



**Board of Trustees Meeting**

**Virtual, Via Zoom:**

Zoom Link: <https://cptc-edu.zoom.us/j/89762929623?pwd=TmtFZmMrdFJnQWtqd2xydXNWZHRxQT09>  
Passcode: BOTMeeting

**Wednesday, March 10, 2021**

Special Meeting: 3:00-6:20 p.m.

**Agenda**

- 3:00 Call to Order, Introductions** ..... Eli Taylor
- Adoption of Agenda** ..... Eli Taylor  
*Action*
- Approval of the Regular Meeting Minutes of**..... Eli Taylor **Tab 1**  
**February 17, 2021**  
*Action*
- 3:05 President’s Report** ..... Joyce Loveday
- All Campus Professional Development Day
  - Institutional CRRSAA Taskforce
  - Second Vaccination Event
  - Miscellaneous
- 3:20 College Reports or Highlights**
- Dream Conference – What was Learned? ... Dean Kelly/Shannon Feist/Wendy Noffke **Tab 2**
- 3:40 Chair’s Report**..... Eli Taylor
- 3:43 Board Reports and/or Remarks** ..... All
- 3:46 Public Comments** ..... Eli Taylor

**3:50 New Business** ..... Eli Taylor

New Tenure Track Faculty Introductions ..... Tom Broxson **Tab 3**

Rasha Al Tameemi	Architectural Engineering Design	2 <sup>nd</sup> Quarter
Thomas Bean	Heating, Ventilation, & Air Conditioning	2 <sup>nd</sup> Quarter
Megan Davey	Nondestructive Testing	2 <sup>nd</sup> Quarter
Pearl DeSure	Librarian	2 <sup>nd</sup> Quarter
Christopher Felch	Digital Entertainment Design & Production	2 <sup>nd</sup> Quarter
Shawn Geary	Digital Entertainment Design & Production	2 <sup>nd</sup> Quarter
Cheyenne “Skye” Heaton	Nursing LPN	2 <sup>nd</sup> Quarter
Haleigh Phillips	College Success Instructor	2 <sup>nd</sup> Quarter
Jill Ransom	Nursing LPN	2 <sup>nd</sup> Quarter
Anne Wheatley	Nursing LPN	2 <sup>nd</sup> Quarter

First Reading of Policy 1.11, Academic Freedom .....Claire Korschinowski **Tab 4**

This is a first reading of Policy 1.11, Academic Freedom. It will be brought before the Board at the April 7, 2021, Board of Trustees meeting for a vote.

**4:10 Convene Executive Session for approximately 120 minutes for the purpose of reviewing, evaluating, and interviewing faculty probationers for tenure award.**

The Board may hold an executive session for purposes allowed under the Open Public Meetings Act. Legal purposes include, to consider acquisition or sale of real estate; to review negotiations of publicly bid contracts; to receive and evaluate complaints or charges brought against a public officer or employee; to evaluate the qualifications of an applicant for public employment; to review the performance of a public employee; and to discuss with legal counsel matters relating to agency enforcement actions, litigation, or potential litigation. Before convening in executive session, the Board Chair will publicly announce the purpose for executive session and the time when the executive session is expected to conclude.

**6:10 Action Items as a Result of Executive Session** ..... Eli Taylor

Carine DeLeon	Cosmetology
Derek Faust	Environmental Sciences & Technologies
Kandy Hernandez	Nursing LPN
Earl Joy	Aviation Maintenance Technician
Patricia Maguire	Cosmetology
Jason Sawatski	Mechatronics
Jamie Urquidez	Surgical Technology
Carl Wenngren	Mechatronics

**6:20 Adjournment** ..... Eli Taylor



**Board of Trustees Meeting**

Virtual, Via Zoom

AND in Bldg. 17, Room 260

Wednesday, February 17, 2021

Study Session: 3:00-4:00 p.m.

Regular Meeting: 4:00-5:10 p.m.

**Study Session Minutes**

**Call to Order:** Chair Taylor called the Board of Trustees Study Session for Clover Park Technical College (CPTC) to order on February 17, 2021, at 3:00 p.m.

**Board of Trustees Present:**

Eli Taylor, Chair

Carol Mitchell

Mark Martinez

Lua Pritchard

**College President:** Dr. Joyce Loveday

**Assistant Attorney General (AAG):** Justin Kjolseth

**Excused Absences:** Wayne Withrow, Trustee

**Executive Team:**

Dr. Thomas Broxson, VP, Instruction

Dean Kelly, Int. VP, Student Success

Samantha Dana, Assoc. VP, Institutional Effectiveness

Lisa Wolcott, Int. VP, Finance & Administration

**Core Theme – Student Success (Tab 1)**

Ms. Dana and Mr. Kelly presented the attached report. Questions followed. Trustee Mitchell asked if one of the barriers to graduation might be inability to access financial aid when students do not complete a certificate or degree, and if that was quantifiable. She requested this information be provided at a future Board meeting.

Chair Taylor noted that is he excited about the diversity recruitment role and looks forward to a future report on strategy for outreach.

