

The Pronghorn Pronk

Volume 4 Issue 3

September 2014



Moving forward by
leaps and bounds...

Monthly President's Report

John Marrin, President

June and July 2014



LAMAR
COMMUNITY
COLLEGE

Student Success Goal: The demands of Colorado businesses and communities shall be met through the development of a high skilled work force.

Lamar Community College assistant rodeo coach Cole Dorenkamp announced that Casey Barnes of Maybell, Colorado, signed a letter of intent to rodeo for LCC this fall. Casey, the son of Bruce and Joyce Barnes, is a recent graduate of Moffat County High School and plans to enter LCC's welding program. "He ropes calves and steers and steer-wrestles, finishing the 2014 season second in the All-Around standings in the Colorado State High School Rodeo Association. He won the steer wrestling in 2013 and finished second this year. He will add depth in the time events and should make an immediate impact on the team," stated Dorenkamp.

Lamar Community College Head Men's Basketball Coach Adam Schwartz, Head Women's Basketball Coach Tom Sutherland, Men's Assistant Basketball Coach Sercan Fenerci, and current men's and women's basketball team members held a two-day summer camp for first through twelfth grade students. This was an opportunity for local young people to have fun while working to improve basketball fundamentals and skills. There were 80 participants: 49 1st-5th graders, and 31 6th-11th graders. This was the second largest camp ever.

Ten high school boys' basketball teams, representing nine area schools, participated in the LCC Team Camp. The two-day camp was under the direction of Head Men's Basketball Coach Adam Schwartz and Men's Assistant Basketball Coach Sercan Fenerci.

Student Success Goal: Colorado students shall have the opportunity to succeed through high quality, cutting-edge instruction and educational services.

Eighty-four students along with their parents attended the first of two summer orientation sessions Monday, July 14. Orientation is a one-day program that introduces new students to the college setting at LCC. In the morning, students enjoyed a variety of organized sessions, including a financial literacy seminar, community expo, technology training, faculty panel discussion, tour of campus, along with presentations about campus safety and student life. Three \$500 scholarships were awarded through a drawing that applies to spring semester. The unofficial sighting of a funnel cloud, along with a brief rain and hail storm, created an exciting lunch hour at the LCC Wellness Center for the new students and parents. The afternoon session gave students the opportunity to register for fall classes with their academic advisors. Students left orientation ready for the fall semester with their schedule and their student ID.

Lamar Community College's Historic Building Technology Program, in conjunction with HistoriCorps Field School for Saving Places, is providing hands-on projects for LCC students. These students will earn college credit towards a certificate or degree in Historic Building Technology while completing preservation projects at Bent's Old Fort, a National Historic Site in Las Animas, CO. Students will gain skills in traditional masonry and wood-working, including adobe block construction and repairing/replacing damaged cottonwood posts, *vigas* and *latillas* along the fort's *portales*. Other repairs will include handrails doors and historic weatherization, using strips of buffalo hide as weather-stripping. The HistoriCorps Field School is currently underway for the summer session, and a fall session will start in early September.

Operational Excellence Goal: The financial stability of the system's institutions and the physical safety of its students shall be ensured.



Lamar Community College is proud to announce the adoption of a new academic logo this summer. The new logo is replacing the aspen leaf logo and the 75th Anniversary logo. LCC's Athletic logo, the Runnin' Lopec, will remain the same. A logo reveal event was held on the west side of the Administration Building by dropping a large banner with the new logo. A reception followed in the Library with giveaways for the attendees. Many community leaders, media, advisory council and foundation members were present at the logo reveal as well as staff and faculty.

Celebration of LCC Programs Made Possible by U.S. Department of Education Strengthening Institutions Title III Grant Funds

Title III Project Successes

By Curtis Turner

The first two years of Title III were spent enhancing and expanding STEM offerings at LCC. The initial work focused on Biological Sciences, and then in the second year we worked on improving our math courses in addition to adding more biology courses. The focus of this work was on existing course redesign with the addition of a few new courses. Courses were redesigned with the intention of using new instructional technology purchased with Title III funds in renovated labs and classrooms.

