that "despite observed improvements in climate and policies toward sexual minority college students, disparities in rates of depression and anxiety diagnosis/treatment and suicidality among college students have expanded in recent years." This aligns with the data from *The American College Health Association* cited earlier, stating that 52.8% of transgender and gender non-conforming students reported that anxiety had impeded their academic performance.

Moreover, data from many sources show that students who were socialized female experience more anxiety than students who were socialized male. For instance, according to The Anxiety and Depression Association of America, "women are twice as likely to be affected [by anxiety] as men" (*Anxiety Disorders*). Also, in "The National Health Statistics Report" published by The Center for Disease Control, researchers write that "women have been shown to be more likely to be diagnosed with anxiety and depression than men and both depression and anxiety symptoms have been found to be more common among younger adults" (Terlizzi and Zablosky 10). I am interested in understanding all these trends, as well as uncovering other ways that a student's identity may impact their experiences with anxiety.

Employee engagement, empowerment, and excellence

Second, employees of Clark College will be empowered by being able to attune to anxiety and implement strategies for mitigating it. There is a gap of knowledge that currently exists, and my project will start to bridge that gap. That is why it is so important to me that I share this knowledge with other faculty through presentations and online resources. I also desire to share this knowledge beyond just faculty to include all staff at Clark. Staff members play a crucial role in community care at Clark College, and they could also greatly benefit from the knowledge created through my sabbatical project. I look forward to being able to share my research with all employees at Clark, including potentially giving a presentation at the staff's annual "Teaching and Learning Days" held each summer.

Community Partners' Engagement

Third, I will be engaging with community partners, including mental health organizations and other educational institutions. After my project is complete, there is also potential for continued partnership with community organizations. Of course, retaining and educating

students is always a benefit to our community partners, as our students go out into the community better equipped to deal with the challenges of our society.

Institutional Effectiveness and Equity

Finally, my project can also lead to greater institutional effectiveness. Currently, all support for student mental health comes from the college's Counseling and Health Center. The faculty and staff there are highly skilled and dedicated to helping our students, but they can only do so much. With such a widespread problem and continual budget concerns, student mental health should be something to which everyone is attuned. At Clark, we are concerned with student retention and completion, with ensuring that our students continue their education from term to term and that their time at Clark leads to a degree. Through my research, I seek to understand how anxiety could be negatively impacting student retention and completion. This is yet another way that my project will benefit the broader Clark College community.

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)

I am excited about all the ways that my sabbatical project will benefit myself and my students. My proposed project will have myriad personal benefits, including an increased knowledge in the communication discipline, new teaching skills, inspiration, ability to produce novel scholarship, and a deeper understanding of the connection between anxiety and diversity, equity, and inclusion.

My sabbatical project will provide increased knowledge in my discipline. In the Communication Studies discipline, anxiety is housed under the umbrella term of "communication apprehension." This is one of the longest researched topics in the discipline. The first studies on communication apprehension began in the 1970s, with quantitative research about public speaking anxiety (McCroskey). This foundational research introduced an instrument known as the "Public Report of Public Speaking Anxiety" or PRPSA. This quantitative survey gathers information on the types of activities that create communication apprehension and to what degree. This instrument has been used and cited countless times over the last forty years, and its use allows people to quantify their apprehension toward public speaking. A person's results are categorized into low-anxiety, moderate anxiety, or high anxiety. This type of self-awareness is helpful but does little to provide strategies for managing anxiety or mitigating its effects.

I was trained in these traditional ways of approaching communication apprehension and anxiety. Furthermore, in my own education, I was taught to create a warm and supportive

environment and to encourage students practice more. These approaches, and the specific strategies that accompany them, have made me an effective professor for two decades. However, as I have already articulated, I recently realized that these approaches are not robust or nuanced enough to meet the challenges of today's classroom. While mental health challenges are not new, the ground has shifted over the last few years. Many of the students currently enrolling in Clark College did not have a traditional educational experience, spending one or more years of high school in online education. Teaching them presents novel challenges, and I need new perspectives and strategies to do so effectively.

I will benefit from learning new skills for attuning to and managing anxiety in the classroom. By studying anxiety and conducting the qualitative interviews, I will open my mind to new and practical skills. This will enhance my skillset as a professor. I also see this project as a way to inspire myself and eventually other faculty and staff at Clark. Teaching for twenty years has been both a joy and a slog. I am an enthusiastic student and a life-long learner, and the prospect of being able to immerse myself in study and research is thrilling. I look forward to receiving fresh perspectives and inspiration, and all of this will refuel me for my next twenty years of teaching at Clark.

As laid out in my responses to questions #8 and #9, this sabbatical project will create the opportunity for me to produce new scholarship. I will develop a written artifact to be shared with the Clark College community and perhaps an even wider audience. I will develop a presentation on attuning to anxiety to be shared with faculty at Clark, and I also hope to present my work at professional conferences in 2027 and beyond. I see this sabbatical project as a spark and seed for work that I will continue for years to come.

Finally, my sabbatical project will strengthen my understanding of issues related to diversity, equity, and inclusion. As I described in my responses to question #8 and #10, my project will center equity. I am curious about how anxiety intersects with both gender and racial identity. As I conduct my interviews, I will ask questions to better understand how identity may impact someone's experience of anxiety, including manifestations and coping strategies. Two of the books on my reading list focus on these issues, and throughout the duration of my project I will seek out diverse and inclusive perspectives on anxiety in college students (Chang et al.; Walker). In this spirit, I am also committed to identifying and mitigating the effects of my own privilege.

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

My project vision includes sharing what I learn with all faculty at Clark. I envision designing these resources for two different audiences: faculty across campus and a more specialized set of resources for Communication Studies faculty.

My sabbatical project will greatly benefit the Communication Studies department. This work will benefit faculty who teach public speaking, as well as all the courses my department offers. Our department is highly collaborative in nature, and I am designing this project with the benefit of the entire department in mind.

First, there will be a direct benefit for all faculty that teach public speaking. I am the lead tenured faculty member for our public speaking course, CMST&220, and as such, I feel responsibility for providing true leadership.

In the Fall of 2024, our department adopted an Open Educational Resource (OER) as the textbook for public speaking. This is a cost saving and equity measure for students, but this text offers markedly less instructor support than traditional textbooks. As a part of my sabbatical, I will create resources for the professors in my department, including a written artifact geared towards attuning to anxiety in the public speaking classroom. I will also provide activities, assessments, and other learning materials they can implement in their own classes, and this will be shared in a Canvas shell.

In addition, I suggested that the department focus on revising the course-level outcomes for public speaking as our assessment project for this academic year. Currently, in winter term 2025, we are testing out a set of new course learning outcomes in public speaking. One of these revised course learning outcomes is to "identify and apply strategies to increase confidence when public speaking." In current public speaking discourse, confidence is discussed as the counterpoint to speech anxiety, likely to give the topic a positive connotation. By sharing my research with faculty that teach public speaking, I will provide them with the opportunity to enhance and extend their skills, as well as to guide students to meet this new course learning outcome.

