

# Partners

Winter 2017

CLARK COLLEGE FOUNDATION MAGAZINE

## » Clear Path TO THE Finish »



Path to graduation | Challenging oppressive systems  
Student-athletes up their game | Track coach donates scholarships

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*Partners* is published three times a year (spring, summer and winter). We welcome your comments by email at [clarkcollegefoundation@clark.edu](mailto:clarkcollegefoundation@clark.edu) or by phone at 360.992.2301.



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**PARTNERS**

[ WINTER 2017 ]  
Volume 18, Issue 3

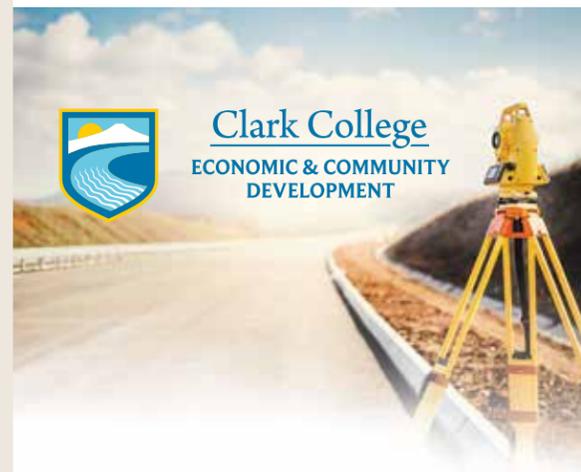
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*Cover:* Dental Hygiene student Michelle Pritchard holds the World War I vintage compass belonging to Capt. John Williams, the father of Clark's dean of STEM, Peter Williams. The elder Williams carried it during World War II when he served with the 10th Armored Division of the United States Army.



Tod and Maxine  
McClaskey  
Culinary Institute  
at Clark College

The facility officially opened on November 28, 2017. Six million dollars has been raised toward the \$10.5 million goal. Opportunities to get involved or donate are available at [clarkcollegefoundation.org](http://clarkcollegefoundation.org)

# Savoring the excellence of CLARK COLLEGE

Clark College alumna and Miss Washington 2016 Alicia Cooper opened with an exultant solo performance during Clark College Foundation's annual gala on November 2, before 330 guests, dignitaries, faculty, staff and students in the O'Connell Sports Complex on Clark's main campus. Retired Clark coach George

Fullerton announced he was donating 20 athletic scholarships annually in perpetuity through the foundation.

Guests were treated to performances by Clark College's Women's Choral Ensemble, Concert Choir, Jazz Ensemble, Theatre group and Spanish classical guitarists. Two presidential awards were bestowed upon Columbia Credit Union, and Glenn and Betty Tribe for their outstanding commitment to philanthropy. The program also featured the 2017 Clark College Outstanding Alumni and Rising Star awardees.

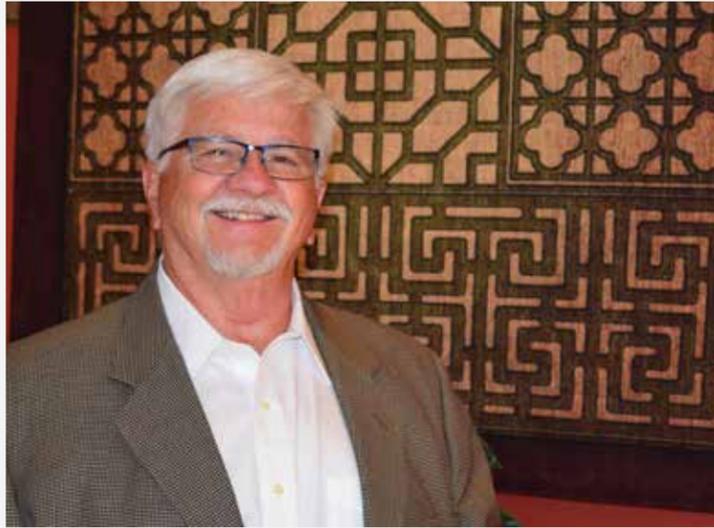
Savoring Excellence



Outstanding Alumni Awards  
RISING STAR ALUMNI AWARDS



# Briefly AROUND CAMPUS



Jim Parish, a new Clark College Foundation board member

## Parish named to Clark College Foundation board

Clark College Foundation welcomes Jim Parish to its board of directors. Parish's career in the food and beverage industry includes solutions for quick service, fast casual, casual, upscale and fine dining. His financial and strategic expertise comprises private equity and venture investment, strategic investment, software solutions, and real estate and commercial projects. He has served on numerous committees and as chair while serving on the boards of McCormick & Schmick's, Spirit Finance and First Bank. He has also been on the boards of the North Dallas Food Bank, LifeWorks, a youth services organization in Austin, Texas, and Blue Heaven Therapeutic Riding Academy in Oregon, which specializes in horseback riding for children with impairments or disabilities.

## KeyBank donates in support of financial literacy for students

KeyBank donated \$10,000 to Clark College Foundation in support of Clark College's financial literacy coach. The goal of the financial literacy coach is to break the cycle of intergenerational poverty by serving more than 2,000 low-income Clark students through high-touch financial coaching in both one-on-one and group settings. The coach assists with a significant number of vulnerable Clark students, 54 percent of whom are from families below the poverty level and 60 percent are unemployed and/or on public assistance. Moreover, nearly three-quarters of Clark students are the first generation in their families to attend college.

"The financial coach that KeyBank's gift supports underscores Clark's commitment to being the catalyst of the possible for our students," said Lisa Gibert, Clark College Foundation CEO. "The coach and financial literacy services at Clark offer encouragement, mentoring and practical skills that are relevant to their economic needs and help build their confidence."



Left to right, Bruce Whiting, KeyBank, Lisa Gibert, Clark College Foundation CEO, and Michelle Weisenbach, KeyBank president for Oregon and SW Washington

## Penguin Pantry cares for Clark students

"This is how we can care for our students," said Clark College President Bob Knight just before he cut the ribbon on the college's new Penguin Pantry, which provides free food and basic supplies to Clark students. Opened this summer, it had already seen almost 100 visits and provided close to 1,000 items to students by early October.

The pantry was made possible through a combination of grant funding and donations from Clark College Foundation, individual Clark employees and students, the Associated Students for Clark College, Sysco and the Community Foundation of Southwest Washington. The need for this resource is clear: According to data from the college's Office of Planning and Effectiveness, almost half of Clark's student body is classified as lower-income, and staff and faculty have long noted the challenges faced by students who come to class hungry. Currently the pantry offers non-perishable food, hygiene supplies, and some school items like notebooks and pens. But staff hope to expand its selection to include fresh groceries and prepared food from the McClaskey Culinary Institute. "We're going to outgrow this room, I think," said Knight.



President Robert Knight (second from left) and other Clark community members cut the ribbon at the official October opening of the Penguin Pantry, a resource for students.

