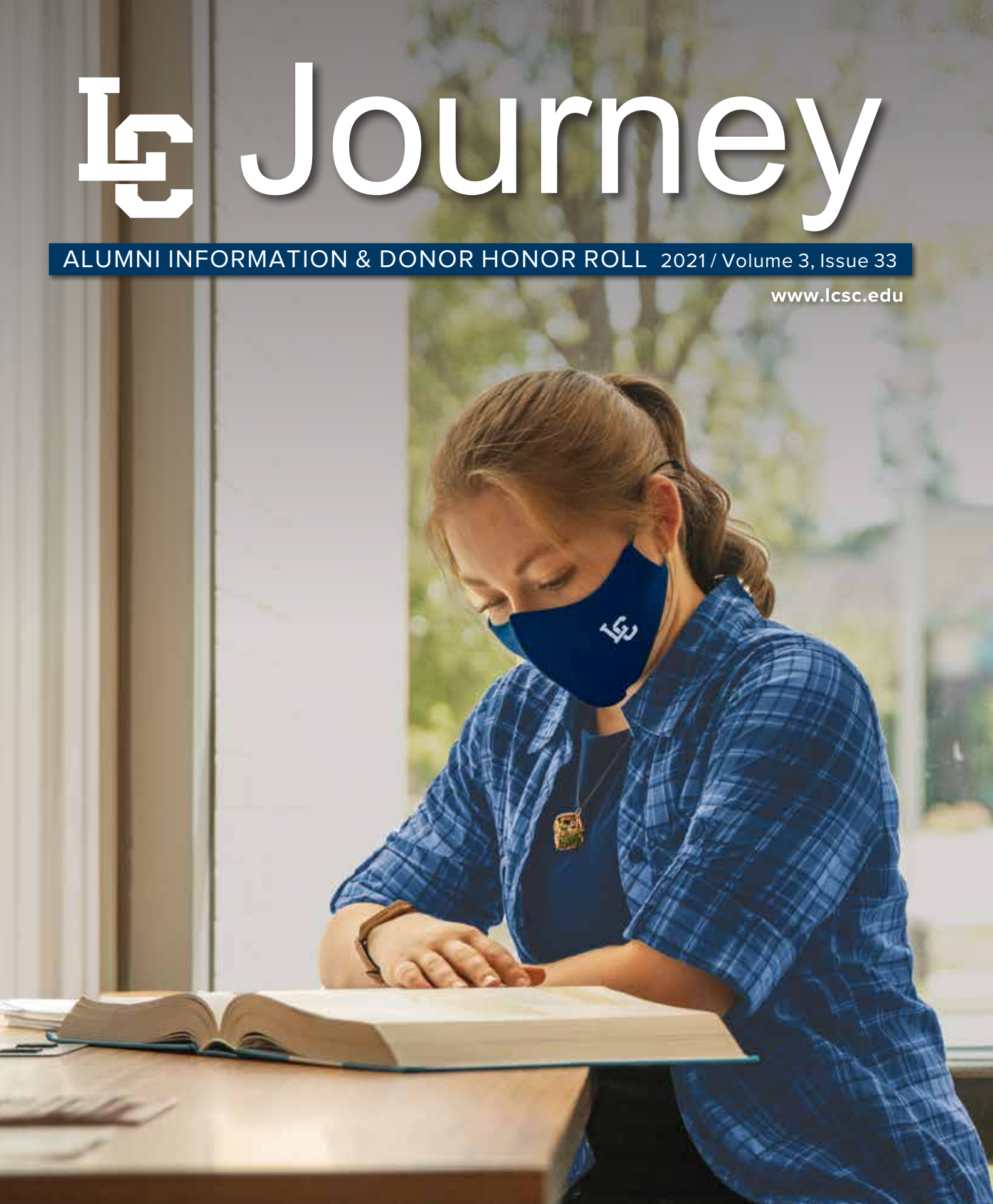


LC Journey

ALUMNI INFORMATION & DONOR HONOR ROLL 2021 / Volume 3, Issue 33

www.lcsc.edu



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All correspondence, including changes of address, should be sent to
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PRESIDENT'S MESSAGE

Dear LC State alumni and friends,

What a year we have had! First, let me say thank you and congratulations. We have accomplished what many thought could not be done – delivering a fall 2020 semester inclusive of live face-to-face instruction. This was no small feat, and was accomplished because of our tenacity, perseverance and steadfast commitment to our education mission. A mission firmly rooted in accessibility and student-centered success.

A lot has happened since our previous Journey Magazine update last winter. We've seen austere budget conditions, a turbulent election cycle, and of course the term COVID-19 has been in the headlines pretty much daily! But despite all this, I want you to know that Lewis-Clark State College continues to move forward. Students continue to learn, gain knowledge and skills, successfully graduate, and *Do More*. So, in chronological order, here's a list of a few key dates, headlines and highlights that happened in 2020 despite all of the challenges. If this list isn't evidence of LC State's spirit of perseverance, I don't know what is.

So, even though we're all ready to put 2020 behind us, let us not forget these great accomplishments (and the many more I have failed to mention) in the face of great adversity. And may the history books show that even COVID-19 was incapable of stopping LC State's steady march into the future.

No message in these challenging times can be complete without a nod to the incredible efforts and work engaged and accomplished by the LC State campus community – our faculty, staff, students, board members and community friends. I could not be more proud or appreciative of the dedicated, creative, innovative teamwork that each and every day brings us, together, one step farther along our shared education path. As we look toward a spring of renewed hope, I want to extend my heartfelt thanks to all.

Stay Strong, Warriors! Stay Strong!

Dr. Cynthia Pemberton

President, Lewis-Clark State College



FEBRUARY

11 Lewis-Clark State College was designated as a Military Friendly School by Military Friendly.

18 LC State became the first higher education institution in Idaho to earn both Tree Campus USA and Arbnet Arboretum Accreditation honors.



MARCH



11 Idaho Gov. Brad Little signed House Bill 395, officially amending Idaho Code and allowing LC State to offer graduate level coursework. A true milestone in the college's 128-year history.

18 LC State transitions to distance learning due to COVID-19 outbreak. What an incredible challenge this was, and looking back now I'm even prouder of the amazing efforts and perseverance of our wonderful faculty, staff and students. Efforts included the creation of a COVID-19 Tactical Group, which I extend a heartfelt thank you to, as well as the development of our informative resource webpage at www.lcsc.edu/coronavirus (please continue to refer to this page for LC State's latest COVID-19 updates).



23 LC State's Heating, Ventilation, Air Conditioning and Refrigeration Technology program was granted accreditation by HVAC Excellence.

26 To counter the anxiety and stress caused by COVID-19, LC State's Social Work program launched an emotional support phone line to help fellow students and the Lewis-Clark Valley. Way to go, Warriors!

MAY

15 With 806 graduates, LC State celebrated its fourth largest graduating class in school history with a virtual commencement ceremony.

21 Despite challenges related to the COVID-19 pandemic including a transition to remote learning midway through the semester, a total of 913 students at Lewis-Clark State College earned honor roll distinction in the spring.



JUNE

16 A workshop created by the Teacher Education Division helped more than 400 Idaho Region II K-12 teachers with remote and online delivery of classes during the COVID-19 pandemic.

JULY

16 LC State adds certificates in high-demand areas of cybersecurity, web design and social media, and a new emphasis in healthcare management.

AUGUST

24 LC State welcomes students back to campus for a blend of protocol compliant (i.e., adjusted room capacities to allow for social distancing) face-to-face instruction, an expanded number of remote learning options, and hybrid educational experiences.

24 The Educational Talent Search (ETS) program hosted at Lewis-Clark State College expands to Grangeville.

31 LC State received an anonymous donation of \$107,000 to help sustain parts of the TRIO Student Support Services (SSS) program for the next year.



SEPTEMBER

16 LC State was named one of the top four public regional colleges in the West by U.S. News & World Report's rankings of the 2021 best colleges.



NOVEMBER

6 LC State expanded its Tribal Advisory Committee through a Memorandum of Understanding with the Confederated Tribes of the Umatilla Indian Reservation, adding to our already strong connections with the Nez Perce and Coeur d'Alene Tribes.

11 LC State entered into a co-admission/co-enrollment partnership with the College of Eastern Idaho (CEI), allowing students to more seamlessly move from two-year study at CEI into an LC State four-year degree path. We anticipate having similar agreements in place with Idaho's other two-year institutions in the not too distant future.



OCTOBER

5 LC State announces it will again offer students a pathway toward a dental hygiene degree thanks to North Idaho College and Heritage Health.



7 LC State celebrates the J.A. and Kathryn Albertson Family Foundation \$1 million donation to the new LC State Schweitzer Career & Technical Education Center. In all, donations helped generate just under \$7.5 million towards the CTE center. Construction on the Schweitzer CTE Center began on April 19, 2019.



15 Despite a pandemic and dire enrollment predictions and realities across the nation, LC State's overall fall enrollment grew by 2.88 percent, and its full-time equivalent enrollment inched up 0.26 percent, according to census day numbers. Overall, LC State had 3,856 students enrolled, the third most in school history and most since 3,924 students attended in 2016. It was the second straight year the college had seen an uptick in overall headcount, after increasing 1.7 percent in 2019.

23 In a monumental moment for students, the Lewis-Clark Valley, the region, and the state of Idaho, LC State officially opened its Schweitzer Career & Technical Education Center. Several dignitaries were in attendance including Idaho Gov. Brad Little, Lt. Gov. Janice McGeachin, State Board of Education President Debbie Critchfield, Idaho Division of CTE Administrator Clay Long (an LC State alum), former LC State President Tony Fernandez, and, of course, Dr. Ed and Beatriz Schweitzer. The outdoor ceremony, attended by a protocol-compliant crowd of 200 despite cold weather, featured a chain and bolt cutters—an appropriate fit for a CTE Center—instead of the traditional ribbon and scissors. The \$27 million 86,000-square foot facility will serve the needs of both students and industry in the region when it officially opens for the 2021 spring semester on Jan. 19. It's the new home for seven Technical & Industrial Division programs.



LCSC FOUNDATION



Greetings from the Lewis-Clark State College Foundation board members (pictured below). The online meeting format became the new normal for us in 2020, and it appears it will continue for the foreseeable future.

Despite the inconvenience of virtual meetings, the L-C State Foundation is still alive and well, carrying out our mission to promote access, excellence and relevance in higher education through support of the institution.

In the best of times, we at L-C State wish you and your loved ones the utmost health and happiness. At extraordinary moments such as this, the sentiment takes on new meaning. Whether this finds you in Lewiston, Idaho or Lewiston, Maine, we know that your life has changed.

Life at L-C State has changed, too, but it has not stopped. As you most likely know, L-C State remains open and has taken a number of actions in the interest of the health and safety of its students, faculty and staff.

Through the leadership of President Dr. Cynthia Pemberton and her cabinet, we will get through this together and move forward.

When that time comes, we hope to see you at a campus event such as a baseball game, theater performance or just walking around, reacquainting ourselves with each other.

The Foundation continues to be inspired by the generosity of our donors who recognize that our students are our future. Thank you for your financial support this past year, and I hope you will continue to join us in our future endeavors.

Mike Tatko
President, LCSC Foundation



ALUMNI ASSOCIATION



Dear Alumni and Friends

Hello! Thank you all for your continued support of The Alumni Association! Going into 2020 we had high hopes of bringing you amazing events and hosting activities across all of our chapters. When COVID hit, it changed everything. With lockdowns, protocols, and mandates in place we had to rethink how we provided our awesome programming. As President, I tasked our Alumni board committees, and chapters to think about new ways in which we can deliver our events, and to adapt and overcome. They welcomed this new challenge and took it head on. Though, some of our events have been taken offline for a bit, but not permanently, others have taken a different approach and have gone virtual, or when able, outside with mask and social distancing in place.

This all could not be possible without your support and I thank you and value you. As we navigate these unprecedented times, we will continue to carry forward our long-term goals of providing community-based alumni activities, establish and expand scholarships and mentorship programs for current and future students, and enhancing our relationships with alumni partners and supporters like you, near and far. I encourage you to attend an event, stay connected, and reconnect with classmates. We will get through this together, as Warriors for life!

GO WARRIORS!!