**Office of EDI Updates (Tab 2)**

Ms. Plair, Ms. Sledge, and Mr. Watts gave the attached update. Chair Taylor asked if there had been any consideration of offering EDI certifications at the Community and Technical College (CTC) level, as companies will spend a great deal of money on this type of training in the future. President Loveday said not yet, and she will bring up the topic with leadership/Instruction.

### **Winter Quarter Enrollment Update (Tab 3)**

Dean Kelly discussed the attached Winter Quarter Enrollment Update. Questions followed. Trustee Martinez inquired if it is known why there is a large drop in enrollment in Automotive and other high-demand trades, and if it is more than the COVID environment. Mr. Kelly stated that students are frustrated with the online instruction and want more hands-on learning. Also, many students have been impacted financially with job losses and childcare issues. There's a gap between need and skilled workers. Trustee Martinez inquired what the plan is fill that gap when things open up more. Staying in communication with students is an important step, and there will be some changes in delivery and mode as we move forward.

Trustee Mitchell heard there are 15,000-16,000 16-25 year olds who are not in school and not working. What can CPTC do to engage that generation? Mr. Kelly responded that the Washington State Achievement Council (WSAC) is sending emails and mailers to that group with information about college options. The Pierce County two-year colleges and UW-T also have a joint marketing campaign targeted at getting students back in college.

### **General Discussion**

No general discussion.

### **Adjournment**

Trustee Taylor adjourned the meeting at 4:04 p.m.

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## **Regular Meeting Minutes**

**Call to Order:** Chair Taylor called the Board of Trustees Regular Meeting for Clover Park Technical College (CPTC) to order on February 17, 2021, at 4:04 p.m.

### **Board of Trustees Present:**

Eli Taylor, Chair  
Mark Martinez

Carol Mitchell  
Lua Pritchard

**College President:** Dr. Joyce Loveday

**Assistant Attorney General (AAG):** Justin Kjolseth

**Excused Absences:** Wayne Withrow, Trustee

### **Executive Team:**

Dr. Thomas Broxson, VP, Instruction  
Samantha Dana, Assoc. VP, Institutional  
Effectiveness

Dean Kelly, Int. VP, Student Success  
Lisa Wolcott, Int. VP, Finance &  
Administration

### **Adoption of the Agenda**

#### **MOTION:**

Motion to adopt the agenda, as presented, was made by Trustee Martinez and seconded by Trustee Pritchard. Motion was approved unanimously.

## **Approval of Minutes (Tab 4)**

### **MOTION:**

Motion to approve the minutes of the Regular Board meeting of December 9, 2020, as presented, was made by Trustee Martinez and seconded by Trustee Mitchell. Motion was approved unanimously.

## **President's Report**

### Student Success Speaker – Marcia Wilson

President Loveday introduced Marcia Wilson. Ms. Wilson is in the Environmental Sciences Program, is a single mother, overcame many obstacles to get here, and also works as a lab assistant writing for the CPTC Blog regarding wildlife on the Flett Creek property. Marcia was nominated by the Trustees as CPTC's nominee for the ACT Transforming Lives Award. She will receive \$200 from ACT and a \$500 scholarship from the CPTC Foundation.

### Policy updates

Eight Policies are being brought forward today for the Board's information and review/signature by Chair Taylor. They are:

- Policy 3.23, Animals on Campus
- Policy 4.11, Academic Credit for Prior Learning
- Policy 5.1, Admissions
- Policy 5.4, Tuition, Fees & Refunds
- Policy 5.5, High School Completion
- Policy 5.6, Multiple Measures
- Policy 5.13, Family Education Rights & Privacy Act of 1974
- Policy 5.23, Posthumous Degrees/Certificates

### National Legislative Summit

For the first time, the ACCT National Legislative Summit was held virtually, February 8-10. Trustees Martinez, Pritchard, and President Loveday attended. The Summit is a time to hear legislative priorities at the national level and share them with local legislators. Highlights included a keynote by First Lady Dr. Jill Biden; pre-recorded comments from several legislators including Senator Patty Murray, Speaker of the House Nancy Pelosi, Representatives Alma Adams and Raul Grijalva; and a live meeting with new Representative Marilyn Strickland.

### Miscellaneous

#### *Approval of Resolution 21-01-102, Authorizing Investment of CPTC Monies*

Trustees will be asked to vote on this resolution. The current agreement lists Larry Clark as the authorizing agent. This change request will name the authorizing agent as the Vice President for Finance and Administration and will allow current and future Vice Presidents for Finance and Administration to sign.

#### *2021 Dream Conference*

Since the Dream Conference was held virtually, 41 faculty and staff members were able to attend. The conference offers inspiration and learning regarding promising practices implemented across the nation. Guided Pathways funding was used for registration.

## **College Reports or Highlights**

### ASG Report (Tab 5)

ASG student Owen (Zijie) Zhu, Chair, Health & Wellness Committee, presented the attached report. Trustee Pritchard was pleased that Mr. Zhu is involved with ASG and proud that CPTC acknowledged the Lunar New Year.

### FY 2020-21 2<sup>nd</sup> Quarter Budget Report (Tab 6)

Ms. Wolcott gave the attached FY 2020-21 2<sup>nd</sup> Quarter Budget Report.