We offer an average of eight sections of public speaking a term, equaling about five hundred students each academic year. Part-time faculty members teach most sections of this course. These phenomenal faculty are highly skilled, but due to time and financial limitations, they do not have the opportunity to conduct original research on topics like communication and anxiety.

As I have explicated elsewhere, anxiety is impacting all classroom environments, not just the public speaking classroom. Anxiety impacts students in all communication courses, including interpersonal, small group, introduction to mass media, and organizational communication. All these courses require students to engage with one other on a substantive level, and many of these courses also require that students give oral presentations. Therefore, sharing my research with all my departmental colleagues creates a space for them to introduce new concepts into these courses. There is potential for faculty to infuse the knowledge from my project into all of our courses.

Due to this, part of my vision includes creating an "Attuning to Anxiety in the Communication Classroom" workshop and online resources. I will develop these

resources during Phase 3 of my project and share them with my department colleagues upon my return to teaching in the Fall of 2026. I will also share my written artifact with my colleagues. In this way, my sabbatical project provides space for all faculty in my department to strengthen their knowledge in our discipline, specifically in working with communication apprehension and speech anxiety. Since my project centers equity, I will also provide an opportunity for my colleagues to strengthen their understanding of how anxiety and identity interact with one another, in the hopes of deepening their own knowledge and practices of creating a more equitable student experience.

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

Improving the student experience at Clark is at the heart of my sabbatical project. While the inspiration for this project occurred in a Communication Studies classroom, my research will be applicable to students across campus. As laid out in my responses to questions #8 and #10, there is evidence that anxiety impacts marginalized groups at higher rates (Pellicane et al.; Kodish et al.). This means that students may not be having an equitable experience, due to the ways in which anxiety can impede their academic performance.

Through my qualitative interviews and overall program of study, I aim to develop strategies for creating equitable student outcomes in my courses and in courses across campus. I specifically hope to improve my own curriculum by infusing my courses with an updated, and theoretically sound understanding of how anxiety impacts student learning and success. I am curious if there are elements of the way that I teach that are unintentionally spiking student anxiety. This desire to rethink and enhance my pedagogy is driving the specific questions that I will ask during my interviews with mental health professionals.

I am also interested in improving the design and method of delivery in my courses. This interest in improving the student experience sparked one of the specific questions I will ask in my qualitative interviews: are there strategies that professors can use in designing and delivering their courses that could mitigate the negative impacts anxiety has on student success and degree completion? Part of this curiosity revolves around improved assessment methods, as well as the creation and redesign of classroom materials. In this spirit, I also want to ask the mental health professionals: are there elements that can be introduced that can make learning spaces less likely to spike anxiety?

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

I have prepared for my sabbatical project in a multitude of ways. First, I read the book *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness* written by social psychologist Jonathan Haidt. This 2024 book deepened my understanding of the phenomenon of anxiety and sparked my desire for deeper study. Second, I have done preliminary research into the breadth and depth of anxiety in college students, reading publications such as *The Chronicle of Higher Education*, the American College Health Association survey results, The Healthy Minds Study, and several peer-reviewed articles. See the Works Cited page for more details on my initial research. Third, I have engaged my connections in the mental health community, securing confirmation from five mental health professionals who are willing to participate in my qualitative interviews. Fourth, I researched courses on anxiety that would serve as a foundation for my project. Fifth, I created a reading list and detailed Sabbatical Calendar for my project; this was included with my proposal as a supplemental document.

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

For the first phase of my project, I will take a graduate-level course from The University of San Diego. In addition, I will review a set of video lectures created by the National Institute for the Clinical Application of Behavioral Medicine. During the interview phase of my project, I will work professionals with the Liberation Institute of Portland, Rainfall Medicine of Portland, and the Clark College Counseling and Health Center. Finally, upon my return in Fall 2026, I will work with the Teaching and Learning Center and the organizers of Fall Faculty Focus to communicate my findings with faculty across the college.

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

The primary course "Unwinding Anxiety: Proven Techniques and Practices to Manage Anxiety for Ourselves and our Students" costs $504. The supplemental video course, "Expert Strategies for Working with Anxiety" costs $197. The books from my reading list will cost no more than $200. At a total of $901, all these costs are easily covered by my Individual Faculty Development Funds or IFDF. I have $750 in my IFDF this year and will have $400 for the 2025-26 academic year, equaling a total of $1150 for the next two

academic years. The costs will be spread across the next two academic years to ensure everything is covered from these funds. If there are any additional costs, they will be paid out of personal funds. There will be no additional cost to the college for my sabbatical project. The table below communicates the above-named costs in a visual format.

My Available Faculty Development Funds (IFDF)	$1150
Costs for Sabbatical Project	
• Online Course	$ 504
• Video Series	$ 197
• Supplemental Books	$ 200
Total Sabbatical Project Cost	$ 901
Positive Balance Remaining in IFDF after Sabbatical expenses	$ 249

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.

☒

The next several pages contain citations for all the sources cited in this application.

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December 30, 2024

Dear Professional Placement & Advancement Committee:

I am writing to express my strong support for Amy Bratton's sabbatical proposal "Attunement to Anxiety in the Classroom." This is a timely and crucial project that will address one of the most critical challenges facing higher education today: the dramatic rise in student anxiety and its impact on learning outcomes.

As an institution we have recognized the impact that the COVID-19 Pandemic and current political environment have had on our students. The emerging research, which is included in The Anxious Generation, suggests that the reasons for the surge in anxiety is deeper and began earlier than the events of the past five years. Our recognition is substantiated by the documented increase in student mental health challenges, rise on student conduct and care reports, and bringing NaBITA to our campus to provide training sessions over four days in 2024.

What particularly impresses me about Amy's proposal is its practical focus on creating tangible resources for our entire faculty. The planned deliverables, including presentations, written materials, and a dedicated Canvas shell, will ensure that the knowledge gained during this sabbatical will benefit our entire institution. The proposed collaboration with the Teaching and Learning Center and the plan to share findings through Faculty Focus will ensure the project's impact across our campus community. Amy's intention to pay special attention to populations experiencing higher rates of anxiety, particularly LGBTQ+ and Latina students, demonstrates her commitment to equity and inclusion in addressing this challenge.

The timeline is well-structured and realistic, with clear phases for Understanding, Analysis, and Creation. The coursework through the University of San Diego, and the commitment to interview at least ten mental health professionals, including five who have already agreed to participate, shows thorough preparation and feasibility. I highly recommend Amy's project and look forward to seeing the positive impact it will have on our students and supporting our faculty in their work.