Kevin L. Reynolds
President, LCSC Alumni Association





WARRIORS ROCK





K FALL SEMESTER



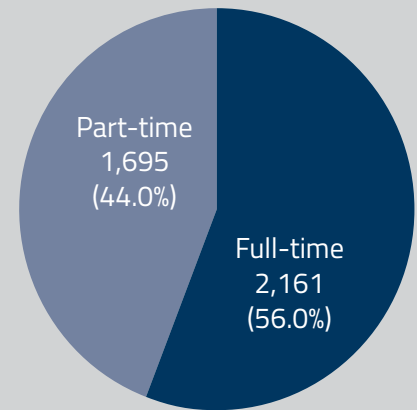
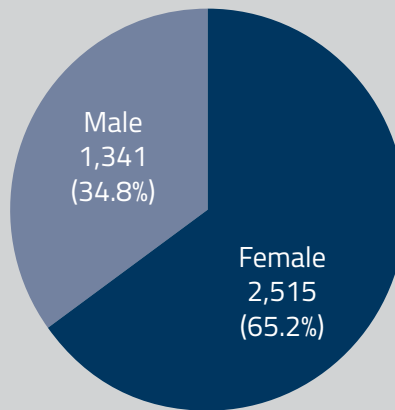
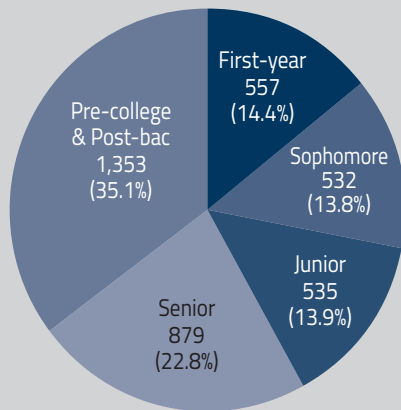
FALL 2020 FACT SHEET

LC State is a regional state college, with a three-part mission that encompasses traditional academic programs, career and technical education (CTE) programs, and community college and community service programs. The college's undergraduate instructional programs offer a wide range of academic and professional programs leading to associate and baccalaureate degrees. The college also offers a number of programs leading to certificates. LC State works in collaboration with other state and regional postsecondary institutions to serve students, business and industry, the professions, public sector groups, and special constituencies within the region and throughout the state.

Fall 2020 Enrollment

3,856 Total Headcount
2,682 Full-time Equivalent

3,540 Students at Lewiston Campus
316 Students at Coeur d'Alene Center



3,163 Idaho Residents | **421** Non-resident | **272** Asotin County Residents | **38** International Students

78.0% of the Student Body are First Generation College Students

New Freshmen Profile

Average ACT Composite **20**
Average RSAT Combined **992**
Average High School GPA **3.22**

Graduate Placement

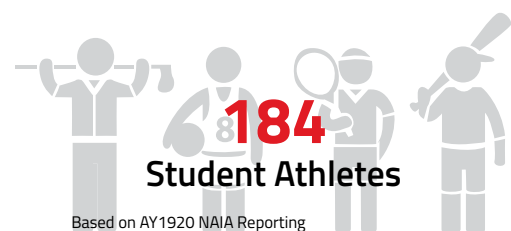
Academic Graduates **97%**
Technical Graduates **98%**

Annual Tuition and Fees

Resident Tuition **\$6,982**
Asotin County Tuition **\$11,052**
Out of State Tuition **\$20,238**
Room and Board **\$7,790**

Race/Ethnicity

American Indian or Alaska Native **92 (2.4%)**
Asian **53 (1.4%)**
Black or African American **33 (.9%)**
Native Hawaiian or Other Pacific Islander **10 (.3%)**
Hispanic or Latino **299 (7.8%)**
International **39 (1.0%)**
Race/Ethnicity Unknown **166 (4.3%)**
Two or More Races **172 (4.5%)**
White **2,992 (77.6%)**



Based on AY1920 NAIA Reporting

Top 10 Majors by degrees awarded

Business Administration
Computer Science
Elementary Education
Graphic Communications
Justice Studies
Liberal Arts
Nursing
Psychology
Radiographic Science
Social Work

Age Groups

Under 18	1,033
18-24	1,815
25-39	711
40 or over	297

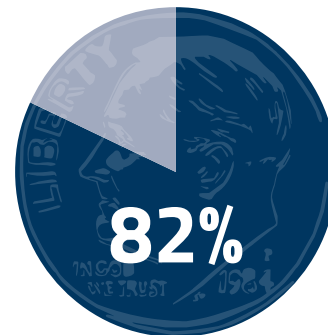
23
Average Age for
Academic Students

25
Average Age
for CTE Students

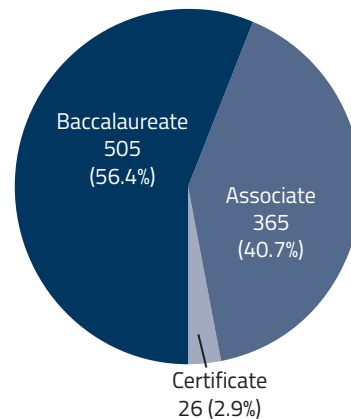
Student to Faculty Ratio



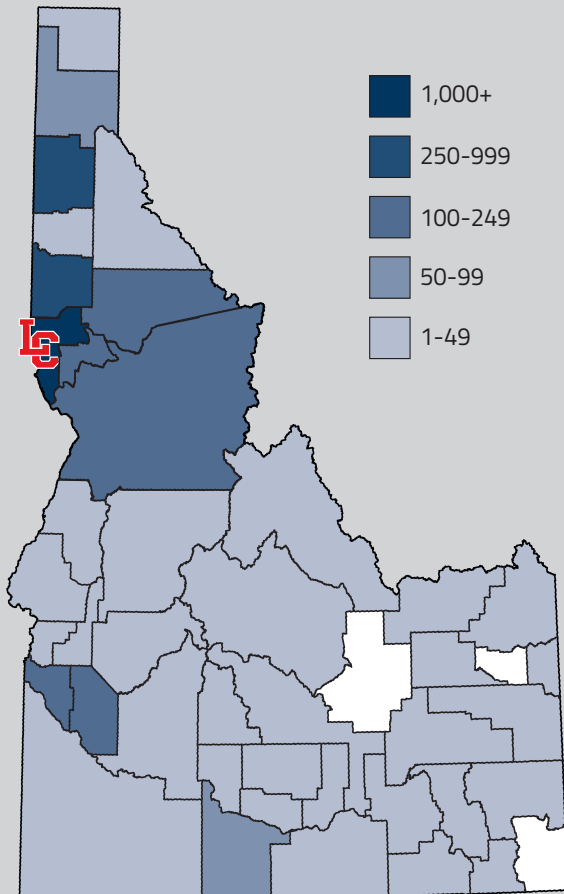
Students Receiving Financial Aid



Degrees Conferred (2019-20)



Students from 41 of the 44 counties in Idaho, with most hailing from Nez Perce, Kootenai, Latah, Idaho, and Clearwater counties.



Students from 25 states, with most students hailing from Idaho, followed by Washington, Oregon, California and Alaska. International students hail from 23 countries.

SERVING STUDENTS DURING THE PANDEMIC

Dr. Andrew Hanson - Vice President for Student Affairs



Lewis-Clark State College Vice President for Student Affairs Andy Hanson remembers well the comments he made at the college's President's Cabinet meeting last January.

As people were beginning to hear about COVID-19 for the first time, Hanson told LC State President Cynthia Pemberton and fellow cabinet members the college would be well informed about the virus if it ever should hit the area.

"Now think about how naïve this is," he says. "I had a very simple vision of how communication would work and didn't really expect that COVID-19 would be too much of a concern for the college. Obviously, I really had no idea what a pandemic would look like and I was sure in for an education!"

"Now? Wow, are we informed and we almost have an unmanageable amount of data that we can sift through, regionally and nationally. So much has changed during the past year."

The COVID-19 pandemic drastically changed the LC State landscape during the past year, but through it all, the college has persevered. LC State was one of the few higher education institutions both in the Pacific Northwest and nationally to hold in-person classes during the 2020 fall semester. With several protocols in place, including the requirement of a face covering being worn on campus, the college used a combination of in-person and online classes, as well as hybrid classes that use both in-person and online formats during the semester. Once the college hit the break for Thanksgiving, students were encouraged to remain at home for the final two weeks of the semester and complete their finals and class work remotely.

This ability to adapt to the ever-changing environment was campus-wide. Faculty and staff worked together to make the quick switch to all online classes and working remotely in March to finish the 2020 spring semester, and then spent the summer preparing for two possible scenarios for the fall 2020 semester in case classes again had to all be held remotely.

"I couldn't be more proud to be affiliated with LC through this time because I see the best in so many people," says Hanson, who oversees the college's COVID-19 Task Force. "And we have seen so many students, faculty, staff and other members of the campus community go the extra mile to make sure the college pushes forward."

Hanson has spent the last year dealing with all facets of the pandemic, which requires most of his time now. As well as overseeing the changes in the student services areas, which covers everything from admissions to residence life and the food service in the Student Union Building, he continually makes changes to college policies and protocols that deal with the pandemic because the information is constantly changing.

"When I think about last March and even April, COVID was a 14-hour-a-day, 6-and-a-half days a week focal point for many of us," he says. "There were Saturday meetings with the director of the physical plant, director of security, and sometimes the director of human resources, while we were trying to figure it all out and respond to information and guidance as it came out. There were a lot of changes, sometimes many instances during a day, to a protocol we might have. From that point of view, things leveled out a bit once we hit the summertime and the pace wasn't quite as frantic."

Internally, the Student Affairs offices made numerous changes during the spring. While the college prides itself on the personal touch in the services it provides, those offices had to adjust to working with students through social distancing and remotely rather than sit-down meetings inside offices.

"There were a lot more face-to-face kind of interactions than I realized," Hanson says of his offices before the pandemic. "And just to adapt those and do them more safely was also kind of a challenge. But frankly it was also kind of exciting to think about how we could reimagine some things, like student counseling, for example. They went to remote telecounseling and to watch that unfold and get refined was really interesting and reinforced my respect for our counseling staff."

Along with the increased needs for student counseling, Hanson says the admissions area also has been greatly affected. With several restrictions in place in Idaho and around the globe, LC recruiters have not been able to access high schools and junior colleges with as many in-person visits, or travel to recruit potential students. Even with limited access to recruiting, LC was one of the few institutions that enjoyed an enrollment increase during the fall semester.

"If you go through and look at the student services areas now, you will see a lot more plexiglass and barriers," Hanson says. "We are trying to get a lot of things accomplished over a counter rather than come into the office and sit down. You see a lot more phone and web traffic. This is not necessarily a bad thing, but it is very different than what we are accustomed to."

During the pandemic, the college has had to either cancel or move events to a virtual format with a few exceptions. Hanson says for the events that have had both a live and online format, he's grateful for the way staff and students have adapted.

"You are used to thinking how can we draw a crowd?" he says. "Now you think about what is the responsible cap we can put on something and how can we manage this cap with social distancing. Just the amount of safety planning that goes into an event is awesome. That's really the word. It's awesome to think about all the things we have added to the checklist in getting ready for an event. It has made for a more complicated endeavor, but we have put together some really good programs with those parameters in place."

Hanson points to the residence life staff for playing such a big role this past year. He says while everyone has had to make changes, the residence life group already had complicated jobs, but now must navigate through a residence hall student either testing positive or being around someone who tested positive for the coronavirus.

Hanson says for those residence life students who do test positive, there are several protocols in place, including dorm rooms for isolating, having meals delivered, contacting the professors to let them know that a student will be participating in classes remotely for the next two weeks, and working with them to help them stay caught up on the course work (without telling the professor the specific reason per HIPPA privacy laws).

Hanson says he spends approximately 4-5 hours a day on COVID-19-related things. He says it would be hard to estimate the number of documents and protocols that he either wrote or contributed to, especially because with information constantly changing about the pandemic, the documents need to be updated often.

"The bulk of my time this fall was spent actually interfacing with students who contracted the virus and help them navigate everything while they recovered," he says. "We have a coronavirus information reporting line and managing that has been a big feat."

Hanson says the college attempts to establish a time line with each student, asking them, for example, when did the symptoms start, where did they get tested, has it been confirmed, and if confirmed, has it been reported to Public Health – Idaho North Central District. They also establish when will it be safe for the student to return to classes.