## New hybrid mechatronics program provides RAMP to technical jobs

Clark College's new Rural Access Mechatronics (RAMP) program successfully launched this fall, with a full cohort of 19 students and a growing interest list for future admissions. This hybrid program combines online lectures, take-home lab kits and condensed in-class instruction, allowing students to fit schoolwork into their lives and make fewer trips to campus. Current students hail from the outlying suburbs of Camas, Washougal and Battle Ground, as well as Vancouver.

At the end of their second quarter in March, RAMP students will be eligible to receive a certificate in Mechatronics and have mechanical, electrical and control-system expertise. The program was made possible by a three-year, \$200,000 grant from the National Science Foundation and will help fulfill the need for advanced manufacturing professionals in the region's growing tech sector. A second RAMP cohort is planned to begin in summer 2018.



Jeremy Neyens, a Clark alumnus from the Electronics Technology program and former adjunct Mechatronics instructor troubleshoots a mechanical challenge.

# » Clear path TO THE finish »

*Clark's new guided pathways simplifies complexities so students reach their goals faster*

By Lily Raff McCaulou



When Michelle Pritchard was a little girl, she once tagged along while her grandmother had a routine dental cleaning. Pritchard loved to play dentist at home, so as her grandma leaned back in the exam chair, the young girl climbed into her lap and got to work.

“The hygienist had to ask her to sit me someplace else... because she couldn’t work with my hands also in her mouth,” Pritchard said with a laugh. “I’ve always had a fascination with teeth.”

By the time she finished high school, Pritchard, now 25, couldn’t face the many years of schooling required to become a dentist. She decided to become a dental hygienist, instead. She did what students have been doing for decades — she charted her own path toward that career. She looked up the requirements for various

dental hygiene programs. She started taking prerequisites, first at a community college in Oregon, then across the river in Longview, Wash. For a change of scenery, she moved to Spokane and took classes at Eastern Washington University. But the cost of living was too high, so she moved back home.

When Pritchard felt ready to apply to the Dental Hygiene program at Clark College, she met with an admissions counselor. The counselor entered Pritchard’s grades and test scores into a formula that showed she was likely to be accepted into the competitive program. Pritchard retook two courses to secure her chance.

By the time Pritchard was accepted into the program, in the fall of 2016, she was presented with a clear vision of her next two years at Clark: what courses she would need to take each quarter, and how much money it would cost. Clark also provided her with an estimate of how much money she was likely to earn with the new degree, and how long it would take to pay back her student loans.

That clarity was the result of a transformation now underway behind the scenes at Clark College. For decades, Clark has operated under a so-called “cafeteria” model of education — a buffet of courses are offered, and students pick and choose which ones they want to take, periodically checking against a menu of requirements to determine whether they meet the criteria for a particular degree.

*(Continued on page 10)*

*“One of the things guided pathways does fundamentally is have the long-term career exploration conversation upfront.”*

– Margit Brumbaugh,  
educational planner



Michelle Pritchard, a Dental Hygiene student and scholarship recipient, has had a fascination with teeth since she was a little girl. She is on track to graduate in 2018. Clark's new pathways program will lead more students to their degrees and certificates.

*(Continued from page 9)*

Now there's growing consensus among community college administrators that there's a better way to conduct business: by spelling out "guided pathways" that lead students to their desired outcomes — in Pritchard's case, an associate degree in Dental Hygiene.

Tim Cook began at Clark College 20 years ago as a faculty adviser. As the first member of his family to attend college, Cook could relate to the 72 percent of Clark enrollees who are also first-generation college students.

"My job back then was... to help them see what was behind the curtain, like in the 'Wizard of Oz,'" he said. Some students needed help understanding what a syllabus was. Or they needed someone to walk them through enrolling for the next quarter.

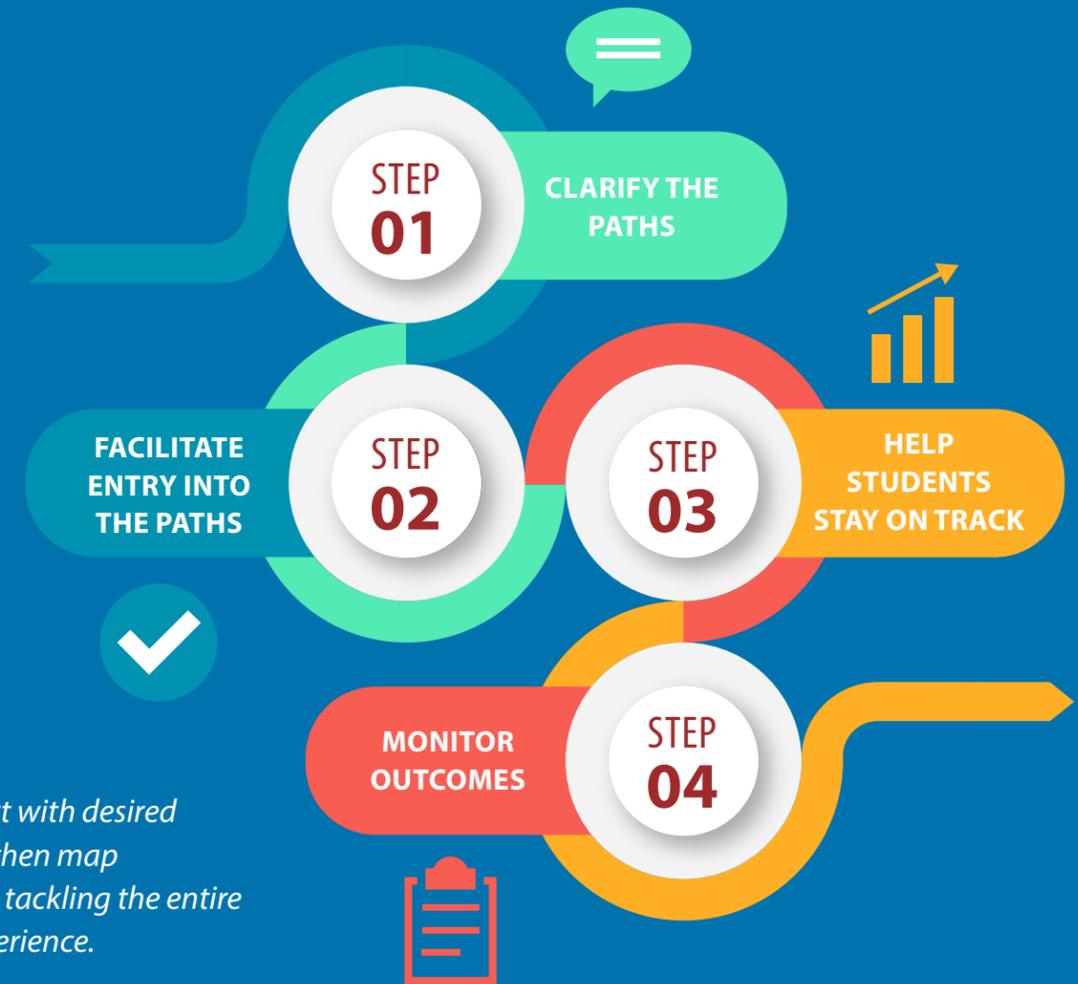
Cook eventually became the college's vice president in instruction. A few years ago, he began to hear about a new book called "Redesigning America's Community Colleges: A Clearer Path to Student Success," by researchers Thomas R. Bailey, Shanna Smith Jaggars and David Jenkins. Cook picked up the book, which put a name to the cafeteria model, and suggested the alternative approach of laying out guided pathways. Cook said he got goosebumps while he was reading the introduction.

