



# Clark College

Board of Trustees Regular Meeting Packet

Wednesday, November 20, 2024, at 5:00 p.m.

Location: Gaiser Hall, Room 213

Virtual Option:

[Zoom Link](#)

Meeting ID: 831 3722 6333

Passcode: 418803

Dial in: (253) 215-8782

## Board of Trustee Regular Meeting Packet, November 20, 2024, at 5:00 pm

- I. Call to Order/Agenda Review – Chair Gideon
- II. Public Comment – Chair Gideon  
Public comment will be limited to two minutes per speaker. Speakers must sign up by 4:55 PM on the day of the Board meeting. [Signup Link](#)
- III. Action Items/Consent Agenda – Chair Gideon
  - a. October 16, 2024 - Work Session Meeting Minutes
  - b. October 16, 2024 - Regular Meeting Minutes
  - c. College Calendar
- IV. Constituent Reports
  - a. ASCC – Gurraj Singh Dhami
  - b. WPEA – Courtney Braddock
  - c. AHE – Suzanne Southerland
- V. Career Connected Learning  
Presented by Rhianna Johnson
- VI. Reports from Board Members – Chair Gideon
- VII. President’s Report – Dr. Karin Edwards
- VIII. Next Meeting  
The next Board of Trustees work session and regular meeting are scheduled for Wednesday, December 4, starting at 3:30 pm.
- IX. Executive Session  
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- X. Adjournment – Chair Gideon

# Clark College

## Board of Trustees Work Session Minutes

Wednesday, October 16, at 3:30 pm

PUB 258-C and Zoom

### In Attendance

Denise Gideon, Chair  
Marilee Scarbrough, Vice Chair  
Cristhian Canseco Juarez, Trustee  
Jeanne Bennett, Trustee  
Suzanne Donaldson, Trustee

### Administrators

Dr. Karin Edwards, President  
Sabra Sand, Vice President of Operations  
Dr. Michele Cruse, Vice President of Student Affairs  
Vanessa Neal, Vice President of Diversity, Equity, and Inclusion  
Dr. Terry Brown, Vice President of Instruction  
Brad Avakian, Vice President of Human Resources  
Sudha Fredericks, Vice President of Information Technology  
Calen Ouellette, Clark College Foundation Chief Executive Officer  
Dr. Cecelia Martin, Associate Vice President of Planning and Effectiveness

### Other

Shelley Williams, Assistant Attorney General  
Darci Feider, President's Office  
Brandon Johnson, IT

### Call to Order/Agenda Review

Chair Gideon called the work session to order at 3:30 p.m.

### Public Comment

No public comment.

### Board Policy Review Calendar

Dr. Martin presented a proposed Board Policy Review Calendar that outlines a bimonthly review process over two years, beginning next September, to ensure timely updates to board policies and compliance with accreditation requirements. The calendar has been designed to ease the workload by spreading reviews throughout the academic year.

### College Policy Review

Brad Avakian presented a high-level overview of the college policy process, new policies adopted, past approvals, and upcoming reviews. He highlighted Policy 200, which establishes a

new framework for policy governance, incorporating a review schedule assigned to each VP and utilizing an equity lens. The process emphasizes shared governance, with the policy committee advising the Executive Council on policy recommendations and ensuring accountability.

### Fall Student Profile

Dr. Martin and Dr. Cruse presented a high-level overview of the fall student profile, noting that overall enrollment is at 4,462 FTES, achieving 99% of the budgeted target of 4,493 FTES. The BAS program has 188 enrolled, exceeding its target by 121%, while international enrollment stands at 56, reaching 109% of its target. Additionally, Running Start has 1,695 students, which is 101% of the target of 1,676 FTES. The discussion highlighted growth in various demographics, the importance of equity initiatives, and ongoing efforts to improve retention and support for historically underserved students.

### Adjournment

Chair Gideon adjourned the work session at 4:41 p.m.

# Clark College

## Board of Trustees Regular Meeting Minutes

Wednesday, October 16, 2024

GHL 213 and Zoom

### In Attendance

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Marilee Scarbrough, Vice Chair

Cristhian Canseco Juarez, Trustee

Jeanne Bennett, Trustee

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Sudha Fredericks, Vice President of Information Technology

Calen Ouellette, Clark College Foundation Chief Executive Officer

Dr. Cecelia Martin, Associate Vice President of Planning and Effectiveness

### Other

Shelley Williams, Assistant Attorney General

Darci Feider, President's Office

Julie Taylor, President's Office

Brandon Johnson, IT

### Call to Order/Agenda Review

Chair Gideon called the regular Board of Trustees meeting to order at 5:00 pm.

### Public Comment

Larry J. Smith

David Casteel

Tyson Dykes

Amelia Vandorph

James Ron Power

Debbie Wickwire

Natalie Perdun

Mike Arnold

Makayla Biava

Stephanie Wagner

Jesse Hope

Michael Strive

Jessie York

Danielle Pleaser

Lisa Bullard

Deb Montez

Stephanie Hall

Laura Nagel

John Curry

Chase Sungkamee

Janice Morales

Brock Gilder

Kayla Hawkins

Paul Burger

### Action Items/Consent Agenda

- a. September 25, 2024 - Work Session Meeting Minutes
- b. September 25, 2024 - Regular Meeting Minutes

MOTION: Trustee Bennett moved to approve the Consent Agenda. Vice Chair Scarbrough seconded the motion. Motion passed as presented.

