

# NEW MEXICO JUNIOR COLLEGE

## BOARD MEETING

Thursday, March 19, 2009

Zia Room - Library

4:00 p.m.

## AGENDA

- |   |                 |
|---|-----------------|
| A. Welcome  | Larry Hanna     |
| B. Adoption of Agenda   | Larry Hanna     |
| C. Approval of Minutes of February 10, 2009                                 | Larry Hanna     |
| D. President's Report   | Steve McCleery  |
| E. New Business   |                 |
| 1. Consideration of Audit Report  | Dan Hardin      |
| 2. Monthly Expenditures Report  | Dan Hardin      |
| 3. Monthly Revenue Report   | Dan Hardin      |
| 4. Oil and Gas Revenue Report   | Dan Hardin      |
| 5. Schedule of Investments  | Dan Hardin      |
| 6. Consideration of Request to Sell Printing Press                          | Dan Hardin      |
| 7. Consideration of Bid #1022 – Sell of Nortel Meridian Phone System        | Carla Brown     |
| 8. Consideration of Bid #1023 – Purchase of Water Chiller for Central Plant | Carla Brown     |
| 9. Consideration of Bid #1024 – Pulling Unit Restoration                    | Carla Brown     |
| 10. Consideration of Bid #1025 – Electrical Service Upgrade                 | Carla Brown     |
| 11. Consideration of Tuition & Fees for Transitional Classes in Summer 2009 | Larry Sanderson |
| 12. Consideration of Western Heritage Museum Advisory Board Member          | Steve McCleery  |
| 13. Consideration Sabbatical Leave Request                                  | John Gratton    |
| 14. Personnel Consideration – Recruiter for Automotive Technology           | John Gratton    |
| F. Public Comments  | Larry Hanna     |
| G. Closure of Open Meeting  | Larry Hanna     |
| H. Announcement of Next Meeting   | Larry Hanna     |
| I. Adjournment  | Larry Hanna     |

# NEW MEXICO JUNIOR COLLEGE

## BOARD MEETING

FEBRUARY 10, 2009

### MINUTES

The New Mexico Junior College Board met on Tuesday, February 10, 2009, beginning at 4:00 p.m. in the Zia Room of Pannell Library. The following members were present: Mr. Larry Hanna, Chairman; Ms. Patricia Chappelle, Secretary; Mr. Phillip Jones; Mrs. Mary Lou Vinson; Mr. Ron Black; Mrs. Yvonne Williams; and Mr. Guy Kesner.

Mr. Hanna called the meeting to order and welcomed visitors and guests present: Michelle Fox, Hobbs News Sun.

Upon a motion by Mrs. Vinson, seconded by Mrs. Williams, the agenda was unanimously adopted, as presented.

Upon a motion by Mr. Kesner, seconded by Mrs. Williams, the Board unanimously approved the minutes of January 20, 2009.

*Under President's Report*, Maria Vick introduced the All State Academic Team members who were honored in Santa Fe last week. August Fons shared with the Board the law enforcement academy's "Day One" training. The training will be incorporated statewide.

*Under New Business*, Dan Hardin presented the January financial reports and with a motion by Mr. Jones, seconded by Ms. Chappelle, the Board unanimously approved the expenditures for January, 2009. Upon a motion by Ms. Chappelle, seconded by Mrs. Vinson, the Board unanimously approved the Fiscal Watch reports.

Bill Morrill presented the revision to Policy No. 304 of the Employee Handbook. The words "a fiscal year" and "per fiscal year" will be struck from the Family and Medical Leave Act of 1993. Upon a motion by Mr. Jones, seconded by Mr. Black, the Board unanimously approved the revision.

Dr. McCleery presented an Amended Resolution for the upcoming Board election. The election will be held at the Lea County Clerk's Office since the election is uncontested. Upon a motion by Mr. Kesner, seconded by Mr. Black, the Board unanimously adopted the resolution.

Dr. McCleery presented a recommendation from the Lea County Cowboy Hall of Fame Board to replace Randy McCormick with Helen Nave on the Western Heritage Museum Advisory Board. Ms. Nave is the new Chair on the Hall of Fame Board. Upon a motion by Mr. Kesner, seconded by Ms. Chappelle, the Board unanimously approved the recommendation.

Jeff McCool introduced representatives from Hunt Advertising to make a presentation outlining the ideas for the Training & Outreach Division branding and marketing 2009 campaign. The campaign will help to identify New Mexico Junior College as a significant provider in the competitive workforce training and professional development markets. The source of funding is a Maddox Grant. Upon a motion by Mr. Jones, seconded by Ms. Chappelle, the Board unanimously approved the campaign.

Mrs. Vinson moved the board go into closed session for the discussion of limited personnel matters under the provisions of section 10-15-1-H (2) of the New Mexico Statutes Annotated 1978. Mrs. Williams seconded the motion. The roll call vote was as follows: Mr. Jones – yes; Mr. Black – yes; Ms. Chappelle – yes; Mr. Kesner - yes; Mr. Hanna – yes; Mrs. Vinson – yes; and Mrs. Williams – yes.

Upon re-convening in open meeting, Mr. Hanna stated that the matters discussed in the closed meeting were limited only to those specified in the motion for closure.

The next regular board meeting was scheduled for March 19, 2009, beginning at 4:00 p.m.

Upon a motion by Mr. Kesner, seconded by Mr. Black, the board meeting adjourned at 5:35 p.m.

