



Clark College

Board of Trustees Work Session Packet

Wednesday, June 12, 2024, at 3:30 pm

<https://clark-edu.zoom.us/j/86993952677?pwd=VFUxbUION205a0UyYlVCZlV3LzFKdz09>

Meeting ID: 869 9395 2677

Passcode: 141448

Dial in: 1 (253) 215 8782

Physical Location:

Gaiser Hall, Room 213

Board of Trustee Work Session Packet, June 12, at 3:30 pm

- I. Call to Order/Agenda Review – Chair Canseco Juarez
- II. Public Comment – Chair Canseco Juarez
Public comment will be limited to two minutes each.
- III. Accreditation Update
Presented by Dr. Cecelia Martin, Associate Vice President of Planning and Effectiveness
- IV. Student Success at Clark College Foundation
Presented by Calen Ouellette, Clark College Foundation Chief Executive Officer
- V. Fund Balance Changes
Presented by Sabra Sand, Vice President of Operations
- VI. Sabbatical Request
Presented by Dr. Michele Cruse, Vice President of Student Affairs
- VII. Adjournment – Chair Canseco Juarez

Accreditation Update

Clark College



Northwest Commission on Colleges and Universities (NWCCU)

- The Northwest Commission on Colleges and Universities accredits institutions of higher education by applying data- and evidence-informed standards and processes to support continuous improvements and promote equitable student achievement and success.

Standard One - Student Success, and Institutional Mission and Effectiveness

- Institutional Mission
- Improving Institutional Effectiveness
- Student Learning
- Student Achievement

Standard Two – Governance, Resources, and Capacity

- Governance
- Academic Freedom
- Policies and Procedures
- Institutional Integrity
- Financial Resources
- Human Resources
- Student Support Resources
- Library and Information Resources
- Physical and Technology Infrastructure

Reporting Types - 1

- Regularly Scheduled Reports
 - Mid-Cycle Self-Evaluation Report
 - Year Six Policies, Regulations, and Financial Review (PRFR)
 - Year Seven Self-Evaluation Report (EIE)

Reporting Types - 2

- Financial Resources Review (FRR)
- Ad Hoc Evaluation or Special Report

Reporting Types - 3

- Annual Reports

- 3 years of headcounts
 - FT
 - PT
- 3 years of FTE
- Peer institutions

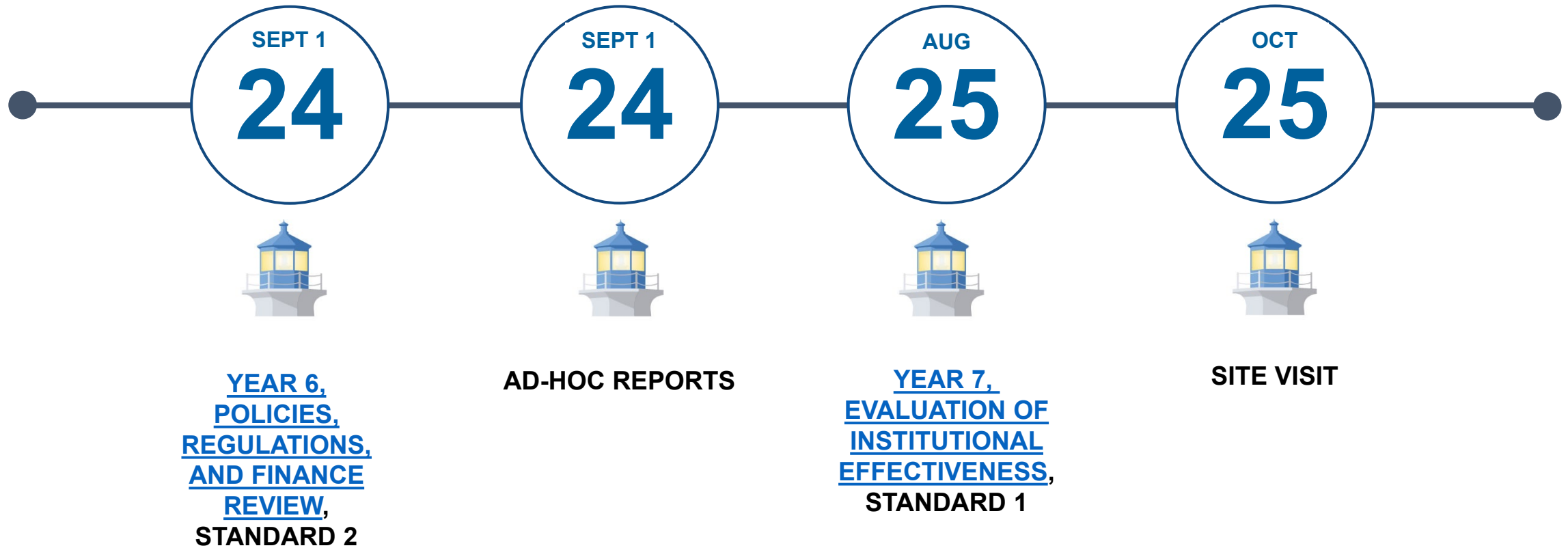
- Financial data

- Cash and cash equivalents
- Tuition and fees revenue
- Total operating revenues
- Auxiliary expenditures
- Increase/Decrease in total net assets