"It was like, oh my gosh, this describes exactly what the problem is," Cook said.

Nationwide, only about 35 percent of students who enroll in community college receive a degree within three years, according to the book's authors. The authors point out that students at community colleges are often those with the fewest skills and resources to navigate a complex educational system. As researchers, they studied the guided pathways model and collected 10 years of data to back it up. The American Association of Community Colleges has recognized the promise of the new model and granted money to a handful of colleges, including Clark, to help facilitate the transformation over five years. Clark is now in the second year of its five-year conversion.

Colleges that have switched to guided pathways have seen their three-year completion rates skyrocket to about 60 percent while achievement gaps between demographics have plummeted. At Georgia State University, a four-year institution that adopted the guided pathways strategy, students of color now graduate at the same rate as white students, and students raised in poverty graduate at the same rate as their affluent classmates.

# MAJOR COMPONENTS OF THE TRANSFORMATION



*Faculty start with desired outcomes, then map backwards, tackling the entire college experience.*

"Historically, students have been asked to be college ready," said Margit Brumbaugh, educational planner in Advising Services and former guided pathways liaison. "The approach here is that the college becomes student-ready."

Brumbaugh said it's easy for faculty and administrators to lose sight of the student experience. When faculty are asked to go through the process of enrolling or applying for financial aid they are often shocked by how complex these once simple tasks have become.

"Do they have to give their address and tell their story at three different counters? Or can we coordinate and streamline the enrollment process, for example," said Brumbaugh, giving an example of a lesson learned by asking faculty to take a closer look at students' experiences.

"We know that a lot of students just give up or aren't able to do it," Cook added. "So how many students are we losing who are never able to figure it out?"

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(Continued from page 11)

## Clarifying paths

Clark College has faculty committees tasked with overseeing four major components in order to transition to a guided pathways model. Committee members are plotting out the paths that will be available for students to choose. The four components are: clarifying paths, facilitating entry into the paths, helping students stay on track and monitoring outcomes. They start with desired outcomes, then map backwards, tackling the entire college experience.

Brumbaugh said people hear about the new system and worry that it means eliminating choice.

*“A hallmark of community college is choice, and this is really about providing clarity and guidance. . . . We want to be able to say with some certainty, ‘this is how long it will take. This is how much it will cost you.’”*

– Margit Brumbaugh, educational planner

“It really doesn’t,” she said. “A hallmark of community college is choice, and this is really about providing clarity and guidance. . . . We want to be able to say with some certainty, ‘this is how long it will take. This is how much it will cost you.’”

When she attended college in the early 1990s, Brumbaugh said the career center was “something at the end of your education.”

“One of the things (guided pathways) does fundamentally is have the long-term career exploration conversation upfront,” she said.

The goal is for students to have a route selected by the start of their second year. For academic programs that lead directly to employment — professional and technical programs such as dental hygiene or welding or automotive — the paths are already mapped down to the specific course numbers. For transfer associate degrees, consisting of courses of study that have a wide array of topics, pathways are less clear.

“But when we talk about a program map for the students, it’s not just. . . a list of required courses for your degree,” Brumbaugh said. “It’s, ‘are you full time or part time? Here’s the number of courses you should be taking. . . .’ And it’s a way to track and monitor students so that when interventions are needed or a student changes a path, that gets noticed by someone who can reach out and help.”

One of the strengths of the new system, Brumbaugh said, is that guided pathways includes “on-ramps and off-ramps.” If a student’s work situation suddenly requires her to stop going to school halfway through a two-year program, for example, the student could opt for a certificate after one-year and a way to re-enroll later to complete the degree.

Karl Bailey, a chemistry professor and co-chair with Brumbaugh on the guided pathways planning committee, said this flexibility is important. Clark students often are not full time or part time but fluid, depending on the quarter.

“This helps a student. . . maximize their use of time and money so they don’t graduate with extra credits that don’t apply toward their degree, and having spent some of their financial aid money on it,” Bailey said.

Colleges that have already adopted the guided pathways model have been able to guarantee schedules one or two years in advance, which helps working students coordinate their studies with their jobs.

Brumbaugh said that while Clark offers myriad social services to its students, a student has to know a service is available before he or she can use it.

“It’s really dependent on a student asking for help,” she said.

With the guided pathways framework in place, students will be surveyed at the beginning of their college career to determine which services could help them — assistance with transportation or child care, for example, or supplies from the new food pantry on campus.

The college will likely hire some additional advisers but existing advisers will also be able to monitor student progress more efficiently thanks to clarified pathways and new technology. A computer program will notify a student’s adviser if he or she veers off track. By intervening early with support such as tutoring, students can avoid slipping behind. Bailey said faculty are currently evaluating several computer programs to determine which one will be best for Clark.

Now in her second and final year, Pritchard said she is on track to finish the Dental Hygiene program for about \$26,000 — the low end of the cost range that Clark estimated when she enrolled. She works part time at a local dentist’s office that has already committed to hiring her when she completes her sixth and final board exam after graduation. She said she’s confident she’ll earn enough money to pay back her student loans on schedule.



Scholarship student Michelle Pritchard is eager to start her career as a hygienist.

The American Dental Hygienists’ Association and its Washington counterpart are working to expand access to dental care by allowing dental hygienists with master’s degrees to perform more complex tasks such as cutting out tooth decay and filling cavities. If a new law is passed, it would create the dental equivalent of a nurse practitioner. Pritchard said she’d like to do this someday. Her experience at Clark has left her open to an idea she once rejected — more school. 🐧

Lily Raff McCaulou is an award-winning journalist and author of “Call of the Mild: Learning to Hunt My Own Dinner,” which the San Francisco Chronicle called one of the best books of 2012. She lives in Bend, Oregon.

# FEATURED PODCASTS

Introducing a new podcast series from Clark College Foundation featuring fascinating conversations with Clark alumni, partners, donors, faculty and staff.



| DECEMBER 2017



“The Power of Inclusion”

Professor Debi Jenkins ’93 explains what social equity is, how to dismantle power privilege and how being called a racist is often misunderstood.

| JANUARY 2018



“Reflections of a Mayor”

Former Vancouver Mayor Tim Leavitt ’92 reflects on his political career, how he championed rapid transit and set the stage for affordable housing in the city. Will he run for national office?

| FEBRUARY 2018



“Pushing Words”

Mitchell Jackson ’93 is an author and educator who is playing a part in the national discourse about race relations.

| MARCH 2018



“Discovering Gravitational Waves”

Cody Messick ’10 is part of a team of scientists that confirmed the sound of space-time compressing — cosmic events that occurred 1 billion years ago when black holes collided.