- c. Board of Trustees Policy Review Calendar

MOTION: Vice Chair Scarbrough moved to approve the Board of Trustees Policy Review Calendar. Trustee Canseco Juarez seconded the motion. Motion passed as presented.

### Constituent Reports

The board highly values the constituent reports and again asked that written reports be submitted in advance of each board meeting.

### ASCC

Gurrag Singh Dhani, ASCC President, shared that the ASCC Student Government is enhancing student involvement and campus climate through initiatives like the Involvement Fair, which resulted in 286 participation passports and the chartering of four new clubs. They are actively promoting student resources via social media and have increased their Instagram following significantly. They are also partnering with state-wide organizations to advocate for student interests and promote civic engagement, including voter registration efforts. Overall, they aim to increase visibility at college events and foster greater student participation.

### WPEA

Courtney Braddock, WPEA Stewart, expressed gratitude for the Safety and Security team's effective communication regarding campus safety. She raised ongoing concerns about living wages for staff. Braddock also provided feedback on the Respectful Workplace policy. She voiced the importance of funding the Veterans Center of Excellence (VCOE) after a key grant ends.

### CCAHE

Suzanne Southerland, President of CCAHE, expressed support for maintaining a robust Veterans Center and solidarity with WPEA in their fight for fair wages for staff. She honored Professor Julian Nelson for his contributions to Clark College over nearly 20 years, highlighting his impact on students and faculty alike. Southerland addresses current challenges faculty face, including student engagement and academic integrity, while advocating for faculty involvement in leadership hiring processes and the need for transparency within the college. Southerland acknowledged the valuable work of the faculty Union Senate in representing faculty interests.

### Foundation

Calen Ouellette, CEO of the Clark College Foundation, reported on key fundraising efforts, including \$100,000 in grants from the new Student Success Fund and an Innovation Fund

launched with support from the Cowlitz Indian Tribe. The Foundation is set to distribute \$2 million in scholarships this year, aiming for a total of \$9 million. He also emphasized the Foundation's role in the Advanced Manufacturing Building and the successful National Manufacturing Day event, engaging corporate partners interested in hiring students. Lastly, Ouellette announced the relaunch of the Clark Partners magazine, now called "Penguin Partners," with over 25,000 copies to be distributed and electronic outreach to nearly 50,000 community members.

#### Student Speaker: Jude Georgeades-Tambara

Jude Georgeades-Tambara, a student at Clark College, shared her journey as a 50-something adult learner pursuing a Bachelor's degree in Applied Science and Human Services. She spoke candidly about overcoming personal challenges, including familial expectations and the lack of support for higher education, while emphasizing her commitment to empowering others, particularly women, through education. Jude's experience reflects her belief in the transformative power of education, both for herself and her family, and she is passionate about helping prospective students navigate their own paths.

#### Reports from the Board Members

##### Trustee Bennett

Trustee Bennett reported that October included two meetings with Dr. Edwards: a regular 1:1 meeting and a separate session to strategize for the upcoming 2025 budget session, emphasizing the importance of preparing effectively for discussions with legislators about funding priorities. Additionally, Trustee Bennett reminded everyone to participate in the upcoming elections.

##### Trustee Donaldson

Trustee Donaldson reported that she met with Dr. Edwards and she expressed gratitude to those who shared their stories during the meeting.

##### Trustee Canseco Juarez

Trustee Canseco Juarez reported that he attended several Clark events, including Noche de Familia and a men's soccer game. He expressed appreciation for Dr. Edwards' leadership and acknowledged the contributions of Dr. Cruse and Bard Avakian.

##### Vice Chair Scarbrough

Vice Chair Scarbrough reported that she attended the Columbia Writers Series event featuring Kaveh Akbar and participated in the Foundation Board meeting. Additionally, she volunteered for the ACT Education Committee to help plan future Trustee Tuesdays and encouraged fellow trustees to share topics of interest for these events.

##### Chair Gideon

Chair Gideon stated that she appreciated the patience of attendees as the board navigates in-person meetings while accommodating virtual participants. She acknowledged the upcoming Veterans Day, expressing gratitude for the veterans in attendance and sharing her experience as a Desert Storm veteran. Chair Gideon visited the Community Needs Hub, participated in the Trustees of Color meeting, and met with Dr. Edwards.

### President's Report

Dr. Edwards acknowledged Hispanic Heritage Month, noting that approximately 12% of Clark College's students come from Latino backgrounds, and she recognized Indigenous Peoples Day. She thanked Brad Avakian for his four years of service as VP of HR. Regarding the Veterans Resource Center, she clarified that while a grant is expiring, the center's operations will continue. She also addressed legislative requests for employee compensation and increased base funding. Dr. Edwards highlighted the upcoming ACCT national conference in Seattle, where the Clark College Jazz Band will perform. Finally, she thanked Jude for her presentation and emphasized the importance of adult learners, noting that nearly 40% of students are 25 and older.

### Next Meeting

The next Board of Trustees work session and regular meeting are scheduled for Wednesday, November 20, starting at 2:30 pm.

### Adjournment

Chair Gideon adjourned the regular meeting at 7:13 p.m.





## Clark College

Date: 11/15/2024

Subject: 2025-2026 Academic Calendar

The 2025-2026 academic calendar has been finalized, with the first day of classes coinciding with the first day of Rosh Hashanah. In developing the academic calendar, the Academic Calendar Committee generated alternative calendar options to address feedback from students, faculty, and staff regarding the observance of Rosh Hashanah in future academic years. Given that classes are scheduled to begin on Monday, September 22, 2025, careful consideration was given to adjusting the start date to accommodate this observance.