Update on Clark College

Preparation for Upcoming Accreditation Reporting Expectation

Accreditation Timeline, 2024-2025



Timeline for Policy, Regulations, and Financial Review

- Drafts completed
- Compiling evidence
- Review by Dr. Edwards in process
- July 2024 – submit to Dr. Harri for review
- Final draft – submit by September 1

Policy, Regulations, and Financial Review Preparation

- Policy Review Process
- Budget Process

Ad-Hoc Reports (2018)

- Evaluate its general education outcomes through an effective and regular system that documents student achievement and can lead to improvements in programs and student learning.
- Consistently complete and document assessment processes which provide meaningful data that is used to inform institutional planning, decision-making and resource allocation for program and service improvement for all programs and services.

Timeline for Evaluation of Institutional Effectiveness

- Fall Quarter, 2024
 - Writing team
 - Assignments
 - Begin preparation for site visit
- Draft to Dr. Edwards May 2025
- Submit to NWCCU August 2025
- Site Visit, October 2025

Evaluation of Institutional Effectiveness Preparation-1

- Institutional Mission
- Improving Institutional Effectiveness
 - Budgeting, Planning, and Assessment Calendar
 - Key Performance Indicators Dashboard
 - Planning and Institutional Effectiveness Committee
 - Annual Report on Key Performance Indicators
 - Service Unit Assessment Process
 - Integrating Budget Process with Assessment
 - KPI Map

Evaluation of Institutional Effectiveness Preparation-2

- Student Learning
 - Assessment Process
 - General Education Learning Outcomes Review
 - Workshops
- Student Achievement
 - Peer Institutions
 - Indicators of Student Achievement

Evaluation of Institutional Effectiveness, BOT Day 1 Schedule

- On day 1, the Board of Trustees will meet with the Chair of the Evaluation of Institutional Effectiveness Team, 11:15 a.m. – 12:00 p.m.

Annual Report

- Enrollment
- Finances
- Update on recommendations
- In process
- Due August 1

Substantive Change

- Surgical Tech is in process
- In the Queue
 - AAT - Civil Technology Management
 - CP - Civil Engineering Technology
 - AAS - Construction Engineering Management
 - CP - Construction Engineering Management
 - BS – Computer Science
 - Boschma Farms
 - Advanced Manufacturing programs