Find our podcast series on Google Play, iTunes and at [clarkcollegefoundation.org/podcast](http://clarkcollegefoundation.org/podcast)

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# Partners along the path



Alliances with local job centers move people quickly into jobs

By Ryan Cunningham '14

**TOP 5**

**PROFESSIONS FOR CLARK ALUMNI**

- Nursing
- Dentistry
- Education
- Health care
- Law

Partnerships with community organizations or job-placement agencies ensure the success of Clark's new guided pathways program, which helps students navigate college and leads them to their desired outcome.

Margit Brumbaugh, Clark College's educational planner and former guided pathways liaison, said the purpose is to give students more structure before and at the beginning of their college experience that aligns with where the students are at that given time.

"Students are not locked into overly rigid pathways, yet we know that they are not well-served by unlimited choices either," she said.

This approach to guiding students is similar to the case management style at WorkSource, a community employment center that aligns people with in-demand jobs. WorkSource focuses on five industries that have urgent needs. They are construction, manufacturing, health care, information technology and transportation. These areas target employment markets that are projected to add jobs in the next 10 years.



## Clark College ECONOMIC & COMMUNITY DEVELOPMENT

Many of Clark's students are raising families, 43 percent are low-income and 72 percent are first-generation college students. They are in need of employment during their college experience and as soon as possible following graduation or completing their educational goals.

Collaborations between Clark College, WorkSource and other local organizations help students navigate the resources, hone in on a trade that interests them and get hired.

Last spring Clark's Economic and Community Development division launched a Construction, Recruiting, Hiring and Training program to streamline individuals for entry-level construction jobs that start at \$15 to \$20 per hour.

Partnerships with WorkSource, Workforce Southwest Washington and local high schools identify and recruit a pool of candidates who are then interviewed by local employers participating in the program. The selected candidates enter the 11-week course to study interpersonal skills, math, blueprint reading, forklift operation, flagging, soils and erosion, OSHA safety, CPR and basic power tool safety.

The local businesses or WorkSource pay the \$1,850 tuition for the candidates. The partners then recruit graduates for jobs, apprenticeships or further training.

Clark College's guided pathways is focused on what administrative officials call "inescapable

**TOP 10**

**INDUSTRIES FOR CLARK ALUMNI**

- Education
- Health care
- Government
- Financial
- Dentistry
- Real estate
- Food/beverage
- Manufacturing
- Retail
- Law

\*Clark alumni work in a variety of industries and professions. Data is self-reported by alumni to Clark College Foundation who work in Washington and Oregon.

**TOP 10**

## EMPLOYERS FOR CLARK ALUMNI

- Clark College
- PeaceHealth Southwest Medical Center
- Vancouver School District
- Evergreen School District
- The Vancouver Clinic
- Clark County
- Legacy Salmon Creek Hospital
- Washington State University at Vancouver
- Veterans Administration Medical Center
- City of Vancouver



student engagement." Utilizing WorkSource to help pay for tuition, while gaining access to the agency's vast employer network, helps to make that commitment even stronger.

The next review of qualified candidates occurs in January and February 2018, with coursework starting in March. For information, contact Tina Cruz, Clark College Economic and Community Development, at [tcruz@clark.edu](mailto:tcruz@clark.edu) or 360-992-2749. ☎

Ryan Cunningham '14 is an employment specialist at WorkSource Southwest Washington, where he helps youth and adults secure employment, develop career goals and receive training to develop employable skills.

“We can’t be equal

CHALLENGING  
OPPRESSIVE  
SYSTEMS

until we’re equitable.”

~ Dr. Debi Jenkins

By Rhonda Morin

**D**r. Debi Jenkins is a highly-credentialed woman who never intended to be an academic. Originally, she took courses at Clark College for a certificate to run a daycare, but after earning her associate degree, she went on to earn several more degrees, including a doctorate.

Jenkins is a life coach, teacher and presenter with expertise in lifespan development and issues that involve diversity, equity, inclusion and institutional change. She’s also the founder of Share the Flame—a life and career coaching business. She’s a nationally recognized speaker and author on equity practices.

Jenkins was the first African-American woman to receive tenure at Clark College, and the first African American woman to receive the college’s prestigious Outstanding Alumni Award in 2017. She’s the chair of the Behavioral Sciences division and a professor of Early Childhood Education and Psychology.

This interview is part of Clark College Foundation’s new podcast series, Penguin Chats. Highlights from the podcast conversation are presented here, edited for clarity and length.



**Partners:** Clark College has a social equity plan that goes through 2020. It’s meant to eliminate systemic disparities among groups and improve outcomes in education. Explain the college’s method of focusing on diversity among social groups as opposed to individual people.

**Debi Jenkins:** Social equity refers to the systemic levels of oppression. Systemic levels of oppression, although it may have been created by people who are biased and prejudiced in some cases, it is not necessarily every individual’s experience. Because of that, the focus is on the system of oppression. Systems of oppression were established to benefit specific groups, and as such, they became the beneficiaries.

Not all beneficiaries see the same benefits, so focusing on the individual would give people a lot of ways to not regard people who are experiencing oppression because they can say things like, ‘I’ve never experienced that.’ I remember when I

was oppressed.’ Although they may be the benefactor of that group or of that system, they are aligning their experience with another person’s experience who is not the benefactor. And so it excuses or it gives people a way of erasing the importance of systemic conversations about oppression.

**Partners:** We hear on campus and in other places the terms power and privilege. Can you give us a basic understanding of what power and privilege represents?

**Debi Jenkins:** Being that I just explained systems of oppression, I can start there. Power is about what is given to someone based on systemic oppression. The level of access and exposure has to do with the privilege that comes along with it. So basically, power is what’s been given as a benefit. Privilege is the ability to reap the benefits from being a part of such systems.

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**Partners:** What would be an example of that?

**Debi Jenkins:** I can use my own example of myself. I am considered within systematic oppression to be a classist. I'm not personally prejudiced against people who are poor. I don't vote against people who are poor. I advocate for those who are poor and have been told by members of poverty that I am an ally to the poor. But it doesn't excuse the fact that my income level or my exposure to income access creates a system of power and privilege for me. And so because of that, personally being called a classist doesn't insult me.

Now if you say you're prejudiced against the poor or you're biased against the poor that would kind of impact me because that has to do with character.

I think people get that mixed up when it comes to race as well. Being called a racist shouldn't upset people, it really shouldn't. Because racist just means that you are in the group that the system was established to benefit. That's all. Being called racially prejudiced or racially biased should bother you, because that deals with character.

**Partners:** At Clark, the administration, faculty and staff have specifically taken steps to confront, I would say, power and privilege on campus. Can you give a couple of examples of how the campus community is confronting those points?