However, due to contractual obligations and the need to meet the required number of instructional days, adjusting the start date of the academic year was not feasible without disrupting the overall academic schedule. After a thorough review, the proposed calendar was approved by the Executive Cabinet, which carefully considered the potential impact on students and employees before making a final decision.

We recognize the importance of religious observances, including Rosh Hashanah, and would like to remind all members of our community about the Faith or Conscience Policy 710.011, [Student Absence for Reasons of Faith or Conscience](#). This policy, which aligns with RCW 28B.137.010, allows students to take time off for religious observances without penalty or impact on their academic standing. In accordance with the RCW, students must be notified of this policy by publishing it on the institution's website and including either the policy or a link to it in course or program syllabi.

Those who wish to observe Rosh Hashanah or any other religious holiday are encouraged to follow the established procedures for requesting time off.

We appreciate the understanding of all members of our college community as we balance academic requirements with respect for religious and personal observances.

## 2025-2027 Academic Calendar

<b>SUMMER TERM</b>	<b>2025</b>	<b>2026</b>
July 4 <sup>th</sup> Holiday	July 4 (F)	July 3 (F) Observed
Classes begin	July 7 (M)	July 6 (M)
Last Day of Classes	Aug. 29 (F)	Aug. 28 (F)
<b>FALL TERM</b>	<b>2025</b>	<b>2026</b>
Labor Day Holiday	Sept. 1 (M)	Sept. 7 (M)
Faculty Workday	Sept. 12 (F)	Sept. 11 (F)
Faculty Workdays, Orientation Week	Sept. 15-19 (5 days)	Sept. 14-18 (5 days)
Classes Begin	Sept. 22 (M)	Sept. 21 (M)
Faculty Workday: Campus In-Service (no classes)	Oct. 10 (F)	Oct. 9 (F)
Veterans Holiday	Nov. 11 (T)	Nov. 11 (W)
Faculty Workday (no classes)	Nov. 26 (W)	Nov. 25 (W)
Thanksgiving Holiday	Nov. 27 (Th)	Nov. 26 (Th)
Native American Heritage Day Holiday	Nov. 28 (F)	Nov. 27 (F)
Last Day of Classes	Dec. 5 (F)	Dec. 4 (F)
Final Exams	Dec. 8-11 (M-T-W-Th)	Dec. 7-10 (M-T-W-Th)
Faculty Workdays	Dec. 12 (F), Dec. 15 (M)	Dec. 11 (F), Dec. 14 (M)
Winter campus closure	Dec. 20-28 (9 days)	Dec. 19-27 (9 days)
Winter Holiday	Dec. 25 (TH)	Dec. 25 (F)
<b>WINTER TERM</b>	<b>2026</b>	<b>2027</b>
New Year's Day Holiday	Jan. 1 (TH)	Jan. 1 (F)
Classes Begin	Jan. 5 (M)	Jan. 4 (M)
Martin Luther King Holiday	Jan. 19 (M)	Jan. 18 (M)
President's Day Holiday	Feb. 16 (M)	Feb. 15 (M)
Last Day of Classes	Mar. 13 (F)	Mar. 12 (F)
Final Exams	Mar. 16-19 (M-T-W-Th)	Mar. 15-18 (M-T-W-Th)
Faculty Workdays	Mar. 20 (F), Mar. 23 (M)	Mar. 19 (F), Mar. 22 (M)
Spring campus closure	Mar. 24-29 (6 days)	Mar. 23-28 (6 days)
<b>SPRING TERM</b>	<b>2026</b>	<b>2027</b>
Classes Begin	Apr. 6 (M)	Apr. 5 (M)
Faculty Workday: Campus In-Service (no classes)	Apr. 24 (F)	Apr. 23 (F)
Memorial Day Holiday	May 25 (M)	May 31 (M)
Last Day of Classes	June 12 (F)	June 11 (F)
Final Exams	June 15-18 (M-T-W Th)	June 14-17 (M-T-W-Th)
Graduation	June 18 (Th)	June 17 (Th)
Juneteenth Holiday	June 19 (F)	June 18 (F) Observed
Faculty Workdays	June 22 (M), June 23 (T)	June 21 (M), June 22 (T)

	<b>Fall 2025</b>	<b>Winter 2026</b>	<b>Spring 2026</b>	<b>Fall 2026</b>	<b>Winter 2027</b>	<b>Spring 2027</b>
Instructional Days	50	48	48	50	48	48
Exam Days	4	4	4	4	4	4
Faculty Workdays	10	2	3	10	2	3
	64	54	55	64	54	55
	173 Days			173 Days		



## **Clark College ASCC Board of Trustees Report November 2024**

*Presented by:*

*ASCC President Gurraj Dhami*

### **Student Involvement & Campus Climate**

ASCC Student Government recognizes the increase in student involvement with clubs and programs and in response will continue to create, support, and promote student involvement in ASCC clubs and programs, and events.