Sincerely,

Heidi Summers

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

Attunement to Anxiety ~ Sabbatical Calendar ~ Spring 2026

PHASE	DATES	ACTION ITEMS	TO VIEW[1]	TO READ[2]
UNDERSTAND *Phase Objective* Understand anxiety as a cognitive and behavioral phenomenon	**Week 1** *April 6 - 12*	• "Unwinding Anxiety" course for 33.75 hours • Finalize interview questions • Confirm interview schedule	"Practical Skills to Break the Panic-Anxiety Loop" with Dr. Stephen Porges, Dr. Peter Levine, Dr. Joan Borysenko, and Dr. Kelly McGonigal	*The Anxiety and Phobia Workbook* by Edmund J Bourne
	Week 2 *April 13 - 19*	• "Unwinding Anxiety" course for 33.75 hours • 1-2 interviews	"Four Core Strategies to Neutralize Stress and Anxiety" with Dr. Shelly Harrell, Dr. Kelly McGonigal, and Dr. Rick Hanson	
	Week 3 *April 20 - 26*	• "Unwinding Anxiety" course for 33.75 hours • 1-2 interviews	"How to Transform the Fear that Drives Anxiety into Confidence" with Dr. Christine Padesky and Dr. Rick Hanson	*This Is What Anxiety Looks Like: Relatable Stories, Targeted Solutions, and CBT Skills for Lasting Relief* by David A. Clark
	Week 4 *April 27 - May 3*	• "Unwinding Anxiety" course for 33.75 hours • 2 interviews	"How to Expand a Client's Tolerance for Anxiety" with Dr. Steven Hayes, Dr. Kelly McGonigal, and Dr. Ron Siegel	
	Week 5 *May 4 - 10*	• Wrap up any remaining tasks from "Unwinding Anxiety" course • 2-3 interviews	"How to Maximize the Power of a Client's Coping Strategies" with Dr. Sue Johnson, Dr. Rick Hanson, Dr. Ron Siegel, and Dr. Kelly McGonigal	*Rewire Your Anxious Brain: How to Use the Neuroscience of Fear to End Anxiety and Panic* by Pittman and Karle
	Week 6 *May 11 - 17*	• Reflect on course lessons • 2-3 interviews	"How to Work with the Root Pain of Highly-Anxious Clients" with Dr. Michael Yapko and Dr. Ron Siegel	

[1] *View one video a week from the "Expert Strategies for Working with Anxiety" series.*
[2] *Read an average of one book every two weeks. The complete citations are on the Sabbatical Reading List.*

PHASE	DATES	ACTION ITEMS	TO VIEW[1]	TO READ[2]
ANALYZE *Phase Objective* Analyze diverse perspectives on how anxiety impacts college students	**Week 7** *May* *18 - 24*	• Complete any remaining interviews • Begin analyzing interview data for meta-themes	"How to Work with Conflicting Sources of Anxiety" with Dr. Pat Ogden and Dr. Richard Schwartz	*Treating Depression, Anxiety, and Stress in Ethnic and Racial Groups* by Chang et al.
	Week 8 *May* *26 - 31*	• Analyze interview data for meta-themes • Pre-writing brainstorming: mind-mapping	"How to Help Clients See the Possibilities Beyond Anxiety" with Dr. Scott Miller, Dr. Kelly McGonigal, Dr. Ron Siegel, and Dr. Joan Borysenko	
	Week 9 *June* *1 -7*	• Synthesize interview data with new knowledge from course, videos, and books • Continue writing process	"How to Address What Happens in the Brain When a Client is Consumed by Anxiety" with Dr. Stan Tatkin, Dr. Kelly McGonigal, Dr. Rick Hanson, Dr. Ron Siegel, and Dr. Joan Borysenko	*The Unapologetic Guide to Black Mental Health* By Rheeba Walker
CREATE *Phase Objective* Create resources for Clark College faculty and staff	**Week 10** *June* *8 -14*	• Create written artifact to report findings • Finish any remaining videos or books	"Practical Ways to Diminish the Inner Experience of Anxiety" with Dr. Kelly McGonigal, Dr. Ron Siegel, and Dr. Rick Hanson	
	Week 11 *June* *15 -21*	• Create instructor resources in a Canvas shell to share with faculty • Revise written artifact		*The Anxiety Toolkit: Strategies for Fine-Tuning Your Mind and Moving Past Your Stuck Points* by Alice Boyles
	Week 12 *June* *22 – 26*	• Create presentation to share with faculty • Revise written artifact		

Reading List for Sabbatical

Bourne, Edmund J. *The Anxiety and Phobia Workbook*, 7th ed. New Harbinger, 2020.

Boyles, Alice. *The Anxiety Toolkit: Strategies for Fine-Tuning Your Mind and Moving Past Your Stuck Points*. TarcherPerigee, 2015.

Brewer, Judson. *Unwinding Anxiety: New Science Shows How to Break the Cycles of Worry and Fear to Heal Your Mind*. Avery, 2022.

Chang, Edward C., et al. "Treating Depression, Anxiety, and Stress in Ethnic and Racial Groups: Cognitive Behavioral Approaches." *Cultural, Racial, and Ethnic Psychology Series, 1st edition*. American Psychological Association, 2018.

Clark, David A. *This Is What Anxiety Looks Like: Relatable Stories, Targeted Solutions, and CBT Skills for Lasting Relief*. New Harbinger, 2024.

Pittman, Catherine M. and Elizabeth M. Karle. *Rewire Your Anxious Brain: How to Use the Neuroscience of Fear to End Anxiety, Panic, and Worry*. New Harbinger, 2015.

Walker, Rheeba. *The Unapologetic Guide to Black Mental Health*. New Harbinger, 2020.

**Note: The *Unwinding Anxiety* book by Judson is required reading for the online course that I will be taking. I will read that as a part of the coursework, so this book does appear on the Sabbatical Calendar.

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

Personal Information

1. <u>Full Name:</u> Catherine Johnston
2. <u>Department/Division:</u> ESL / Basic Education for Adults (BEdA, formerly Transitional Studies)
3. <u>Unit:</u> BEECH
4. <u>Please summarize your proposal in 1-3 sentences.</u> I propose to research and assemble an improved student intake process for English as a Second Language in BEdA (Basic Education for Adults, formerly Transitional Studies). Guided by the Clark College Mission and Clark College Core Themes, especially Social Equity, I will research and/or design acceptable alternatives to our standardized testing and other outdated, inequitable placement tools. My goal is to produce, by the end of the sabbatical period, a complete draft of a culturally inclusive, equity-focused intake plan that (1) represents our current curriculum levels in ESL, and (2) is ready for feedback and input from faculty and staff colleagues before implementation.
5. <u>Term(s) and Year Requested:</u> Winter 2026
6. <u>Have you been awarded sabbatical previously? If yes, please list terms:</u> No. Since I began at Clark in 2007, only one colleague from BEdA (formerly Transitional Studies) has taken a sabbatical. Natalie Miles applied during the 2019-2020 academic year.
7. <u>What date did you begin teaching full time at Clark College?</u> September 26, 2007