We saw early success particularly in the redesigned Biological Science courses. This success came in the form of significant increases in enrollment, causing the need to add sections in some of the courses to accommodate the growth. We saw students opting to take the more challenging Title III courses as opposed to the less demanding entry level courses. The math courses did not meet with as much success. We introduced new courses but saw only low enrollment in new courses and limited growth in redesigned courses.

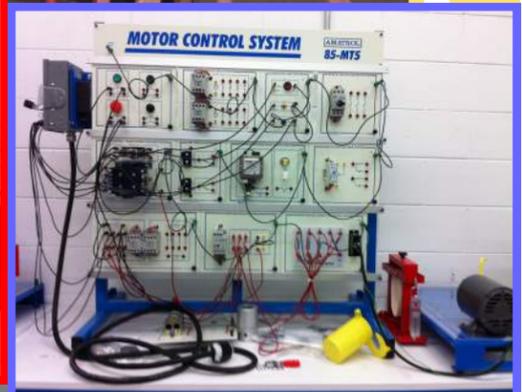
The second phase of the Title III project was the implementation of a construction trades program which introduced several new courses to the college. There were basically two separate areas of focus in this program. The first was in historic preservation, which focused on woodworking, masonry and metalwork as well as core Historic Preservation courses. The goal of the program was to develop craftspeople to work in the HP industry. This program was popular in the early phases but then started to fall off. Once the Title III funding was exhausted for this program, we began to work with institutional funds to put the courses into a hybrid format in order to have a broader reach. The program is still active and we are seeing a renewed interest. Students who complete this program receive an Associate's Degree in historic preservation.

In addition to the Historic Preservation program, we added a Construction Technology welding program. This started out with about six or seven students and has continued to grow. The welding program to date is the shining star of Title III, and at the start of the Fall 2014 semester, the program is literally busting at the seams, causing us to be creative with scheduling and to scramble to purchase more equipment. We have been able to renovate space using Title III funds, creating a state-of-the-art lab with high quality equipment for this program. Welding students start by earning a certificate and then can go on to earn an Associate's Degree in Construction Trades.

In the third and final phase of the Title III grant, we developed and implemented a Renewable Energy Technologies program. All of the courses in this program were entirely new to the college. This program got off to a slow start, but enrollment has steadily increased each semester it has been offered. Students in this program will leave with a basic knowledge of electricity combined with specific training in solar and wind energy. Renewable energy is an exciting field with tremendous potential, and we are pleased with the help of Title III to offer it at Lamar Community College. Students who complete this program will receive an Associate's Degree in Renewable Energy Technologies.



Photo courtesy of HistoriCorps





Welcome

LCC's New Dean of Arts & Sciences

Fred Hampel

This is part one of a two-part interview
By David Frankel

What can you tell us about where you're from?

Well, I guess I'm a displaced Kansas farm boy. My roots go back very deeply into farm and cattle country. You know, I haven't done that kind of work for twenty years, but every dream I remember has to do with farming and cattle. I've never dreamt about anything else that I can remember. Probably a psychologist would read a lot into that. I think it's because I did that work in my formative years. It started as a high school Future Farmers of America project that got out of control. I was renting a lot of land from absentee landowners, and borrowing hundreds of thousands of dollars to buy cattle and equipment. It was a pretty significant operation.

I farmed until I was twenty-eight or twenty-nine, and that's when I decided, I wasn't making a lot of money, and interest rates were really high, and it was a tough hurdle to get over every year, and I just wasn't getting anywhere financially. I think when I was twenty, I was kind of cocky, and I decided that in ten years, when I'm thirty, I'll be a millionaire, and if I'm not, I'll do something else. And I wasn't even close.

I'd never finished school – I'd gone two years to community college and studied agriculture – and I missed that: it kind of bothered me that I'd never finished my education. My wife and I made a conscious decision, which she was thrilled with, to sell out, and I went back to school and picked up my bachelor's and my master's. I worked in the corporate arena for a while with a big company, and then got lured back into doing research in economics at my alma mater, Kansas State. Teaching was never on my radar until after I went back to school the third time, and got my second graduate degree, and I was asked to take a temporary visiting assignment to teach accounting at K-State. I'd never thought about teaching until that moment, but it turned out to be a blast.