Peer Institutions

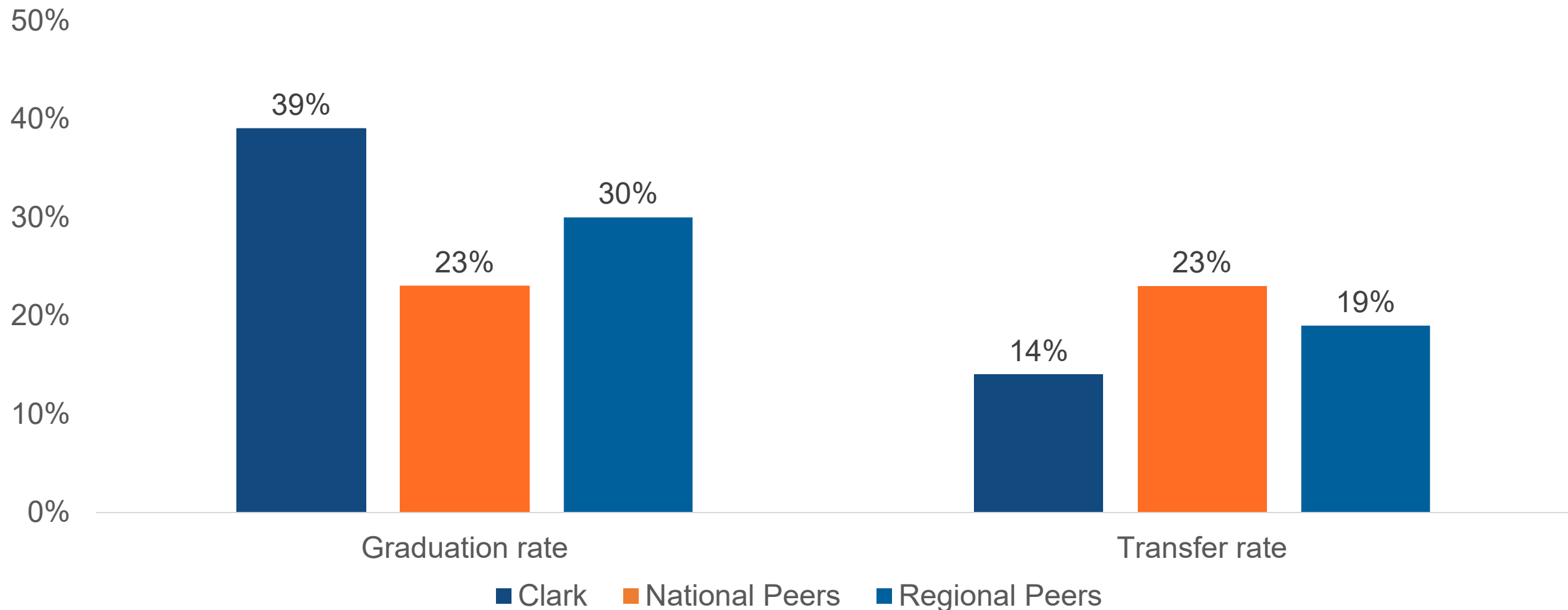
National

- Henry Ford College
- Midland College
- Pueblo Community College
- Tallahassee Community College
- Tyler Junior College

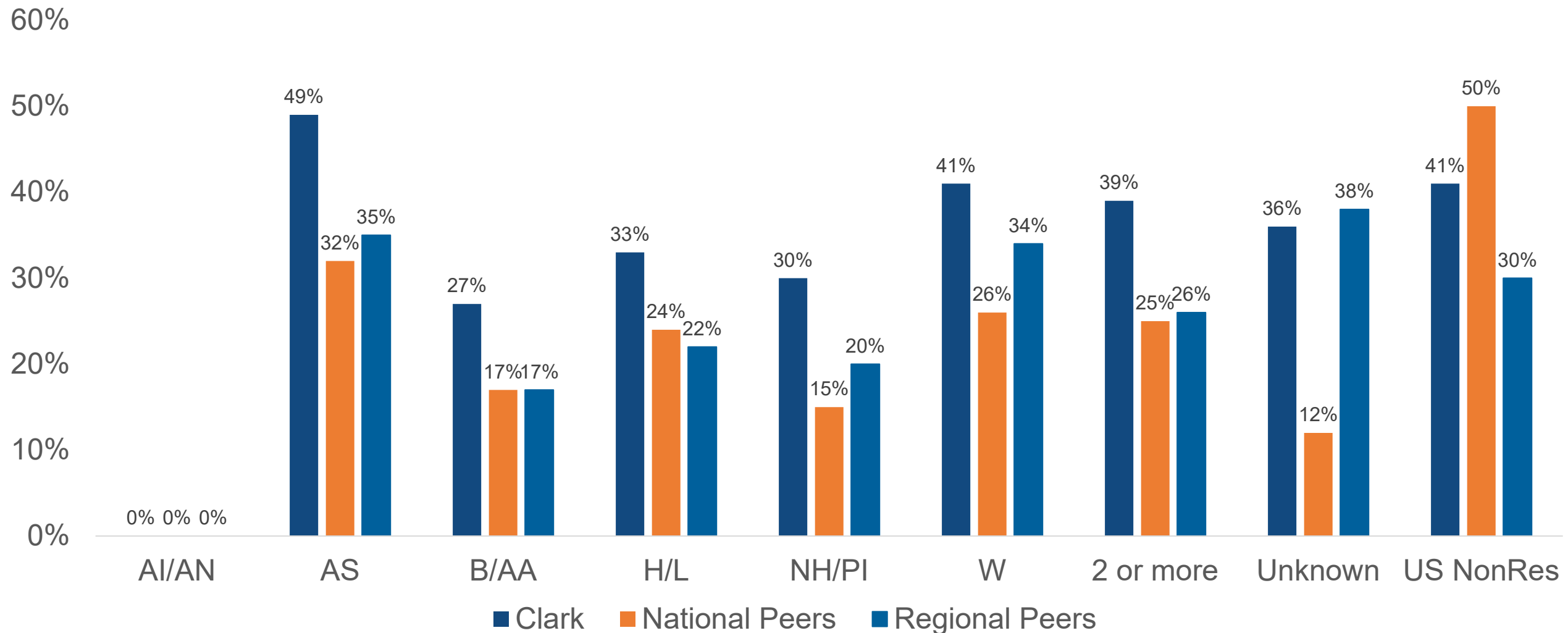
Regional

- Modesto Junior College
- Spokane Community College
- Tacoma Community College
- Edmonds College
- Bellevue College