"One of the biggest things is that we try to establish the

relationships on campus – do you work on campus? Are you a student-athlete? Do you live in a residence hall? Once we learn the information, we then give them the parameters. If you live in a residence hall, we are going to isolate you, deliver your meals, and take care of you. But please don't leave the room or go to class.

"It has been a huge team effort," he says. "I draw so much satisfaction out of people coming together and getting a job done. I don't use the term team very often because I think it's overused, but we have been, in every sense of the word, a team. I love that."

"I give them my phone number and tell them to call me if they have any problems, and in some cases my cell number. We need them to call when they have been cleared to come back as well. These students have been very gracious in realizing we are trying to help them. They may start out hesitant to share information with me because medical information is private, but when they understand we are trying to help them with everything, they have been understanding."

Hanson says the learning process with the pandemic, in a way, mirrors the education at the college.

"If there is a theme that I think is really important to all of this, it is that we have long had a value system at LC and we tell our students that part of the education you get here is that you will learn to be innovative and you will learn to adapt," he says. "You will develop skills for resiliency that you will take with you for the rest of your professional and personal life. And I think coronavirus has really tested us on this and I think we have passed the test with flying colors. This has been the epitome of those sentiments. We've changed some things in our lifestyles. And our toes are still tapping."

Hanson says he's grateful for all the support the COVID-19 Task Force has received from both administration and various offices on campus.

"It has been a huge team effort," he says. "I draw so much satisfaction out of people coming together and getting a job done. I don't use the term team very often because I think it's overused, but we have been, in every sense of the word, a team. I love that."



TRANSITION TO DISTANCE LEARNING

When the COVID-19 pandemic caused Lewis-Clark State College to transition to distance learning last March, an intense sense of urgency set in to help move campus classes to either virtual or online settings.

Working together, faculty converted their classes in about a week's time to either a virtual remote or an online format with help from the college's e-Learning Services (ELS), the Center for Teaching and Learning (CTL), and the Information Technology Department.

ELS facilitates a variety of technology-enhanced instruction, including fully online, hybrid and web-enhanced lecture courses. When the pandemic hit, the ELS staff was deep in the process of changing the learning management system for online classes that the college was using from Blackboard to Canvas. Because faculty were more familiar with Blackboard, the decision was made to keep it as the delivery system for the spring.



Dawn Lesperance

The ELS staff, along with the staff from the testing center and disability services that ELS director Dawn Lesperance oversees, spent about 50-60 hours a week working on documents and making sure all needed materials by faculty met accessibility requirements and were ready to use. She says it was challenging at times because some things that work well in face-to-face classes did not translate well to the online environment. The staff also

made several tutorials to help faculty and made themselves available to answer any questions.

"It was all hands on deck with the goal for everyone to be as effective as we can be for our students in the short amount of time we had," Lesperance said. "The faculty did a great job of making it all work. I like to describe it as the faculty were the workhorses, we were just the drivers. It was a learning curve, but we made it work."

The CTL provides a range of programming support to help faculty with personal and professional growth. CTL Director Rachel Jameton said while the quick change from classroom to distance learning was tough enough, there were other challenges the college and faculty faced.

"The entire semester changed in a week," Jameton said. "Labs, clinics and internships all changed. We are a college that emphasizes experiential learning, the wellbeing of



Dr. Rachel Jameton

our students, and really engaging students, and that had to change to a zero presence in the classroom and to a virtual remote connection."

Having students return home, especially to rural areas, also presented some technology challenges such as accessing a computer and the internet. Jameton says that in addition to remote instruction, some faculty connected to students by phone and a few even mailed course materials to students.

"The CTL approach was simply to keep people connected and to provide resources," Jameton says. "There were a lot of changes taking place, but the faculty did some very clever things to help students with access, with supporting their wellbeing, and to stay in touch."

After March, all classes were either held virtually or online. The difference is that virtual remote learning has class meetings by Zoom or similar technology during regularly-scheduled classes. In an online class, the student works independently on assignments asynchronously and the class does not meet.

The college made it through the spring semester and both ELS and CTL spent the summer working with faculty to prepare for the fall. The ELS staff began to convert all classes from Blackboard to Canvas and held training sessions. Despite most faculty members being on nine-month contracts, more than 150 members took part in Canvas training over the summer to prepare for the fall semester.

"We moved the house but they had to rearrange the furniture," Dawn Lesperance said, describing the faculty training. "The faculty really did a great job of learning how to refit the coursework. There was really a lot of reinvention and rethinking about all aspects of the classes, which is not a

"We really focused on connecting people," she says. "We recognized we were dealing with something new and we wanted to keep people working together and working on new strategies."
Dr. Rachel Jameton

bad thing. I know it was stressful for them but we all worked together for the sake of the students.”

Jameton said biweekly Zoom conversations and Facebook became valuable for the faculty to hold discussions about problems that arose and how to solve them.

“We really focused on connecting people,” she says. “We recognized we were dealing with something new and we wanted to keep people working together and working on new strategies.”

Some of those strategies included having faculty who taught labs wear GoPro cameras so students could get a closer look and ask questions during a procedure. In some classrooms, the professor put a student in charge of monitoring chat on Zoom to make sure their questions were asked and answered, and that they are participating in the discussions. And math instructor Suzanne Rosseau emailed her students a discussion topic prior to each class as an icebreaker to encourage student connection, conversation, and well-being.

“Our faculty have been very creative with student engagement and keeping the spirit of the campus alive,” Jameton says. “They have worked hard to continue to make it the best learning experience. And that’s what it really is all about – helping students through this time and continuing

to foster student success. Faculty really have done an outstanding job.”

Note: To see a short YouTube video showing some of the creative things the LC State faculty did, visit www.lcsc.edu/teaching-learning/shining-moments/.



Under the direction of the COVID-19 Tactical Group, LC State swiftly adapted to the pandemic by making the following changes on-campus

- Established the LC State Coronavirus (COVID-19) dashboard: <https://www.lcsc.edu/coronavirus>
- Provided sanitization supplies to 100% of learning spaces on-campus
- Outfitted learning spaces with technology to deliver courses through remote means to students who are home or in another location, while some students are in the classroom
- Installed a total of 39 dual monitors and 18 new document cameras
- Provided 60 voice amplification systems in learning spaces during the Fall
- Provided Zoom licenses for faculty and staff
- Expanded campus wireless internet coverage over 7 parking lots and improved coverage in residence life
- Purchased specialized software for nursing simulation, anatomy & physiology and career technical education programs

- Purchased instruction materials such as simulators for the paramedic, dental assistant, and nursing programs
- Created portable learning kits for student at home use for the sciences, career technical education programs
- Initiated COVID-19 testing for students living in campus housing for the Spring 2021 semester.

LC State converted the following spaces in an effort to expand social distanced, instructional and/or learning space options

- The Williams Conference Center and Silverthorne Theater are now functioning as social distanced classrooms
- The Library was established as a “clean zone” and all study rooms are converted to private rooms for students to engage in remote synchronous instruction via Zoom
- The Library expanded its offering of laptops for the laptop loan program with grant funding from the Innovia Foundation

INSTRUCTOR GETS CREATIVE WITH STRENGTH DEVELOPMENT CLASS

Interesting times can lead to interesting ideas. Just ask Lewis-Clark State College Movement and Sports Sciences Division instructor Jessica Savage.

Savage has taught a variety of kinesiology classes since joining the LC State faculty in the fall of 2013, including biomechanics, fitness and wellness, and stress management, using some of the latest technologies and lab equipment.

However, this fall for her Skills/Analysis: Strength Development class, Savage had to get creative with different technology and equipment, which included polyvinyl chloride (PVC) pipe and sand.

Yes, PVC pipe, the same that is used in construction, house siding, blood bags, wire and cable insulation, and windshield system components. In this case, Savage used the pipe to make portable weight bars.

Savage's one-credit class, which met the first eight weeks of the fall semester on Tuesday and Thursday afternoons for 75 minutes, focused on students learning and displaying proper weight lifting mechanics and techniques. The class prepares students to work with a variety of clients in developing muscle endurance and strength for enhanced health and performance.

However, before the semester began, Savage realized the traditional way of teaching the class would not work. Because of the college's COVID-19 protocols regarding social distancing and the cleaning of equipment, Savage knew she couldn't hold the class indoors or use the regular Olympic bar weightlifting equipment at the college.

"There is a lot of physical activity in the class and it would be very uncomfortable to wear a mask inside while doing these activities, so we moved the class outside," Savage said.

The class was held on the college's grass lot on Sixth Street across from Harris Field so the students could spread out and follow social distancing guidelines without a mask. This solved one issue.

Another issue took a bit more creativity. Because the college's Olympic bars are kept in a storage closet in Activity Center West and would have to be moved to and from the closet roughly two blocks to the grass lot for each class, and then thoroughly wiped down after each use, Savage created her own weight bars. She bought 10-foot PVC pipes and with the help of LC State physical plant workers, cut the pipes in half, filled them with sand and capped the ends to make the weight bars.

Savage said she wanted the students to have their own bars, but when she looked at purchasing body bar equipment, they were close to \$60 apiece, which made it too expensive. That's when she came up with the PVC pipe and sand idea, which cost her approximately \$100 for all supplies.

"They look the same because they have a very particular length," Savage said. "I gave one to each student and they were responsible for bringing it to class and then taking it home. They took great care of them and we didn't lose one. They took ownership of the bars."

Savage said by having their own bar, the students could attend the class virtually when needed and do the workouts and assignments online and through Zoom. She said two students did take the class remotely who live

near Parma and Wilder, both about 260 miles south of Lewiston, near Boise.

"She turned a really untenable situation into a great success," Movement & Sport Sciences Division chair Susan Steele said.

Savage said the students used the bar to learn and demonstrate 10-12 weightlifting skills, including power clean, front and back squats, power snatch, and jerk. The students must be able to demonstrate the proper techniques themselves and teach, analyze, and critique other lifters.

"Things are changing so you have to figure out the best means and methods," Savage said. "Things are not going to be perfect, but if you show the students that you are working hard and trying to do the best job you can do to help them, they appreciate it."

"A lot of our students are planning to become coaches or fitness trainers, so they need to be able to not only break down the skill and analyze it while they teach it, but also be able to demonstrate it," Savage said. "We also have a lot of athletes who wonder why certain parts of their bodies break down more. It's a lot more complex, but the class highlights various lifts that they may not be doing that will help them."

With her creativity, Savage created a class that can be held in person or virtually. She said students can still work together online and submit PowerPoint presentations and assignments from home as well as show what they have learned through videos or Zoom.

"Things are changing so you have to figure out the best means and methods," Savage said. "Things are not going to be perfect, but if you show the students that you are working hard and trying to do the best job you can do to help them, they appreciate it."

As well as teaching at LC State, Savage is a certified strength and conditioning specialist. She is a 2009 graduate of the college and later earned her master's degree in Exercise Science from Eastern Washington and a Ph.D. in Biomechanics at the University of Idaho. Her primary area of research is focused on neuromuscular deficits and ACL injury risks in females.

For more information on the Movement & Sport Sciences Division and its degree offerings, visit www.lcsc.edu/movement-sciences.

SCHWEITZER CTE CENTER

LIKE A LIVING TEXTBOOK

At first glance, the inside of the new Lewis-Clark State College Schweitzer Career & Technical Education Center building appears far from finished.

Ceilings are open, exposing the ductwork in several rooms. Computer cables, boxes and wiring are visible throughout rooms. The list goes on.

The key, as the old saying goes, is that there is more than meets the eye with this 86,000-square foot structure that will serve the needs of both students and industry in the region. The inside of the building was designed with many things exposed on purpose so it can be used as a living textbook, allowing students to both see how things operate and how to work on them.

“It would be one thing to build a building like this and put English or history majors in it because it wouldn’t make a huge difference to them,” said Jeff Ober, CTE Dean at LC State. “But we are exposing HVAC systems and how the building was built and engineered, and we are going to have those students in there. These students are learning about trades that are going to be right there in front of them.”

The Schweitzer CTE Center, located in the Lewiston Orchards at 2947 Cecil Andrus Way, opened for the 2021 spring semester on Jan. 19 and will be the new home for seven Technical & Industrial Division programs. Those programs include auto mechanics technology, CNC machining technology, information technology, engineering technology, industrial electronics technology, industrial maintenance and millwright technology, and heating, ventilation, air conditioning, and refrigeration (HVAC-R) technology.