Project Information

8. <u>Provide a detailed description of your proposal, objectives, and plan (travel, formal study, research, where, etc.)</u> PROPOSAL: I propose to research and assemble an improved student intake process for English as a Second Language in BEdA (Basic Education for Adults, formerly Transitional Studies). Guided by the Clark College Mission and Clark College Core Themes, especially Social Equity, I will research and/or design acceptable alternatives to our standardized testing and other outdated, inequitable placement tools. My goal is to produce, by the end of the sabbatical period, a complete draft of a culturally inclusive, equity-focused intake plan that (1) represents our current curriculum levels in ESL, and (2) is ready for feedback and input from faculty and staff colleagues before implementation. OBJECTIVES: a-To make the intake and placement process more equitable for students, eliminating culturally inappropriate prompts, outdated questions, and testing tools that do not align with our curriculum. b-To make the intake and placement process more accurate, resulting in fewer students moving classes, withdrawing from the program, or not completing the cumbersome registration process at all. c-To make the new intake and placement process more efficient and easier for staff and faculty to use. PLAN: a-Survey BEdA faculty and staff about the challenges with the current intake process

and ideas/wishes for innovation/improvement. b-Assist with intake sessions in order to observe and experience the process. c-Study SBCTC requirements for ESL programs, including compliance with CASAS testing and other state and federal regulations. d-Research processes at other colleges and in other ESL programs. e-Consult ODEI, Disability Access Services, and eLearning re: creating and using equitable assessment and placement processes. f-Connect with Clark College World Languages, English, and math departments regarding their assessment and placement processes. g-Evaluate current BEdA and/or LEP (Limited English Proficiency) assessments used for internal progression from one proficiency level to the next. h-Draft content for reading, writing, listening, and/or speaking testing. i-Consider rubrics and other tools for interpretation of testing results. j-Elicit feedback from staff and faculty colleagues, then revise the components of the process until a usable draft is complete. GUIDING PRINCIPLES: *Clark College Mission: Clark College, in service to the community, guides individuals to achieve their educational and professional goals.* Relevant Mission Fulfillment Outcomes: *Increase student completion* - Student completion starts with accurate student placement and retention. *Improve student learning* - Properly placed students can learn and progress more readily. *Eliminate systemic disparities in educational outcomes* - The essence of this project is to remove disparities and enhance equity. Relevant Guided Pathways principles: *Principle 2.   Responsive: Guided Pathways requires a culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequities.* - This project aims to counteract bias and dismantle practices that perpetuate inequities. *Principle 3.   Inclusive: The voices of students, faculty, staff, and community members are essential to fully engage in adaptive problem focused inquiry processes leading to meaningful action and sustained systemic change. & Principle 4. Collaborative: Guided Pathways requires intentional collaborative learning through partnerships, professional and resource development.* - This project relies upon collaboration with staff and faculty in BEdA as well as other areas of the college, such as ODEI, eLearning, Disability Access Services, and other academic departments.

9. Provide a detailed time sequence for completion of the project: Note: This project needs to take place during the academic year so that I can: observe intake in action at other colleges; confer with faculty during the year, possibly observing faculty who are administering assessments; attend and assist at intake sessions during the academic year; and possibly observe intake in action at other colleges and/or communicate with faculty and staff at other colleges and programs. A sabbatical in winter quarter would allow for further work and feedback collection in spring, finalizing in summer, and projected implementation in fall, at which point, according to our Division Chair, the new intake process could become part of our assessment focus in BEdA. TIME SEQUENCE Weeks 1-2: Introduce & Inquire a-Create and distribute survey for faculty and staff who are familiar with our current intake process. b-Initiate contact with Division Chair and Dean, SBCTC (state board for community and technical colleges), and LEP (Limited English Proficiency). c-Initiate contact with other SBCTC colleges and other ESL programs. d-Study program requirements re: CASAS (Comprehensive Adult Student Assessment System) test and its data, gains, and funding; investigate how other colleges and programs are now using CASAS. e-Connect with ODEI, Disability Access Services, and eLearning; learn how to screen tools and processes for bias and how to center equity. f-Reach out to ESL faculty level leaders to arrange class visits and collect assessments and syllabi for analysis. g-Contact World Languages faculty at Clark to see how students are placed into various proficiency levels upon arrival. h-Spanish study

(ongoing): Try out various self-assessment and placement processes at a variety of programs, apps, and schools. <u>Week 3: Research & Ruminate</u> a-Continue steps and tasks above. b-Examine collected assessments and syllabi re: placement, assessment, and course content: lower levels of ESL; arrange meetings and class visits as needed. c-Survey all BEdA faculty and staff about placement challenges and desires (including level-to-level progression as it informs curricular content and initial placement). d-Research Directed Self-Placement and other innovations in use at other colleges in the nation, paying close attention to how productive skills (e.g., writing and speaking) are assessed as opposed to only receptive skills (e.g., listening and reading). e-Inquire about placement changes in English and math departments (both have modified their placement processes somewhat recently). f-Spanish study (ongoing). <u>Week 4-5: Draft & Diversify</u> a-Continue steps and tasks above. b-If initial surveying supports this, start drafting reading and listening passages in order to receive feedback from colleagues. c-Examine collected assessments and syllabi re: placement, assessment, and course content: higher levels of ESL; arrange meetings and class visits as needed. d-Meet with Disability Access Services, ODEI, and/or eLearning about equity, accessibility, and other considerations in test creation and administering. e-Examine collected assessments and syllabi re: placement, assessment, and course content: lower levels of CAP (Career & Academic Preparation); arrange meetings and class visits as needed. f-Spanish study (ongoing). <u>Week 6: Re-evaluate & Re-route</u> a-Continue steps and tasks above. b-Midpoint of the quarter: re-evaluate the project and process; and modify as needed, allowing time for unanticipated changes and new directions. c-If initial surveying supports this, start drafting speaking and writing passages in order to receive feedback from colleagues. d-Spanish study (ongoing). <u>Weeks 7-8: Assess & Access</u> a-Continue steps and tasks above. b-Attend and assist: intake sessions. c-Meet or otherwise confer with staff about the current process; request feedback on feasibility of plan thus far. d-Draft rubrics and other tools for interpretation of results; intake tools and overall process should be objective, efficient, and user-friendly (including for staff/non-faculty employees). e-Decide on platform for administering: Canvas? Other? f-Spanish study (ongoing). <u>Weeks 9-10: Revise & Reach out</u> a-Continue steps and tasks above. b-Use feedback from staff and faculty to revise reading, writing, listening, and/or speaking content, depending on what is called for. c-Use feedback from staff and faculty to refine rubrics and other scoring tools. d-Plan for trial: fall quarter? e-Faculty meeting rollout and/or creation of training process; the intake process should feature self-accessible directions and documents/links. f-Begin reflecting on findings to comment on content in BEdA curriculum - progression within ESL/CAP/BEdA (faculty and/or staff will continue this in subsequent quarters once pieces of the new process are tested out). g-Create new materials/web links for internal and external progression and transition; allow this project to inform recruitment and outreach (faculty and/or staff will also continue this in subsequent quarters once pieces of the new process are tested out). h-Spanish study.