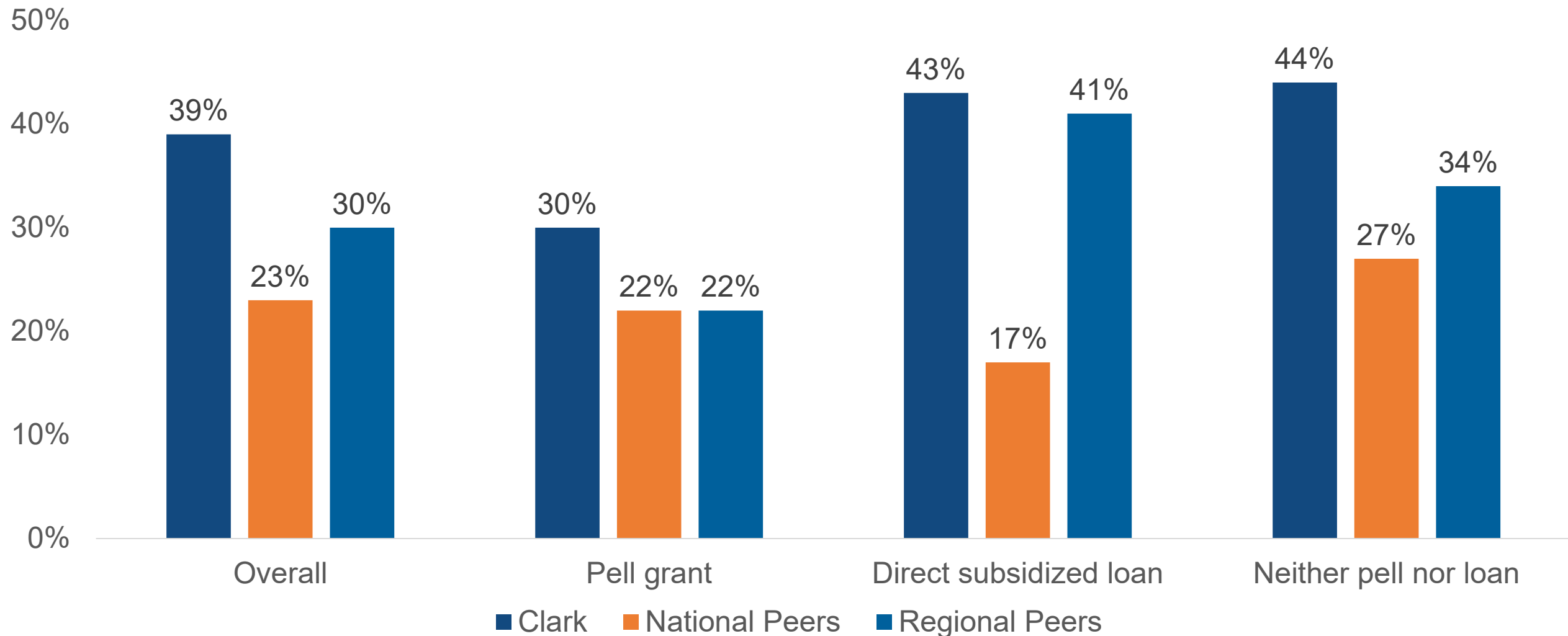
Comparisons with Regional and National Peers, Graduation Rate of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion 2016 cohort



Comparisons with National and Regional Peers, Graduation Rate of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion by race/ethnicity, 2016 cohort



Comparisons with National and Regional Peers, Graduation Rate of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion by type of aid, 2016 cohort



Questions





Student Success @ Clark College Foundation

Clark College
Board of Trustees | Work Session
June 12, 2024



Student Success at the heart of CCF

- *At Clark College Foundation, student success means empowering students with the resources, opportunities, and support they need to excel both academically and personally.*
- *Our fundraising efforts are pivotal in providing essential scholarships, developing impactful programs, enhancing campus facilities, and offering vital student services.*
- *By engaging the community, affectionately known as our Penguin Nation, through mentorship, networking opportunities, and generous contributions, we build a robust support network that directly benefits our students.*
- *Moreover, our strong community partnerships create valuable internship and job opportunities, support students' non-academic needs, and champion the importance of higher education.*

Visioning



C CLARK
COLLEGE
FOUNDATION

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← Student Succes Funnd

← STDJNATGGES FUNN

← Alumni

← THOSLASH AD

← Check out a Paion?



Penguin Pathway

CCF's Addition to A Student's Journey





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ACADOMY FOR SUDENTT SUCCESS



CLARK COLLEGE FOUNDATION

Scholarships

Investing in success





The Penguin Nation

Alumni Relations and Community Engagement





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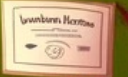
Clark College Student Success Fund

*A *new* venture with big impact*



STUDENT SUCCESS FUND

AT CLARK COLLEGE FOUNDATION



CCF of the Future

Planning for tomorrow





CLARK COLLEGE
FOUNDATION

QIFER DO A.C.T.I.V.A.S

Calen D.B. Ouellette, MBA

couellette@supportclark.org

360.992.2212

[Review the Penguin Path Visual Here](#)

Title III: Penguin Pathway

Purpose of the Penguin Pathway - Student Success Path:

The primary purpose of the Penguin Success Path is to enhance and support academic progress, academic planning, and student achievement. Key objectives include improving access, retention, graduation rates, reducing equity gaps for students of color, and overall providing students with a positive environment to achieve and thrive at Clark College.