### Faculty Union Report

#### *Federation of Teachers, Local 3913*

Diane Follett, President of the Federation of Teachers, Local 3913, explained that Jody Randall resigned his presidency in December 2020. Current officers are:

- President, Diane Follett
- Vice President, Jennifer Whipple
- Secretary, Poppy Bushnell
- Treasurer, Lucy Dorum

Ms. Follet also updated the Board on changes made to the administration's bargaining team as a result of Union action.

### CARES Act Funding Update (Tab 7)

Haley Saucedo and Lisa Wolcott provided a CARES Act Funding update.

## **Board Reports and/or Remarks**

Trustee Mitchell stated Tacoma Pro Bono and the Fair Housing Center of Washington are providing free legal assistance for anyone who may need help as a result of the end of the eviction moratorium. Please encourage students to seek out that help in advance. There is an expectation there will be a pilot program in Pierce County that would involve mediation. There is also a Bill in the legislature looking to address how that eviction process will work in the courts.

Trustee Mitchell highlighted two upcoming events for Black History Month. She also encouraged attendees to pick up the book, Lorraine Hansberry's *A Raisin in the Sun*. Then think about it in the context of housing discrimination and redlining and whether or not you think anything is different today.

## **Chair's Report**

Chair Taylor added that we often think about Black History Month nationally, to the more known and renowned names. There is a richness to the Tacoma Colored Women's Club. He encouraged attendees to look into their history and accomplishments of the women.

## **Public Comments**

Kristen Copeland – gets input daily concerning how overworked faculty are. As the budget is being created and new funds are coming in, she would like to encourage that the priorities of equity and faculty professional development be at the forefront of decisions. When faculty are empowered and encouraged to make the necessary culture change, they will then be able to support student success.

Kathryn Smith – spoke about equity in workload, specifically concerning general education faculty. CPTC core faculty teach 20 credits per quarter for four quarters, and Pierce core faculty teach 15 credits per quarter for three quarters for similar salaries.

Diane Follett – read comments for a counselor who could not attend the meeting. CPTC instructors work more hours per day, more hours per week, and more days per year, and teach more credits per quarter than the average in our two-year system across the state. The heavy workload the faculty currently carry is leading to burnout and, in some cases, instructors choose to leave the college and work elsewhere.

Karina Calzada – spoke to employees’ concerns for the slow implementation of a shared governance structure. Big decisions are still being made without transparency and representation, including budgetary decisions related to funds available from public and private sources.

Poppy Bushnell – shared governance is still in the planning stages. Until it is implemented, feelings of mistrust continue to grow. An example is the lack of transparency of how COVID funds are and will be spent. She urged administration to act on their commitment of shared governance, even if the structure has yet to be solidified.

### **New Business**

Approval of Resolution 21-02-102, Authorizing Investment of CPTC Monies (Tab 8)

#### **MOTION:**

Motion to approve Resolution 21-02-102, Authorizing Investment of CPTC Monies, was made by Trustee Mitchell, and seconded by Trustee Martinez.

Discussion followed. Chair Taylor asked if the College receives quarterly reports on how those funds are invested, if they are guaranteed, and how they are doing. Ms. Wolcott will include investment information in future quarterly budget reports.

Motion was approved unanimously.

### **Next Meeting**

April 7, 2021, details to follow.

### **Adjournment**

#### **MOTION:**

Motion to adjourn was made by Trustee Pritchard, and seconded by Trustee Martinez. Motion was approved unanimously.

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**Dr. Joyce Loveday**  
**President**  
**College District Twenty-Nine**

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**Eli Taylor**  
**Chair, Board of Trustees**  
**College District Twenty-Nine**

Tab 2

# Achieving the Dream



# Background (AtD)

- ▶ **Mission-** To lead and support a national network of community colleges to achieve sustainable institutional transformation through sharing knowledge, innovative solutions and effective practices and policies leading to improved outcomes for all students.
- ▶ **Founded-** In 2004 by the Lumina Foundation and other partnering organizations. Membership now includes over 300 institutions.
- ▶ **Services and supports-**
  - ▶ Coaching
  - ▶ Equity training
  - ▶ Holistic Student Supports
  - ▶ Data and Technology Assessment
  - ▶ Teaching and Learning Capacity
  - ▶ K12 Partnerships
  - ▶ Webinars, conferences, leadership development

# Clover Park and AtD

- ▶ Member 2011-15, 2018 to Present
- ▶ Sent staff to conferences/webinars
- ▶ Worked with AtD coaches
- ▶ Assessment- ICAT (Institutional Capacity)
- ▶ Merged and aligned our Guided Pathways work

# AtD Dream Conference 2021

- ▶ DREAM 2021 (2/16-2/19)- Sent 42 staff and faculty
- ▶ Five learning modules
  - ▶ Centering racial equity
  - ▶ Anchoring a bold new access agenda
  - ▶ Leveraging our localness
  - ▶ Listening in the age of big data
  - ▶ Fostering teaching and learning excellence
- ▶ Team takeaways
- ▶ Faculty perspectives (Shannon Feist, Wendy Noffke)



## **Rasha Al-Tamemmi**

### **Architectural Engineering Design Instructor**

Rasha Al-Tameemi, Ph.D., is an educator, architect, designer, and researcher. She is the newly-appointed tenure track instructor in the Architectural Engineering Design Program in the School of Science, Technology, Engineering, and Design.