10. <u>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)</u> This project strongly supports two of Clark College's four Core Themes: Academic Excellence and Social Equity. "ACADEMIC EXCELLENCE - Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Objective 1: Implement and institutionalize practices that increase **academic performance, retention, and**

completion." **Academic performance** is clearly connected to placement; if an ESL student is placed in a class that does not suit their level or needs, their learning and performance will fall short. **Retention and completion**, too, depend on appropriate, equitable assessment and placement. It is difficult to retain and transition students who are not placed properly–especially if those students do not even complete the intake process due to its flaws and inaccuracy! "SOCIAL EQUITY - Facilitate student learning by providing the conditions that **improve educational outcomes and eliminate systemic disparities** among all groups. Objective 1: Create and sustain an **accessible and inclusive environment** by utilizing principles of universal design and social justice so that all students can achieve **equitable outcomes**. Objective 2: Demonstrate improved **intercultural competency** among employees and students through comprehensive professional development and curricular transformation." The essence of this project is to **eliminate systemic disparities** in the intake process by improving the assessment and placement process. By considering matters such as accessibility, sexism, **intercultural competency** and appropriateness, ableism, ageism, and overall equity while creating a new intake and placement process, we hope to make **educational outcomes** more **equitable**.

11. <u>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)</u> I feel well equipped for these sabbatical activities due to my background in materials design/editing and teacher training along with my many (nearly 28) years of teaching ESL at Clark College and elsewhere. Still, I must **strengthen and increase my knowledge in the discipline** by confirming SBCTC requirements, familiarizing myself with intake innovations at other colleges, and investigating and implementing technological advancements since our current process was assembled long ago. Therefore, I will **enhance and extend my skills** as an ESL professional while creating diagnostic and placement tools such as reading passages, writing prompts, and rubrics or other systems for interpreting and utilizing results. Ensuring that the new intake process is equitable and inclusive will require me to **strengthen my understanding of social equity** while **producing this new work.** Further, a peripheral but important part of this project is time for me to focus on my own Spanish language study. This is of both personal and professional benefit. Experiencing language placement tools myself will offer me valuable **perspective** on that process specifically and on language learning in general.

12. <u>Describe how your sabbatical activities will benefit your department:</u> It is my hope and expectation that an updated intake process will benefit ESL/BEdA in the following ways: a-The intake and placement process will be more efficient and easier for staff and faculty to use, requiring less time and energy for clarification, level adjustment, class changes, and accommodation of student frustration–particularly for our over-extended staff.   b-The intake and placement process will be more equitable for students, eliminating culturally inappropriate prompts, outdated questions, and testing that does not align with our curriculum.   c-The intake and placement process will be more accurate, resulting in fewer students moving classes, withdrawing from the program, or not completing the cumbersome registration process at all. A more accurate intake and placement process allows teachers to concentrate on teaching as opposed to losing time to advising and problem-solving. d-This project will result in **a new topic area within the discipline**: an improved intake process via updated, equitable assessments. Just as I will **enhance and extend my skills** as an ESL professional while creating diagnostic and

placement tools such as reading passages, writing prompts, and rubrics or other systems for interpreting and utilizing results, my faculty and staff colleagues, too, will enhance and extend their assessment skills in helping me to refine and implement this new process. Ensuring that the new intake process is equitable and inclusive will also require us as faculty and staff to **strengthen our understanding of social equity** while refining and implementing this new process**.** My goal is to produce a working draft of a culturally inclusive, equity-focused intake plan that (1) reflects our current curriculum levels in ESL, and (2) is ready for feedback and input from faculty and staff colleagues. I expect to garner this feedback from faculty and staff colleagues via surveys, **meetings**, and **workshops**, and I plan to use written work, **meetings**, and possible **workshops** in order to help train colleagues on the use of the new intake process when it is complete and ready.

13. Describe how your sabbatical activities will benefit the student experience at Clark College: An improved intake process, **including improved assessment methods**, will be more equitable, more accurate, and more efficient, making the student experience better from the very beginning. If more students are correctly evaluated and placed, students can immediately focus on learning instead of attempting to communicate with their teachers, advisors, and staff in order to find the appropriate level and content. Appropriate placement and student satisfaction could lead to better retention, and better retention increases the likelihood of **equitable student outcomes**. It is possible that a new intake process would also initiate a feedback loop leading to creation of new **curriculum, pedagogy, and/or methodology**; part of this sabbatical project involves examining all ESL proficiency levels and the assessments teachers use to determine students' readiness to progress internally, from one level to the next. An analysis of these methods would probably yield some revision and improvement in assessments and curriculum. In fact, our Division Chair has expressed an interest in adding the new intake process to our assessment projects in BEdA. Regarding potential value or benefit to the college as a whole: an equitable intake process is a crucial part of **fostering an inclusive campus climate**, particularly since BEdA students who transition to degree or certificate programs provide the college with additional FTE. At the time of this writing, BEdA is the largest or second largest enrollment group at Clark College, along with math and English. Transition starts with retention, and retention starts with enrollment. A successful re-vamping of our intake process could be shared via **public presentations** at industry conferences and/or **publications** for professional development. Perhaps some components of our new intake process could be adopted or adapted in other areas of the college, or maybe learning about our new process could inspire others in different areas/units to refine their own processes somehow.

14. Has any work been done specifically in preparation for the sabbatical leave project? Preliminary communication and meetings regarding departmental needs and priorities with Heidi Summers, Dean of BEECH, and Sara Gallow, Division Chair of BEdA, took place summer 2024 and fall 2024. I also surveyed staff and faculty who regularly work on intake regarding their concerns about the intake process in order to inform my plans. The survey responses informed this proposal and the focus of this project.

15. List any institutions or other organizations which will be affiliated with the project: It is possible that this project will involve connection with other BEdA departments, ESL programs, literacy services, or other community organizations, whether through visits, interviews, or sharing of resources. Those institutions and organizations would be identified once research is underway.

16. <u>List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.)</u> This sabbatical project requires no additional funding.

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

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

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December 30, 2024

Dear Professional Placement & Advancement Committee:

I am writing to express my strong support for Catherine Johnston's sabbatical proposal to redesign and modernize our English as a Second Language (ESL) intake and placement process for Basic Education for Adults (BEdA). This project addresses a critical need for our program and has the potential to significantly improve equity and educational outcomes for our ESL students. The project is also supported by the Division Chair, department, and staff who do the work of assisting students with admission, placement, and registration.

Our program is required to use a standardized test called CASAS to provide evidence of ongoing progressions. This test is currently used for placement as well. It is a reading test and does not consider listening, speaking or writing skills. The test is outdated and deemed biased by our faculty and BEdA programs across the state. A modern assessment tool that is culturally relevant will help ensure that our ESL students receive fair and appropriate placement that better serves their educational needs. Also, an assessment tool designed by Catherine will better align with our current curriculum in order to provide more accurate placement.

Catherine's sabbatical project proposal is comprehensive, detailed, and needed by the department. She will engage multiple stakeholders from different departments including the Office of Diversity, Equity and Inclusion (ODEI), Disability Access Center (DAC), and eLearning, as well as other academic departments such as the World Languages, English, and Math.