**Debi Jenkins:** Yes. I think first of all, it's setting up systems and setting up structures to stand against oppression. For example, in (Clark's) strategic plan, we have put it in there that we are going to work to dismantle power privilege—not specifically word for word—but the message is we are going to do what we can within the filters—curriculum and services

within our structures—that we're going to work against power and privilege within those structures in order to provide equity and justice for all students.

**Partners:** Is some of that breaking down who's in charge and those kinds of things?

**Debi Jenkins:** Well, that's a very good question. I think that reflective practitioners are essential. If you look at our campus demographic, you'll see that students tend to reflect the majority. However, the challenge is when you're trying to diversify your campus, you're not just looking at diversity because that just means similarities and differences, and it's mostly focused on the outward appearance. Inclusion means not only who's at the table, but how are we including them at the table.

Power though, says what structures have prevented people from being at the table. When it comes to shifting that—shifting the power—by asking ourselves the question about how do we give access at the table? The privilege structure is who's been allotted all of the access traditionally or historically. How can we shift that so those students who aren't as visible, who aren't the majority of the demographic within our student body or our leadership or our faculty and staff, how can we shift that so we're more reflective of those who are systemically non-dominant?

**Partners:** Before we go to that thought, I want to get a better sense of the practical stuff that's happening on campus in order to see that shift. Can you think of anything that would be an example of who might be experiencing this?

**Debi Jenkins:** Sure. One of those things is curricular practices. One of the things we tend to do as faculty members is try to provide equity in our icebreakers and things we do within

the classroom. But at the same time, we give power to voices who already have power, and we lessen the voices of those who do not. When students come in, they don't see a teacher that looks like them, first of all. The teacher doesn't have their lived experience. The teacher doesn't understand how they apply theory to practices. They don't understand that, whereas someone with their lived experience can.

The challenge is when faculty and staff don't understand that. They misunderstand or misread physical behaviors. 'They didn't look me in the eye.' 'They're not showing respect to me.' That person might use the most-assertive person has the floor strategy versus a one-person-at-a-time strategy. The student then is perceived as interrupting versus building off the ideas of another student.

**Partners:** You have brought up a couple of words that I want to touch on. Language matters.

**Debi Jenkins:** Language does matter.

**Partners:** You've been instrumental in introducing the use of phrases and words like systemically non-dominant, rather than historically disadvantaged. Use of those words occurred in the case of Clark's social equity planning process. The language seems to have trickled down to faculty and staff on campus. Explain the difference between these terms, and give some examples so we can understand what this means.

**Debi Jenkins:** First, I want to apologize to the audience for the field of social science. Because one of the things we did in our zealotry of trying to deal with power and privilege and equity, we kind of just threw out the language that seemed relevant to us at the time. But what we didn't think about is how it would progress over time. One of the things that tended to challenge me each time was the term historically disadvantaged. Because, what if that group starts having advantages over time? That doesn't mean systemically that they have the same advantages as the systemically dominant, it just means that they've progressed a little bit.

Then there's the word marginalized. It can be perceived by people as on-the-outskirts. When they are pulled in as an inclusion, they might feel they're not marginalized any longer because we've brought them in. But that doesn't deal with the systemic aspect. There's also the one you said.

**Partners:** Historically disadvantaged. Systemically non-dominant.

**Debi Jenkins:** And minority. When we talk about minority status, we could talk about being minoritized because that explains what's happening to a person, but minority doesn't necessarily explain what's happening, because it's not always about the number as it is about the access. I struggled with the terms when I was writing my dissertation. I did not want to use either of those terms in my dissertation. Instead, I came up with the language systemically non-dominant and

systemically dominant because it keeps the language where the challenges are.

The real challenge is within the systems of oppression. If we focus on systemically non-dominant, it's about the system that is created and how it impacts specific groups. Who are the benefactors? Who are the non-benefactors? Systemically non-dominant, of course, are those who the system was not put in place to benefit. Systemically dominant are those who are systemically benefactors of that system.

This helps us clarify what we're talking about. It also helps people to understand why we're not speaking about individual experiences or exposure to racial prejudice or class prejudice or any other type of prejudice or whether we're talking specifically about bias. We are focusing on systems.

**Partners:** You're telling the big picture?

**Debi Jenkins:** The big picture, yes, but that doesn't take away from individuals needing to do their own work. And that, again, comes back to our systems. This keeps individuals accountable to restructuring the systems.

**Partners:** The language gets hard to say and keep on top of one's mind. What suggestions do you have for this language to roll off the tip of our tongues?

**Debi Jenkins:** Actually, they don't have it roll off the tongue. As an early childhood educator, one of the things I teach children is to play with language. For example, they'll say my 'feets is hurt.' You don't need to correct them, you just say, 'oh, you mean your feet hurt?' When someone says, 'you know the historically disadvantaged?' Then we say, 'yes, the systemically non-dominant are....' You're just modeling the language. You're not ridiculing or punishing people for not being able to speak the language that is relevant to what's occurring.

This language is also beyond Clark College. The state board is using the language.

**Partners:** In Washington?

**Debi Jenkins:** Yes. The State Board of Technical and Community Colleges, they are utilizing the language. They're asking me to do trainings to familiarize people, not only with the language, but the content and context of it and to be able to help people to understand it. They recognize that this is work that they really want to do. We have people in place in the state board who are very, very, very insistent on issues of power, privilege and inequity and are going to make sure that that trickles down to where we are.

Clark is ahead of the game as long as we remain with the game. If we don't shift, we might end up being a role model for the state to be able to show people how this can happen.

(Continued on page 20)

“THE REAL CHALLENGE IS WITHIN THE SYSTEMS OF OPPRESSION. IF WE FOCUS ON SYSTEMICALLY NON-DOMINANT, IT'S ABOUT THE SYSTEM THAT IS CREATED AND HOW IT IMPACTS SPECIFIC GROUPS.”

~ Dr. Debi Jenkins

*(Continued from page 19)*

I really recommend that we try to work through the hard parts, the uncomfortable parts to get to the next place—though we'll never have a destination.

**Partners:** But we'll enjoy the ride.

**Debi Jenkins:** We have many rest stops, but we will never have a destination and so we'll always be learning, always progressing. Things may shift, but for now, this is where we're at.

**Partners:** I appreciate too the way that you framed your response earlier, which was not to be accusing or to tell me that I've said it wrong; but rather you modeled the response.

Cultural humility, systemic humility—these are essential for people to do the work effectively. If you come in as a person systemically in power and you try to explain to a person what their lived experience is or is not, then you are basically owning or becoming an expert of that person's experience. You're basically saying, 'that's not true. Let me tell you about you. Let me tell you about your experience.' And that goes both ways. I don't know what it's like to live in racially dominant power. I don't have that. I'm an African-American woman. I can't tell you exactly what that's like, but I do have research on other people who have said what that's like. I also know the impact of it through research.

**Partners:** I sometimes get confused about what inequity is. Can you expand on that for those who might not understand it fully?