# NEW MEXICO JUNIOR COLLEGE

Vice President for Finance

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To: **New Mexico Junior College Board Members**  
From: Dan Hardin  
Date: March 6, 2009  
RE: Expenditure and Revenue Reports for February 2009

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February is the eighth month of the fiscal year or 67% of the 2008/2009 budget. The expenditure report represents expenditure totals that include funds expended and encumbered. The total year-to-date funds expended and/or encumbered through the month of February is \$26,405,101.00.

The total current unrestricted fund expenditures for Instruction & General through February are \$16,545,955.00, which is 70% of the projected budget. The expenditures in Instruction and General are normal with most departments within reasonable percentage of expenditures for this time of year. In the other Current Unrestricted Funds, all funds are over the 67% for the budget year. All of these funds either have large expenditures at the beginning of each semester or they have large encumbrances for maintenance agreements. Student Aid is over budget due to increased Student Aid waivers for the high school students across the County, staff tuition and fee waivers, and 55 and over tuition waivers.

The expenditures for the Current Restricted Funds are \$4,350,776.00, which is 73% of the projected budget. Most of the expenditures are in the Student Aid from the Pell and Direct Loans at the start of the Spring Semester. Grants have expended about 50% of the projected budget. Most of the Grants have several more months in their fiscal year.

Plant funds have expended or encumbered \$5,508,370.00, which consists mostly of encumbrances for upcoming upgrade projects, landscaping projects, and architect design work.

Expenditures and encumbrances through February 2009 were \$26,405,101.00, or 53% of the projected budget.

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Revenue received in February 2009 was \$3,577,868.00. In unrestricted revenue we had \$2,905,259.00 in revenue for the month. This was generated mostly from the monthly allocation from the state of \$641,108.00, and oil and gas revenue of \$568,807.00, oil and gas equipment tax income of \$1,063,930.00, and Auxiliary Enterprise revenue of \$367,537. One note is concerning the \$56,848.00 loss of revenue for tuition and fees. During February, Financial Aid adjusted Financial Aid awards based on students not attending classes, students dropping classes, and students withdrawing from school. When financial aid is reversed and the student is still enrolled in classes it impacts the revenue accounts for tuition and fees.

Restricted funds had revenue of \$573,082.00 from drawdowns in February for Grants and from restricted financial aid.

We had \$99,527.00 of revenue in Plant funds for February. This was from draws from the State from the Severance Tax Bond.

Total revenue for February 2009 is \$3,577,868.00, with year-to-date revenue of \$28,930,757.00 or 88% of projected budget.

Oil and Gas revenue is moving downward, with the actual revenue for January of \$568,807.00, the total year-to-date is \$7,660,012.00. This is \$4,860,012.00 over budget projections for the first eight months of the year. Oil and Gas equipment tax has a year-to-date total of \$1,698,862.00, which is \$698,862.00 over the budget for the year.

The investment report shows an ending balance of \$11,625,000.00 in the LGIP fund. As we have indicated in prior months we have not been sending any new funds to the LGIP fund. Because of that approach we had over \$5,000,000.00 in our Wells Fargo operating account at the end of February. These funds have pledging of \$3,090,000.00 and FDIC insurance of \$250,000.00. Attached with your Board packet is the latest information from the LGIP concerning the funds that we do have with the LGIP. Of the \$11,625,000.00, \$11,209,731.28 is available for withdrawal, \$415,268.72 of the \$11,625,000.00 is being held in a reserve contingency fund. It appears that this is the College's exposure in the LGIP funds. Although the \$415,268.72 has been placed in the reserve contingency fund, the LGIP staff are confident that we will not experience any losses.

Cindy Bryan with Accounting and Consulting will be presenting the June 30, 2008 audit for New Mexico Junior College at the March 19<sup>th</sup>, 2009 Board meeting. The audit is an Unqualified audit, which is what we want. As with every audit we had some audit findings.

The first finding is a repeat from 2007, it is titled Preparation of Financial Statements, the condition is the financial statements and related disclosures are not being prepared by the College. After the 2007 audit, a significant amount of time and funds were spent sending the Accountant (Amparo Salazar) to schools and training to address this finding. The Amparo resigned right before the 2008 audit leaving this issued unaddressed. We have already started additional training to address the ongoing educational process, but this will not be corrected in one year.

The next finding is reconciliations to the General Ledger. This finding is addressing the reconciliation of Accounts Receivables, Accounts Payable, Prepaid Insurance, ERA, and RHC. We have been working on completing monthly reconciliations in these areas.

The third finding receipts from different departments are not being receipted daily. It was noted by the auditors that departments would drop off their daily receipts and not stay at the window to verify the cash. This process has been rectified and departments are staying at the window to verify cash.

The fourth finding addressed missing receipts for gas purchases. The Business Office is requiring a lost receipt affidavit if receipts do not accompany the Purchase Card or Gas Card purchases.

Finding number five addresses insufficient advertisement of an Invitation to Bid. An Invitation to Bid was sent out and there were only 9 days between the date of advertisement and the bid opening, the required time is 10 days. The Business Office is watching this very closely.

Finding number six is the Pledged Collateral Issues. This finding is noting that the pledged collateral from Wells Fargo for our checking account was and is secured by FNMA , FHLMC, FLB, and Federal Farm Credit Bank. We will continue to monitor these pledges.

As with every audit we hate to see findings, but we do our best to address the findings, to improve our procedures, and to keeping personnel trained.