Catherine's deliverable of a complete draft intake plan, ready for colleague feedback, provides a concrete outcome that can be implemented to improve our services to ESL students. This work has the potential to serve as a model for other institutions facing similar challenges regarding ESL student assessment and placement. I highly recommend Catherine's project and look forward to seeing the positive impact it will have on our ESL program and students.

Sincerely,

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: Kushlani de Soyza

2. Department/Division: Women's Studies/Social Sciences

3. Unit: SOFA.

4. Please summarize your proposal in 1-3 sentences. Women's Studies department is in the process of changing its name to Women's, Gender, and Ethnic Studies to better represent the existing intersectional, interdisciplinary curriculum taught at Clark's WS department, to stay current with trends in the field(s) of Women's Gender Ethnic and Sexualities studies, and to better align with the SBCTC's mandate that our colleges lead with racial justice and improve the experience and outcomes of systemically non-dominant student groups.

   My sabbatical proposal involves three components for study and research during one sabbatical term (Fall 2025): 1, Observe a range of Fall 2025 Ethnic Studies classes at my graduate alma mater Oregon State University; 2, research other regional Ethnic Studies programming, such as those taught at fellow SBCTC colleges; and 3, further my own studies in Ethnic Studies, by attending an Ethnic Studies national conference and/or enrolling in Ethnic Studies coursework (details below). I would also like to seek guidance from members of the Cowlitz community, as many regional Ethnic Studies programs have made valuable connections with indigenous groups and it would be appropriate for Clark to do so as well, though I would need help making the necessary connections with the Cowlitz, whose community I'm not part of.

   My deliverables: 1, creating a rubric for how WGE (Women's, Gender, and Ethnic Studies) faculty members can appropriately incorporate Ethnic Studies into their sections of our flagship course, WS101 Introduction to Women's Studies. 2, submitting a course action request for one new WGE course, dependent upon my research, study, and collaboration.

5. Term(s) and Year Requested: Fall 2025.
6. Have you been awarded sabbatical previously? If yes, please list terms: No, never.
7. What date did you begin teaching full time at Clark College? Fall 2013: tenure track employment; Full-time temporary position from Fall 2011-Spring 2013.

Project Information

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

   Research: In September and October 2025, I will observe at least four Ethnic Studies courses taught at Oregon State University's School of Language, Culture, and Society, collaborating with Dr. Patti Sakurai, former chair and current assistant professor in OSU's Ethnic Studies department. I have worked with Dr. Sakurai in years past as a collaborator on an Asian-American/Pacific Islander public affairs radio program in Portland.

   Research: Throughout Fall 2025, I will research the Ethnic Studies programming at fellow SBCTC colleges (such as Highline north of Tacoma, Bellevue, and Seattle City Colleges), hopefully partnering with faculty there to assess what kinds of course materials; courses; and collaborations are necessary to appropriately incorporate Ethnic Studies across our existing and future department curriculum.

   Research: By November 2025, make connections and meet with Cowlitz educators to discuss their ideas about what a successful Indigenous Studies course or program of study would look like at Clark.

   Study: In September 2025, I hope to enroll in SBCTC-member Highline College's Ethnic Studies for Educators course (EGS 352) or a similar course -- this will be dependent upon whether Highline has room for a non-degree-seeking student in the course, an elective in their BAS education program. Alternatively or concurrently, I plan to attend a national Ethnic Studies conference (ideally online to keep costs low; details of the 2025 National Association of Ethnic Studies conference are set to be announced in April 2025 and in years past have included remote/online options for the early November event. I will apply to use my faculty development funds toward 5 credits at Highline and/or conference costs.

   Deliver: By Winter 2026, share with department colleagues a rubric and resources for how Clark's current Women's Studies faculty can appropriately incorporate Ethnic Studies into its flagship course, WS101 Introduction to Women's Studies. This rubric will provide faculty members a flexible framework to ensure the department is ready to implement any necessary curricular changes and seek Curriculum Committee's approval to change the course name to Introduction to Women's, Gender, and Ethnic Studies for the 2026-27 catalog.

   Deliver: By Winter 2026, submit a Course Action Request to add a new WGE (Women's, Gender, and Ethnic Studies) course to be taught in 2026-27.

9. Provide a detailed time sequence for completion of the project: See above.
10. Describe how your project will support Clark College's Core Themes (Academic Excellence; Social Equity; Economic Vitality; Environmental Integrity) My sabbatical project will support Clark's core themes of academic excellence and social equity and will increase engagement with community partners. Re: academic excellence, my project to successfully develop Ethnic Studies

coursework at Clark will live up to Clark's stated mission to implement practices that increase academic performance, retention and completion and improve those measures for systemically non-dominant students (AE1) and create inclusive curriculum that reflects our diverse college community (AE2). Re: social equity, my project will contribute to improved intercultural competency for Clark students and for myself and my department colleagues through thoughtful curricular transformation and professional development (SE2).

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) My sabbatical project will give me the time to appropriately research best practices and develop community partners. I am beyond excited to have time to once again become a student of my academic discipline, especially at a time when social justice education has become a political flashpoint. Increasing my knowledge of interdisciplinary Ethnic Studies through research and study will make me a more competent and confident teacher.

12. Describe how your sabbatical activities will benefit your department: As a new department name (Women's, Gender, and Ethnic Studies) makes transparent the intersectional, cross-cultural, and interdisciplinary work already being done in our department, my sabbatical project will provide a flexible framework for my department colleagues as we thoughtfully and appropriately incorporate Ethnic Studies into department offerings, especially our flagship course, Introduction to Women's Studies. My deliverable of developing a new Ethnic Studies-focused course will also increase the department's work toward the SBCTC goal of leading with racial equity.

13. Describe how your sabbatical activities will benefit the student experience at Clark College: Students from a broad range of backgrounds will benefit from having Ethnic Studies being thoughtfully and appropriately incorporated into Introduction to Women's Studies. Students will benefit from increased intercultural communication skills; from having more culturally relevant courses to connect with systemically non-dominant communities and contribute to better student outcomes as they see themselves/their communities reflected in the academic environment; and from having a more accurate understanding that department coursework is not "just" about gender, but rather is intersectional and interdisciplinary, with racial justice as a core element of the work being done.

14. Has any work been done specifically in preparation for the sabbatical leave project?
I have made plans with Oregon State University's Ethnic Studies department for collaboration and campus visits in Fall 2025; I have researched Ethnic Studies for Educators course offerings at Highline College; I have discussed the department name change and received support for this sabbatical project with SOFA dean Kathrena Halsinger.

15. List any institutions or other organizations which will be affiliated with the project: Oregon State University School of Language, Culture, and Society; Highline College; SBCTC colleges that offer Ethnic Studies; Cowlitz or other community partners

16. List all expenses and modes of payment (e.g. grants, organization sponsorships, stipends, college funding, IFDF, personal funding, etc.) Highline tuition for a 5-credit class is about $1325, which I would fund through my IFDF and will seek to audit the course if possible to reduce costs; I will use personal funds for my transportation to Oregon State University. If it is possible to do both

the Highline course and the Ethnic Studies conference, I would apply for faculty development funds for those conference fees if the cost exceeds my IFDF.