Listen to the whole conversation on the new podcast series Penguin Chats at [clarkcollegefoundation.org/podcast](http://clarkcollegefoundation.org/podcast)



**Debi Jenkins:** Exactly.

**Partners:** I think when confrontation occurs, then the person you're speaking with feels hurt or wounded or may think, 'OK, she's just trying to correct me and she thinks she knows more than I do.' That can start the whole confrontation part.

**Debi Jenkins:** I want to mention systemic fragility here, because I think what happens is when people are in a position of power and they are not aware of that as a systemic position of power, anything sounds like an attack because you're asking them to shift. If you think about always having something done consistently a certain way and then, all of a sudden, it's changing. Then you're like, wait a minute, I don't even understand why this is happening.

Of course there is pushback, but there's also a level of pushback that's just out of place. 'I'm not going to do this no matter what, and I'm going to stick my feet in the sand and I'm going to cross my arms and I'm not going to do this.' Then they do whatever they can to dismantle and start pulling away from it. There's also people who don't understand it who think they do. And there's nothing wrong with not understanding it. What's wrong is when you don't acknowledge you don't understand. I think humility is one of the things that needs to be said here.

**Debi Jenkins:** Sure. It's systemic structures in place that prevent specific groups from having access to things that can help them be equitable with other people or having equity with others. It's also the current state of our systems. I think justice needs to be brought into this discussion too. Equity and justice focus on fairness, yes, but fairness can be subjective. Justice can also be subjective. It has to do with what is equitable, because you need equity to have equality.

We hear people say, we're all equal. We're all born equal. It says this in our constitution, but we're not equal. We can't be equal until we're equitable. Equity means that you're looking at all things and seeing how all things are distributed, and how all things are accessible.

**Partners:** Professor Jenkins, thank you so much. We enjoyed getting an introduction to power, privilege and inequity. Certainly there is much more that can be talked about. There are opportunities on Clark's campus to attend courses on power, privilege and inequity. Visit [clark.edu](http://clark.edu) and search those words to find a host of opportunities on Clark's events calendar. 🐧

.....  
Listen to the entire conversation on our podcast Penguin Chats at [clarkcollegefoundation.org/podcast](http://clarkcollegefoundation.org/podcast).

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# Student-athletes up their game

## New AD sets the bar high on academics and NWAC

By Ainslie Cromar

Clark College's Women's Soccer team jogged to the center of the field in early October for the second half of their game against Lane Community College. The scoreboard gleamed red with the score at 1-1, the whistle squealed and in the blink of an eye the Penguins were juggling the ball across the field like a pinball machine.

Madison Ochoa was quick to score a goal and put her team at 2-1. Soon after, striker Facienne Graham topped it off as she swept between two Titans and shot the ball flawlessly into the goal. Her teammates' cheers pierced the air as they rushed to embrace her.

"The whole time I was like if this ball goes wide and too far I'm gonna cry," Graham said about her winning score.

Originally from Petit-Goâve, Haiti, Graham came to Clark College after head coach Sean Janson met her at a soccer ID camp and recruited her.

"Sean did everything. He rescued me," she said.

Janson knew that Graham played at Southern Oregon University and had been recruited by other four-year institutions, like Grambling State University in Louisiana, but he invited her anyway.

"I honestly didn't think she was going to come here (Clark)," he said.

"I wasn't getting the clear answers that I needed," Graham said about Grambling State University. "When I looked into the future I didn't see myself being successful in school or in soccer there, (but) here I know. I can close my eyes and I can see."

### Best seasons

The women's soccer team had the best season in its history, ending with a record of 13-3-1 overall and 11-0-1 in the conference. They won the South region for the second consecutive year. The team advanced to the Northwest Athletic Conference (NWAC) Final Four for the first time.

All the other fall sports reciprocated this high standard. Women's volleyball also had the best season in school history, ending with a record of 34-8 and 11-3 in the conference. The team entered the NWAC tournament in third position and fell to Chemeketa Community College in double elimination. They finished their season ranked third overall in the NWAC.

The men's soccer season finished 4-8-2 overall and 4-4-2 in the conference. First-year student Eric Hernandez was tapped as the South region's most valuable player, and four other players were listed on the All-Star team.

Clark's new director of athletics said the plan is to keep this winning pattern for many sports seasons to come. Appointed to his position on July 1, 2017, Chris Jacob said "the sky's the limit, in my opinion, for our athletic department."

Striker Facienne Graham believes Clark is the best choice for her academically and athletically.



One of those unlimited places is academic success. Jacob intends to raise the bar on his student-athletes' GPAs.

"My ultimate goal this year is to get our cumulative department GPA to a 3.0," Jacob said. "Last year we just missed it at 2.8. Hopefully we can get that with the right attitude and the right culture we're building here."

Graham has the attitude. She's on track to get her associate degree by year's end and eventually pursue a career as a kindergarten teacher. After Clark, she plans to go to a Division I university and play soccer. She said she's thankful that her academic and soccer schedules complement each other and for how responsive her professors and coaches have been during her Clark experience.

### High standards

Vice President of Student Affairs William Belden said that Jacob and the other athletic staff were hired in essence to create a community for student-athletes to achieve high academic standards.

"From my first day at Clark, I heard about the student-athlete mission," Belden said. "They're students first and they're athletes second. If their purpose isn't to earn a credential, then we're not doing things correctly."

Belden said students bear a variety of challenges like money insecurity, lack of housing or transportation and even hunger. He's constantly seeking wrap-around solutions to help mitigate these issues.

One solution for athletes is a special edition of College 101. The course is made available for athletes during the summer to provide them with resources for building their future. All incoming students are required to take the course, which is available throughout the year. Belden said Clark is in its second year of offering the course and it's been promising.

"I think that's an exciting innovative kind of thing that we've done that does pay off as far as preparing students and getting them on the right foot," he said.

Jacob and Belden have plans to increase community, alumni and student involvement at Clark's games, such as getting fans more engaged at halftime.

"Like pizza nights or T-shirt giveaways," Belden said.

Another strategy they've started is live video streaming all of the volleyball, basketball and soccer home games along with live stats for baseball and softball. Penguin television can be found on the Clark athletics website.

"We have a lot of student-athletes who are from Hawaii and their families can't make it to every game, so it's nice that they can watch," Jacob said.

A goal for Jacob is having Clark's teams make annual appearances at the NWAC championships. The women's soccer and volleyball teams have already satisfied that expectation.

"We're starting to get the reputation of being one of the powerhouses in the NWAC," he said.

Jacob is convinced that athletes at Clark will all be winners if they work hard on the court and in the classroom.

"Maybe not in winning numbers, maybe not in winning seasons, but personally in the community they're going to win and they're going to learn life experiences. And that ultimately is what we want for our student-athletes," he said. 🐧

Ainslie Cromar is a senior Running Start student from Battle Ground High School. She's studying for an associate degree at Clark. She intends to pursue a career in journalism. Currently, she serves as the life editor for The Independent, Clark's student newspaper.



Women's volleyball and soccer teams had the best season in Clark's history in 2017.