This concludes the Financial Report for February 2009

February 27, 2009

Dear *New MexiGROW* LGIP Participant:

This announcement is a follow-up to the January 9, 2009, announcement with respect to the Reserve Primary money market fund (the "Reserve"), a copy of which is attached.

As we told you at that time, on December 3, 2008, the Reserve announced a preliminary liquidation plan for shareholders. Based on that liquidation plan, the State Treasurer's Office developed its own plan to amortize the estimated loss amount from the Reserve against future LGIP investment earnings. At that time, we believed that our plan was the best solution to the unprecedented market influence on LGIP holdings.

On February 26, 2009, the Reserve unexpectedly announced that it was setting aside an initial \$3.5 billion for the purpose of anticipated and pending litigation against it, which amount may increase or decrease as the Reserve continues to evaluate information related to such litigation. As a result of this announcement, we believe that our original plan must be revised.

We have developed a revised plan that we believe will best protect participants' contributions and should not need to be revised again. The plan will include the following elements:


- We are no longer deducting from your interest earnings according to the amortization plan described in our January 9, 2009, announcement. Instead, we will isolate the LGIP's Reserve position into a fund to be named The Reserve Contingency Fund, so that it is separate from the remainder of the LGIP portfolio. Only that portion of a participant's LGIP holdings that were attributable to the Reserve position as of September 15, 2008, will be placed in The Reserve Contingency Fund. The Reserve Contingency Fund will not earn interest. Any future distributions made by the Reserve will be placed into that fund and then distributed to participants based on each participant's pro rata share of the LGIP balance as of September 15, 2008.
- The remainder of the LGIP fund will continue as a money market fund. In order to protect participants in the future, the LGIP has already been divested of Prime and Government money market funds and those proceeds have been reinvested in 7-day and 14-day Treasury bills and fully-collateralized bank deposits. Over the next few weeks, withdrawal of deposits from the LGIP will be limited as we implement our revised plan. We will notify participants in writing as to how the revised plan affects each participant's account(s).

STO is evaluating the new information received from the Reserve to determine whether STO has any recourse in light of the Reserve's actions.

STO will continue to manage LGIP funds with discipline and expertise. Your patience and support of the Treasurer's Office and continued participation in the *New MexiGROW* LGIP are greatly appreciated. We will continue to keep you informed of any developments affecting the LGIP.

Sincerely,

  
James B. Lewis  
New Mexico State Treasurer

  
Scott Newman, CFA  
Interim Chief Investment Officer



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**NEW MEXICO JUNIOR COLLEGE**  
**Expenditure Report**  
**February 2009**