Documentation and Terms

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- Discussed your sabbatical leave with your Dean and Dept. Head/Division Chair

- Attached any supporting documentation: SEE ATTACHED SCREENSHOT of DEAN'S SUPPORT

X

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

Love it Kushlani- Happy to support!

Best,
Prof. Kathrena Halsinger
Interim Dean of Social Sciences and Fine Arts
she/hers pronouns

Hi, Kathrena.

I am working on my sabbatical application for 2025-26. I'm hoping you can read below what I am working up for my application and support my application.

As my two main deliverables, I would like to use my sabbatical research to create a rubric and resources for how WGE faculty members can appropriately incorporate Ethnic Studies into their sections of our flagship course, currently WS101 Introduction to Women's Studies. I hope to also develop a new Ethnic-Studies-focused course that I would teach, depending on who I can collaborate with during my sabbatical, such as a course on Black/African American, Indigenous, or Asian American Studies, the latter of which I have experience in from my graduate work and continuing education.

Can I ask you for a statement of support for this application? Last year I applied for a sabbatical but did not receive it from the board/VPI. I believe my application was too focused on small changes to existing courses that didn't make a significant department/college impact, but this year I feel like I have an application that will improve my confidence as a WGE faculty and benefit the department and college.

Thank you,
Kushlani

X

Comprehensive Facilities Plan

Long-term Vision and Strategy

Presented by: Sabra Sand, College VP of Operations
Chris Samuels, College Director of Facilities Services

Goals of the Comprehensive Plan

- Assess college space needs currently and into the future

- Identify high use areas

- Identify space needs

- Improve current spaces

- Create a long-term plan for the college's infrastructure

- Future planning

Enrollment Trends

- Projected decline in regional high school enrollments over the next 10 years

- New programs:
    - Surgical tech
    - Clean energy
    - Advanced manufacturing
    - Additional 4-year degree offerings

- Mode and timing of instruction:
    - Online versus in-person
    - Block scheduling
    - Registration and schedule publication

- Community needs alignment

What we learned from our students

- Better signage

- Classroom and building updates

- Improved maintenance

- More comfortable furniture

- HVAC improvements

Physical Space Review

- Documented use of buildings and spaces, and categorized based on high-use and under-use
  - Considered factors such as technology, furnishings and accessibility
  - Utilized 25Live room scheduling software
    - Pulls in room use for classes, community and college use

Over-utilized Space

Main Campus

O'Connell Gymnasium

- All athletic teams – 11 sports teams
- Physical education courses
- Continuing education courses

Under-utilized spaces

- Split into three categories
  - Recommended for scheduling adjustments
    - 6 classrooms that could be better utilized as they currently exist

  - Recommended for remodeling
    - 2 large classrooms that would need significant changes or upgrades, but could be better used for another area

  - Recommended for furnishing or IT upgrades
    - 10 rooms that need upgraded furniture or technology

Under-utilized classroom spaces
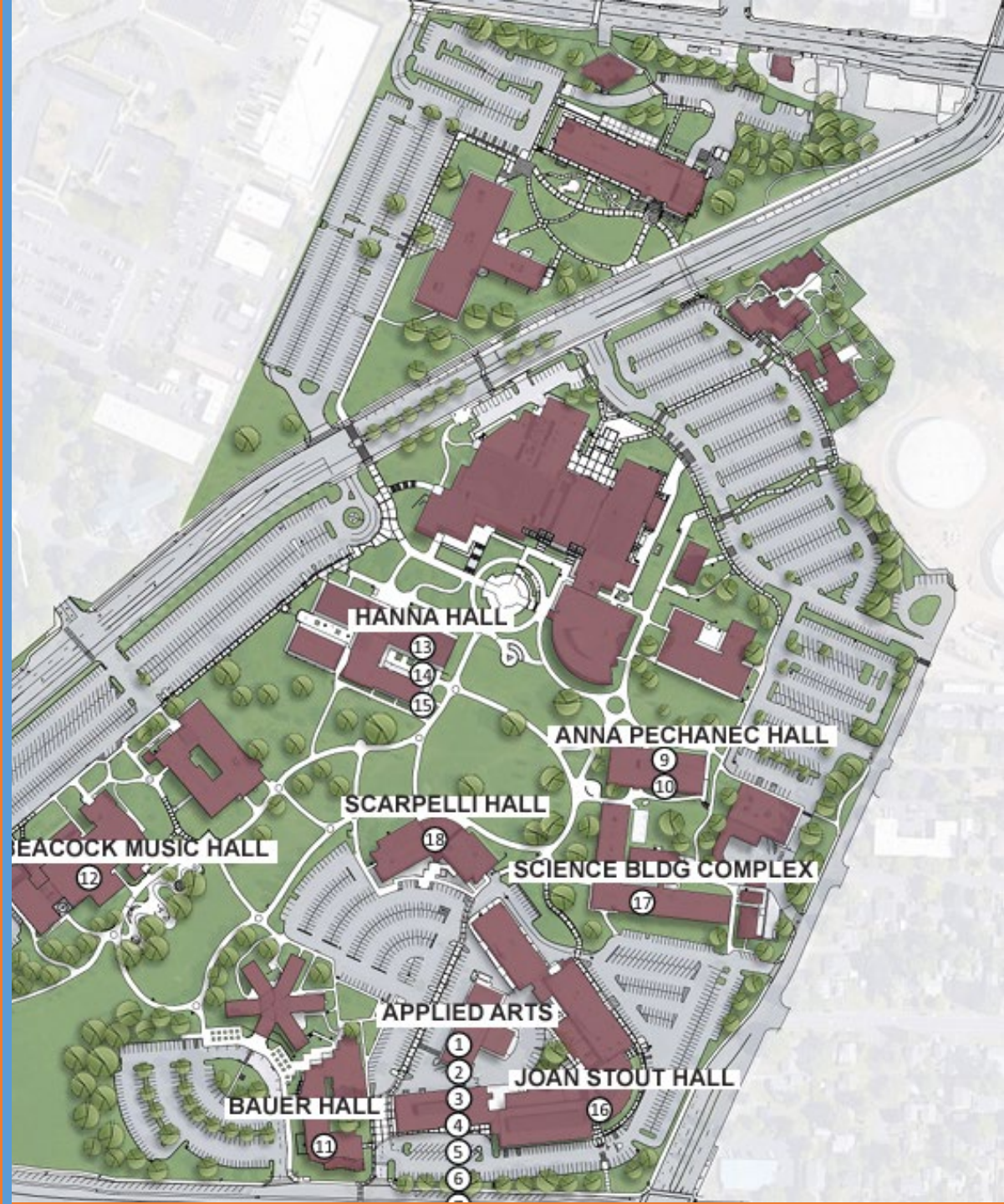
Community and Student Spaces

- Six existing indoor spaces and three outdoor spaces were identified as successful gathering spaces on the main campus