# Retired track coach donates athletic scholarships in perpetuity

George Fullerton makes largest-ever donation to Clark's athletics program *By Rhonda Morin*



Retired coach George Fullerton making a special gift announcement at Savoring Excellence. Fullerton (inset) when he was a star athlete on Ashland High School's track team in the 1940s.

A surprise announcement during Clark College Foundation's annual gala resulted in an eruption of cheers, congratulations and big opportunities for future student-athletes at Clark College.

Retired Clark College coach George Fullerton announced a long-term commitment of athletic scholarships during the Savoring Excellence dinner and program on November 2, which was held in a transformed O'Connell Sports Complex. The gym walls were cloaked in 10-foot tall black drapes with two jumbotron movie screens embedded in the drape, while a theater screen shielded the performers who stood behind it on the main stage. Special lighting cast blue and orange Clark brand colors throughout the room.

Late in the program, Clark College's Pep Band burst into O'Connell Sports Complex playing a rousing number and made their way to the table where Fullerton and his family sat. The band was met by Clark College President Robert K. Knight and Oswald, Clark's mascot. Knight asked Fullerton what was happening. Fullerton said he had a big announcement.

"I'm donating 20 athletic scholarships every year to Clark," he said. His donation—the Fullerton Athletic Scholarship Team (FAST)—is an endowment in which 20 athletic scholarships will be distributed annually in perpetuity through Clark College Foundation. Eligible student-athletes will begin receiving the scholarships in the winter. The total dollar

amount of the donation will remain private at Fullerton's request.

The audience erupted in applause, Knight shook Fullerton's hand in grateful appreciation and Oswald followed the Pep Band as they played their way out of the door.

Fullerton, who was inducted into Clark College Athletics Hall of Fame in 2015, was head track and field coach from 1959 to 1989. He was also a wrestling coach at Clark.

Fullerton's claim to fame occurred on June 3, 1946, when at 17 years old and a runner at Ashland High School, he ran in a mile race with other high school and college runners in Portland, Ore. He finished in second place with a time of 4:20.05, closely behind an elite runner from Oregon State College. Fullerton's time was the unofficial fastest mile ever run by a high school student in the United States. His time beat Louis Zamperini from Torrence, Calif., who had set the interscholastic mark 12 years earlier. However, Fullerton's race didn't count. The time was clocked at an event not sanctioned by the National High School Federation, and therefore it wasn't inked in official record books. 🏃

Read more about Fullerton, his running triumphs and Clark coaching at [www.clarkcollegefoundation.org/ahead-by-a-mile](http://www.clarkcollegefoundation.org/ahead-by-a-mile).

## 1951-1960

- Arnold Bruley '59
- Lorenz "Larry" Flindt '55
- Donald Gaiser '53
- Richard Hendryx '60
- Arlo Kilpatrick '59
- Lawrence McEathron '56
- Dwain Mills '60

## 1961-1970

- Jim Archer '62
- Dennis "Tip" Angel '65
- Verl Benjamin '69
- Hank Boschma '64
- Thomas Donovan '70
- Mary Hale '61
- Thomas Hardt '69
- George Nett '65
- Donald Scott '67
- June Sparks '69
- Paul Stehlik '62

## 1971-1980

- Jarl Bolsoy '76
- Lillian Ellefsen '75
- Joan Jeffries '75
- Mary "Sue" Johnston '76
- Bradley Killip '73
- Margaret Kohlschmidt '76
- Ilah Lies '71
- Michael Maudlin '71



- Brian L. Mills '79
- Philip "Phil" Phimister '79
- Jack Spencer '73
- Robert Starr '74
- Joann Swanson '74

## 1981-1990

- Darrell Cahoon '89
- Dennis Cline '83
- Helen Schultis '89
- Holly Thorkildson '88

## 1991-2000

- Sherril Allen '92
- Donald "Don" Burris '98
- Lisa Courtney '95

- Robert McNerney '98
- Augusto "Gus" Proano '00

## 2001-2010

- Christopher Lewis '10

## 2011-2017

- Ikuko Wilton '12

## Class dates unknown

- James Black
- Georgia Bollman
- Doris "Dory" Brooking
- Wilma Dawson
- Samuel Grooms

- James "Jim" Harter
- Ola "Connie" Heller
- William Imdieke
- Donna Mae Wineberg Jensen
- Gary Lehner
- Donald Martell
- James "Jim" Martin
- Mara McFadden
- Erica (Branum) Parks
- Robert Ringquist
- Donald Smith
- Donald Sproul
- Alexander "Alex" Stone
- Walter Wheaton
- Robert "Bob" Winsor

## Faculty/Staff

- Nancy Abel



Years are based on when alumni either graduated or last took a course at Clark College. Send submissions and corrections to [foundation@clark.edu](mailto:foundation@clark.edu). Write In Memoriam in the subject line of the email.



Jim Archer '62 was a passionate artist who believed in making art readily accessible. He died on November 28, 2017, at the age of 75. He was a retired Clark art history professor, who in 1982 became curator of the Index Gallery. In 1995 upon his retirement, the space was named Archer Gallery in his honor.

## 1950-1959

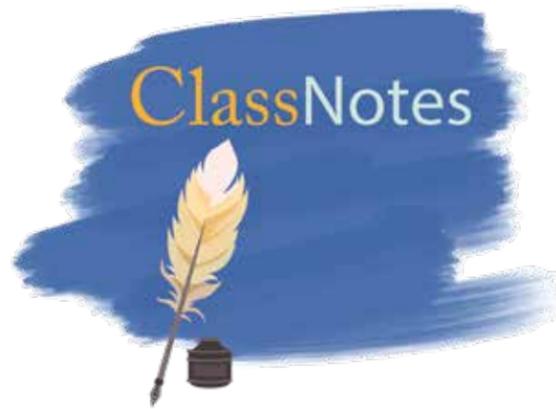
**Al Bauer '54** was honored with a 2017 Learn Here Real Hero Award from Identity Clark County for his exemplary volunteer service to Clark County.

**Denny Kiggins '58** was reelected to serve as Position 3 commissioner for the Clark Regional Wastewater District, a role that he has been in for 18 years.

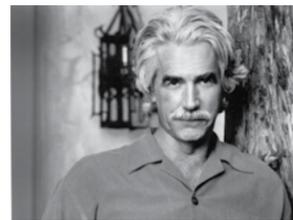
**Tom Mears '59**, chairman of Holland Inc., and former Burgerville CEO, published an autobiography titled "Serve with Love." Clark College Foundation hosted a book signing for Mears on August 22, 2017.



**Glenn '52 and Betty '54 Tribe** were named the recipients of Clark College Foundation's Presidential Award for Excellence in Philanthropy for 2017. The couple, who met while attending Clark, have contributed to the institution and its students for decades.



## 1960-1970



**Sam Elliott '65** plays a different kind of hero, an aging movie star who longs for a greater role, in the drama "The Hero," a movie that was released in early 2017. He's also in this second season of the Netflix series "The Ranch" with co-stars Debra Winger, Danny Masterson and Ashton Kutcher.