67% of Year Completed

| Fund  | 2007-08           |                                     |                               | 2008-09           |                                |                                     |                               |
|---|-------------------|-------------------------------------|-------------------------------|-------------------|--------------------------------|-------------------------------------|-------------------------------|
|   | Final Budget      | Year-to-Date Expended or Encumbered | Percentage of Budget Expended | Budget            | Current Expended or Encumbered | Year-to-date Expended or Encumbered | Percentage of Budget Expended |
| <b>CURRENT UNRESTRICTED FUND</b>                  |                   |                                     |                               |                   |                                |                                     |                               |
| <b>Instruction and General:</b>                   |                   |                                     |                               |                   |                                |                                     |                               |
| Instruction                                       | 7,622,840         | 5,805,197                           | 76%                           | 8,385,508         | 879,962                        | 6,098,185                           | 73%                           |
| Academic Support                                  | 2,252,838         | 1,610,738                           | 71%                           | 2,784,192         | 331,041                        | 1,917,857                           | 69%                           |
| Student Services                                  | 1,357,855         | 878,883                             | 65%                           | 1,435,006         | 132,351                        | 952,104                             | 66%                           |
| Institutional Support                             | 3,795,455         | 1,728,446                           | 46%                           | 4,024,733         | 254,971                        | 1,811,219                           | 45%                           |
| Operation & Maintenance of Plant                  | 2,554,214         | 1,631,226                           | 64%                           | 2,735,003         | 276,478                        | 1,971,590                           | 72%                           |
| <b>Subtotal - Instruction &amp; General</b>       | <b>17,583,202</b> | <b>11,654,490</b>                   | <b>66%</b>                    | <b>19,364,442</b> | <b>1,874,803</b>               | <b>12,750,955</b>                   | <b>66%</b>                    |
| Student Activities                                | 195,768           | 138,213                             | 71%                           | 200,314           | 21,129                         | 146,804                             | 73%                           |
| Research  | 0                 | 0                                   | 0%                            | 0                 | 0                              | 0                                   | 0%                            |
| Public Service                                    | 0                 | 0                                   | 0%                            | 0                 | 0                              | 0                                   | 0%                            |
| Internal Service Departments                      | 529,005           | 459,338                             | 87%                           | 621,622           | 35,215                         | 499,907                             | 80%                           |
| Student Aid                                       | 461,439           | 573,666                             | 124%                          | 504,473           | 72,546                         | 530,944                             | 105%                          |
| Auxiliary Enterprises                             | 1,623,308         | 1,549,241                           | 95%                           | 1,693,320         | 317,233                        | 1,658,443                           | 98%                           |
| Athletics   | 917,796           | 724,414                             | 79%                           | 1,091,624         | 59,441                         | 958,902                             | 88%                           |
| <b>Total Current Unrestricted Fund</b>            | <b>21,310,518</b> | <b>15,099,362</b>                   | <b>71%</b>                    | <b>23,475,795</b> | <b>2,380,367</b>               | <b>16,545,955</b>                   | <b>70%</b>                    |
| <b>CURRENT RESTRICTED FUND</b>                    |                   |                                     |                               |                   |                                |                                     |                               |
| Grants  | 2,053,106         | 920,771                             | 45%                           | 1,979,279         | 117,964                        | 994,008                             | 50%                           |
| Student Aid                                       | 4,000,000         | 3,201,355                           | 80%                           | 4,000,000         | 154,009                        | 3,356,768                           | 84%                           |
| <b>Total Current Restricted Fund</b>              | <b>6,053,106</b>  | <b>4,122,126</b>                    | <b>68%</b>                    | <b>5,979,279</b>  | <b>271,973</b>                 | <b>4,350,776</b>                    | <b>73%</b>                    |
| <b>PLANT FUNDS</b>                                |                   |                                     |                               |                   |                                |                                     |                               |
| <b>Capital Outlay / Bldg. Renewal &amp; Repl.</b> |                   |                                     |                               |                   |                                |                                     |                               |
| Projects from Institutional Funds                 | 12,516,756        | 8,917,365                           | 71%                           | 15,202,776        |                                | 4,066,483                           | 27%                           |
| Projects from State GOB Funds                     | 1,839,874         | 1,620,582                           | 88%                           | 1,555,621         | 0                              | 227,115                             | 15%                           |
| Projects from State STB Funds                     | 320,000           | 320,000                             | 0%                            | 1,810,000         | 69,484                         | 728,268                             | 40%                           |
| Projects from General Fund                        | 519,058           | 420,786                             | 81%                           | 178,282           | 29,438                         | 29,543                              | 17%                           |
| Projects from Private Funds                       | 465,801           | 27,567                              | 6%                            | 574,243           | 22,473                         | 456,961                             | 80%                           |
| Projects from State ER&R                          | 226,359           | 0                                   | 0%                            | 197,252           | 0                              | 0                                   | 0%                            |
| Projects from State BR&R                          | 1,218,112         | 0                                   | 0%                            | 683,588           | 679,107                        | 0                                   | 0%                            |
| Projects from Auxiliary BR&R                      | 14,042            | 0                                   | 0%                            | 302               | 0                              | 0                                   | 0%                            |
| <b>Subtotal - Capital and BR&amp;R</b>            | <b>17,120,002</b> | <b>11,306,300</b>                   | <b>66%</b>                    | <b>20,202,064</b> | <b>800,502</b>                 | <b>5,508,370</b>                    | <b>27%</b>                    |
| <b>Debt Service</b>                               |                   |                                     |                               |                   |                                |                                     |                               |
| Revenue Bonds                                     | 0                 | 0                                   | 0%                            | 0                 | 0                              | 0                                   | 0%                            |
| <b>Total Plant Funds</b>                          | <b>17,120,002</b> | <b>11,306,300</b>                   | <b>66%</b>                    | <b>20,202,064</b> | <b>800,502</b>                 | <b>5,508,370</b>                    | <b>27%</b>                    |
| <b>GRAND TOTAL EXPENDITURES</b>                   | <b>44,483,626</b> | <b>30,527,788</b>                   | <b>69%</b>                    | <b>49,657,138</b> | <b>3,452,842</b>               | <b>26,405,101</b>                   | <b>53%</b>                    |