- Improvements needed in existing community spaces:
  - Most spaces need better Wi-Fi
  - Improved and increased plug-ins and outlets for devices
  - Some areas need better identification/signage
  - Increased gender-neutral or non-gender restrooms

Community and Student Spaces

- ◦ New Student/Community Space Needs
  - ◦ New Cultural center to promote diverse groups getting together:

    Multi-purpose, flexible space
    - ◦ Kitchen
    - ◦ Outside space for meditation and outdoor activities
    - ◦ Accessible for all

  - ◦ Increased outdoor spaces to gather and study
    - ◦ Outside STEM
    - ◦ Anderson fountain area

  - ◦ Rooms for virtual meetings

Intercampus Relationships

- Four College Locations:
  - Main Campus
  - Columbia Tech Center
  - Clark Center at Washington State University Vancouver
  - Boschma Farms

- Wrap around services
- Transportation
- Create cohesive campus look and feel
- Signage
- Consistent, enhanced landscaping

Proposed Future Buildings

Replacement of Hanna/Hawkins/Foster

Proposed Future Buildings

Additional Gymnasium

Proposed Future Buildings

Cultural landmark building

Proposed Future Buildings

Early Learning

Science Building
Replacement

T-Building
Replacement

Athletics Complex Improvements

Sustainability/Energy

- Identify inefficiencies
  - Current meter installation (Clean Buildings Act)
    - Identify buildings needed improvements
      - Heating/cooling
      - Windows
      - Insulation
      - Space utilization
   - Physical waste

Sustainability/Energy

Decarbonization Plan

HB 1390, which was passed by legislation, requires owners of state campuses to:

- Develop a decarbonization plan
- Implementing an approved decarbonization plan
- Meet benchmarking, energy management, and operations and maintenance planning requirements
- Once completed, approval by Commerce occurs every five years

Prioritization of facility needs
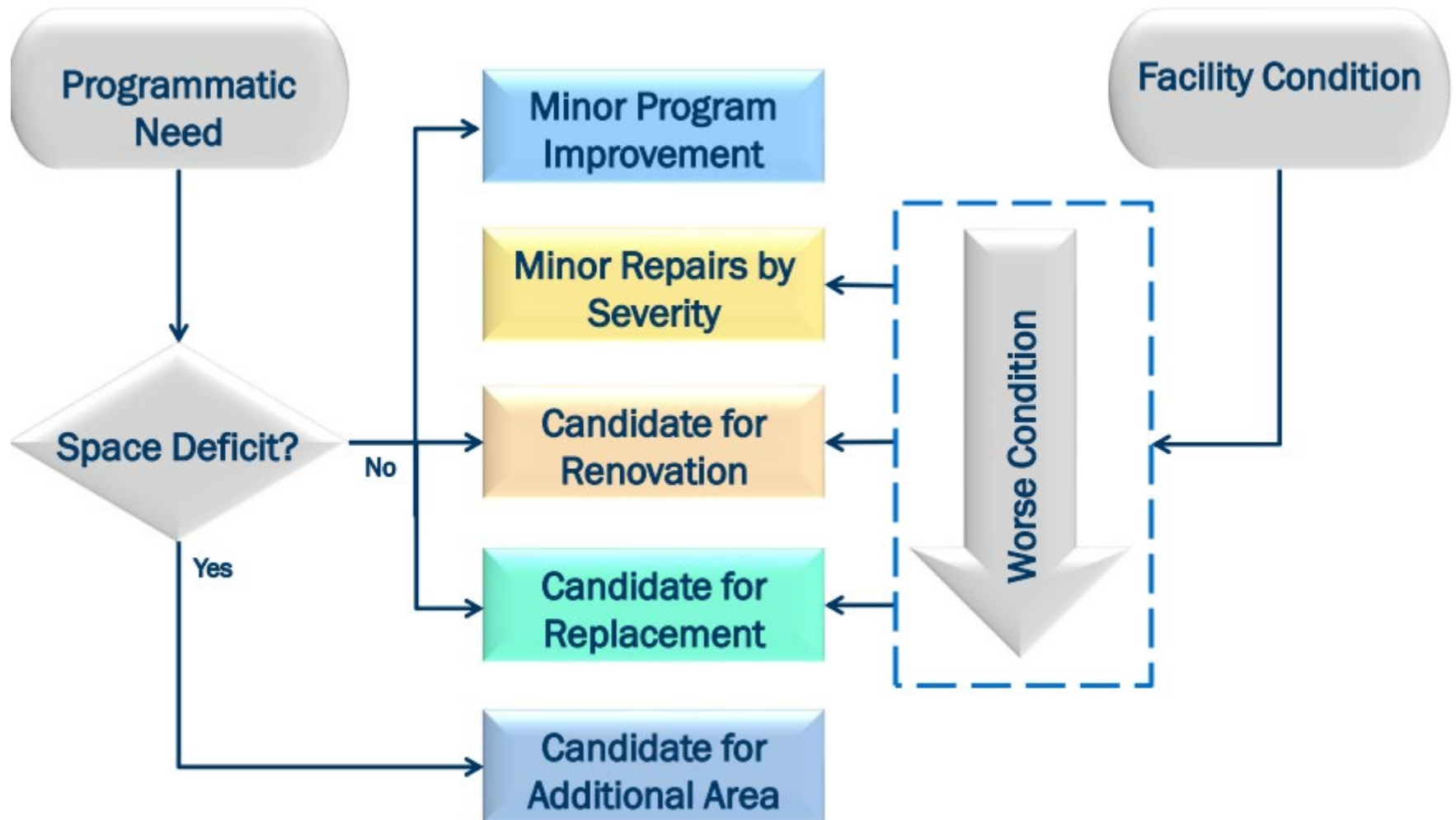
Capital Public Works

Major Public Works:

- Proposals will be scored by a system taskforce using the updated criteria

- Proposals scoring 70 or more points will be added in rank order below the projects already in the pipeline

- Projects are to be constructed in the order they are added to the pipeline

Minor Works Repair Projects

- Typical capital budget appropriations

Roof	Facility	Site & Infrastructure	URF (RMI)

- Funds provided to repair existing assets
- Up to 25% of projects can be used for related improvements
- Locally acquired buildings qualify for repair funds after 6 years of ownership (no minimum for constructed buildings)

Capital Budgets

Capital budgets are funded/approved by the Legislature as a group for the entire SBCTC system of colleges

Funding for capital projects come from two main sources
- Building fees (a portion of tuition charged that is remitted to the State Treasurer and held in a central pool for the SBCTC system)
- Bonds sold by the State of Washington Treasurer
    - We do not have local authority to sell bonds or create levy's

Operating vs. Capital Budgets

- State funding for operational and capital expenses (repairs, improvements, remodels, new construction) come from separate legislative appropriations

- Capital dollars cannot be used to fill holes in the operating budget

- When capital dollars aren't enough to cover a project, the College can use local revenue (tuition, fees, fund balance) and Foundation funding as needed

- State provides a portion of ongoing Maintenance and Operations funding for all new state funded facilities

Questions?