Construction on the project began on April 19, 2019, but the design work began almost two years earlier. LC State officials spent that time looking at recently built CTE facilities around Idaho and Spokane, surveyed local businesses, community members,



faculty and students about needs, and then worked with architects to design a building where students could learn and then practice what they learn.

“A lot of folks might look at the beauty of a building as a nicely painted wall with art,” said Mark Smith, chair of the LC State Technical & Industrial Division. “For most of our students, they view the working components and how all that stuff is tied together and flowing as a different kind of art. That’s the good thing about this building. It’s a technical building for our technical programs and is built for that person.”

Smith said, for example, students in the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC-R) program will have their classroom right across the hall from the building’s main central system. That design gives the students the opportunity to apply what they learn in the classroom in the morning to working on the system in the afternoon.

Other programs are set up the same way. Information Technology students will be able to work on cables, boxes and see whether something is a power source or a communication source and work with both. IT students will also have their own intranet system to use and work on, focusing in the areas of cybersecurity and hacking.

The auto mechanics transmission lab features a work area with computers so students can watch a PowerPoint or video training while they are working on a piece of equipment.

The goal is to help students gain necessary experience in their fields so they will need minimal to no training once hired.

Ober said college officials worked with local industry leaders to update some of the curriculum and advise on what new equipment should be purchased.



“All of the programs talked with industry leaders about the latest trends, what are the needs, and what do we have to have,” Ober said. “We want our students not only trained in the basics, but trained so they can go to work the first day they are hired. We are not teaching ‘here’s the theory and here’s the idea, now go work for somebody and they will teach you the rest of it.’ We are teaching them the rest of it so students can walk into a job and help out immediately.”

The Schweitzer CTE Center also allows each program to expand for more students because of the extra space. Both Ober and Smith stress the importance of being able to grow programs to meet the demands of area employers.

“All the trades that are going up there have a tremendous need and high employment rates,” Ober said. “I know with HVAC-R and the industry in this area, we can’t train enough students to meet all the needs. We are trying. The building was designed to be able to double the capacity of all programs.”

Smith said the new building is sort of like opening Christmas presents.

“I think the faculty are very excited,” he said. “I think they will realize as the semester goes along that ‘hey, we can teach this because now we have this item or that item there where we didn’t have it before.’ I know they are very much looking forward to it.”

For the three programs remaining on the main LC State campus – collision repair, diesel technology and welding – they also will expand with the extra room in the

Lewis-Clark State College

Mechanical Technical Building and Wittman Complex on the main campus.

“The diesel program is always one of our most popular programs, but we are limited by the size of the space there,” Smith said. “Now we have plans for them to expand into the old HVAC-R area. They will end up with a couple of extra labs that will be set up year around. We won’t have to spend time at the beginning and end of each semester taking equipment to and from storage to make space. We will have the space.”

Smith said the collision repair program will upgrade a couple of the prep decks with needed new equipment, and the welding program will also add several new pieces of equipment.

The college’s millwright program will use both buildings. The two-year program will have welding on the main campus and CNC machining at the new site.

The challenge now, Ober says, is just coordinating the move of some equipment and offices from the main campus to the new building.

“The IT group, for example, has more than 100 computers they use and that’s a special challenge,” Ober said. “You can’t just put them in the back of a pickup truck and drive up the hill. There are cables and so many components. The move is definitely the biggest challenge we have right now and we’re working hard to coordinate it all.

“But it’s a good problem to have. We’re really excited to be opening this building and helping both students and local industry.”



SUCCESSES DURING THE PANDEMIC

FROM DR. SARAH GRAHAM (MUSIC):

- I took a course this fall with Amy Minervini, in which I learned about all kinds of new ways to deliver instruction using interesting technology. I have been incorporating some of them into my teaching, which has been challenging, but also a lot fun. Last week I did a short review of the previous sessions' materials through an Escape Room that I designed. Since we are online, I randomly divided students into breakout rooms, which became their 'teams.' After deciding on a team name, they had the link to the Escape Room. In the virtual Escape Room, they had to find the clues, which led them to review questions. Upon answer a question correctly, they were provided with a letter. At the end they would have to take all of the letters and arrange them to form a word, which was their "key" to get out. The students loved it, and there was more student to student engagement in that one activity than in class the entire semester. Additionally, I learned about a Google slide add-on (also in Amy's class) called "Pear Deck." It enables me to make my Google slide presentations interactive, so that if students miss class and have to view the slides outside of class, they can view the Pear Deck version and engage with the presentation, as they might in a live setting. These are two of my favorites, though there are several others. We have some really talented and creative colleagues.

FROM DR. CHRIS NORDEN (ENGLISH):

- The success I'd like to spotlight for Fall 2020 would be the surprisingly good ENGL 498 cohort this semester, mainly senior English majors plus a Theater minor and a General Studies person, each of whom developed a research-based senior project in consultation with a faculty mentor of their choice. The projects will culminate with public oral presentations in April 2021, following full-length written projects (20-25 pages) submitted at the end of this semester (Dec. 2020). As faculty convener for the in-class portion of the course, I attribute the group's success to the considerable enthusiasm and goodwill students brought to the cohort, a consequence of long-term relationship building on the part of all our English and Theater faculty and their students. With very little coaching from me, students got right to work interacting with one another via Canvas video-conferencing in some really helpful and productive ways, modeling a level of collegiality and maturity that will serve them well as

they move into various professional and leadership roles following graduation. A significant number of the students in this group are future teachers, for whom this experience will prove particularly valuable beginning with a substantial accomplishment and area of research to bring to the table as they interview for teaching jobs. Topics include representations of the feminine in British and German Romanticism, Amelia Earhart as media hero and cultural phenomenon, the trickster in Nez Perce storytelling, figurations of the hero from Beowulf to Tolkien, coded race and sexuality taboos in HP Lovecraft's stories, a Queer mapping of novels by Robert Louis Stevenson and Oscar Wilde, and the vampire as icon in early modern Gothic literature.

FROM DR. LAUREN CONNOLLY (ENGLISH):

- Moving my classes online proved to be a unique task, as I taught many of my, typically face-to-face classes, through Zoom. While the expected challenges were present, there were some highlights to this situation. I developed meaningful conversations with students about their writing, both in and outside of class. Students had options to talk on the phone or have a video chat, which provided opportunities for students to connect with me, share their work, and talk about any concerns they might have, no matter where they were located. Another one of the silver-linings included the many creative opportunities across the country that have allowed people to participate remotely. I have shared poetry readings and other art forms from not only across the county, but around the world, giving students a chance to partake in arts in ways they may not have imagined.

THEATRE PROGRAM

- The Lewis-Clark State College Theatre Program presented Alice in Wonderland: A Virtual Theatre Experience. The performance was a live online stream on the LC State Theatre YouTube channel. Based on the novel by Lewis Carroll and adapted and directed by Jef Petersen, an LC State Humanities instructor, and Christina Brandt, a professional director and educator, the Alice in this adventure is quarantined because of COVID-19.

SOCIAL WORK

- Social Work students helped to staff the LC Valley's Emotional Support Line. The Social Work Program and the LCSC Student Counseling Center developed the Support Line during the spring in order to help community members experiencing stress, anxiety, or other emotional difficulties because of the pandemic.
- The ENGL 470 19th-Century American Literature class hosted the Moby-Dick Virtual Marathon. Following a long-held tradition of reading marathons and Moby-Dick marathons in general, the class put together a website and YouTube playlist comprised of people in our community reading Herman Melville's 1851 novel Moby-Dick. The class put together 138 recordings, one for each of the 135 chapters of the novel, plus the "Extracts," "Etymology," and "Epilogue." Over 80 people were involved with the production of the virtual event, and these included current LCSC students, alumni, faculty, staff, and community members. Doing this project helped us to share our appreciation for literature with our community and to feel connected to other readers in this time of increased isolation. Students were completely responsible for implementing the marathon, which included choosing the platform, recruiting and communicating with readers, participating in the event, building the website and channel, uploading and converting files, designing promotional materials, and publicizing the marathon. In their written reflections on the project, students said that they not only gained professionalizing experience, but that the community engagement event changed the way they think about this complex and well-known novel.
- Students from POLS 392: Campaigns and Elections, the History Club, the PoliSci Club, and the Women in Lasting Leadership Club worked with faculty members Dr. Kylee Britzman and Dr. Leif Hoffmann to put together a brief Youtube video to encourage students to register to vote in the November 3 election.
- In the spring, faculty member Leanne Parker had a class where students had to create a genogram of their family. (It is a big picture utilizing special signs and symbols.) They couldn't physically turn it in and couldn't submit it via Blackboard since it contained personal information. So, they came up with several different ways they could show it to her. Several students scheduled a Zoom session and presented their genogram via their phone or web camera, discussing

patterns and things they learned. Other students simply sent her pictures and told her how to "put it together" so that she could see the big picture.

- The Anthropology Club; the Multicultural Student Organization; Social Sciences faculty members Dr. Kerensa Allison and Dr. Manee Moua; and faculty, staff, and students from across campus collaborated to put on a virtual Multicultural Awareness Week. Activities included an indigenous foods demonstration, speakers and panel discussions about race, a "Share Your Story" contest, and a virtual dance party.
- Five student interns assisted the Nez Perce County Clerk's Office with administering the November 3 election. The students' activities including helping register citizens to vote, serving as poll workers, checking in voters, handling ballots, and so forth.
- Faculty members helped arrange for three students to attend the virtual Pacific Northwest Political Science Association (PNWPSA) conference on November 7.



NURSING & HEALTH SCIENCES SUCCESSES

DURING THE PANDEMIC

Impact of the COVID-19 pandemic prompted Nursing & Health Sciences to evaluate opportunities for maintaining student clinical experiences and to develop strategies for implementing new learning modalities. During the spring 2020 semester, as COVID cases were initially seen in our geographic area, unlike many other regions, our clinical partners continued to allow students to engage in practicum experiences. Students in the final semester of the BSN program were able to complete the required number of hours for their final practicum course.

Knowing that a move to remote delivery of all course instruction would likely occur at some point during the spring semester, faculty at all levels of the program immediately began developing plans for virtual clinical experiences. When LC State moved to fully remote instruction, NHS faculty were ready and implemented the developed plans. Emphasis was placed on continued face-to-face engagement via the Zoom platform. For example, students in the nursing fundamentals course, demonstrated completion of skills while instructors observed student performance in real-time via Zoom.

As area clinical agencies began to experience an increase in COVID cases, with the unknown of what was to come, and with the anticipated need to conserve personal protective equipment (PPE), in April the decision was made to suspend student access to practicum sites. Faculty developed and facilitated unfolding case studies where students in small groups, again via Zoom, participated in discussions to demonstrate critical thinking, to develop nursing interventions, and to discuss planned implementation for patient care. The group then engaged in debriefing regarding the scenario to further enhance the learning opportunity.

The Idaho Board of Nursing, in collaboration with schools of nursing in Idaho, developed temporary

rules and processes that would address potential challenges related to practicum experiences. Students that were on track to graduate at the end of the spring semester were allowed to apply early for a temporary new nurse graduate license. This would allow them to begin work as a graduate nurse, adding to the healthcare workforce, and for the students to utilize hours worked in this

capacity to meet education program practicum hour requirements if necessary.

In planning for the fall 2020 semester, it was unknown how the pandemic would continue to impact the opportunity for students to engage in hands-on practicum experiences at our

partner clinical agencies. Additionally, it was important to develop strategies to maintain opportunity for students to continue learning in the lab and simulation settings. A lab protocol was developed and implemented, incorporating strict symptom self-check, social distancing, decreased room capacity, and enhanced PPE use, that would allow students to continue participation in lab and simulation experiences that are integral to learning nursing and radiography skills.

Recognizing that based on increased COVID activity in our region, clinical agencies could once again request a suspension of student access to facilities, multiple contingency plans were developed. Additionally, a specific curriculum of virtual clinical experiences was purchased and incorporated in the BSN curriculum. This curriculum provides the opportunity for students to engage in care of virtual patients to demonstrate their critical thinking and clinical judgment.

Due to the diligence of NHS faculty and the support of clinical partners, all NHS students completed scheduled lab, simulation, and clinical activities for the fall 2020 semester.