What did you like about it?

The sense that you're making a difference. Teaching is a craft, and it's also an art: it's very difficult to try to tell somebody how to teach. I had great mentors, and I spent a lot of time with them, ate lunch with them almost every day. We would share war stories, and they'd tell me, Don't fall into this trap, be careful here – it was very helpful, and it streamlined the learning process, but teaching is very much an art form, and you never do it as well as you want to, so you always get an opportunity to improve. Plus you know you're making a difference, at least for some of the students. As I look back, my instructors were very important to me, so to think that I could halfway fill those shoes gave me a lot of satisfaction. And I think most faculty have a feeling something like that.

Probably the other thing I liked about it was the academic environment. I cared about our mission, and I liked to hang out with like-minded people who cared about it too. I've been in a lot of work environments. I was in the corporate world, and I worked for the federal government for a while. I did some consulting work for them, and I've done a lot of other consulting work over the years: litigation consulting, finance, economics; plus of course I've farmed, and I had a seed business too while I was farming – so, having done a lot of different things, I have something to compare to. And doing this kind of work, I just feel a lot better when I go home at night.

It was hard for me to make the decision to be an administrator. I loved being faculty. I'm still faculty at heart, and I understand the perspectives faculty have. It was a very natural thing for me to move into administration, but it was also

hard to give up the classroom. But at least I still get to be around the people I like being around.

You mentioned some professors who have been important to you. Does anyone in particular come to mind? Feel free to name names.

Well, going back to community college, there were my agriculture professors at Dodge City. Of course they're long gone by now, Lee Lancaster and Jerry Gee; Paul Young is another one – he still might be there teaching economics. They were influential because they valued the work they did. They were always so prepared. They had a lot to do, and I'd think, 'How in the world did they get all this preparation done?' It seemed like they knew everyone in town. They knew all the big players in the agriculture industry around Dodge City and in the feedlot industry across Kansas; they'd bring them into class, and we'd go see them, and my professors still had all kinds of notes and were ready to go. I just marveled at them. It wasn't until I'd been teaching for a while that I got a glimpse of how you become that efficient. You've worked out methods, so you're not actually reinventing the wheel every time you go into the classroom. But I found those professors very impressive.

Then later, at Kansas State, probably my first *big* school, when I was twenty-nine and studying accounting, I had a tax professor. His name's Dan Fisher, and he was a different type of teacher. Very structured, but he had really long hair; his uniform every day was jeans and T-shirts and running shoes, and he was a huge Mick Jagger fan – he had the Big Lips logo on the T-shirts he wore all the time. This was a new type for me. Never would you see him in a tie or anything. But he was without question one of the most rigorous professors I've ever had. And he was very structured in how he went about things. What he was doing was preparing us to work as professional accountants in firms. His expectations were their expectations: time matters, and nothing gets done without a deadline. His classes had very strict rules.

He turned out to become one of my best friends. Since I was an older student, we were kind of on a different footing, and after class was over, we started running together and stuff. He and his wife would come out quite a bit, and we'd see each other several times a year.

Another one was Ted Schroeder. He was my major professor when I was doing economics research, and what stood out about him was the way he interacted with people. He didn't like a lot of attention – he was one of these guys who works really hard but doesn't have to *tell* anybody he works hard, because his results show it. He reached the title

We are, like it or not, people who will impact these students for the rest of their lives. And that's why I want to be part of an academic institution. My own professors set me on a course, whether they intended to or not.

of Distinguished University Professor at the ripe old age of forty. That's unheard-of. They hand that out to fewer than one per cent of faculty at a big university. But he had the research record to go with it.

I can go on and on. I built relationships with my professors, and those were probably what made me want to be part of academia.

You've talked about a community of like-minded people, and it sounds as if your professors were a doorway into that.