#### Activities to support this priority:

- Pumpkin Painting on Oct 30 at Hanna Hall, with 158 students joining to paint pumpkins and celebrate fall.
- Bracelet-Making and Coffee Gathering – a fun event for students to relax, make bracelets, and enjoy coffee together.
- Stuff a Sasquatch on Nov 4 at PUB 161, where 200 students stuffed their own plush Sasquatch as a fun, stress-relief activity.
- Dogs, Donuts & Democracy on Election Day (Nov 5) at Andersen Fountain, with 250 students enjoying therapy dogs, free donuts, and a chance to engage in voting.
- Double Movie Night on Oct 23 at Gaiser Student Center – *Inside Out 2* and *Fly Me to The Moon* were screened, with 108 students, friends, and families attending for movies, pizza, and soda.
- Student Leaders Collaboration Meeting, A meeting with all student leaders across campus to address student concerns and work with the executive leadership
- The ASCC Student Government Budget Committee on November 6<sup>th</sup> approved \$7,093 for maintenance of the Penguin Pantry door.
- We have successfully chartered 8 clubs, with an additional 8 clubs currently in the process of becoming officially recognized.

## **Student Resource Access**

The ASCC Student Government will advocate for the provision, allocation, and management of accessible resources for Clark students to ensure student success.

### Activities to support this priority:

- We distributed 273 food boxes, providing 6,934 pounds of food to a total of 904 students and family members.
- We are currently seeking donations for 350 "Everything but the Turkey" food boxes, priced at \$15 per box.
- Student Relations and Promotions Coordinator, Jaelyn Sayler, created a bathroom calendar for November/December that lists all the upcoming events for students.
- Our efforts on social media have resulted in an increase in followers, from 1,227 followers to 1,295 followers indicating a growing interest and engagement from the student body.

## **Clark College State-Wide Initiatives**

The ASCC Student Government understands the significance of partnering with state-wide groups such as Washington Student Engagement Network (WA-SEN) and the Washington Community and Technical Colleges Students Association (WACTCSA), so will develop outreach to state-wide groups to advocate for funding and the interests of Clark College students at the state level. Additionally, the ASCC Student Government recognizes the benefits in partnering with nearby colleges to increase community involvement and student engagement, so will build upon partnerships with nearby colleges, such as WSUV to provide students opportunities to engage in their college and community.

### Activities to support this priority:

- We successfully hosted a table every Monday and Wednesday with League of Women Voters and FUSE Washington, where our ASCC Civics and Sustainability Director, Keith Christian helps students register to vote.

# WPEA/UFCW Local 365, Clark College Unit

*Board Report for November 2024*

## MEETINGS

WPEA Steward meeting on Mondays 11:30 AM

## COMMUNICATION

Current contact for campus stewards:  
wpeastewards@clark.edu

### Representational Stewards

<b>Angela Dawson</b>	Nursing
<b>Becky Lindsay</b>	Dental Hygiene
<b>Courtney Braddock</b>	Accounting Services
<b>Jillian Taylor-Valdez</b>	Child & Family Services
<b>Nora Rofjotur</b>	Network Security

### Member Leaders

<b>Jenny Shadley</b>	Communications & Marketing
<b>DJ Scates</b>	Office of Instruction
<b>Eli Gonzalez-Roman</b>	Veterans Center of Excellence
<b>Ryan Johnson</b>	Nursing & Allied Health

## WPEA Classified Staff Updates:

### Three topics below:

- Feedback and solutions from classified staff on the power outage event in October.
- After the Labor & Industries (L&I) Investigation into “hot products” (or items and materials like asbestos that can cause dangerous environmental and health impacts) on campus, we are offering feedback and possible solutions from members on best practices for Clark.
- Update on WPEA’s Collective Bargaining with Office of Financial Management (OFM).

### Power outage survey:

The Clark College WPEA Leadership team surveyed our members regarding the most recent suspended operations event. What has become clear in our survey is that although many staff were not adversely affected by the outage, we do have several individual departments and job types that were. Often it is the folks who have more complicated work, not specific desk or location work, who need a communication plan (COOP) because they are not relying on devices (computers, phones, etc) to get

word on what they need to do. They also identified a few spaces that didn't have flashlights or emergency lighting.

We understand it is hard to identify problem areas since not every team (large and small) has the same issues. If communication plans align with specific workers and locations we will see success.

A summary of the responses to the survey and recommendations is attached to our report.

### Facilities program needed:

The Clark College Leadership team met with facility members to discuss the recent L&I investigation and learn which processes and procedures could be improved or created to support their work. Facility members indicated the following:

- **A commitment from the college that funding for the required testing of "hot products" will be a priority moving forward:** Testing is necessary and expensive. It will be important for any projects that renovate current spaces at the college include testing expenses.
- **Communication plan and education around renovation and construction for the college community:** There is no current communication plan or general education shared with the college community about renovations and construction in the buildings staff and faculty work in. This lack of communication and education can cause stress and potential conflict for employees not in the know. It is important for the college to invest time in creating a communication and education plan in conjunction with facilities staff.
- **"Hot product" program:** Facility members advised that the college should adopt a "Hot Product" program to ensure all buildings are tested in a timely matter that will assist with projects in the future. The current testing format is to complete testing at the time of the project. This will be especially necessary as changes to law regarding what testing is required happens in January 2025.
- **Determination of where testing will live:** There is still confusion around which department "hot product" testing should occur. The college needs to solidify which department will be responsible for completing "hot product" testing and the compliance of testing moving forward. Testing has gone back and forth between EHS and facilities over the last few years.

The leadership team has brought this feedback to Clark College HR and labor relations and believe that resolving these issues should be a top priority to ensure our staff are safe while working and that the college community feels safe and informed.

### Bargaining updates:

We would first like to thank Dr. Edwards for sharing the SBCTC funding request submitted last month to the state that requested funding for wage increases for all staff and faculty.