In looking forward to the potential spring semester challenges, a number of NHS faculty have volunteered to help administer COVID testing on campus. This will help meet the additional testing needs of areas that must provide negative tests for students who participate in off campus training including clinicals, practicums, internships, etc. This will include, but not limited to students in Nursing, Radiographic Sciences, Teacher Education, and Social Work.





Lewis-Clark State College administered more than 400 COVID-19 mid-nasal swab polymerase chain reaction (PCR) tests in January and had only two positive test outcomes, college administrators are reporting.

The PCR tests, which are considered among the highest standards in COVID-19 virus detection, were administered over three days in preparation for the spring 2021 semester. The tests were required for student-athletes, students living on campus, and students facing requirements to participate in clinicals or teaching internships. Free tests also were made available to any students, faculty and staff who wanted to be tested.

The first 104 tests were administered on Jan. 6 and Jan. 15 close to 300 tests were administered as more students returned to campus for the start of the spring 2021 semester. Tests were also administered to 23 college employees.

In all, the college reported just two positive tests out of 413, for a positivity rate of only 0.48 percent.

“This is a testament to the exceptional commitment and care of our students, and to their sincere desire to continue face-to-face learning opportunities,” LC State President Cynthia Pemberton said. “I’m incredibly proud of our students and excited about this excellent start to spring semester.”

The college will continue to have a limited testing capacity on campus that will be managed by Nursing & Lewis-Clark State College

Health Sciences faculty. These tests will be available for students who need a COVID-19 test as a condition of participating in an internship or clinical experience.

“Based on our successes in the fall, we feel confident that we can keep the campus safe this spring and will continue to advance our educational mission,” said LC State Vice President for Student Affairs Andy Hanson, who oversees the college’s COVID-19 Tactical Group.

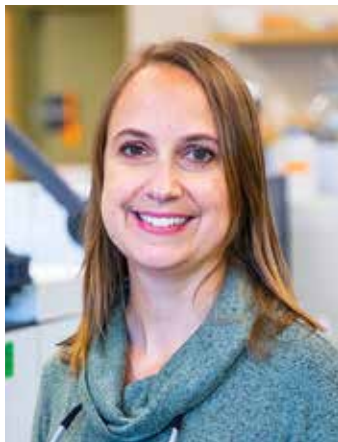
With the testing success, LC State is moving forward with offering 62 percent of its classes during the spring semester face-to-face and another 14 percent with a live component either through hybrid structure or live remote options. Around 20 percent of its courses are fully online, which was also the case prior to COVID-19.

LC State managed in-person classes through the fall semester and kept its COVID-19 numbers moderate, while many colleges throughout the country went either all online or to a majority of classes online.



JOHNSTON RECEIVES

IDAHO INNOVATIVE EDUCATOR FOR SCIENTIFIC WAY OF KNOWING HONOR



Lewis-Clark State College's Dr. Nancy Johnston, an associate professor of chemistry, has been selected as the 2020 Idaho Innovative Educator for Scientific Ways of Knowing by the Idaho State Board of Education's General Education Committee and Capital Educators Credit Union.

Johnston, who has worked at LC State for 17 years, received the award for her dedication to general education in Idaho and for her "exemplary work with students and other educators." She was honored during a virtual award ceremony on Oct. 22 and received a \$500 honorarium and a plaque. The award ceremony usually takes place in person in Boise but because of Ada County's coronavirus risk level, the event was held virtual this year.

The award honors a person "who is competent in scientific reasoning, adheres to a self-correcting system

of inquiry (the scientific method), and relies on empirical evidence to describe, understand, and predict natural phenomena."

To qualify for the award and meet the Scientific Ways of Knowing requirements of the general education core, a teacher's course must cover five objectives. Those objectives are (1) apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena; (2) understand the scientific method and apply scientific reasoning to critically evaluate assertions; (3) interpret and communicate scientific information via written, spoken, and/or visual representations; (4) describe the relevance of specific scientific principles to the human experience; and (5) form and test a hypothesis in the laboratory, classroom, or field using discipline-specific tools and techniques for data collection

"Scientific ways of knowing involves critical thinking, logic, and problem solving," Johnston said. "These skills are ones that all students and adults need to help them through life and future careers, and therefore necessary in general education. Chemistry is often called the central science as it connects all scientific disciplines. I love how chemistry can help solve real world problems like air



quality, climate change, cures for illness, and more. There can be much misinformation on these topics and I feel a duty to teach students the science behind them so they can be informed citizens.”

Johnston said she was surprised by the honor.

“Honestly, it was completely unexpected, as there are many others worthy of it,” Johnson noted. “That said, I was thrilled to receive this award. I work tirelessly to give my students the best experience possible, both in the classroom and in the laboratory. My greatest success is seeing my students succeed and reach their goals in the classroom and beyond college.”

Johnston started at the college in 2001 and went part-time in 2003 to raise her family. She continued to teach adjunct courses in chemistry and natural sciences through 2013. She then spent two years teaching middle school math and science in Asotin before returning to LC State in 2015. She was awarded tenure and promotion last year.

“Science is hands-on and active,” Johnston said. “I use active learning in the classroom to engage the student in these skills, rather than information overloading. This includes process-oriented guided learning and use of

active chemistry apps in classes. I also designed labs to answer questions that are pertinent and interesting to students, from coral acidification to blood alcohol content.”

Johnston says she enjoys teaching and mentoring students, which includes student research.

“Scientific ways of knowing involves critical thinking, logic, and problem solving,” Johnston said. “These skills are ones that all students and adults need to help them through life and future careers, and therefore necessary in general education.”

“I run an atmospheric chemistry laboratory funded by the National Institute of Health (Idaho INBRE) with focus on air quality effects of wildfires and local emissions,” she said. “I have many science majors that participate in research and this is a great way for them to learn through the process of discovery. In fact, 12 students and I just published our first scientific article together. They learned the whole process from research design and implementation to communication with the scientific community, while addressing important scientific questions.”

For more information on the award, visit <https://boardofed.idaho.gov/resources/scientific-ways-of-knowing>. For more information on LC State’s Natural Sciences & Mathematics Division, visit www.lcsc.edu/science.



ONE STEP CLOSER

TO FIRST GRADUATE CERTIFICATE

The Idaho State Board of Education gave its approval for Lewis-Clark State College's proposal to offer a graduate certificate in Nursing Management and Leadership.

The approval marks another milestone for the college as it seeks to introduce its first graduate offering in school history. In March, Gov. Brad Little signed House Bill 395 which officially amended Idaho Code, allowing LC State to offer graduate level coursework. Since then, the college has been busy developing this certificate.

"LC State is making history as it continues to look for ways to better serve students, industry and Idaho," LC State President Cynthia Pemberton said. "On behalf of the college and the many nursing professionals who stand to benefit from this certificate, I thank everyone involved in its development, the State Board for its unanimous support, and, of course, I again thank the Idaho Legislature and Gov. Little for making all of this possible."

The approval clears the way for the college to submit the certificate to the Northwest Commission on Colleges and Universities for approval. NWCCU officials will conduct a thorough review of the proposed program to verify, among other things, LC State has the resources, credentialed faculty, and quality course offerings for successful program delivery.

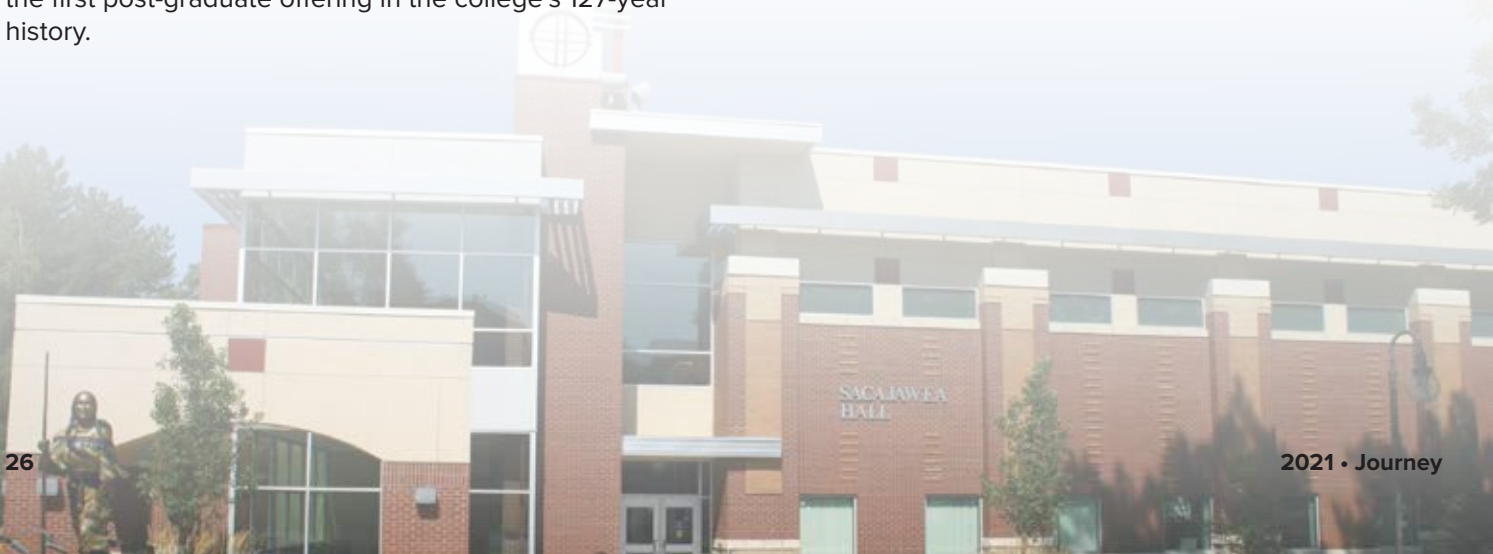
The proposed program is a collaboration between the Business and Nursing & Health Sciences Divisions at LC State. The certificate, which would be the only one of its kind offered by a public institution in Idaho, would be the first post-graduate offering in the college's 127-year history.

The proposed certificate addresses a regional need in the health care industry, according to Fred Chilson, LC State dean of Professional and Graduate Studies. Along with a shortage of nurses and other medical personnel, there is a need for more qualified mid- and top-level managers in the nursing profession. LC State collaborated with local and regional hospitals on development of the curriculum and learning outcomes.

The result is a combination of fully online nursing and business classes – 13 credits in all – to complete the certificate. The certificate serves bachelor's prepared nurses who wish to advance in their careers. The program is structured such that current LC State BSN bachelor of science in nursing students can begin taking courses in their final semester.

The proposed certificate would feature classes on health care policy, health care economics, human resource management, and an organization behavior or leadership offering. There would also be a specialized internship in nursing focused on leadership and management responsibilities above and beyond their current position. It is anticipated that nurses will enroll in the program on a part-time basis.

LC State officials said the NWCCU usually takes 3-4 months to conduct its review.



LC STATE SIGNS MOU

WITH CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION

Lewis-Clark State College continues to make access to college seamless for all as demonstrated by the signing of a Memorandum of Understanding (MOU) with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR).

The MOU strengthens the relationship between the two and improves the quality of educational services and opportunities provided to the tribes and other students at LC State.

The CTUIR is a union of three tribes – the Cayuse, Umatilla and Walla Walla, and has more than 3,100 tribal members. Nearly half live on the Umatilla Indian Reservation, which covers 271 square miles in Umatilla County in northeast Oregon. The tribal offices are located just outside the reservation in Pendleton, Ore.

“LC State is proud of its long and consistent positive relationship with local and regional tribes,” LC State President Cynthia Pemberton said. “We are extremely happy to be able to expand our expression of commitment and connection to the unique cultural and community values of American Indian people; and look forward to working with the Confederated Tribes of the Umatilla Indian Reservation to serve students’ education interests, needs and goals.”

As a central part of the agreement, both parties agree to make the CTUIR a part of an existing advisory board the college has with the Nez Perce and Coeur d’Alene tribes. The advisory board includes, from LC State, the president, vice presidents, the Native American, Minority and Veterans’ Services’ director, and the Native American

Club president. The CTUIR representation will feature the chairman of the CTUIR Board of Trustees, the chair of the Education and Training Committee, and other board members designated by the chair. The other members are the Nez Perce and Coeur d’Alene tribes representatives.

The college has previously signed MOUs with both the Nez Perce and Coeur d’Alene tribes.