That's how I got into it. That's how I learned to value the academic environment. Another thing, in that setting – and this is mostly why I got into research – you learn to value

and respect other people's ways of looking at things. To see faculty debate an academic point of view, and do so vigorously, passionately, until you think they're about ready to come to blows, but then the debate's over, and we all go drink a beer, or go back to the office and talk about the weather. This is what they do.

Rational discourse.

That's right. It was one of those transformational things, I guess. Because when you go back out into the business world, and you see two people going at it like that, or two groups of people, you can pretty much assume that they don't like each other. But in academia, they like each other so much, and respect each other so much, that they can have that kind of passionate conversation. It's fun for them. And I got a kick out of it.

I was a philosophy major as an undergrad, so we had those kinds of conversations all the time. And I remember another student saying – we were in the dining hall, and who knows what we were talking about – one guy said something a little cutting, and this other student said, "You know, we're not in this to win. We're in it to learn something."

And that's the difference between the corporate environment and the academic environment. In business it's all about winning.

What about administration?

It's a big job. It's a big job because we have to go about our work differently. I really enjoyed being a subject-matter expert, and as an administrator, you don't get to be an expert on *anything* anymore. That's one big difference.

Being an administrator in college is more about organizing things, keeping everybody moving forward, focused on the role they have to play. I think part of my job is to ensure that folks are focused on what's important. My job is to kind of clear the paths, so that our instructors and advisors and counselors and front-line people can focus on students.

Do you ever get the feeling that you're herding cats?

Twenty years ago, on my farm, the seed plants, the cattle operation, basically that's what I was doing then. We had a lot of employees, and I was just trying to keep everything running, everybody moving forward. So it doesn't feel new to me. And I think a lot of the work that I'll be doing here with faculty, and that many of them have been doing already, is taking on projects, managing projects, and it's kind of a natural thing. Either you enjoy that sort of thing or you don't, and if you don't, you stay away from it.

Being an administrator – it's a leap in that you have to shift what you think about first when you get up in the morning. But it's not a leap in terms of the nature of the work. I'm very comfortable doing it.

It's interesting: you keep going back to the farm when you talk about these things.

Things kind of go full circle in life, and generally they go full circle several times.

You're still just trying to make stuff grow.

[Laughter]

You know, you don't have to talk about this if you don't want to, but those farming dreams you have – what happens in them?

Oh, it's usually that something didn't get done. I forgot to harvest a quarter-section of wheat, and it's been sitting there for twenty years, and nobody's touched it or looked at it. It's all stuff like that.

Worrying.

Worrying.

It's interesting that your mind would choose *that* way of worrying.

It's a combination of today's reality and what was going on back then. But I see details about my old farm equip-

ment: it's all still there. So *I'm* still there. I keep thinking that one of these nights, I'll have a dream which is not related to farming. And when that happens, I'll know maybe I've achieved something.

You'll have grown up and left home.

It's a little hard to articulate in any meaningful way. I've done a lot of things since the farm; I've certainly challenged myself and what-not; but nothing compares to the challenge, to the – I don't want to say stress, because I don't ever admit that I have stress –

You had a lot of responsibility.

And I was young then. It helps me understand what our students are going through. Most of our students are in the 18-22 age range, and those are transformational years. I think back to when I was that age. I was starting the farm, and doing things a lot of kids didn't do, but at the same time, my views – my political views, what I value in life, what I want to do with my life – were pretty much modeled after the people I was around back then. Those people were very influential. Those college teachers at Dodge City, my close friends and maybe their parents, my uncle who was a dairy farmer – those people were influential in determining what I value. And I suspect it's like that for most people.

The reason that matters is because here we are, and we're essentially role models for people who are going through their transformational years. We are, like it or not, people who will impact these students for the rest of their lives. And that's why I want to be part of an academic institution. My own professors set me on a course, whether they intended to or not. Most of us don't plan to have the impact we have, or even know we're having that impact, but we can bet we're having *some* impact.

You hope you're doing more good than harm.

Exactly. We hope we're not messing 'em up too bad.

So how does your wife feel about your coming here?