**Michael Rash '66** hunkered down during rain and gusty wind after Hurricane Harvey hit in Houston, Texas, in August and September 2017 during widespread flooding. Rash and his family are safe, but the tropical cyclone was the costliest on record for the state.

## 1971-1980

**Mike Lyons '79** was reelected as Position 1 commissioner for Clark County Fire Protection District 5.

**Kathy Nordberg '71** was reelected to serve District 2 on the Hockinson School District Board of Directors.

**Leone "Lee" Rafferty '78**, founder and former co-owner of Spanky's Consignment Shops, retired after seven years as executive director of the Vancouver Downtown Association. She was also tapped as the Greater Vancouver Chamber's John S. McKibbin Leadership Legacy Award recipient.

## 1981-1990

**Sue Edwards '84**, former board member of Washington State University Vancouver, was honored by Identity Clark County with a 2017 Learn Here Real Hero Award.

**Denise Coldwell-Filbin '84** and her husband Mike Filbin received the 2017 Business Leadership Award by Leadership Clark County on October 25, 2017. They couple own Filbin's Ace Hardware in Vancouver. Denise is also director of engineering for The Standard, a financial services firm in Portland, Ore.

**Nelson Holmberg '87**, vice president of innovation for the Port of Ridgefield, was named to the board of directors for the Greater Vancouver Chamber of Commerce.

**D'Ann Horrocks '82**, Woodland Public Schools teacher, was recognized by the district as an Employee of Excellence at the district's annual award luncheon on August 2, 2017.

**Melissa Smith '89** was reelected as city council member ward 1, position 2 representative to the City of Camas Council.

## 1991-2000

**Emily Enquist '97** was elected to serve district 1 on the Ridgefield School District Board of Directors.

Former Vancouver **Mayor Tim Leavitt '92** accepted a professional position with Otak, an architectural and engineering consulting firm. Most recently he was senior civil engineer for PBS Engineering and Environmental.

Riverview Bank promoted **Kevin Lycklama '98** to EVP/Chief Operating Officer. Lycklama will oversee the bank's daily operations and management. He has been executive vice president and chief financial officer of the company since February 2008.

**Tracey Malone '97** was elected as district 5 representative to the Camas School District Board of Directors.

**Reesa McAllister '05** is a recipient of Clark's Classified Staff Excellence Award for the 2017 spring quarter. She's a secretary for the computer technology division.

State Representative **Liz Pike '96** announced a 2018 run for Clark County Council chair on August 18, 2017, to supporters at her Fern Prairie farm.

**Dr. Paul Reed '91**, owner of Vancouver's popular Bridge Chiropractic, was named by the Washington State Chiropractic Association as the 2017 Chiropractor of the Year.

**Brandon Skinner '04**, co-founder and CEO of Riverside Payments, was named to Vancouver Business Journal's 2017 Accomplished and Under 40 Class.

**Wendy Smith '95**, history and social studies teacher at Heritage High School, was elected to serve district 3 on the Vancouver School District Board of Directors.

**Sandra Solis '97**, former Running Start Program coordinator at Clark College, accepted a position as a student resource specialist at Portland Community College.

**Steven '96** and Angela **Vanderploeg** welcomed a girl, Harlow Madrone, born August 31, 2017.

## 2001-2010

**Julie Bocanegra '01**, vice president and branch manager for Columbia Credit Union, was reelected to the Evergreen School District Board as representative for district 1.

**Amy Boget '09**, former arts commissioner for the Town of Yacolt, was elected to the Town Council representing district 1.

**Matt Donald '02** was reelected to serve district 4 on the Woodland School District Board of Directors.

**Sierra Eckman '06**, senior manager and CPA at Opsahl Dawson & Co. PS, was named to Vancouver Business Journal's 2017 Accomplished and Under 40 Class.

Austin and **Ashley Ginter '08** welcomed a baby girl, Magnolia Ginter, born October 11, 2017 at PeaceHealth Southwest Washington Medical Center. Magnolia is little sister to older brothers Jacoby and Cooper.

**Morgan Hutchinson '06**, owner of High End Market Place in Vancouver, was named a member mentor for cycle #3 within Greater Vancouver Chamber of Commerce's Mentorship program.

**Michelle McLaughlin '04**, a teacher at Woodland Public Schools, was recognized by the district as an Employee of Excellence at the district's 2nd annual award luncheon on August 2, 2017.

**Cody Messick '10** is part of a team of scientists that detected a fourth gravitational wave on August 14, 2017. During the latest discovery, Messick was one of a handful of scientists who managed the wave data. Three lead scientists from that team were subsequently awarded the Nobel Physics Prize on October 2, 2017, for the team's detection of the ripples in the fabric of space-time.



**Tia Schmidt '05** is a recipient of Clark's Classified Staff Excellence Award for the 2017 spring quarter. She is an administrative assistant in the nursing department.

**Jessica Tijerina Turpeinin '08**, owner of A Merry Heart Events, was named to Vancouver Business Journal's 2017 Accomplished and Under 40 Class.

## 2011-2017



**Aleksandr Anisimov '13** was tapped for Clark College's Classified Staff Excellence Award in spring 2017. He's an eLearning systems specialist.

**Mari Jessup '12**, office manager for Miller, Nash, Graham, and Dunn LLP, was named a member mentor for cycle #3 within Greater Vancouver Chamber of Commerce's Mentorship program.

**James Lackey '14** and Kira R. Phillips welcomed a girl, Evelyn Lackey, born August 29, 2017.

**Takunda Masike '16** received a Washington NASA Space Grant scholarship to attend the University of Washington in January. He also recently completed his active training duty for the United States Army.

**Rachel Taulbee '12** was hired by Clark College as a human resources assistant responsible for tracking benefits eligibility for employees.

## Class dates unknown

**Kimberly Abegglen**, who teaches math and science at Hockinson Middle School, was honored by Identity Clark County with a 2017 Learn Here Real Hero Award.



The Columbian won the Business of the Year for a large business from the Greater Vancouver Chamber of Commerce at its 2017 Business and Leadership Awards event on September 20, 2017. **Jody Campbell**, a Clark alumna (pictured above with Rod Cook), and Scott Campbell are the publishers of the newspaper.

Washington State Rep. **Brandon Vick** (18th district, position 1) received the Statesman of the Year Award from the Greater Vancouver Chamber of Commerce. He received the accolade at the chamber's 2017 Business and Leadership Awards event on September 20, 2017.

Years are based on when alumni either graduated or last took at course at Clark College. Send submissions and corrections to [foundation@clark.edu](mailto:foundation@clark.edu). Write Class Notes in the subject line of the email.



CLARK COLLEGE FOUNDATION  
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# LAST GLANCE

The Tod and Maxine McClaskey Culinary Institute officially opened on November 28, 2017, following a ribbon-cutting event. Generous donors and partners, industry representatives, faculty, staff and students and other distinguished guests were the first to enjoy hand-crafted bakery treats prepared by Clark students.