The mission of the advisory board is to meet once each semester to strengthen the relationship between LC State and the tribes to increase access to the college. The LC State, Nez Perce and Coeur d’Alene Tribes Advisory Board met in the Fall on Zoom where both the CTUIR and LC State signed the MOU. During the meeting, LC State officials discussed, among other things, the services it provides in the Native American, Minority & Veterans’ Services office, scholarship opportunities, the new Schweitzer Career & Technical Education Center, dual credits, the Nez Perce language offerings, the College Assistant Migrant Program, and Adult Learner opportunities.

Because the CTUIR has tribal members attending LC State along with close ties to the Nez Perce Tribe, both the CTUIR and LC State officials agreed this presented a perfect opportunity for the MOU.

In its fall semester enrollment count, LC State had 92 Native American students, 79 of which are first generation college students.

FALL SEMESTER WRAP UP

Lewis-Clark State College faculty, staff and students are sharing virtual high-fives and fist bumps for a successful fall semester filled with innumerable challenges but even more accomplishments.

LC State is among the ranks of a small number of schools nationwide that were able to offer in-person learning opportunities this fall. Many schools opted to go fully online from the onset, while others were pushed to transition to remote learning only due to rising COVID-19 cases on campus. LC State was able to stick to its plan of maintaining face-to-face classes up to Thanksgiving Break and then holding the final two weeks of the semester remotely.

“Early on, a fall semester that included face-to-face learning looked at best improbable, even unlikely and everything in between,” LC State President Cynthia Pemberton said. “But LC State stayed the course,

stayed optimistic, and kept moving forward thanks to the perseverance, creativity, care, and discipline of our innovative, hardworking and incredibly resilient faculty, staff and students. Yes, the semester was challenging and, yes, it was different, but ultimately we were able to continue our tradition of providing exceptional instruction and service to our students – and our students were able to move one semester closer to graduation.”

Despite dire national enrollment projections, LC State served 3,856 students this fall, its third largest enrollment in school history and an increase of 2.88 percent from the prior year. In all, and not completely unlike other years, LC State used a mix of instructional modalities to get these students to the finish line including face-to-face (63 percent), online (23 percent), and hybrid/virtual remote (14 percent).



MEGHAN GARRISON

Class: Sophomore

Degree: Secondary Education-History

Hometown: Meridian, Idaho

All things considered; how did the fall semester go for you?

With all things considered, the fall semester went better for me than I was expecting. It took a couple weeks to get adjusted to the changes, but with everybody working together to follow the safety precautions and have a positive attitude, it was easy to stay motivated and have an enjoyable semester.

What did you/didn't you like about the semester?

I liked having a few of my classes online/hybrid. It made my schedule a little bit more flexible, but still gave the opportunity to have some face-to-face time with professors and have that interaction. The thing I missed most was going to social events and sporting events with friends.

How were your classes and were most online or in person?

My classes went smoothly, and the professors were really good about helping with any issues I had, because I had never done online classes before.



BRILEY HARRIS

Class: Sophomore

Degree: Hospitality Management

Hometown: Rathdrum, Idaho

All things considered, how did the fall semester go for you?

It went pretty well. It was very different from last year socially wise, less events and shows to attend. I liked how the school adapted to still put on some of the events, like Grocery Bingo. Even if we don't have hypnotists or performers, it's still been a good year.



YAKIRA JONES

Class: Freshman

Degree: Psychology

Hometown: Sandpoint, Idaho

All things considered, how did the fall semester go for you?

Overall the fall semester went way better than I thought it would be. Going into this school year I had thoughts that we all may have to go home halfway through. Now I am so glad that we got to come here and have that full semester. I was still able to meet new people and build a friendship from it.

How were your classes and were most online or in-person?

Surprisingly a lot of my classes were in-person. It was really nice to be able to go in and see the lecturers being taught. The classes that I had online were really easy to access and to be able to see and hear clearly was perfect. I did have trouble at first learning how everything works, but I found comfort in knowing that others were learning how to use it with me. I found that the teachers are really understanding and will help teach you how to use the zoom platform and the big blue button platform to get to class. everyone really helped each other through everything. It was nice to see that kind of relationship still happening even if we don't meet face to face.



TRAVIS DERRICK

Class: Freshman

Degree: Accounting

Hometown: Rathdrum, Idaho

All things considered, how did the fall semester go for you?

The first semester was not how I envisioned the first year of college was going to go. However, I really have found my LC family and have settled into school. I am making the most of my experience, and I am really enjoying my classes as well.

How were your classes and were most online or in-person?

I took History 101 and this was basically entirely over zoom. However, I appreciated how my instructor engaged us through discussion and encouraged us to engage. This almost made it feel like the class was in person. Even though my college classes were a myriad of formats, I enjoyed each one of them. I learned new ideas and concepts in each of my classes. I appreciated the small class sizes, and in my opinion, helped with the adjusting with the new formats. I still was able to establish a connection with them, and am looking forward to getting to know them better.

Lewis-Clark State College is proud to recognize and thank those whose giving over time totals \$50,000 or more. Your generosity is truly appreciated!

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Dollars Raised to Support LCSC (FY20 – July 1, 2019 – June 30, 2020)

	FY16	FY17	FY18	FY19	FY20
Friends	\$369,763	\$566,959	\$1,462,901	\$115,000	\$412,532
Alumni	\$138,618	\$172,963	\$164,950	\$153,476	\$333,780
Faculty, Staff & Retired	\$299,743	\$59,812	\$56,171	\$63,379	\$66,305
Corporations/Foundations	\$463,653	\$621,577	\$2,455,626	\$140,865	\$1,592,679
Student/Campus Organizations	\$1,360	\$2,401	\$2,005	\$460	\$300
Community Organizations	\$24,861	\$15,772	\$15,930	\$85,681	\$65,402
Total	\$1,297,998	\$1,439,484	\$4,157,583	\$2,420,380	\$2,485,072

President's Circle

The President's Circle recognizes the group of donors who provide substantial annual support of Lewis-Clark State College. Membership in the President's Circle is achieved with an annual gift of \$1,000 or more. The President's Circle encompasses the following donor societies: Henry Leonidas Talkington, James W. Reid, Meriwether Lewis & William Clark, George and Laura Knepper and the 1893 Society.

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If we have inadvertently omitted or improperly reported your name, please contact College Advancement, Lewis-Clark State College, 208-792-2458 or e-mail corrections to collegeadvancement@lcsc.edu.



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Century 21 Price Right
CHS Primeland
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Marsha Creason
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Don and Lana Davis
Robert and Lynn DeVleming
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George Dorsey
Scott and Cathy Edmonson
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Randal Eriksen '94
Fischer International
Stephan and Mary Flores
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Laura Lee Herndon
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Brett and Jennifer Holley
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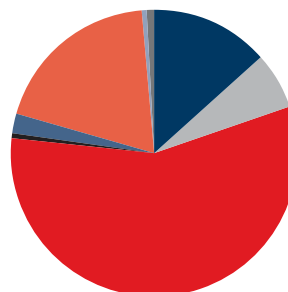
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Gale and Cindy Wilson
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Richard Muszynski
Alice Nau '57
James Nave '08
Kathy and Gary Neal
Jim and Darcy '97 Nelly
Fred and Lila Noland
Chris Norden
Lawrence Norris '00
Numerica Credit Union
Ryan Oatman
Shad and Jodi Ocker
Harland and Nora Ockler
Lon and Juliana Ockler
Claudia O'Connor
Doris Olin
Olive Garden - CDA
Keith Olson
Alison Oman
Bryon Orr



Travis Osburn '95
 Todd Ostrom
 D'Lynn K. Ottmar
 Lance Otto
 Michael and Raina Overberg
 Pacific Empire Radio Corp.
 Michael and Rosie Pakkala
 Jason Parra
 Maria Parra
 Cynthia Patterson '00
 Paulucci Tailor & Men's Wear
 Cissy Pea
 Kylie Peer
 Douglas Peterson
 Kyle and Nina Peterson
 Thomas and Kathryn Petke
 Pinot's Palette - CDA
 Presnell Gage
 Randy '88 and Debra '89 Puckett
 Rob Ramsey
 Ron Rawls
 Red Lobster
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 Courtney Robinson
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 Mick Ruddell
 Dan Rudolph
 Jolene Rupp '98
 Barbara Russell
 Gigi Ryan
 Gary and Joni Ryneason
 Eugene and Doreen Sandquist
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 Schlee Farms, Inc.
 Linda Schlueter
 Keegan and Karen Schmidt
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 Launy and Sharon Schwartzman
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 Spot On Yogurt, LLC
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 Susan Steele
 David and Carol Stegner
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 Dave Strerath
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 Claire Suminski
 Doris Swinford '94
 Harold Tanner
 Jason Taylor
 Carol Taylor
 Taylor's Construction, LLC
 Joan Telford
 Rory Tennison
 Heather Terranova
 Texas Roadhouse - CDA
 The Blue Lantern Coffee House & Wine Bar
 The Growler Guys
 The Tap Room
 Bill and Susan Thompson
 Mark Thompson
 Janice Thorson '72

Ti Tiey
 Tomato Street - CDA
 Matthew and Courtney Toth
 Todd Travis
 Shelli Triplett
 Kim Tripp
 Desiree Ulmer
 Amanda Van Lanen
 Howard and Jennifer Van Tassel
 Ann Vanessa Heimgartner
 Janis VanHook
 Vine 46 Winery
 Kim Vogel
 Katherine Waddell
 Gay Waldman '82
 Diane Walker
 Starr Wallace
 Jerry and Jane Wallace
 Elizabeth Ware
 Stewart and Cheryl Warner
 Rick Wasem
 Wawawai Canyon Winery
 Gayle Way '72
 Kyle and Joan Way
 Donald and LuAnn Wee
 Stacey Wendt
 Theresa Wessles
 Michelle White
 Virginia White
 Dennis and Rebecca Whited
 Carla Wilkins
 Kay Williams
 Sarah Willmore '13
 Terri Wilson
 Mark and Vivian Wilson
 Laurie Wilson
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 Mark Wise
 Todd Wittman
 Lois Woelfel
 Rick and Tina Woods
 Terry and Suzanne York
 Kristi Young
 Derek Zachman
 Ping Zheng
 Jeffrey Zimmerman

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 All About You Salon

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 Anytime Fitness - Post Falls
 Arnett Vineyard
 Artbeat, Inc.
 Asotin County Aquatic Center
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 Allen Balmer
 Allison Beck
 Ryan '03 and Brianne '02 Bender
 Mike and Mandy Benke
 Gary '84 and Kim Boettger
 Bojacks
 Brett and Sheila Bond
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 Boys & Girls Club of the Lewis Clark Valley
 BSN Sports
 Kevin '85 and Lisa '83 Byers
 Camp, Cabin & Home
 Jill Carlson-Balmer
 Rod and Cindy Carter
 Marcie Carter
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 Centennial Distributing Co.
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 Lori Chason
 CHS Primeland
 Clarkston Golf & Country Club
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 Clearwater Medical Clinic
 Clearwater Paper
 Clearwater River Casino
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 Complete Fitness
 Costco - CDA
 Costco-Clarkston
 Davenport Hotels
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Marsh's Trading Post
Tod Martin
John Maskolunas
McVey Entertainment Group
Metro Car Wash
Bliss Moore
Moxie Salon
Josh Nelleson
Nelly Broadcasting LLC
Northwest Media
Oasis Plus LLC
Ryan Oatman
Olive Garden - CDA
Skip Olson
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Pacific Empire Radio Corp.
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Pinot's Palette - CDA

Posey's Mechanical-Electrical Repair, LLC
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Riverfront Spokane
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Brett Roy
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Saute on Sixth
Bill Scharnhorst
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Seattle Mariners Baseball Club
Jack and Sherry Seeh
Kelsie Seitz
Service Master
William Silvestri
Simple Eats LLC
Simply Delightful Cupcakes
Bob '89 and Angel Sobotta
Robert '59 and Loretta '77 Sobotta
Spiral Rock Vineyard
Spokane Chiefs Hockey Club
Spokane Indians Baseball Club
Spot On Yogurt, LLC
Stillings & Embry Florists
Stitches to Britches
Colleen Sullivan
Summitt Rental
Texas Roadhouse - CDA
The Blue Lantern Coffee House & Wine Bar
The Growler Guys
The Tap Room
Mark Thompson
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Heritage Society

The Heritage Society recognizes those who have planned their support of Lewis-Clark State College through bequest or a life income gift.