**NEW MEXICO JUNIOR COLLEGE**  
**Revenue Report**  
**February 2009**

67% of Year Completed

| Fund  | 2007-08           |                      |                               | 2008-09           |                  |                      |                               |
|---|-------------------|----------------------|-------------------------------|-------------------|------------------|----------------------|-------------------------------|
|   | Final Budget      | Year-to-date Revenue | Percentage of Budget Received | Budget            | Current Revenue  | Year-to-date Revenue | Percentage of Budget Received |
| <b>CURRENT UNRESTRICTED FUND</b>            |                   |                      |                               |                   |                  |                      |                               |
| <b>Instruction and General:</b>             |                   |                      |                               |                   |                  |                      |                               |
| Tuition and Fees                            | 3,137,649         | 3,077,038            | 98%                           | 3,259,000         | (56,848)         | 3,085,303            | 95%                           |
| State Appropriations                        | 7,990,100         | 7,156,184            | 90%                           | 8,299,600         | 641,108          | 5,900,905            | 71%                           |
| Advalorem Taxes - Oil and Gas               | 5,200,000         | 7,434,626            | 143%                          | 5,200,000         | 1,632,737        | 9,358,874            | 180%                          |
| Advalorem Taxes - Property                  | 2,800,000         | 2,272,107            | 81%                           | 3,100,000         | 53,766           | 2,478,146            | 80%                           |
| Interest Income                             | 285,000           | 335,995              | 118%                          | 508,252           | 317              | 127,400              | 25%                           |
| Other Revenues                              | 229,100           | 182,038              | 79%                           | 246,100           | 240,267          | 468,037              | 190%                          |
| <b>Subtotal - Instruction &amp; General</b> | <b>19,641,849</b> | <b>20,457,988</b>    | <b>104%</b>                   | <b>20,612,952</b> | <b>2,511,347</b> | <b>21,418,665</b>    | <b>104%</b>                   |
| Student Activities                          | 0                 | 0                    | 0%                            | 0                 | 0                | 0                    | 0%                            |
| Public Service                              | 0                 | 0                    | 0%                            | 0                 | 0                | 0                    | 0%                            |
| Internal Service Departments                | 0                 | 0                    | 0%                            | 0                 | 0                | 0                    | 0%                            |
| Auxiliary Enterprises                       | 2,240,048         | 1,899,157            | 85%                           | 2,331,600         | 367,537          | 2,253,531            | 97%                           |
| Athletics                                   | 189,100           | 176,067              | 93%                           | 320,500           | 26,375           | 211,000              | 66%                           |
| <b>Total Current Unrestricted</b>           | <b>22,070,997</b> | <b>22,533,212</b>    | <b>102%</b>                   | <b>23,265,052</b> | <b>2,905,259</b> | <b>23,883,196</b>    | <b>103%</b>                   |
| <b>CURRENT RESTRICTED FUND</b>              |                   |                      |                               |                   |                  |                      |                               |
| Grants                                      | 2,038,152         | 933,298              | 46%                           | 1,979,279         | 148,451          | 987,576              | 50%                           |
| Student Aid                                 | 4,000,000         | 3,201,355            | 80%                           | 4,000,000         | 424,631          | 2,991,125            | 75%                           |
| <b>Total Current Restricted</b>             | <b>6,038,152</b>  | <b>4,134,653</b>     | <b>68%</b>                    | <b>5,979,279</b>  | <b>573,082</b>   | <b>3,978,701</b>     | <b>67%</b>                    |
| <b>PLANT FUNDS</b>                          |                   |                      |                               |                   |                  |                      |                               |
| Capital Outlay / Bldg. Renewal & Repl.      |                   |                      |                               |                   |                  |                      |                               |
| Projects from State GOB Funds               | 1,840,485         | 1,576,099            | 86%                           | 1,586,048         | 0                | 186,184              | 12%                           |
| Projects from State STB Funds               | 320,000           | 0                    | 0%                            | 1,810,000         | 99,527           | 837,676              | 46%                           |
| Projects from General Fund                  | 537,995           | 0                    | 0%                            | 178,282           | 0                | 45,000               | 25%                           |
| Projects from Private Funds                 | 0                 | 0                    | 0%                            | 0                 | 0                | 0                    | 0%                            |
| Interest Income                             | 0                 | 0                    | 0%                            | 0                 | 0                | 0                    | 0%                            |
| <b>Total Plant Funds</b>                    | <b>2,698,480</b>  | <b>1,576,099</b>     | <b>58%</b>                    | <b>3,574,330</b>  | <b>99,527</b>    | <b>1,068,860</b>     | <b>0%</b>                     |
| <b>GRAND TOTAL REVENUES</b>                 | <b>30,807,629</b> | <b>28,243,964</b>    | <b>92%</b>                    | <b>32,818,661</b> | <b>3,577,868</b> | <b>28,930,757</b>    | <b>88%</b>                    |

# NEW MEXICO JUNIOR COLLEGE

## Oil and Gas Revenue Report

### February 2009

67% of Year Completed

|   |              | OIL              |                         | GAS              |                        | COMBINED           |                               |                                    |
|---|--------------|------------------|-------------------------|------------------|------------------------|--------------------|-------------------------------|------------------------------------|
| Month of  | Distribution | Price<br>per BBL | Lea County<br>BBLs sold | Price<br>per MCF | Lea County<br>MCF sold | Monthly<br>Revenue | 2006-07<br>Original<br>Budget | Variance<br>Over (Under)<br>Budget |
| Actual  | July         | \$114.17         | 3,061,229               | \$11.67          | 16,203,348             | 1,267,202          | 350,000                       | 917,202                            |
| Actual  | August       | \$131.10         | 2,682,103               | \$12.59          | 14,217,636             | 1,222,043          | 350,000                       | 872,043                            |
| Actual  | September    | \$131.71         | 2,840,992               | \$13.63          | 16,287,197             | 1,378,618          | 350,000                       | 1,028,618                          |
| Actual  | October      | \$113.77         | 2,857,287               | \$10.36          | 15,889,310             | 1,141,106          | 350,000                       | 791,106                            |
| Actual  | November     | \$99.66          | 2,789,439               | \$7.68           | 13,725,579             | 920,047            | 350,000                       | 570,047                            |
| Actual  | December     | \$74.97          | 2,894,906               | \$5.42           | 19,024,056             | 812,189            | 350,000                       | 462,189                            |
| Actual  | January      | \$49.81          | 2,851,863               | \$3.96           | 16,065,565             | 568,807            | 350,000                       | 218,807                            |
| Accrual   | February     |                  |                         |                  |                        | 350,000            | 350,000                       | 0                                  |
| Accrual   | March        |                  |                         |                  |                        |                    |                               | 0                                  |
| Accrual   | April        |                  |                         |                  |                        |                    |                               | 0                                  |
| Accrual   | May          |                  |                         |                  |                        |                    |                               | 0                                  |
| Accrual   | June         |                  |                         |                  |                        |                    |                               | 0                                  |
| Y.T.D. Production Tax Revenue                                     |              |                  |                         |                  |                        | 7,660,012          | 2,800,000                     | 4,860,012                          |
| Y.T.D. Equipment Tax Revenue                                      |              |                  |                         |                  |                        | 1,698,862          | 1,000,000                     | 698,862                            |
| <b>Total Year-to-Date Oil &amp; Gas and Equipment Tax Revenue</b> |              |                  |                         |                  |                        | <b>9,358,874</b>   | <b>3,800,000</b>              | <b>5,558,874</b>                   |