She received her Ph.D. in Architecture from the School of Architecture and Interior Design (SAID), University of Cincinnati, in 2019. Prior to coming to the U.S., she received her Bachelor of Architectural Engineering and Master of Architectural Design degrees from the University of Technology, in Baghdad, Iraq, in 2004 and 2008, respectively. She also has two certificates in Urban Planning and Historic Preservation from the University of Cincinnati, DAAP.

For five years before coming to United States, Rasha served as a faculty member in the Department of Architecture at the University of Technology, Baghdad, Iraq, where she taught college courses in architecture, interior design, landscape, urban planning, as well as planning and space programming seminars.

As an ambitious, experienced architect and designer, Rasha has a creative professional experience for more than 15 years in a wide range of architectural design projects and different building typologies, such as residential, commercial, mixed-use, and institutional.

Rasha's research interests include history and theory of architecture, urban design, and cultural landscape – in addition to space and power, politicization of public spaces, place identity, feminism, and gender justice, specifically in the Middle East. She has a deep interest in the vernacular architecture and environment-behavior studies of people with their built environment and communities taking into consideration their social factor and cultural identities. In her recent research path, Rasha focuses on the photography and colonialism in the Near East and Mesopotamia during the nineteenth century which addressed anthropology, intercultural, and ethnological studies.



## **Thomas A. Bean**

### **HVAC Instructor**

I am an east coast boy, born in Vineland, NJ, and growing up mostly in the suburbs of Philadelphia. After graduating high school, I soon found myself in the office of the local Army recruiter. I was inspired by the news of Operation Desert Storm. That decision led to a path of duty and service which lasted for twenty years and eventually landed me on the opposite coast of America, where I decided to retire and settle down. The time and experience that I had in the military were essential in molding me into the instructor I am today. From my first day in the Army, I was immersed into a world of structure and order that I carry forth into my teaching and classroom. Army training is always based around Task, Conditions, and Standards. This is very similar to our Program Outcomes, Learning Objectives, and Assessment of those objectives. For twenty years, I was trained in this way, and for most of the time as a non-commissioned officer, I was the one guiding newer soldiers and officers. For a three-year period, I was assigned to Charlie Company, 1-11 Infantry at Fort Benning, GA, as a BOLC (Basic Officer Leadership Course) instructor, where I trained over 200 new lieutenants in their military indoctrination program. I am very familiar in the world of leadership, training, motivation, and a very diverse and equitable environment.

My high school shop class with small engine repair and electricity training seemed fun at the time and sparked my passion for mechanical repair. My military training strongly influenced my ethical values, which has benefited my career as an HVAC technician and instructor. I attended the HVAC program here at Clover Park and I soon found myself in the world of HVAC. The company that I joined, GSC Mechanical, handled just about every aspect of commercial HVAC. I found myself working on huge cooling towers, industrial chiller systems, and boilers. My drive and motivation pushed me to expand my knowledge in the HVAC field, and I have earned many national certifications through organizations like NATE and ESCO. I received the City of Seattle Refrigeration Journeymen's license, the CFESA (Commercial Food Equipment Service Association) Master Service Technician certification and L&I's 06A Specialty Electrician License. I soon became one of the top technicians at my company and took over several of the customer accounts that we handled.

Dwight McGhee has been a friend of mine for a long time. Although we worked for different companies, we were service technicians together and would speak daily about the industry. When Dwight called me a few years after he became an instructor at CPTC to see if I wanted to join the team, I jumped at the opportunity. Although I had no experience being in a civilian educational environment, I knew that the years I spent teaching in the Army would make me an asset to the program. Through Dwight's guidance and the mentorship of Claire Korschinowski, I was able to make the transition from military to civilian instruction. I am now the instructor for the first quarter of the HVAC program. I am the first face our students see. It is my responsibility to show them a welcoming and professional environment to begin their new careers. I will be starting my fourth year at Clover Park this next quarter and know that I have found a home where the best of both my professional worlds came together.



**Megan Davey**  
**Nondestructive Testing Instructor**

My name is Megan Davey. I joined the United States Air Force in 2006 and went to tech school for Non-Destructive Inspection after basic training. My first duty station was in the UK and then at Holloman AFB in New Mexico until I was medically retired in 2011. Whilst in the military I was lead trainer for troops. I received specialty advanced training from Boeing and Lockheed for inspections in ultrasound, eddy current, and penetrant on the F-22 Raptor.

After leaving the Air Force, I took a Level III NDT position at Fort Lewis. I was the Responsible Level III for the Pacific region of the company. The responsibilities included South America and Pacific Islands. "Responsible Level III" is designated (documented) by the company as having overall responsibility for training & certification(s). I also helped lead and implement compliance program for the company, developed new policies and procedures, and created new standard operating procedures.

I completed my Master's in Healthcare Administration in 2017. For a brief period I worked in healthcare, but realized my passion lied in NDT. Since being here at Clover Park, I have become the Educational Chair for the ASNT PNW chapter as well as the Scholarship Chair. I look forward to working with the brightest in our field and further our students' opportunities with these roles as well as bringing in new minds to our field.