While SBCTC's memo shared support for staff to receive a significant wage increase, it must be noted that that support must be shared at the bargaining table. Classified staff can only receive wage increases through the bargaining process.

As many may know, the WPEA Higher Education (HE) coalition voted its contract down, with a historic 91% no vote. Many members cited their grievances with the proposed wage increase of 5% over the next 2 years will not materially improve living conditions for staff. This sentiment was

echoed by SBCTC, and it was acknowledged that a 13% increase over the next 2 years would a start to improve wages for staff and therefore improve staff retention.

While this sentiment is great to hear, it has still not traveled to the correct audience. Clark College, along with 12 other community and technical colleges in Washington state, pay OFM to represent their needs at the bargaining table. The WPEA HE bargaining team was consistently told by the OFM representative that the state could not afford a point above a 5% increase and the college representatives, including Clark's representative, would not engage when asked why the message of a higher COLA was shared by SBCTC, but not brought to the bargaining table.

After the tentative agreement was voted down by the coalition's members, WPEA notified OFM, to which the Union was given dates to resume bargaining in February 2025, with a measly 4-hour session once per month until September 2025. The communication and actions of OFM, and in turn the college, has shown our members that we are not supported or cared for by our employer. The recognition that staff retention has a direct impact on students and the college community by SBCTC, but that the college refuses extend support of increasing staff wages at the bargaining table to decrease retention issues is cognitive dissonance that is continuously perpetuated by Clark College leadership.

We are again asking Clark College to make OFM return to the table immediately and bargain the wages and contract you say we deserve. To be explicit, this is the only way for staff to receive higher wage increases and improved working conditions. Please make OFM do the job you pay them to do.

## Suspended Operations Survey Results- Opened October 30-September 4, 2024

Themes that emerged from the responses:

### **Delayed communication:**

Communication from the college was seen as delayed. Respondents indicated that information regarding what was going on, what to expect, and when decisions would be made, particularly before suspended operations was called, would have been more helpful for themselves and their departments to make better decisions for their workspace.

### **Detail of communication made sense:**

Most respondents indicated that communication from their supervisor regarding their departments' suspended operations procedure was communicated swiftly after suspended operations was called. However, some respondents indicated that the college communication could have been more detailed before suspended operations was called.

### **Communication regarding logging time on timesheets:**

Many respondents indicated a lot of confusion about the college's communication regarding logging time for the suspended operations event. Requests for examples of timesheet submission for employees in different scenarios to make it more helpful for employees and supervisors to fill out their timesheets.

### **Communication with staff who do the majority of their work away from communication devices such as computers and phones:**

As we have seen in other emergency instances, respondents indicated a need for department-specific emergency communication plans with staff, especially for staff who do not work on a computer or phone. Respondents indicated that these plans would reduce stress and confusion as staff would know who to go to with questions, what their potential roles are during an emergency and/or suspended operations event, and where to expect communication to be disseminated from, as long as these plans are consistently communicated and practiced.

It must be underscored that department-specific emergency plans would help all departments in this instance since Zoom and Emails for all other staff were not available.

### **Ensuring spaces are prepared for a power outage:**

Some respondents indicated that their space was not stocked for a power outage. Some respondents indicated emergency lights and/or flashlights were not available during the power outage.

### **Need for consistent suspended operations procedures to be communicated and practiced:**

The Clark College WPEA Leadership team recognizes that there is no one-size-fits-all approach to suspended operations procedures. From the responses in this survey and prior discussions with Clark management regarding suspended operations procedures, the leadership team recommends the college invest time in updating or creating department COOP plans, as outlined in state law, and creating accessible department procedures for staff. These plans should be consistently communicated to staff year-round, not just during times of potential inclement weather, and practiced to ensure effectiveness.



**Clark College Board of Trustees meeting**

**Clark College Association for Higher Education report (CCAHE)**

**Representing Clark College Professors, Counselors & Librarians**

**Suzanne Southerland, CCAHE President and CMST Professor**

**November 20, 2024**

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### **Professor Julian Nelson honored**

A celebration of Professor Julian Nelson's life was held last Saturday (November 9) in the Gaiser Student Center. Several faculty, family and friends came together to celebrate one of Clark's most interesting professors. In fact, there was standing room only in the Gaiser Student Center. Many will miss Julian, and he will not soon be forgotten.

On behalf of the faculty, I want to thank the Clark Cafe for catering the event as well as the Clark Foundation and the President's Office for funding the event. Gratitude also goes out to the planning team including Carlos Castro, Kathrena Halsinger, Don Ludwig and Heidi Summers. This team put forth quite a bit of time, effort and creativity to make sure that this event was special. Thanks to everyone who helped out. Your participation meant a lot.

### **What do the faculty do – part III?**

During the last two Board meetings, I talked about the work that faculty perform in support of our students and our community.

We're now in our eighth week of the quarter; there's a lot happening in our classes. Many faculty are instructing students on their final assignments and projects, making sure that students are prepared for their final exams, and trying to carve out enough time to make sure we're thoroughly meeting all of our learning outcomes. It's also a time in the quarter when we need to have some uncomfortable conversations with some of our students, because some may not be able to pass our class. Those conversations are hard – we want to encourage our students to keep on going ... we may suggest that they take the class again next quarter or we might suggest that they see an advisor or an academic coach.