Source: New Mexico Taxation and Revenue Department

**NEW MEXICO JUNIOR COLLEGE**  
**Schedule of Investments**  
**February 2009**

67% of Year Completed

| Financial Institution                                   | Amount Invested          | Date Invested | Maturity Date | Period of Investment (Days) | Account Number | Interest Rate | Interest Earned     |
|---|--------------------------|---------------|---------------|-----------------------------|----------------|---------------|---------------------|
| State of New Mexico<br>Local Government Investment Pool | 11,625,000               | N/A           | N/A           | N/A                         | 7102-1348      | 1.070%        | 9,564               |
| <b>Total Investments</b>                                | <b><u>11,625,000</u></b> |               |               |                             |                |               | <b><u>9,564</u></b> |

| Summary of Current Month's Activity |                   |
|-------------------------------------|-------------------|
| Beginning amount                    | 11,625,000        |
| Plus: deposits                      | 0                 |
| Less: withdrawals                   | 0                 |
| Capital Projects                    | 12,886,292        |
| Reserves Invested                   | -1,261,292        |
| <b>Total LGIP Investment</b>        | <b>11,625,000</b> |

| Capital Projects                  | 2/28/2009            |
|-----------------------------------|----------------------|
| Technology Upgrade                | 120,345.98           |
| Workforce Training Center         | 2,175.00             |
| High Tech Start Up                | 1,346.40             |
| Vehicles                          | 1,124.08             |
| Drawings & Master Plan            | 12,805.63            |
| Baseball Field                    | 31,937.73            |
| Rodeo Arena                       | 120,581.91           |
| Dormitory Landscape               | 1,622.23             |
| Millen Fence/Landscape            | 95,119.12            |
| JASI                              | 113,846.39           |
| Computer Equipment Rebates        | 10,925.95            |
| Marketing                         | 49,932.06            |
| Equestrian Center                 | 449,039.15           |
| Flooring Repair                   | 2,096.14             |
| Student Housing Construction      | 435,387.11           |
| Testing Center Remodel            | 3,950,000.00         |
| Frame & Door Replacement          | 150,000.00           |
| Campus Village Development Proj   | 19,651.65            |
| Continuing Education              | 16,991.00            |
| Landscaping                       | 530,903.42           |
| Millen Drive Signalization        | 95,000.00            |
| Electrical Upgrade                | 543,600.50           |
| Campus Signage                    | 38,120.00            |
| Campus Paving                     | 41,099.66            |
| Roof Replacement                  | 271,747.09           |
| Interior Lighting-Energy Retrofit | 34,722.22            |
| WHM-Consultant                    | 0.00                 |
| Workforce Training-Landscape      | 269,518.81           |
| Old Dorms Renovation              | 829,989.17           |
| CDL Truck Driving Program         | 43,262.14            |
| Millen Dr. Sewer & Water          | 53,218.82            |
| Board Room                        | 15,786.44            |
| Concrete Upgrade                  | 46,063.48            |
| Campus Construction               | 139,170.54           |
| Oil & Gas Training Center         | 302,853.06           |
| Workforce Training/Outreach       | 3,354.43             |
| Professional Writing/Publishing   | 47,602.00            |
| Public Sector                     | 1,826.53             |
| Campus Security                   | 8,446.71             |
| Caster Bleachers                  | 131,871.22           |
| Caster Old CHOF Remodel           | 976,000.00           |
| Track/Arena Area Enhancement      | 68,372.13            |
| Roadway Entrance-Rodeo/CDL        | 60,000.00            |
| Lumens Software-Distance Learning | 5,000.00             |
| Welding Lab                       | 50,000.00            |
| Copier Replacement                | 12,917.66            |
| Workforce Training Contingency    | 2,968.65             |
| Distance Ed Equipment             | 485,000.00           |
| Non-Recurring Compensation        | 677,950.00           |
| Central Plant Upgrade             | 1,515,000.00         |
| <b>Total</b>                      | <b>12,886,292.21</b> |

NOTE: Capital projects total does not include encumbered funds



NEW MEXICO  
Junior College

Dean of Careers & Technology

March 11, 2009

To Members of the New Mexico Junior College Board of Trustees,

We are requesting permission to initiate the process for taking bids to sell a piece of equipment from our current inventory. The equipment is an AB Dick 9985 Printing Press. It was purchased in October of 2003 for \$51,325 for the Graphic Arts program. Since that time, the Graphic Arts program has been discontinued and the area in which the equipment currently sits is needed by other programs. The equipment when purchased was scheduled to be reimbursed through HED on a yearly basis in the amount of 46.5% over a period of 12 years. The 46.5% would have been \$23,866.13 or \$1,988.84 per year for 12 years. Six years has almost elapsed. That leaves approximately \$11,933.06 that we would receive if we were to keep it on inventory for the next 6 years. We believe the market value would be upwards of \$23,000. It would be more advantageous if we could sell the equipment to the highest bidder, divest ourselves of the equipment, and then be able to use the space for other classroom activities.

If this request is approved, we will then follow the process through the appropriate state channels for approval. If we are then granted approval, we would accept bids for the equipment and follow the appropriate protocol for its sale.

Thank you for your consideration in this matter.