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GO WARRIORS!!

72%
OF STUDENT-
ATHLETES
EARNED
A 3.0+ GPA IN
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HARRIS FIELD FENCE DONATION GIFTED BY P1FCU

On the baseball field, teamwork is often mentioned as one of the key ingredients to success. Lewis-Clark State College has had record success on the diamond, and found that notion to be true with the latest upgrade to Harris Field at Ed Cheff Stadium.

With the hard work of the baseball coaching staff, community member Kent Meshishnek, and Physical Plant director Tom Garrison, along with help from the baseball team and a very generous donation from P1FCU, Harris Field has a new outfield fence.

The work was recently completed on the project, which started in August and consisted of taking down the old fence along with a tarp that covered the area above the fence in center field. Steel bracing to reinforce the fence was put up before the fencing was installed.

In the donation agreement, the Lewis-Clark Twins and Cubs American Legion programs will be able to use Harris Field free of charge for the next 10 years.

“We have been talking about this project for a few years and, with the generous donation from P1FCU, we figured out a way to make it happen,” LC State athletic director Brooke Henze said. “P1FCU has been a cornerstone for helping LC State take Harris Field to another level. LC, the NAIA and legion baseball will benefit for years to come from its generosity. Patti Meshishnek and Chris Loeth with P1FCU have been great and we can’t say thank you enough. We’ve had great support of President Pemberton and Tom Garrison. And lastly, big kudos go to Kent Meshishnek and our baseball staff who assembled the fence.”

The fence will be in the same location as the old fence, keeping the Harris Field outfield dimensions the same. What changed is the tarp has been replaced by fencing, thus the need for the steel bracing to keep it in place. Also, when the field was leveled a couple of years ago, it was discovered there was a two-foot drop from right field

to left field. When that was fixed, the bottom area of the fence was exposed in left and center field.

That issue came to a head in a game when an outfielder had his leg go through the bottom of the fence. The new fence features the bottom base buried in the ground to prevent such accidents. Also, the fence lengths have been adjusted so that the top height of the fence is even around the outfield.

LC baseball coach Jake Taylor and his staff, along with Kent Meshishnek, provided most of the manual labor with the fence. Kenaston Corporation did the cement and steel bracing work.

“It’s just been a lot of work but it is really sweet,” Taylor said. “This fence is going to be around for a very long time.”

Henze credits the work on the project and thanked Kent Meshishnek, who she called the hero of the project because of the amount of time and resources he put in to make it happen.

Henze said fans will notice the change in the outfield because the signs on the fence will be new and updated.

During the past few years, LC State has made improvements to the grandstand seating, press box, lighting, backstop, dugouts, and more. The college has attempted to do an improvement each year to help with the annual hosting of the Avista NAIA World Series over Memorial Day weekend.

The 2021 Avista NAIA World Series is scheduled to be played at Harris Field on May 28-June 4.

A LEGACY OF WARRIORS



Traditions are incredibly important to many of us. Consider the ways we spend the Fourth of July down by the lake, with a BBQ fired up, how we cook our turkey at Thanksgiving, or our yearly trip to the pumpkin patch at Halloween. Some traditions are started in our lifetime and others go back many generations. For Trent Derrick, principal at Lakeland High School in Rathdrum, Idaho, being a Lewis-Clark State College Warrior is one of those historical traditions.

While Trent was the first from his family to attend LC State, the Warrior legacy has endeared itself to him – and his soul – by way of marrying into a family with a long history of alums. His two sons, currently freshman and senior business majors, are respectively fifth generation LC State Warriors.

The LC State family tradition began in 1909, with Lucy Rowley attending then-called Lewiston State Normal School to obtain her teaching degree because of her love of education.

Rowley was the great-great grandmother of Trent's sons.

Rowley's passion for education initiated this time-honored tradition, which has transcended generations of family attending LC State.

It is believed that Iva, Rowley's daughter was the first Warrior in their family to earn a teaching degree at the college. Several of her sisters did the same.

Rowley's son, Jim Wicks, and his spouse, Judy, both went on to LC State to complete their respective degrees in education (1957) and in nursing (1984). Jim, a biology teacher, taught at Lewiston High School for more than 32 years. Many students still speak of the impact Jim had on their lives today.

The family's legacy at LC State did not stop there. Two of Jim and Judy's children attended the college. One of them, Jim Jr., earned a history degree in 1990. More than 20 members of this family attended and/or gained their degree from LC State.

This family's long lineage as LC Warriors is quite amazing and at least two were faculty members.

As a family, they have been steadfast advocates of their alma mater. When Lewis Clark Normal School closed its doors in 1951, one of Iva's cousins, Herbert McDowell, later went to the Idaho Legislative body and spoke on why the college should reopen. Ultimately, the school did reopen in 1954.

Like many students of college, Trent was a nontraditional student. He and his wife, who was pregnant with their oldest child, moved to Lewiston so he could attend the college. This allowed the couple to have support from his wife's family while he studied.

Prior to attending LC State, Trent gained four years of non-certified teaching experience at a local non-accredited Catholic School in Portland. It was this experience that ignited a passion inside of him to continue his education. Further experiences in tutoring Japanese exchange students studying natural science at the college helped solidify his decision to enter the teaching field.

Trent said what most influences his decision to attend LC State was not just about family history or the support in

COEUR D'ALENE ALUMNI

Lewiston, but also the good things he had heard about the school, its faculty and the campus itself.

Trent shared that his time at the college solidified his love for LC State and education. He said the faculty in both the education and science departments helped guide him and build his knowledge base so that someday he would have both the content knowledge and the hands-on experience to teach confidently.

Trent graduated from LC State with a bachelor's degree in education in 1996. He went on to later earn his master's in educational leadership from Gonzaga University, graduating in 2008.

Trent spent 16 years teaching both physics and chemistry at the high school level, as well as coaching basketball before he became an administrator. He shares his love of education with the students of Lakeland High every day.

When asked about the most important lesson he learned at LC State Trent said, "The love of learning and I do mean that. When I went there, I just really grew to appreciate LC and the opportunities that were made available to me. It goes back to the strength of their faculty. That love of learning was clear."

It is obvious how much education means to Trent and his family.

"If I am through learning, I am through." Trent said, borrowing the words of former UCLA basketball coach John Wooden.

Wicks had this to say about his family's time spent at LC State: "It really is quite a story and it's so much a part of our family that it's not something we think about much. [LC State] has done a lot for us and we have great love for the school."

Through Trent's Warrior legacy, students in northern Idaho continue to choose LC State for their post-secondary education. Over the past five years, Lakeland High had had more than 40 students attend the college. These enrollments are especially significant when you consider that Lakeland is a relatively small high school.

"The love of learning and I do mean that. When I went there, I just really grew to appreciate LC and the opportunities that were made available to me. It goes back to the strength of their faculty. That love of learning was clear."

**-Trent Derrick, Principal,
Lakeland High School**

"I believe LC State is a great fit for students from Lakeland because we are a great size for students – not too big, but not too small, and far enough away from home," said former LC State enrollment specialist Jessica Miley, who is also a Lakeland High and LC State graduate. "We are able to give the one-on-one attention and we have a community of students which Lakeland students are already familiar with."

Submitted by Jenny Duncan, Work Scholar, LCSC-CDA

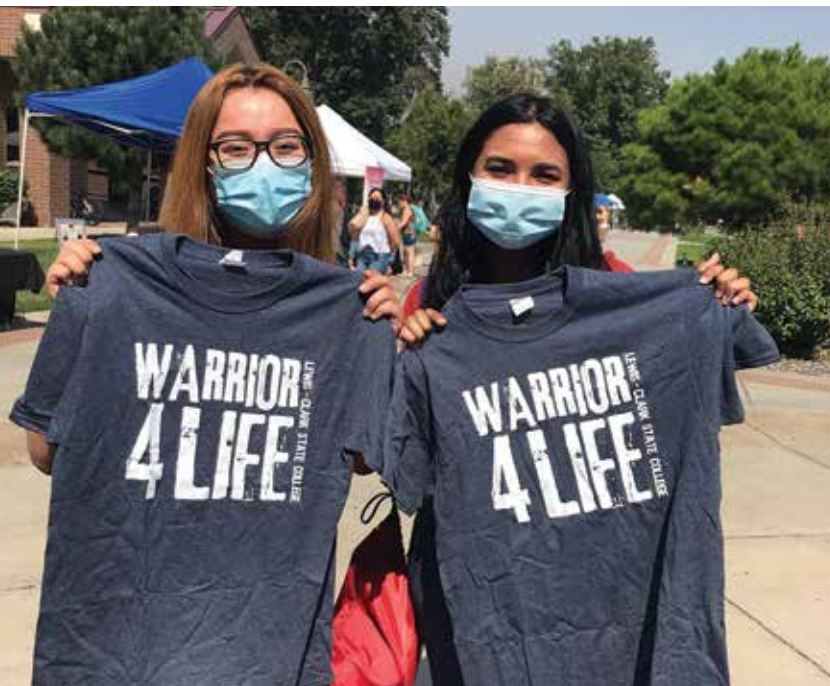




SPIRIT DAYS

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August 29, 2020
Red Wolf Golf Club

Over \$13,000 was raised to benefit the
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Thank you for your support.

Save the date for our next tournament scheduled on
Saturday, August 28, 2021





“Though She Be But Little”

S. D. Branting

Like planets, families revolve about their own “suns” — the patriarchs and matriarchs who influence the paths of their immediate relatives and their descendants. That was certainly the case with those in orbit around Louisa Frances “Fannie” née Kline Turpin Poe. The thread of her story twists like the ivy that once enveloped LCSC’s oldest buildings.

Born in McMinn County, Tennessee, on 21 February 1840, Fannie was the daughter of John and Serena Kline. As a young man, John served as a lieutenant and adjutant in the forces that removed the Cherokee tribe from Tennessee to Arkansas, what is referred to by historians and the Cherokee as “The Trail of Tears.” In July 1842, the United States Department of the Treasury paid out a \$350 claim (\$12,000 today) against Kline for his role in appropriating the land of a member of the tribe in 1839.

Fannie’s mother died in May 1852. John remarried and set the family on the Oregon Trail the next year. Her stepmother Mary died in route, leaving Fannie to care for six younger siblings. Corvallis became their new home, where John leased a sawmill.

On 20 May 1858, Fannie married widower William Turpin, a Portland optometrist, becoming mother to William’s six-year-old son Henry. After a brief residency in Santa Cruz, California, the threesome again relocated, this time to Greenville, Texas, where William opened a new practice and enlisted with Company A, First Battalion, 14th Texas Brigade (Texas Sharpshooters) in July 1861.

By 1862, Fannie was very homesick for the green of the Willamette Valley and wrote a poem expressing her emotions, saying in part:



John Lowry Kline, circa 1870. Terry Collins

Do they miss me at home? Do they miss me?

Would be an assurance most dear,
To know at this moment some loved one

Were sighing and missing me near.
To feel that the group at the fireside
Were thinking of me as I roam.

Oh, yes, would be joy beyond measure

To know that they miss me at home.



Frances Poe, circa 1920. Kate Lima

Daughters Serena Mary and Sara Ellen were born during the family’s Texas period.

The Turpin family began to disintegrate. By August 1868, William had moved Fannie, Henry, Serena, and Sara to San Jose, California, where he was again recorded as an optometrist in the California *Great Register*, which listed eligible voters. Fannie’s father John soon arrived in California after living in Idaho and convinced her to leave William behind. A shared family memory states that Fannie “escaped with her two daughters in the middle of the night” and headed back to Oregon.

By August 1873, she was teaching in the agency school at the Siletz Indian Reservation, forty miles northwest of Corvallis. Her father married for the fourth time on the reservation, where he worked as a carpenter.

The final break came in October 1874, when William claimed desertion and filed for a divorce, which was granted when Fannie defaulted. Her return to Oregon would bring her into contact with an established Idaho attorney, with whom her father had become acquainted while working in Ada County.

Born on 15 January 1838 in Missouri, James “Jim” W. Poe’s family had also emigrated to the Oregon Territory in 1853. Jim attended the recently-opened Portland

Academy and was the first male graduate of the school, the campus for which was deeded to James H. Wilbur, a leader in the Methodist-Episcopal Oregon Mission whose name will reappear in this narrative.