But the reality is that when it comes to many of our students who are likely not going to pass our classes, they're sometimes impossible to connect with. We may have used ARC or emailed the student, but they're not responding. This is difficult, and there's no easy solution to what unfortunately is not an uncommon situation.

This also is a time when a student may reappear after not participating and not turning in any work for weeks to ask to complete and submit several weeks worth of work to so that they can pass the class. This approach isn't conducive to developing capable students or helping students develop skills for success let alone meeting the learning goals of the class. This is also a pretty stressful situation. And despite having our policies spelled out in our syllabi, we still get these requests which again is stressful and uncomfortable.

The point is that those students who could use more support are just difficult to connect with, and when they do ask for help, the help they want isn't congruent with social-emotional development nor does it align with meeting course learning outcomes.

We're not at Clark because we're looking to teach primarily honor-roll students. Nonetheless, it can be a real puzzle to figure out the best approach with some of our students who are struggling. Clark faculty are committed to our students succeeding, and sometimes that amounts to holding them accountable and expecting them to develop as capable, responsible students. Sometimes those lessons keep us up at night.

As we move closer to the end of the quarter, faculty will soon be grading those final projects and final exams as well as computing and submitting grades. Then, we'll be getting ready to start it all over again next quarter by preparing our syllabi, our Canvas shells, and working out any kinks we discovered this quarter. For our adjunct faculty, they have the added stress that comes with the uncertainty of their class assignments. Even the most secure class assignments carry a bit of risk. So probably a quarter of Clark's classes are taught by faculty who don't know if they are teaching until about two to three weeks before the quarter starts.

So what are faculty doing in addition to our teaching?

Faculty are still meeting as committees. With 25 tenure committees, half a dozen contract committees, about the same number of College-wide committees in which faculty participate, along with inter-departmental committees, faculty committee work is a substantial part of our workloads. In addition, many of our trades and prof-tech faculty are meeting with their advisory committees and community partners and helping coordinate internships and externships, while many of our health occupations faculty are ensuring that we're following state regulations and requirements and that their students are successful in their assigned clinical settings.

Faculty are committed to Clark College and our students. Today's students expect to be able to contact their professors quickly and to get answers to questions by sending a quick email. So, for Clark faculty, every day is a workday.

### **Hiring and turnover**

With turnover at Clark a recent topic of discussion, I reflect back on some of the hiring processes over the past 5 or 10 years. The College community was well informed regarding who was on the screening committees and both of the unions – WPEA and CCAHE – were able to meet with final candidates for positions such as the VP of HR.

We also held in-person forums so that we could all get actual face time with the finalists ... AND they could see us, see our campus, and see our city. Using a zoom webinar is potentially difficult for the candidates. We saw this in our last search for the VPI. One of the finalists had a difficult time during the forum because of the format.

As we look forward to the hiring processes for the Director of Security, the VP of HR and the VP of Student Affairs, we believe that faculty and staff should be involved in these searches, as should an equitable cross-section of employees and students. We look forward to these searches being transparent; the screening committees shouldn't be kept a secret. I was on the presidential screening committee back in fall 2019 and our group was highly publicized. The process was celebrated; not hidden from the community.

We would also request that we try in-person forums with the finalists, use questions that the community generated, and have the opportunity to ask follow-up questions. The forum is such a great opportunity for people to show us who they are and for them to see who we are.

The other concern about the turnover that I shared last Board meeting is that the lack of information about the turnover is concerning. Again, when faculty don't know what is happening at the College, we're left with less confidence in our institution in general; and we're left to speculate. Our focus should be primarily on our students as opposed to what is happening at the EC level. We've had 17 people leave the Executive Cabinet since late 2020. That's only four years. We've also had 8 different people in the role of vice president of instruction, one of the most important positions at any College.

Among other things, the national results of the recent election show that a good portion of the public trusts what they deem as a "government outsider" before they trust a life-time public servant. This was evident in 2016 as well. The public is actually supporting candidates that would dismantle government agencies. Like any other government agency, Clark College cannot take for granted that the people in our community will support us just because we exist. And in fact, I would argue that higher education has been discredited significantly over the past decade. The College needs to behave like everyone's watching.

High turnover is expensive. High turnover creates instability. Uncertainty about why we have high turnover creates a chilling effect. At some point, we need to stabilize and settle

on a permanent leadership team that will help all of us develop more confidence in Clark College. Our students are going to need a strong institution.

### **WPEA Negotiations continue**

The faculty stand in solidarity with WPEA in their struggle for a fair wage. We know that our staff need salary increases. The fact that they don't earn living wages results in turnover and damaged morale which ultimately trickles down and impacts our students.

Clark College staff, and others community college staff, refused to ratify an offer from the state that would entail a small percentage increase each year of the upcoming biennium.

Subsequently, the WPEA is now hoping to continue negotiations with the state, specifically the Office of Financial Management (OFM). However, the OFM is dragging its feet; first, they refused to bargain until February. Now they won't agree to substantive blocks of time for bargaining. These are both common ploys to distract the WPEA, waste time, and try to break the resolve of our staff.

WPEA is simply attempting to find a way for community college staff to earn a living wage. Now is the time for all of us to do our part; use our influence and stand together in support of our staff, so our staff can focus on supporting students.

I ask the Board of Trustees and the Clark Executive Cabinet to think about what you can do now to show support for staff and help them succeed in their negotiations with the OFM.