Sincerely,

Mary Jane Ward

Dean of Careers and Technology

NEW MEXICO JUNIOR COLLEGE

Invitation to Bid #1023

Purchase of Water Chiller for Central Plant

BOARD DOCUMENTS

Date: March 10, 2009  
Prepared by: Carla Brown  
Coordinator of Purchasing

**NEW MEXICO JUNIOR COLLEGE**

**BOARD DOCUMENTS**

**General Information**

1. On February 13, 2009, legal notices were sent to the following three newspapers requesting sealed bids for a Water Chiller for the Central Plant:  
  
Albuquerque Journal  
Hobbs News Sun  
Las Cruces Sun
2. Two vendors submitted bids within the time frame specified by the bid package.
3. No vendors were present at the bid opening.
4. The Business Office, Maintenance Department, and Bridgers & Paxton Consulting Engineers have evaluated the bids received and their recommendation is shown on Page 3.

**NEW MEXICO JUNIOR COLLEGE**

**Board Documents**

**Evaluation and Recommendations**

The vendors responding to invitation to Bid #1023 were E.E.S.T., Inc. (York); Albuquerque, NM and Trane Commercial Systems; Lubbock, TX.

The Administration recommends acceptance of the base bid proposal from E.E.S.T., Inc. (York) in the amount of \$178,000.00.

Source of Funding: FY 2008-2009 Capital Projects – STB Central Plant Upgrade  
Account Title: Major Equipment  
Account Number: 92522-4002-73102-912  
Amount: \$178,000.00

**New Mexico Junior College**  
**Evaluation of Chiller Purchase Proposals**  
**Date: March 6, 2009**

A spread sheet "Chiller Analysis March 2009" is a part of this documentation. The spread sheet contains technical details for the recommendations that follow.

Summary: Based on the evaluation of the proposals it is recommended that the York base bid proposal be accepted.

**BEST PROPOSAL - YORK BASE BID - \$ 178,000.00**

Includes a variable frequency drive (VFD) motor controller

- Limits starting current inrush which lowers electric demand charges
- Provides very high operating efficiency at low loads
- Improves the operating life of the chiller motor by lowering the starting current
- Reduces plant operating noise level

Operates at excellent overall efficiency

Machine is stable at low condensing water temperature resulting in very high efficiencies

Pumping costs for both chilled and condensing water are reasonable

Lowest cost 5 yr maintenance contract

Uses refrigerant R134A which complies with all current environmental restrictions

Availability of factory trained service technicians located in Roswell, NM

**2nd BEST PROPOSAL YORK ALT BID - \$162,000.00**

This is the same machine as the York Base Bid proposal except that the machine does not have a variable frequency drive. This change reduces operating efficiency particularly with colder condensing water temperatures.

Uses a solid state motor controller, a high end reduced voltage starter.

- Limits starting current but cannot limit to a specific value as with the VFD.
- Does not have the ability to control the chiller compressor speed.

Has reasonable operating efficiency.

Machine is stable at low condensing water temperatures

Pumping costs for both chilled and condensing water are reasonable

Lowest cost 5 yr maintenance contract

Uses refrigerant R134A which complies with all current environmental restrictions

Availability of factory trained service technicians located in Roswell, NM

**3rd BEST PROPOSAL TRANE PROPOSAL 1 - \$217,296.00**

Includes a variable frequency drive (VFD) motor controller

- Limits starting current inrush which lowers electric demand charges
- Provides high operating efficiency at low loads
- Improves the operating life of the chiller motor by lowering the starting current



- Reduces plant operating noise level

Operates at excellent overall efficiency.

Is not stable at very low condensing water temperatures.

Pumping costs for both chilled and condensing water are reasonable.

Uses refrigerant R123 that has future known environmental restrictions.

#### **4th BEST PROPOSAL TRANE PROPOSAL 5 - \$183,300.00**

Uses a wye delta type reduced voltage starter, see Trane Proposal 4 for information.

Operates at fair overall efficiency.

Is not stable at very low condensing water temperatures.

Pumping costs for both chilled and condensing water are reasonable.

Uses refrigerant R123 that has future known environmental restrictions

#### **LOWEST FIRST COST PROPOSAL TRANE PROPOSAL 4 - \$152,309**

This machine uses a wye delta reduced voltage starter that does not control electrical inrush current to the same level as a VFD. Starting current is limited only to protect the electrical distribution system from power surges but offers no control over electrical peak demand.

Electrical equipment does not have capability to change the compressor speed.

Operates at fair overall efficiency.

Pumping costs for both chilled and condensing water are not reasonable.

Uses refrigerant R123 that has future known environmental restrictions.

This machine has excessive pressure drops in both the cooler and condenser resulting in high costs to pump water through the chiller. The estimated power cost difference per year between the recommended York chiller and Trane Chiller Proposal 4 is \$4472.00 this does not result in good operating economics for the College. The first cost of this machine is attractive. The estimated operating cost difference for this chiller and pumps including the cost of maintenance compared to the recommended machine is \$12,142.00/year. The net first cost difference is \$25,691.00. The time required to offset the first cost of the recommended machine compared to the lowest cost machine is 2.11 years. This machine is not recommended.