Poe matriculated to Pacific University in Forest Grove, Oregon, and studied for the bar with the firm of Williams & Gibbs. The senior partner, George Henry Williams, afterward became United States Attorney General, and Addison Campbell Gibbs held the office of governor of Oregon. Admitted to the Idaho Bar in 1869, Jim began his practice in Warren, a gold mining district where he was elected the first district recorder. He arrived in Lewiston in 1876 after being elected attorney for the district comprising all of northern Idaho.



James W. Poe, 1889.
City of Portland, Oregon, Archives

Fannie and Jim were married in Portland on 25 October 1877 at the home of Franklin Street Akin, husband of Fannie's sister Laura. Their sister Abigail was married to famed Oregon jurist Julius Caesar Moreland, after whom the current Portland neighborhoods of Eastmoreland, Westmoreland, and Sellwood-Moreland were later named.

Lewiston's newspaper whimsically commented concerning Jim and Fannie: "If these Poes(ies) bloom, they will be late Autumn flowers." The Corvallis' newspaper added its own observation that would, in retrospect, have a prophetic importance: "There is some romance connected with this union — which we trust will be a happy one."

The trip to Lewiston was not what they wished. Daughter Serena would later recall how the family was forced to take the stagecoach rather than a steamboat up the Snake River on the last leg of their journey. *The Teller* editor quipped that "the District Attorney does not seem to have suffered much from his sudden change of condition in domestic life." The newlyweds quickly settled into Lewiston society, with Fannie an active parent at the public school.

Six weeks into their marriage, Portland's *The New Northwest* magazine carried an article from a traveling correspondent, who, after returning from North Idaho, reported that

our work was only begun in Lewiston when pressing engagements led me to new fields. Among the friends in the place whose acquaintance we made with pleasure, and from

whom we parted with regret were the landlady [Melanie Le François] of the Hotel de France, Mr. and Mrs. Poe, and Mrs. Quartermaster Clark, whose kindness will not be forgotten.

In 1878, Jim approached Fannie and her daughters with a proposal. He wished to adopt 15-year-old Serena and 12-year-old Sara. They agreed, but the adoption would be unlike any today. Jim was a member of the 10th Idaho Territorial Legislature. Serena and Sara became Poes in February 1879, pursuant to an act of the legislature. When the new school year opened that fall, Serena was the "junior teacher," a position she held for six weeks until a male instructor could be hired. The editors of *The Teller* reported that "we learned from all concerned that she has won for herself, by her genial and judicious management, the unqualified esteem of superiors and pupils." Serena, known as Rena to family and friends, opened her own private girls' school in November.

Fannie's influence on her daughters was bearing fruit. As she became more familiar to Lewiston residents, so did her civic clout.

In December 1880, the Idaho Territorial Legislature chartered Independent School District #1, the first in the territory. The charter specified that five individuals be elected to staggered terms of one, two or three years. Section 2 of the bill was very specific.



Serena Poe Shaff, with her daughter Louise, circa 1894. Fannie's only grandchild, Louise would graduate from the University of Washington (1915), teach at Lewiston State Normal and then begin a long career at the University of Idaho, where she was Dean of Women from 1943 to 1957. *Dorothy Moote Archives*



Sara Poe, 1896. *University of Idaho Special Collections*

“Though She Be But Little” - Continued

All inhabitants of said district, male and female, over the age of twenty-one years, belonging to either of the classes mentioned in Section One of an act entitled An Act Relative to Elections, published in the Compiled and Revised Laws of Idaho, 1875, page 684, and not prohibited by section two of said act, shall be eligible to office in said district, and shall be entitled to vote at all elections for district officers, and on all subjects and questions submitted to a vote of the electors of said district at any and all elections held for such purposes.



Sarah Vollmer, February 1873, with her daughter Evangeline. *John P. Vollmer Family Archives*

Fannie and fellow school advocate Sarah Vollmer immediately filed their candidacies, Fannie for a three-year term, Sarah for a two-year seat. Both women lost. The *Lewiston Teller* commented that

a goodly number of our people could not be made to see the propriety of placing women upon the ticket as candidates to decide questions which must come up before the directors in relation to school finances.



Methodist-Episcopal Church, circa 1890. *Nez Perce County Historical Society*

concluded that “our people were aroused at some degree at least to the importance of having good schools, even if the women question did rouse them.”

In October 1882, a small college opened next to the Methodist-Episcopal Church at 11th and Main Streets — Lewis Collegiate Institute, a school that included a “normal” curriculum to certify teachers for Idaho classrooms. In 1884, Fannie wrote the definitive account

of the founding of the congregation and the establishment of the school.

Serena and Sara enrolled and earned their teaching diplomas with the class of 1886. When the territorial legislature upgraded the status of the school and renamed it Wilbur College in 1885, their father Jim had been named to the board of trustees. Fannie and Jim continued to champion the small college — Idaho’s first — until it finally ran out of funds and folded just prior to Idaho statehood in 1890.

Serena married Dr. Charles Whiting Shaff in Lewiston on 27 November 1888, a few months after Sara earned her bachelor’s from Wilbur College. When the University of Idaho finally opened to students, she was a member of the first faculty.

Much can be learned about parents by observing their children. The old adage about acorns not falling far from the oak comes to mind. The university yearbook wrote of Sara:

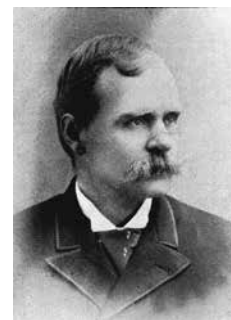
Every student who knew Miss Poe, either as a friend or teacher, will always hold a place in his mind and heart for her. To know her was to love her.” Serena was described as “a lady of great refinement and culture.

A former student at the Boston Conservatory, Serena’s musical skills were legendary in the region. Her letter to philanthropist Andrew Carnegie’s foundation led to the grant funding a new public library in Lewiston, the first Carnegie Library to open in Idaho.

While Sarah Vollmer’s role in the suffrage movement had faded, not so with Fannie Poe. Jim’s position on suffrage complemented Fannie’s in odd ways. While opposed to granting the vote to Mormons during the preparation of the state constitution in 1889, he would speak forcibly that native Americans deserved the right to vote. On the floor of the convention, he stated:

I believe it to be to absolute wrong for us at this time to deny any American citizen the right of suffrage on account of his ignorance. Every man in this country is presumed to be equal in law; there is no distinction, and no man who is an American citizen should be deprived of that right unless he is convicted of some crime or associated with some organization that is inimical to our institutions.

Although Lewiston women were now actively involved



Dr. Charles Shaff, 1889. *City of Portland, Oregon, Archives*

with voting in the community, the state had yet to enfranchise them. The resistance came from both men and women. In February 1884, the question was raised at a public meeting of the literary society of Alturas County. Forty-two of the 50 women in attendance opposed the notion.



Women's suffrage parade, nearing the county courthouse, 4 July 1896. *Nez Perce County Historical Society*

However, by the mid-1890s, the power of the Populist Party and the Woman's Christian Temperance Union, in which Fannie was an officer in Lewiston's chapter (Idaho's first), loomed like an approaching haboob over the state legislature, which enacted a referendum for the November 1896 general election to decide the issue and amend the state constitution. Fannie was already the president of the local Women's Suffrage Association and coordinator of public meetings and events to campaign for the passage of the referendum.

While Lewiston had its supporters, she was dismayed by the lack of local women's enthusiasm. Very discouraged, she admitted to a reporter in mid-April that

Lewiston ladies don't want the ballot. There is absolutely no interest in it and consequently the club has died. No, Lewiston ladies don't want the vote.

The Suffrage Association disbanded, but public events in support of the ballot measure continued, attended by a large contingent of male voters.

The amendment passed with a 65.9% "yes" vote from Idaho's men, but not without resentment. Fannie had been correct about the sentiments of a majority of area women. The *Weiser Signal* bluntly reported that

had the women voted on the suffrage amendment, they would have voted it down. Something has been imposed upon them which they do not want. Many of the good women of Weiser are disgusted with the outcome. Many openly proclaim that they will never go to the polls. We bend the knee to them.

It had been a victory won by men. Fannie would turn her hand to other matters.

Support for education had become a family legacy. Serena's husband Charles was appointed to the first Board of Trustees of Lewiston State Normal and would later be a member of the University of Idaho Board of Regents, the only person to hold that distinction. Jim took on the capacity as attorney for the Lewiston School District.

Fannie persevered in her efforts to empower women. In August 1899, she was elected treasurer of the newly-established "Woman's Exchange," an organization that operated much like a farmers' market. Lewiston women could join for \$1.00 (\$32.00) and bring their food items and handiwork for sale. The Exchange received 10% of the selling prices. The *Lewiston Morning Tribune* commented:

The women supplying the many articles of well-prepared food may turn to profit any useful talent which they may possess, thereby earning a little extra pocket money, which is the joy of women in this commercial age.



Lewiston State Normal Board of Trustees, 1900. James Poe stands second from the left. Ellen Stainton Leeper sits at right. *Lewis-Clark State College Archives*

Lewiston women were making strides, even though some newspapers remained tone deaf. When Ellen Stainton Leeper was appointed by Governor Frank Steunenberg to take Dr. Shaff's seat on the Normal's Board of Trustees that September, newspapers listed her husband William as the new member. Even the *Lewiston Morning Tribune* erred. Ellen would take her seat alongside Jim Poe.

The city's women became mainstays in public affairs. In 1900, Lewiston's Susan Henderson West won a seat as a delegate to the Republican National Convention, joining two other women as the first to be selected by either major political party. In the local school board election of 1902, Nellie Mallory Bussell won a seat, Lewiston's first woman trustee. Daughter Sara resigned from the

“Though She Be But Little” - Continued

faculty at the university in December 1902 and returned to Lewiston to successfully run in 1903 for the office of city treasurer, the first woman to hold an elected position in Lewiston’s municipal government.

“Though she be but little,” Fannie Poe had cast a very long civic shadow for decades. Soon, however, her persuasion and reputation would wane.

Although Jim constructed a new modern, spacious residence for her, she would continue to spend her winters in Portland. Mention of Jim and Fannie as a couple became infrequent in local newspapers.

In 1905, Sara chose not to run for a third term as city treasurer and decided to return to Portland to become more involved in the Christian Science faith. Fannie followed Sara back to the West Coast, leaving Jim and Serena in Lewiston. Now 65 years old, she wanted a fresh start. No one would know how “fresh” until the 1910

census, when Fannie declared herself a “widow” to the enumerator. Jim was very much alive, having sold the new home he had built for her and taken to rooming at the Hotel De France.

Upon his death in September 1915, his obituary and tributes made no references to his marriage, but his continued devotion to her became evident when his estate was probated. Fannie was named as sole heir and executor. Not wishing to return to Lewiston, she petitioned the court to have attorney George Erb, who had served with Jim as a trustee of the Normal, act as her proxy.

When she died in Portland on 26 February 1926, Fannie was interred in the Portland Crematorium, now Wilhelm’s Portland Memorial Funeral Home. The *Lewiston Morning Tribune* carried no notice of her passing.

Several retrospectives of Jim’s life and career were published in the decades after his death. A champion of women’s rights in Idaho, Fannie’s name would never be mentioned again. She would completely fade from the city’s memory, until now.



James and Frances Poe home, 417 13th Street, 1973.
Lewiston Tribune

“THE WORDS THAT WERE OUR NAMES:

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“The Words That Were Our Names: An LCSC Scrapbook,” by LC State Institutional Historian Steven Branting is available for purchase.

The book is a compilation of articles Branting wrote for the *Lewiston Tribune* during LC State’s year-long 125th anniversary celebration in 2018. Branting’s book highlights dates of interest in the school’s history and includes over 325 photographs.

The book is \$35 + tax, with proceeds being used to start a scholarship endowment at LC State, called The Steven and Shann Branting Scholarship Endowment.

Branting worked with the Graphic Communications program at LC, including professor Brian Kolstad, to put the book together. Clara Rampy, a senior in the graphic communications and design program, worked with Branting for seven weeks laying out the book. Rampy received her associate’s degree in liberal arts in 2017 and graduated with her bachelor’s degree in 2020.

For more information on book sales visit www.lcsc.edu/giving or call 208-792-2458.

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