### **Election Results**

My last topic is last week's election. The Faculty Union Senate met last week and discussed how we should respond to the national election results. Among a number of ideas, we agreed that we want to focus on helping our immigrant and refugee students feel safe at Clark. We also agreed that it's important that the faculty union explicitly state that we welcome all races, all genders, all religions, all abilities, all countries of origin, all sexual orientations, all ages, all sizes, and all income levels.

# Career Connected Learning

Rhianna Johnson, Director of  
Guided Pathways

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# Goals and Outcomes

- As a result of intentional experiential classroom and career connected learning experiences, Clark College students will graduate with workforce capital that prepares them for successful transition into the workforce or university
- Students will understand the workforce related skills they gained during their educational experience and have the ability to articulate and apply skills, knowledge, and abilities in real world settings

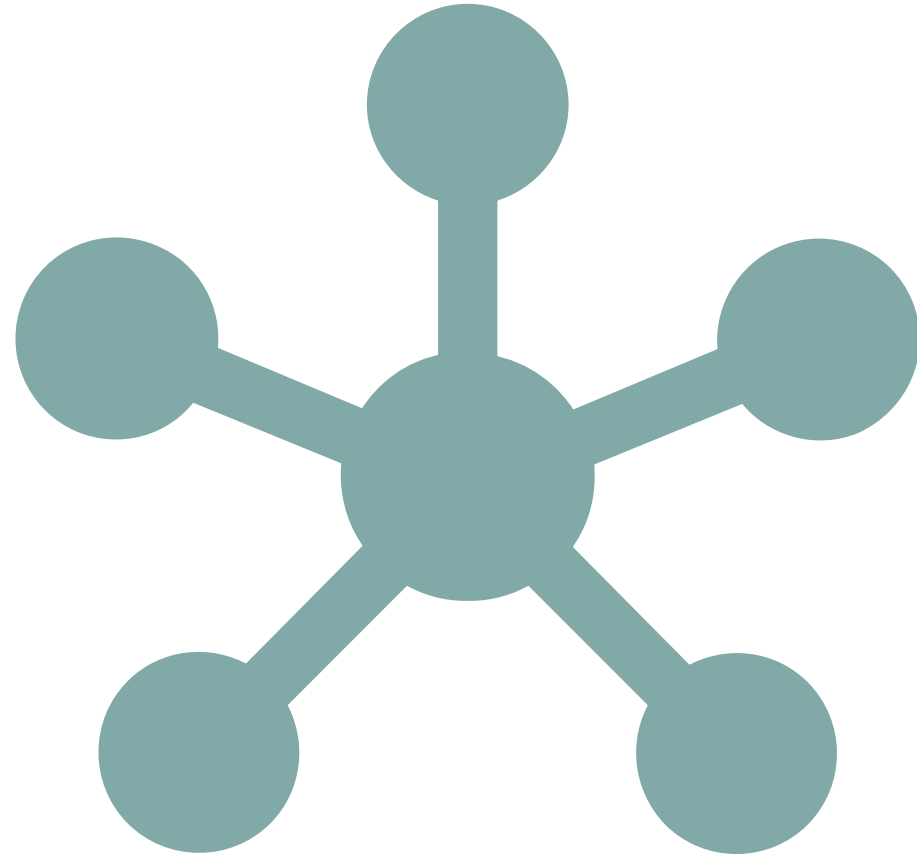
# Strategies and Approaches

- Faculty will identify and communicate existing career connected learning outcomes in coursework
  - Departments will collaborate to create additional opportunities for career connected learning through curriculum review, assignment development, and intentional linking to external career connected learning opportunities
  - Utilizing the [College-to-Jobs Playbook](#) as a framework
  - Much work is already taking place at the department level!
- 



# Career Hub

- The Career Hub virtual space will be created as a centralized repository for resources related to career connected learning, including a work-based learning toolkit for employers and database of external partnerships
  - Career Connected Learning Talking Points
- 





# Timeline



## Spring/Summer 2024

Hire CCL position  
Identify initial faculty cadre  
Create TLC Community of Practice plan for 24-25 AY  
Begin development of Career Hub



## Fall 2024

Departments work to identify existing career connected learning in courses in syllabi  
TLC Community of Practice will explore new ideas around pedagogy for career connected learning, in alignment with [NACE Career Readiness Competencies](#)  
Faculty CCL Survey, Department and student listening sessions



## Winter 2025

Group reviews [Ethnographies of Work](#) to establish similar strategies at Clark  
Experiential and Project-Based Learning Workshop Series  
Ensure alignment with work occurring in Outcomes Assessment related to gen ed



## Spring 2025

Finalize Career Hub (with ongoing maintenance)  
Assess outcomes and identify additional courses/departments that will incorporate career connected learning  
Continue to develop more partnerships in the community to connect students to opportunities

# Career Connected Curriculum Liaison-Stephanie Leeper

## Fall Focus Areas:

- Faculty Community of Practice, in collaboration with the TLC
  - Department trainings
  - Faculty survey
  - Development of Career Hub and marketing materials
  - Community networking
- 



# Faculty Survey Results



## Strengths

Real-world integration (91%)  
Workplace skills development (95%)  
Applied learning activities (73%)  
Career guidance (76%)



## Growth Opportunities

Industry engagement (35%)  
Employer partnerships (44%)  
Experiential learning (45%)  
Industry alignment (53%)

“Lab work prioritizes hands on experiences including using biotech or other lab supplies, sampling soils or water in a community public area, or running a quarter-long science project at home”



# Overlapping Projects- Opportunities for Collaboration

- Penguin Path
- Program map processes
- Gen Ed outcomes
- Program Viability
- TLC Community Engaged Learning
- Strategic Plan KPI
  - Career-Connected Learning through Employer Engagement: Number of employers engaged in program review, curriculum vetting, advisory committees, classroom visits, internships/externships, customized training, philanthropic, etc.