**Pearl DeSure**  
**Faculty Librarian**

My name is Pearl DeSure, and I have been at Clover Park Technical College since 2019. I grew up in Maui, HI, and developed a passion for books and writing early on. I attended the University of Washington and received a Bachelor's in English, 2010, and went directly to graduate school at the University of Hawaii to study Library and Information Science. While at UH, I had the opportunity to learn the principles of librarianship in a tight-knit professional community and took internships at the main library reference desk, the UH Government Documents department, and at the Department of Education. Concurrently with my library degree, I started a second master's in the American Studies program.

Before completing my MLIS, I started a part-time position at the University of Hawaii-West Oahu, where I was fortunate to work full-time for three years after completing my degree. During that time at what was a brand-new campus in a historically underserved community, I helped develop library policies, managed the education and public administration collections, and implemented an assessment framework for information literacy.

After experiencing some health difficulties, I decided to move to Washington in 2016 to be closer to my family and took some time away from librarianship to finish my American Studies thesis. Since returning to the field at Clover Park Technical College, I am grateful for the opportunity to rededicate myself to expanding access to quality information and look forward to continuing to shape the library's print and electronic offerings.



## **Christopher Felch**

### **Digital Entertainment Design & Production**

One of the great constants in my life has always been technology. I love computers. I love building them, fixing them, making them do a thing. Whatever that thing might be. It will be of no surprise that along with this is a love of games. All shapes and sizes, and all my life. When I was very young, I would color pinball games in my notebooks, and make board games from cardboard and cannibalized game pieces. So imagine the magnitude of my realization at the tender age of 20 that people do get paid to make games! Moreover, I could be one of those people who got paid to make games! This is when I found the Media Design and Production Program at Clover Park. It took me all of about three seconds to figure out that this was the place for me.

I entered the program and began learning how to create all kinds of digital media and met some amazing friends. This included my current best friend and co-instructor, Shawn Geary. By the time the program had finished, several of us had already decided to continue our education at the University of Advancing Computer Technology in Tempe, Arizona. Four of us traveled down to UAT and, aside from an exploding car and six days trapped in Yreka, California, we had an amazing time going to our new college.

Going back to what I had said about technology being a constant in my life, one of the other great constants has been being a weirdo. I don't say this in a pejorative way. Over the years I have come to own this title as a badge of honor. I am the weirdo, nerd, geek, dork, all of the above. I was the D&D nerd that would sit in the corner of the lunchroom and play Magic the Gathering. I read anything I could get my hands on. Not to detract from my aforementioned love of computers and technology. Needless to say, fitting in was never very easy for me. Going to UAT was the first time that a world seemed to fit me. I could walk down the halls of dorms and see other me's all over the place. From Teddy with his traditional "I void warranties!" t-shirt building robots. To the 308 boys tearing apart old computers from the goodwill to see if they can slave them together to make an AI neural network. Why? Because ... reasons! Arguments of Star Wars vs. Star Trek would echo down the halls. And anime and games would stream from almost every computer in the building. I was home, I belonged. This was revolutionary for me, but we will come back to this.

Before I could finish my first year I had to move back home for a while. My father had been diagnosed with stage four pancreatic cancer. Fortunately, I had some amazing instructors that allowed me to finish my classes online. I was also able to lean on my Clover Park friends who helped me by packing up my belongings and getting them to our new off-campus housing for the second year of school.

Coming back to Washington after completing my degree was probably one of the scariest things I could do. I had worked for a few companies down in Arizona during my last year of school, but now I was starting over and in one of the most competitive markets in the industry. Yes, Washington is known for having many, many game companies but there are also many more talented people who work for those companies and compete for those jobs. I quickly learned that I did not like working for huge companies like Microsoft, but rather I enjoyed smaller teams and projects. I was able to find work and began working on building my reputation in the industry.

Now, there are two little known facts about this industry that came into play. One is that over fiftypercent of all projects will fail at some point during production. Investors pull out or run out of money. Clients decide to go in another direction. Projects get bought out by competitors, so on, and so on. The other is that it is very rare for someone to work for one company for more than one project. Usually, a company, especially the smaller ones that I preferred, will lay off their staff in between projects. If you have a good reputation, you get the call back when the next project starts. Definitely a feast or famine situation.

It was because of these two things that I had found myself in downtown Lakewood, wandering around a game store feeling very disillusioned with my career. I had worked on five major projects over three years and all of them had failed. I had built a pretty good reputation for myself and even gotten job offers from Microsoft, the mecca itself. But I just wasn't happy, For one, the higher up I went the more admin stuff I did, and the less game work I did. Not a great prospect for someone that likes to roll up their sleeves and get their hands dirty on the nitty-gritty.

I decided to go back and see one of my old instructors at Clover Park. We talked for a while about getting burned out on the industry and needing a change. He had a similar problem in working on one game series over the course of a few years and being nose deep in World War II battle simulators for so long, he got burned out as well. Offhandedly, he mentioned that he needed a substitute coming up soon and asked if I could do it for him. I agreed, I didn't really have anything else going on and needed some time away from work to think. This turned out to be the best thing that ever could have happened to me. I was absolutely blown away by how great it felt to teach. It was everything I loved about the industry with everything I hated taken away. Small teams working on projects. A relatively small community at the school. And especially the ability to see projects through to the end. After that first day, I went back to the instructor and told him I wanted more, I was in.