Leslie works in Denver; she's a long-time high school counselor with the Jeffco school district. We actually moved to Colorado fifteen years ago, and she drove that: she's always wanted to live here, she has family out here, and she enticed me, I guess. She's anchored there, loves her job, loves her school; she's not going anywhere. And I'm wise enough to know, "happy wife, happy life."

I've done a lot of different things since leaving the farm, but one thing that is a fixture now is that our permanent place is in the foothills, near Denver. We spend every weekend in the mountains. We like to run trails; in the winter we'll snowshoe or whatever. And we have to have that. That's our happy place. So coming out here during the week, and working during the week, makes no difference: she works hard, I work hard, we wouldn't see each other much anyway. We don't see each other much even when we work in the same city.

But then you go to the mountains.

Weekends, I'm off the clock. Generally speaking, I'm off the clock. I might check email before I go to bed at night, but I'm probably not accessible during the day. And that's only because we're out in the boonies somewhere, on some trail.

Actually, that's one of the questions on my list: "What do you like to do besides work?"

That's it. We run trails. Leslie and I have run a number of ultra-marathons on mountain trails. We don't do hundred-milers, but we like fifty-milers.

Wow. That's serious.

Yeah. It's all about things like learning how to eat while you run, being able to keep your energy up for a whole day, because generally these races are in pretty rough country. It's a sun-up to sun-down type thing. They bring out the food and water to you, so you don't have to carry it.

I won't do a hundred-mile race because that means you have to be out there at night. And I see absolutely no value in being out there at night. The only reason I'm out there at all is because I like to see things.

I don't camp; I like to sleep in my own bed. I go home after a hard day on the trails, take a shower, eat a steak, drink a beer, go to bed. That, for me, is a perfect day.

How did you get started with that?

I'm going to blame Dan Fisher, that long-haired accounting professor at K-State, for getting me into this originally. He and I will go out – he's a gifted runner, a lot better than I am. When I was teaching, and he was teaching, he would come out to our place as soon as classes were over in May, and we would spend a week, just him and me, running trails every day. We'd do 20-25 miles per day. We'd be out there six, seven, eight hours. You do that for a couple days, and your legs are just dead. But it was kind of like we were trying to outdo each other. And then we would talk. We would carry on about everything, all day. It was a way for both of us to release. I mean, the school year's over, and we'd been wound so tight. We'd run ourselves into the ground.

That's quite a bond to have with someone.

Yes. It is.

And then you got your wife into it?

She was always a runner. She used to run a lot of road-races, and eventually ran marathons. Again, it was Dan Fisher who got her running marathons. He trained her. So *they* probably got to be good friends before Dan and I did. And then I didn't want to be left out.

The funny thing is, I'm out there running all over these mountain trails, and I think back to when I was farming, and the only time you would ever have caught me running was when the cattle were out and I was chasing them. Back then, never in a million years would I have thought I'd be running for fun.

In terms of what Leslie and I like to do, I guess we're pretty narrow that way. We have a lot of friends and family, and we go visit them. But on the weekends, this is what we do. We don't even have to talk about it. We get up on Saturday morning, put on our running clothes, start packing, and it probably isn't until we get in the truck that we decide where we're going.

Also, while we don't have children – just never got around to it: blame the farm for that – we have nieces and nephews we spend a lot of time with.

Are they around Denver?

Well, they used to be, but they're scattered all across the country now that they're grown. We still have some little ones – I guess they're junior-high age now, the youngest ones. They're in California, Indiana, and we still have a niece here in Fort Morgan who's junior-high age. Leslie, in particular, stays in close touch with them, and they're emailing, and Face-Timing, and talking on the phone all the time. That's very important to us.

Are you guys the soft-touch uncle and aunt?

Totally. Spoil them rotten and send them back. The parents hate us. They're always full of sugar when they go home.

Part two of the interview will be published in the October 2014 edition of the Pronghorn Pronk.

Foundation News

Anne-Marie Crampton



Thank You Kane Family Foundation!!!

(Lamar, Colorado; August 11, 2014) In a tremendous gesture of support for Lamar Community College, the Kane Family Foundation has funded two Agriculture Studies scholarships to LCC for the upcoming academic year. These scholarships will cover tuition, mandatory fees, and books for up to two years for two students who intend to complete an Associate of General Studies Ag Transfer degree or an Associate of Applied Science in Ag Production/Ag Business. The scholarships are open to Colorado residents who qualify for in-state tuition. The application deadline is August 19th.