# Questions?

- [Rjohnson@clark.edu](mailto:Rjohnson@clark.edu)



# Veteran's Center of Excellence



Mission of the  
VCOE

Transform military-affiliated students' lives through wraparound support, services, and community partnerships

In 2020, we applied for a competitive Centers of Excellence for Veteran Student Success (CEVSS) federal grant to the Department of Education.

Our application stated:

“With a CEVSS Program, Clark College will increase the success of student-veterans by building the capacity to expand and enhance the supports they need to be successful.

This increased capacity to deliver additional and enhanced services are expected to result in increased retention and persistence, greater credit completion, and higher graduation/completion rates.”



In December 2020, we received notification that we were awarded a \$449,460 grant that was allocated over three years (\$149,820 per year). The original budget period was 1/1/2021 – 12/31/2023.

**The original CEVSS budget funded the following additional staff positions for four years (from January 1, 2020 to December 30, 2024):**

- One full time Student Success Coach
- A .50 Part-Time Program Support staff member.

## **Grant Activities that increased Student Engagement/Retention**

Increased student activities in VCOE space

Professional Development for staff, who are now able to better support military-connected students

Purchased 25 Loaner Laptops for Veteran students

Implemented annual Veterans Career and Resource Fair

Updated space to include ADA Compliant furniture

Established Veteran-focused tutoring support

Strengthened Veteran Advising Protocol

Developed new outreach tools: establishing social media presence and strengthening internal and external partnerships

Increased access to basic needs for veteran students

## **Grant funds that increased VCOE Capacity:**

25 laptop computers for student computer loaner program

1 Laptop charging cart

5 Logitech webcams for student computer lab computers

15 LiveScribe pens

Materials for Career and Resource Fair

10 graphing calculators for checkout

Books / book streaming fees for Student Veteran library

Recruitment subscriptions for recruiting active duty students

Ring light, microphone, and device for recording students stories and photos

Sensory Room materials (seat cushions for people with back pain or injuries, noise cancelling headphones, small table lamps (2).

Creative Workshop moderator and materials.

2 large and 2 small modular ADA accessible tables and chairs for the tables.

Professional development- staff attended 3 out-of-state conferences

COVID impacted our ability to use grant funds for in-person activities. Additionally, during the grant period, the Veteran's Center experienced unexpected staff vacancies. As a result, in Fall 2023 we had unspent grant funds.

**In Fall 2023 we requested and received a one year no-cost extension from the Department of Education that enabled us to fully expend the grant, thus stretching the grant from 3 years to 4 years.** Using grant funds, we continued to fund the full-time position (changed position focus from Coach to Advisor, with funder permission).

**To further leverage and expend the grant to build sustainability, we created a grant-funded, temporary position, advertised and accepted as a nine-month role, that began in May 2024 and ends on December 31, 2024.** This position has been focused on developing marketing, outreach and partnerships that sustain beyond the grant period.

## **Sustainability Statement**

(as written in CEVSS application four years ago)

**“The college is committed to sustaining the programs and services that show a positive impact on student-veteran enrollment, persistence and completion...**For example, the Student Success Coach provides specialized capacity to serve student-veterans; however, exploring options for cross-training multiple Student Success Coaches that serve multiple programs may provide long-term sustainability and continuity, given potential turnover in the position. Therefore, based on review of student feedback and outcomes, continuous improvement could lead to either:

- (1) maintaining a single Student Success Coach for the VRC; or
- (2) cross-training multiple Student Success Coaches that share time in the VRC and student-veteran caseload. ”

During the grant period, the grant-funded Success Coach position was shifted to a VCOE Advising role that was held by VCOE staff member, Megan Anderson.

**Megan Anderson, Veteran Subject Matter Expert, accepted a new role as an Academic Advisor on November 4<sup>th</sup>.** She will continue to see student veterans through the end of November, then will transition her caseload to general student population, which will include some veteran students, like all other advisor caseloads.

**To sustain the services that show positive impact on enrollment, persistence and completion, Academic Advisors will receive training on best practices when advising veteran students.** Megan will train Academic Advisors, so all Academic Advisors are familiar with GI Bill benefits and modality requirements when developing Educational Plans.

# Additional Strategies to Support Student Veterans

Pursue	Pursue Social Work intern for next fall and Vet Corp position
Partner	Partner with the Counseling Center and/or VA to have a student veteran group meet in the VCOE throughout the year (idea stage)
Invite	Invite VA departments into the VCOE to meet student needs. Invite Basic Needs Hub to help students qualify for SNAP and related benefits.
Schedule	Schedule a Veteran Service Officer in the VCOE. Schedule Penguin Pantry pick-ups in the VCOE (idea)
Work	Work with Success Coaches to offer a study skills and time management workshop in the VCOE (idea)

## **VCOE Programming for Winter and Spring Terms**

**January-** Open House, Managing Your Finances workshop

**February-** Screening of “761<sup>st</sup> Tank Battalion: the Original Black Panthers”

**March** – Resume workshop

**April** - Job search skills

**May** - Alumni mixer

**June** - Graduate BBQ

In development - create schedule of campus and community partners who will offer services and workshops in VCOE