It was soon after that I had begun working on a Master's degree and was in line for my first class. Screenwriting, the very thing I had been working on for my Master's. It was perfect. This was my start and I loved it. However, as the old saying goes, if you want to hear God laugh, tell him you have a plan. Soon after I began teaching my first class, I was told that the college was sunsetting the program. I was able to quickly set up a meeting with Claire and Joyce to discuss options. I could rebuild the program to meet the expectations of the college. Insert gratuitous six-million dollar man reference here. We can rebuild it, bigger, stronger, faster. Sadly the writing was on the wall, the program was closing. But there was a glimmer of hope; I could build a new program. Learn from the mistakes of the past and build a new program.

One of the first things I had to do was get back up. So I went back to one of the best workers I know. I called Shawn and told him what was going on. It didn't take him more than a second to agree and we began the process of building the program. One of the first decisions that was locked down in place was that we wanted to recreate the sense of home we felt at UAT. We wanted to create the environment for the film nerds, and gaming geeks that we loved so much. We wanted to create an environment of inclusion of all interests, especially those that had been marginalized and excluded by pop culture. In short, we had to make the place our home and our student's home. From there we began reaching out to our contact in the industry and building the program from the ground up. It took just shy of three years of development to build the program, step by step, and hoop by hoop, we built what is now the Digital Entertainment Design and Production Program here at Clover Park.



## **Shawn Geary**

### **Digital Entertainment Design & Production**

Shawn Geary is an instructor for Clover Park Technical College. There, he co-instructs the Digital Entertainment Design and Production program with Chris Felch. Shawn focuses on the Digital Video and Art side of the program, whereas Chris focuses on the Video Game Design aspects.

Shawn was born in El Paso, Texas. His father was in the military, so his family traveled a lot. When Shawn was young, they moved to Geissen, Germany, and lived there for four years. After that, the family moved back to Washington State and settled down for good.

Growing up, Shawn loved anything art related, stories, drawing, painting, tabletop and video games, and movies. He was always curious how things were made, which sparked his creativity and allowed him to develop his art skills throughout his younger years. In high school, he was given the opportunity to see how different types of productions work.

Shawn attended Bethel High School, where they offered many different art medium courses for him to take. The AutoCAD class introduced him to 3D modeling and animation, while in Creative Writing, he learned that there were more possibilities than just writing short stories (such as script writing and creating graphic novels.) The class that brought everything together for him though, was Stage Production, where he learned story, art, and production. There, Shawn was able to take on and learn many different roles, such as Sound Engineer, Light Design, Set Design, Program and Poster Design, acting, and even directing.

After High School, a friend told Shawn about a program offered at Clover Park Technical College where they do game design, video production, animation, and more. Shawn knew this is where he needed to go, as he strived to learn as much as he could about production. The course lived up to his expectations. He learned everything he could, from photography and video production to web design and web animation, as well as 3D modeling and animation, and game design. Shawn received his Associates of Applied Science in Media Design and Production and from then on, he was hooked on the industry that brought him the joy of playing games and watching movies as a child.

After getting his degree at Clover Park, Shawn joined a group of friends and traveled to Tempe, Arizona, to attend the University of Advancing Technology. At first, he strived to be an Art Director for video games; but once he saw the possibilities of the growing digital video industry through his video production class, that is where he realized his passion of telling short stories could grow. Shawn received his Bachelors of Art studying Digital Video Production, and returned home to Washington State.

After moving back, Shawn stayed at home, helping his family take care of his disabled niece. He started working retail to help raise money for video equipment, and fit in really well there. Shawn is always on the move, a hard worker, always willing to help out where he can, and loves to meet new people. This allowed him to work a variety of jobs and assist wherever needed. Majority of his retail career was at Toys R Us, where he was relied on to help in all aspects of the business. Helping his family and working retail full time did not prevent him from staying connected to the video production industry. For a few years, Shawn worked as a generalist in art and media productions. He took on a variety of jobs that allowed him to utilize his skills in photography, motion graphics, logo design and animation, and creative concept. While jobs were on the slow side, Shawn worked on his short films, including two films that were selected for the Gig Harbor Film Festival. During the production of these independent films, he was able to meet and connect with many people in the industry, including actors, editors, producers, film festival managers, and more. After a few years freelance and working on productions, Shawn found himself working multiple jobs as well as assisting more with his family. Because of this, his film projects had trouble lifting off the ground and he found himself in what some call an “artist depression.”

Shawn’s love of telling stories grew quiet and over a year had passed since his last project. One day he received a phone call from a producer friend that had once assisted with one of his films. His friend explained that he needed a copy to play at a new event for local Pierce County filmmakers. Shawn attended the event and participated in a Q&A about the film. Connecting with other filmmakers during this event helped him to find his spark again. Almost as if it was a calling, an old college friend, Chris Felch, contacted Shawn looking for assistance in rebuilding the old Media Design and Production Program at Clover Park Technical College. Shawn had some experience in the classroom through subbing and knowing that the program helped him find his passion, he knew that he wanted to help others find their passion as well.