Clark College is committed to delivering accessible and quality education to support students' academic, professional, and personal goals. We recognize that the steps to accomplish these goals can be confusing and difficult to navigate. As part of our commitment, we are prepared to assist students along their journey, which typically follows these six steps:

Connection to Strategic Plan:

Each step of the path is directly connected to key performance indicators within the strategic plan:

Outreach: Community Partners Engagement: K-12 Matriculation; Adult Engagement, Career-connected learning; Equitable Student Experience: student access, student sense-of-belonging. (KPI)

Outreach: Prospective students are aware of Clark, its opportunities and leave feeling positive about the college, wanting to explore further. Cultivating interest, to Think Clark College First!

Prepare: Equitable Student Experience: student access, student sense-of-belonging, student learning; (KPI)

Prepare: Entering students will assess their readiness and be prepared for success on day one of classes. Students should be prepared AND only need to focus on their participating in class.

Engage: Equitable Student Experience: student access, student sense-of-belonging, student learning; Community Partners Engagement: k-12 matriculation, adult engagement, career-connected learning, program alignment, student learning (KPI)

Engage: Students will actively engage with Clark faculty, staff, and students and explore program options during the first one to two terms of attendance.

Commit: Equitable Student Experience: Student sense-of-belonging, completion rate, student learning, (KPI)

Commit: Students will commit to a program of study by the end of the 2nd term (30%) and proactively support their own progress towards completion.

Achieve: Equitable Student Experience: Student Access, Student Sense-of-Belonging, Completion rate, Post-Completion Outcomes (KPI)

Achieve: Students will successfully achieve their educational goals (transfer, certificate, AA, BAS) and establish a plan for life after Clark.

Thrive: Equitable Student Experience: Completion Rate, Post-Completion Outcomes (KPI)

Thrive: Students will celebrate completion and thrive as members of the workforce, active participants in society, and lifelong learners.

Scope:

The Penguin Success Path is a roadmap for student success at Clark. College faculty and staff will monitor and assess student progress, within and outside the classroom, to help with learning and development. At key milestone points, students will be assessed to advance along the path towards completion of goals. Also, the college is committed to continually assessing the effectiveness of our instruction and support programs to adjust our approach as needed.

At points along the path, certain courses and activities outside the program of study will be required. We know from experience and research that when students complete these they are much more likely to reach their goals.

College units and the foundation will work to map their programs and services along the path to determine which points of success students will hit at set credit percentages.

Timeline and Phases:

February:

Title III Project Manager begins

Foundation stakeholder input is collected

Foundation mapping activities to the path

March:

Student stakeholder input is collected and mapped to path

Instruction and IT mapping activities to the path

April:

Student Affairs, HR, Operations, ODEI stakeholder input is collected

Student Affairs, HR, Operations, ODEI mapped activities to the path

May:

Plan is finalized

	Outreach	Prepare	Engage	Commit	Achieve	Thrive
Credit Milestone	Pre-Admit	0-15	0-30	30-75	75+	Alumni Engagement Lifelong Learning
Department Activities						
Academic Program Milestones						

	Outreach	Prepare	Engage	Commit	Achieve	Thrive
Credit Milestone	Pre-Admit	0-15	0-30	30-75	75+	Alumni Engagement Lifelong Learning
Department Activities						
Service Milestones						

College Tenet

Equitable Student Experience
Community Partners Engaegment
Employee Engagement, Empowerment, and Excellence
Institutional Effectiveness and Equity

CEO Metrics

Fundraising
Finance and Operations
Advancement & External Relations
Staff and Talent
College Relations

Department

Advancement Operations
Alumni Relations
Development
Finance and Business Operations
Office of the CEO

Funding source

Student Success Fund
Established Funds
Staff Time/Support
Foundation Funds
#PenguinsGive

	Outreach	Prepare	Engage	Commit	Achieve	Thrive
Credit Milestone	Pre-Admit	0-15	0-30	30-75	75+	Alumni Engagement Lifelong Learning
Department Activities						
Service /Program Milestones						

	Outreach	Prepare	Engage	Commit	Achieve	Thrive
Credit Milestone	Pre-Admit	0-15	0-30	30-75	75+	Alumni Engagement Lifelong Learning
Department Activities						
Service /Program Milestones						

	Outreach	Prepare	Engage	Commit	Achieve	Thrive
Credit Milestone	Pre-Admit	0-15	0-30	30-75	75+	Alumni Engagement Lifelong Learning
Department Activities						
Tenent Alignment						