Ranchers and philanthropists, Andy & Wanden (Wandeen) Kane believed in *independence in education*. The Kane Family Foundation LCC Ag Scholarships honor their legacy and Southern Colorado's ranching/farming heritage. Kane Scholarships are based on merit and reward hard work. Applicants must have a 3.25 minimum cumulative GPA (high school or after at least 12 credit hours of 100 level courses at LCC). Selection will be based on high school or applicable college academic records and a formal application with letter of introduction.

For more information, please see the application available at www.lamarcc.edu/scholarships or contact the Foundation Office at 719.336.1520 or foundation@lamarcc.edu.

Give to our Life Changing College.



LCC's "Old Cowboys" Reunion and

LCC Antelope Stampede Rodeo

October 3-5

(Lamar, Colorado; August 12, 2014) A dedicated and expanding group of Lamar Community College/Lamar Junior College cowboys and cowgirls is busy planning something fun for this fall. In conjunction with the LCC Antelope Stampede Rodeo on October 3-5, Lamar will host a reunion for LCC's "Old Cowboys." The reunion will be headquartered at the Rodeway Inn-Cow Palace and begin on Friday, October 3rd. Major events include a social Friday afternoon, lunch and dinner Saturday, LCC rodeo performances, and optional golf outings. Former students and special guests may learn more about the event and register at www.lamarcc.edu/alumni-relations/old-cowboys-reunion.

"We thought it would be great to reconnect with our fellow students who came here for rodeo, ag, livestock judging, horse training, and other related studies," commented Alvin Jones, co-organizer and '71 alum. "At this point, the most interest seems to be from alums who attended the college in the 1960's and 70's, but we are hoping that we have representation from everyone who enjoyed their time here and wants to come back to have a great weekend with other old cowboys. It's exciting. Former students of ALL ages are starting to make plans to be here."

The group is reaching out to students who were in Ag or Equine programs, those who participated in Rodeo, Livestock Judging, Saddle & Siroloin Club, and others. Many attended Lamar Junior College before it changed its name to LCC in 1968. *Everyone* is welcome. The group is hoping to reach out to former instructors and supporters as well. Additional information is available at www.facebook.com/groups/lamarccoldcowboys or www.lamarcc.edu/alumni. Alums are encouraged to contact the College or find more information on the website.

Everyone is encouraged to attend LCC's Antelope Stampede Rodeo on October 3, 4, and 5 as well. It brings approximately 400 contestants from the Central Rocky Mountain Region – some of the best in the country – to Lamar. Tickets are \$6.00 for adults, and student tickets are also available. Contact LCC Rodeo Club members or Fred Sherwood at 336.1670 or rodeo@lamarcc.edu to purchase tickets prior to October 3. Tickets can be purchased at the gate during the performances.

For more information on the event, contact the LCC Foundation office at 719.336.1520 or foundation@lamarcc.edu

LCC's Lopes Softball Team News

Craig G. Brooks

At the end of last season, May 2014, the softball team gained recognition as one of the NJCAA's top Academic teams. The Lopes Softball team's 3.04 GPA put the LCC team into the top 110 teams in the nation for team GPA. Not only did the team make it to the NJCAA list, but our team had three sophomores that went above and beyond. Two team members, Dara Knutson and Kristina Morben, both received Exemplary Academic Achievement for GPA's above a 3.60 to 3.79 on a 4.0 scale. Emily Paulson received a Pinnacle Award for Academic Excellence for receiving a perfect 4.0 during her two years at LCC. It gives all of us at LCC a sense of pride in our student's successes in athletics and academics. **Thanks for your support!**

LCC Events Calendar September

01 — Labor Day Offices closed—No classes

19 — Conversation Day (most offices closed) Wellness Center

(10:00 am—1:30 pm)

24 — Adams State University Recruiter -Betz Atrium (8:00 am — 10:00 am)