Chris and Shawn teamed up to rebuild the old program and made it a more focused and updated program called Digital Entertainment Design and Production. It was not an easy road, but they knew that they had to see it through. While rebuilding the program, Shawn had to continue to work his other jobs in retail for a while. Shortly into it, Northwest Career and Technical High School heard of Shawn’s skills in arts and graphics and brought him in to sub for one of his former instructors, Sandra Pruvine. The staff and faculty at the school inspired Shawn’s love of teaching. Unfortunately, during this time, Sandra passed away due to heart complications. Shawn continued as a full-time instructor and continued the love of teaching and empathy towards students that Sandra built in her classes. When a student came to Shawn and told him thank you and that he changed his perspective in life, that is when Shawn knew he found his place.

It took three years for the program they were building to be approved before Shawn transitioned into teaching those college-level classes. He continued to follow the principles that Sandra and the many other staff and faculty had instilled in him. The program has been up and running for five years now and Shawn continues to share his love of creating art, stories, video games, and video production with his students.

Shawn is now living in Puyallup with his wife, Danielle. Together, they share their love of traveling, gardening, crafting, and being weird with their Border Collie, Jenna.



## **Cheyenne “Skye” Heaton**

### **Nursing LPN Instructor**

In July, 2020, I became tenure track faculty at Clover Park Technical College. I began teaching nursing clinical as adjunct faculty at Clover Park while a graduate student in nursing education at the University of Washington.

I started my nursing career 17 years ago on an orthopedic unit. I absolutely loved taking care of these patients, but my passion for education led to a department transfer to the hospital medical surgical float pool. In addition to patient care, I have always enjoyed precepting new nurses in the hospital.

I received my certification as a medical surgical nurse in 2008 and keep that Certified Medical Surgical Registered Nurse (CMSRN) active annually. In 2012, I started graduate school, pursuing my interest in teaching as part of my nursing career.

In my opinion, teaching is sharing knowledge, encouraging engagement, and creating opportunity for students to develop their educational goals. To convey information as effectively as possible, I think it's also important to be a proficient and accessible role model that students can trust and from whom they will want to learn. For this reason, I believe active working nurses make the best clinical nursing instructors.

I continue to work as a staff nurse in the medical surgical float pool at Swedish Medical Center and am the communities clinical instructor at Clover Park Technical College. I am passionate about helping my students take what they learn in clinical and use it to propel themselves forward in their career and their lives.

When I am not in the hospital taking care of patients, precepting new nurses, or teaching community clinical, I enjoy music, art, sports, travel, cooking, and spending time with my family and friends. I absolutely love baseball and enjoy so much watching my beloved Mariners (and collecting their bobbleheads!).



## **Haleigh Phillips**

### **College Success Instructor**

I am both humbled and honored to be starting the Tenure-Track process, here at Clover Park. I come from a family of educators, so I have always known that I wanted to work in education, I just never knew in what capacity. My college career started at Xavier University of Louisiana, where I majored in Elementary Education. After Hurricane Katrina devastated the city, I decided to transfer and finish up at California State University, Sacramento, where I earned a Bachelor's Degree in Child Development. Unbeknownst to me at the time, transferring schools would prove to be pivotal in my decision to work in higher education. Despite the change of major, and transferring from a private institution (that was on the semester system), to a public university (that was on the quarter system), I not only managed to graduate "on time", but I also graduated with honors (Cum Laude) – an achievement I largely credit to the Faculty and Faculty Counselor who worked with me. Upon graduating, I enrolled into the *Counseling and Guidance in Higher Education & Student Affairs* program, at California Polytechnic State University, San Luis Obispo (Cal Poly), where I earned my Master's Degree in 2012.

My first post-grad career position was at San Diego State University, where I worked as an Academic Coordinator for the Athletics Department. There, I met with a caseload of student athletes to ensure that they were acclimating to the university, passing their classes, and staying NCAA eligible. I would later go on to work at Renton Technical College, where I was a Student Success Specialist for Basic Studies. In that position, a large part of my job was helping students transition from Adult Basic Education (ABE) classes, into career training programs. While also at RTC, I had the opportunity to teach in an adjunct capacity, where I taught Early Childhood courses, as well as College Success; and it was in these opportunities where my love for teaching began and exponentially grew.

I started at Clover Park in 2018, as Full-Time Adjunct Faculty, teaching College Success. I have thoroughly enjoyed being able to combine my previous experience in Student Services (and helping students better understand and navigate campus resources), along with my passion for building student rapport. I am a firm believer in education (particularly higher education), and lifelong learning. I also believe that every student has the ability to succeed, and it is this belief that propels what I do here and why I do it. As such, I strive to be as student-centered, knowledgeable, and accessible, as the faculty and educators that I once had, because I know the profound difference that it can make. To that end, I am committed to providing the best first-quarter experience that I can, by delivering quality education and supporting the classroom and learning needs of my students.

Outside of work, I enjoy watching and playing sports, traveling (pre-Covid, of course), and dabbling in crafts (I am currently "learning" to knit). I am a person of faith, I have been a pescatarian for almost 13 years, and I am originally from California, but Seattle has been home for the last several years.

Thank you very much for taking the time to read my biography! I look forward to answering any questions you may have.