	Outreach	Prepare	Engage	Commit	Achieve	Thrive
Credit Milestone	Pre-Admit	0-15	0-30	30-75	75+	Alumni Engagement Lifelong Learning
Department Activities						
Service /Program Milestones						

2023-24 Fund Balance Updates

Board of Trustees ▪ June 12, 2024

Updates to fund balance request

- **Removed request of \$1.3 million for meters project – funded from State Allocated Capital Projects**
- **Add:**
 - **Security improvements \$200,000**
- **Add items approved through the college process:**
 - **Use of funds to balance operating budget \$495,627**
 - **One-time funds for ODEI \$98,194**
 - **One-time funds for selective admissions \$71,795**
 - **One-time funds for IT switches and VMWare \$470,000***
(hold off on purchasing until federal earmarks are determined)

Security Improvements

- **Create a fund to address security concerns raised during incident in May**
 - Already set aside \$100,000 of current year revenue earlier this year
 - Add an additional \$200,000 of fund balance
- **Still assessing needs/gaps, but some potential items include:**
 - Continuing moving the loudspeaker project forward
 - Installing blinds in areas where they are needed
 - Improve wi-fi in areas where cell coverage is weak
 - Add or replace security cameras where needed
 - Increased signage/improved posters
 - Update emergency training videos

Items approved through the college process

- Use of funds to balance operating budget \$495,627
- One-time funds for ODEI \$98,194
 - Funds a director level position to manage ODEI revenue generating programs and NREC Conference.
- One-time funds for selective admissions \$71,795
 - Funds a program manager dedicated to selective admissions for one year. The intent is to identify efficiencies and streamline the process over the next year.
- One-time funds for IT switches and VMWare \$470,000*
(hold off on purchasing until federal earmarks are determined)

Fund Balance – before changes

CLARK COLLEGE Cash Balances as of July 1, 2023

	Cash Balance 6/30/23	Cash Balance (minus dedicated cash & liabilities) 6/30/23	Required Reserves	Prior Commitments (prior to 7/1/23)	New Commitments (2023/24)	Total Available Cash
145/146 Grants and Contracts*	18,198,529	15,844,938		-	4,023,177	11,821,761
147 Local Capital	-	-				-
148 Dedicated Local	3,832,752	72,453		-		72,453
149 Operating Fee	222,783	-				-
448 Print/Copy Machine	115,411	111,900				111,900
460 Motor Pool	108,781	103,360				103,360
522 ASCC	2,381,042	-				-
524 Bookstore	4,916,578	4,847,322		-		4,847,322
528 Parking	467,516	455,362				455,362
569 Food Service	-	-				-
570 Other Auxiliary Enterprise	1,040,014	431,821		36,315		395,506
790 Payroll (clearing)	-					-
840 Tuition/VPA*	340,045					-
846 Grants - Fin Aid	(149,956)					-
849 Student Loans	(369,380)					-
850 Workstudy (off-campus)	(43,572)					-
860 Institutional Financial Aid F Reserves**	675,503		8,356,926		-	(8,356,926)
Totals	31,736,046	21,867,156	8,356,926	36,315	4,023,177	9,450,738

Fund Balance – after changes

CLARK COLLEGE Cash Balances as of July 1, 2023

	Cash Balance 6/30/23	Cash Balance (minus dedicated cash & liabilities) 6/30/23	Required Reserves	Prior Commitments (prior to 7/1/23)	New Commitments (2023/24)	Total Available Cash
145/146 Grants and Contracts*	18,198,529	15,844,938		-	4,052,893	11,792,045
147 Local Capital	-	-				-
148 Dedicated Local	3,832,752	72,453		-		72,453
149 Operating Fee	222,783	-				-
448 Print/Copy Machine	115,411	111,900				111,900
460 Motor Pool	108,781	103,360				103,360
522 ASCC	2,381,042	-				-
524 Bookstore	4,916,578	4,847,322		-		4,847,322
528 Parking	467,516	455,362				455,362
569 Food Service	-	-				-
570 Other Auxiliary Enterprise	1,040,014	431,821		36,315		395,506
790 Payroll (clearing)	-					-
840 Tuition/VPA*	340,045					-
846 Grants - Fin Aid	(149,956)					-
849 Student Loans	(369,380)					-
850 Workstudy (off-campus)	(43,572)					-
860 Institutional Financial Aid Fu Reserves**	675,503		8,356,926		-	(8,356,926)
Totals	31,736,046	21,867,156	8,356,926	36,315	4,052,893	9,421,022

Questions?





MEMORANDUM

DATE: June 6, 2024

RE: **Sabbatical Requests for Summer 2024**

FROM: Dr. Michele Cruse

TO: The Board of Trustees

Attached is sabbatical leave application for Summer 2024. I recommend the approval of the following applicant:

Administrator	Department	Quarters	Recommended Quarters
Cath Busha	Student Affairs	1	Summer 2024

TOTAL 1

As established by the College in Personnel Policy 635.070, sabbatical leaves are granted to eligible faculty and administrators for the purpose of providing opportunities for study, research, and creative activities for the enhancement of the College's instructional and research programs. Permanent full-time faculty and administrative personnel currently in at least their sixth year of service at the College since either having been hired or having completed a previous sabbatical leave are eligible to apply for up to three academic quarters of leave from contracted responsibilities to the College for the next academic year. Therefore, I recommend that the applicant on this list be awarded sabbatical leave. Please let me know if you have any questions or need additional information.

Michele Cruse

Clark College Sabbatical Application

Personal Information

1. Full Name:

Answer: Cath(leen) Busha

2. Department/Division:

Answer: Student Affairs

3. Unit:

Answer: Dean of Student Engagement

4. Please summarize your proposal in 1-3 sentences.

Answer: In February 2020, in consultation with the Office of Diversity, Equity and Inclusion; Human Resources; the Teaching and Learning Center; Student Affairs; and the Social Equity Council, I initiated an Employee Resource Group (ERG) for White-identified employees interested in working on anti-racism knowledge and skills to identify white supremacy and racism in themselves, in their departments and in the college. The overall goal of the ERG is to improve the climate at Clark College for Students and Employees of Color. We accomplish this goal by holding monthly meetings that provide training, skill-building, role plays and leadership development opportunities. The ERG has continued to meet monthly (taking summer breaks) since February 2020 with attendance varying each month (from 15 to 110 people). A sabbatical will allow for concentrated time to evaluate the existing ERG at Clark College; research ERG's and white affinity groups for employees at other colleges; and an update our ERG's outreach, activities, and role plays. I will also develop an intergroup dialogue program that will be implemented in Student Affairs in winter term 2025.

5. Term(s) and Year Requested.

Answer: Summer 2024 (July 5 (Friday before the first day of summer term begins) and concluding August 30 (last day of Summer term). I would return to work on Monday, September 2, 2024.

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

Answer: No

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

Answer: I began as Dean of Student Engagement on November 28, 2016.

Project Information

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

Answer: This sabbatical project is to research the question, “How can white-identified employees at Clark College develop knowledge and skills to recognize and interrupt white supremacy and racism within themselves, their colleagues and their departments?”

Retention rates at Clark College for Employees of Color and for Students of Color correlate with qualitative and quantitative data from the Clark College Climate Survey – it is clear Clark College has opportunities for improvement in closing Equity Gaps and improving climate and increase retention and a sense of belonging for People of Color who are students and employees. Too often this emotional labor and actual work falls on People of Color alone; this proposal seeks to evaluate and strengthen the current ERG for white-identified Clark College employees and create a new Intergroup Dialogue program for Student Affairs staff. I will also research activities and strategies used other institutions for white-identified employees to gain knowledge and skills on recognizing and reducing their internalized white supremacy, while also building their skills and confidence in interrupting racism and white supremacy with their colleagues, students, in their departments, in their work on college committees and in themselves. The outcome of my sabbatical will be actionable items that will support Clark College’s objectives for improving our campus culture. These items include a revamped ERG and a new Intergroup Dialogue Program (IGD) for Student Affairs beginning in winter 2024. I will utilize the most recent Clark College Campus Climate survey results to develop activities for not only for the ERG, but also for Student Affairs related to improving climate for BIPOC people at Clark College. I will conduct the research virtually, so there is no travel budget requests associated with the sabbatical. It will be my goal to share the results of my sabbatical broadly across the college including a request to conduct a workshop during Teaching and Learning Days, and to request time to present at the appropriate committee meetings including the Guided Pathways Advisory Council, the Social Equity Council, Human Resources, Student Affairs Council and Executive Cabinet. All of this information will be shared in my report to the college and Board of Trustees. The ERG and IGD participants will be given a post-survey that asks and assesses, “After participation in the role-playing activities introduced to the ERG and/or IGD following the sabbatical projects, I feel more confident that I know how to identify and interrupt white supremacy in myself or in others.” This work is not only salient at Clark College, but is critical and urgent on college campuses everywhere. I will share information I learn and activities I create with other colleges.