**Jill Ransom**  
**Nursing LPN Instructor**

My name is Jill Ransom and I entered the tenure process at Clover Park Technical college as a nursing faculty member in July of 2020. Please allow me to tell you a little bit about myself, so you can begin to understand who I am and what has led me to this current endeavour. I will be sharing my career path, my education and my teaching philosophy in the following biography.

I became a nurse in 2003 and began my career in the hospital setting on a medical surgical unit. I transitioned from the hospital into the specialty of hospice/home health two years later, that is where I went on to spend the bulk of my clinical career. I have held a variety of different positions including field nurse, case manager, team supervisor, clinical educator and executive director. I recognized early on in my career that I enjoyed teaching and mentoring nurses regardless of what role I was in at the time. This early recognition inspired me to further my education with the goal of teaching as a full-time profession.

I completed my Master's in Nursing through Indiana University of Pennsylvania's nursing education track in 2012 and began working as an adjunct instructor in 2014. Upon moving to Washington in 2015 I began teaching as a clinical adjunct for Tacoma Community College and as an Academic Coach for the University of Texas at Arlington where I teach a nursing leadership/management course. My clinical and leadership experience coupled with my teaching experience has prepared me to take on this full time tenure track position here at Clover Park Technical College.

My teaching philosophy is one that is centered on seeing each student as a unique individual that brings value to every learning interaction. I view teaching as a collaboration between student and educator and feel the most benefit is gained when there is a positive relationship and connection between the two. I take responsibility for facilitating not only the learning, but fostering this relationship to instill a sense of belonging within the student.



## **Anne Wheatley MSN, ARNP, CNM**

### **Nursing LPN**

I was hired by Clover Park Technical College (CPTC) in July, 2020, to work as faculty in the Nursing Department. This was during the COVID 19 pandemic, and I was in the third year of running a private practice. As of March 31, 2021, I will solely be faculty at CPTC.

My history as a nurse began with my first degree, in 1993. I graduated from St. Elizabeth School of Nursing in 1996, in Lafayette, Indiana. I was the class president and began/refreshed a branch of the Student Nursing Association. This was a 3-year, diploma degree and I was eligible to take the exam to be a Registered Nurse (RN). I passed this exam shortly after and began work at a local hospital in the Nursery.

In 1997, I began as part of the first class of RN to BSN (Bachelor of Science/Nursing) bridge program at Purdue University. Here, along with a small class of about 20, we could help with curriculum development and trial new and different clinical experiences. For example, we were part of a student-run health clinic in a nearby meatpacking district. We served a solely migrant population, while taking our social statistics and public health research courses. Purdue provided a flush professional learning environment, paralleled by excellent opportunities and expectations of success and growth. I graduated in 1998, with a BSN. I also was inducted into Sigma Theta Tau, Delta Omicron chapter. This professional nursing organization's membership is just one example of the exposure Purdue provided.

After a continued career at a local hospital, I moved to Arizona and pursued many different kinds of nursing. I worked for a local health agency and was able to travel and work. I was a special care pediatric homecare provider, on and off the nearby reservations. I experienced many small surgical centers, health clinics, specialty medical facilities and small rural healing environments. After working as a nurse for 2 years, I was accepted to the University of Washington, in Seattle.

We moved and I began school in the summer of 2000, and I graduated with my Masters in Nursing, and was eligible to take exams to be an ARNP (Advanced Registered Nurse Practitioner), with a specialty degree as a CNM (Certified Nurse Midwife). While attending UW, I also worked as a research RN for the Gottman Institute, helping with the collection arm of the child/parenting/stress study. I passed both exams shortly after graduation and began work as a CNM in Tacoma at St. Joseph Medical Center, Women's Clinic (Franciscan). I worked as a full-time, full-scope (delivering babies) midwife from 2003-2008. I participated in 500 deliveries during that time. I then changed venues, while still working for Franciscan, and only provided gynecologic care. I continued to participate as a surgical assist, in cesarean sections and gynecologic surgeries.

In 2016, I left Franciscan on good terms, to open my own practice. I did so in 2017, and at present continue to run a gynecology specialty clinic. A medical billing provider is my only contracted employee. I provide care to female-bodied clients, all ages and phases except pregnancy. It has been a rewarding three years, and truly amazing to see the culmination of a dream I had so many years ago.

**CLOVER PARK TECHNICAL COLLEGE  
POLICY**

CHAPTER	SECTION	TITLE	HISTORY		
1	11	Academic Freedom	Adopted 2021	Campus Forum  2021	Reviewed
			Revised		Next review 2024

**POLICY**

The Clover Park Technical College Board of Trustees affirms that academic freedom is an essential component of the entire college learning community (faculty, staff, administration, and students). Academic freedom is the right to express ideas without external influence or pressure in order to foster an environment that promotes open, intellectually engaging and diverse thought. The pursuit of knowledge must allow for the freedom for open intellectual inquiry, the ability to innovate and challenge conventional wisdom, and to explore new reasoned lines of thought, tempered by intellectual discipline and relevant to the topic of study. Academic freedom is defined separately for students in WAC 495C - 121 - 040.

APPROVAL:	
By: _____ Dr. Joyce Loveday	Date: _____
Board Chair Review: _____	Date: _____