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

Answer:

Timeline	Action	Outcome
July 7-28	Review the most recent Climate Survey data at Clark College,	Disaggregated data results will inform the update to the current ERG. Outcome will be

	<p>disaggregating the data based on age, race/ethnicity, gender, and departments</p> <p>Qualitative comments in the survey will be used to develop role plays and activities for the ERG and IGD.</p> <p>Virtually research, visit and document findings from other white-identified ERG's and affinity group programs at colleges in the United States.</p> <p>Virtually research, visit and document findings from Intergroup Dialogue programs at other colleges that are centered on anti-racism.</p>	<p>updated ERG activities that are responsive to Climate Survey; ERG and development and implementation of IGD will help improve college climate for People of Color.</p> <p>Outcome will be improved skills to interrupt white supremacy for ERG and IGD participants, which will lead to improved college climate for People of Color.</p>
<p>July 28- August 11</p>	<p>Read at least three books related to improving college culture for People of Color</p> <p>Develop a five week IGD program to be piloted in</p>	<p>Take notes from readings; synthesize notes into ERG and Intergroup Dialogue (IGD) activities; outcome will be increased knowledge and professional development of Cath Busha; outcome will be increased knowledge and skills to facilitate ERG and IGD, which will lead to improved climate for People of Color.</p> <p>The outcome of the IGD will be increased employee engagement; improved knowledge and skills to</p>

	Student Affairs in Winter Term 2024	interrupt white supremacy; and improved climate for People of Color.
August 11- August 30	Write final report of learnings and recommendations Meet with ODEI staff to receive and integrate feedback into presentation and final report Create presentation from final report	Outcome will be an accessible report and presentation that can be shared across the college, as well as with other colleges. The report and presentation will provide frameworks, tools and activities for others to use to improve campus climate for BIPOC people.
Ongoing	Utilizing a continuous improvement model, share report and presentation to gather feedback from various college councils, with particular focus on groups that engage/support People of Color.	Outcome of sharing information to various groups is increased knowledge and information, as well as feedback loops to ensure ERG and IGD continues to be responsive to People of Color at Clark College

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

Answer:

Academic Excellence

- Increase completion rates, with a focus on closing equity gaps
- Increase retention of Students of Color and Employees of Color
- Improve student learning

Social Equity

- Eliminate racial disparities in educational outcomes.
- Improve intercultural and multicultural competencies among students and employees

Economic Vitality

- Increase employee retention which reduces costs associated with turnover

Environmental Integrity

- Facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.

In addition to ensuring the Proposal supports the college's Core Themes, it will also include strategies for anti-racism practices:

- Disaggregation of data to discover disparate impacts
- Use of quantitative and qualitative data
- Intentional inclusion of all voices, especially the most marginalized and minoritized populations
- Commitment to continuous improvement
- Use of asset-based, non-discriminatory, and unbiased language
- Critical examination of processes, policies, and practices through a racial lens to mitigate harm to systemically non-dominant* communities
- Acknowledgement of the presence and history of race
- Understanding the characteristics of White Supremacy Culture
- Know the historical and organizational context of institutional decisions
- Consideration of how power and privilege impacts decisions
- Awareness of own implicit bias

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

Answer: For three years, I have been lead facilitator of the ERG. I have done ERG work on top of my full-time role as Dean of Student Engagement. A sabbatical will provide me with much-needed time to focus on not only evaluating and improving the current ERG, but to develop and deliver a new Intergroup Dialogue program for Student Affairs staff. This dedicated time will not only support a renewal for the ERG and IGD, but for me as a professional, as well. I will increase my knowledge of how to develop, implement, and assess activities for white-identified employees to improve college climate for People of Color. Having time to not only evaluate our ERG and benchmark its effectiveness, but also to deep dive into what other colleges and organizations are implementing for ERG's and IGD will provide personal and professional growth and inspiration.

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

Answer: Student Affairs at Clark College is dedicated to leading with racial equity; these sabbatical activities will support our departments in making this commitment more concrete, actionable and measurable. Both the ERG and IGD will focus more heavily on skill-building and role-playing, so staff know **how** to identify and interrupt white supremacy in themselves, their colleagues, their processes, programming and policies.

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

Answer: When students feel an increased sense of belonging, the retention rates for Students of Color increase and Equity Gaps close (Gopalan 2020). The overall goal of the ERG and the IGD is to increase the knowledge and skills of white-identified staff to identify and disrupt white supremacy in themselves, our colleagues and our departments. Improved college culture for Students of Color predicts better persistence, engagement and mental health (Gopalan 2020).

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

Answer: My B.U.I.L.D. Project and final presentation last academic year was focused on synthesizing and implementing feedback from ERG group participants. This sabbatical will build on the work I started last year with my B.U.I.L.D. Project. Additionally, I am choosing a sabbatical timeframe that limits the negative impact of my absence; the College will not have to hire a replacement, but instead divide my core duties among different SAC members who can receive a stipend for their additional duties while they build their leadership skills.

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

Answer: I will research organizations and colleges that have effective Employee Resource Groups and Affinity groups for white-identified employees. I will use 'search' features and word-of-mouth to find organizations and colleges to review.

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

Answer: Aside from stipends for staff who cover my core duties, there will be no expenses related to this project; all research will be completed virtually; all books and articles will be secured through Clark College's library system.

Documentation and Terms

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

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

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

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



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

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