| NMJC Chiller Analysis March 2009                       |           |                |           |             |           |           |           |           |             |               |  |
|--|-----------|----------------|-----------|-------------|-----------|-----------|-----------|-----------|-------------|---------------|--|
| job 5917.01  |           | Bob Ruppenthal |           |             |           |           |           |           |             |               |  |
| Operation of this chiller 5 months at 720 hr per month |           | 3600 hr/yr     |           |             |           |           |           |           |             |               |  |
| ESTIMATED LOAD PROFILE                                 |           |                |           |             |           |           |           |           |             |               |  |
| Proposer   |           |                | Trane     | Trane       | Trane     | Trane     | Trane     | York      | York        |               |  |
| Proposal number  |           |                | 1         | 2           | 3         | 4         | 5         | 1         | 2           |               |  |
| Time 24 hr clock                                       | CWS       | Load           | kW/ton    |             |           |           |           |           |             |               |  |
| 200  | 50.00     | 0.25           | N/A       | N/A         | N/A       | N/A       | N/A       | 0.290     | 0.485       |               |  |
| 400  | 50.00     | 0.25           | N/A       | N/A         | N/A       | N/A       | N/A       | 0.290     | 0.485       |               |  |
| 600  | 50.00     | 0.25           | N/A       | N/A         | N/A       | N/A       | N/A       | 0.290     | 0.485       |               |  |
| 800  | 70.00     | 0.50           | 0.3380    | 0.4080      | 0.4080    | 0.4260    | 0.3960    | 0.2770    | 0.4470      |               |  |
| 1000   | 55.00     | 0.50           | 0.1810    | 0.3300      | 0.33      | 0.3440    | 0.3210    | 0.2330    | 0.3550      |               |  |
| 1200   | 70.00     | 0.50           | 0.3380    | 0.4090      | 0.4080    | 0.4260    | 0.3960    | 0.2770    | 0.4470      |               |  |
| 1400   | 70.00     | 0.50           | 0.3380    | 0.4080      | 0.4080    | 0.4260    | 0.3960    | 0.2770    | 0.4470      |               |  |
| 1600   | 80.00     | 0.75           | 0.4580    | 0.4600      | 0.4600    | 0.4790    | 0.4480    | 0.4970    | 0.4920      |               |  |
| 1800   | 75.00     | 0.75           | 0.4010    | 0.4180      | 0.4180    | 0.4380    | 0.4070    | 0.4520    | 0.4530      |               |  |
| 2000   | 70.00     | 0.50           | 0.3380    | 0.4080      | 0.4080    | 0.4260    | 0.3960    | 0.2770    | 0.4470      |               |  |
| 2200   | 55.00     | 0.50           | 0.1810    | 0.3300      | 0.33      | 0.3440    | 0.3210    | 0.2330    | 0.3550      |               |  |
| 2400   | 50.00     | 0.25           | N/A       | N/A         | N/A       | N/A       | N/A       | 0.290     | 0.485       |               |  |
|  | 745.00    | 5.50           |           |             |           |           |           |           |             |               |  |
| Average CWS  | 62.08     |                |           |             |           |           |           |           |             |               |  |
| Average load factor                                    | 0.46      | 366.67         |           |             |           |           |           |           |             |               |  |
| Closest performance kW/ton                             | 70.00     | 0.50           | 0.3380    | 0.4090      | 0.4080    | 0.4260    | 0.3960    | 0.2770    | 0.4470      |               |  |
| CHILLER PROPOSALS                                      |           |                |           |             |           |           |           |           |             |               |  |
| Mfr  |           |                | Trane     | Trane       | Trane     | Trane     | Trane     | York      | York        |               |  |
| Prop #   |           |                | 1         | 2           | 3         | 4         | 5         | 1         | 2           |               |  |
| model  |           |                | CVHF0910  | CVHF0910    | CVHF0910  | CVHF0910  | CVHF0910  | YKK3K4H9  | YKK3K4H9    |               |  |
| Cost   |           |                | 217296.00 | 167706.00   | 164902.00 | 152309.00 | 183300.00 | 178000.00 | 162000.00   |               |  |
| \$/Ton   |           |                | 271.62    | 209.63      | 206.13    | 190.39    | 229.13    | 222.50    | 202.50      |               |  |
| Refrigerant  |           |                | R123      | R123        | R123      | R123      | R123      | R134A     | R134A       |               |  |
| Weight   |           |                | 36020.00  | 30858.00    | 30858.00  | 25377.00  | 29693.00  | 32638.00  | 31530.00    |               |  |
| FLA  |           |                | 557.00    | 533.00      | 533.00    | 559.30    | 522.40    | 567.00    | 567.00      |               |  |
| Starter  |           |                | VFD       | solid state | YD        | YD        | YD        | VFD       | solid state |               |  |
| Cooler DP  |           |                | 1.03      | 33.61       | 33.61     | 26.70     | 16.02     | 9.80      | 9.80        |               |  |
| Cond DP  |           |                | 17.69     | 42.66       | 42.66     | 33.51     | 13.45     | 13.20     | 13.20       |               |  |
| Cooler GPM   |           |                | 1910.00   | 1910.00     | 1910.00   | 1910.00   | 1910.00   | 1910.00   | 1910.00     |               |  |
| Cooler pump HP   |           |                | 0.62      | 20.26       | 20.26     | 16.10     | 9.66      | 5.91      | 5.91        |               |  |
| Cond GPM   |           |                | 2400.00   | 2400.00     | 2400.00   | 2400.00   | 2400.00   | 2400.00   | 2400.00     |               |  |
| Cond pump HP   |           |                | 13.40     | 32.32       | 32.32     | 25.39     | 10.19     | 10.00     | 10.00       |               |  |
| Total pump HP  |           |                | 14.02     | 52.58       | 52.58     | 41.48     | 19.85     | 15.91     | 15.91       |               |  |
| Total Pump kWh   |           |                | 10.46     | 39.21       | 39.21     | 30.93     | 14.80     | 11.86     | 11.86       |               |  |
| CHILLER PERF   |           |                |           |             |           |           |           |           |             |               |  |
| % Load   | CW temp   | kW/ton         | kW/ton    | kW/ton      | kW/ton    | kW/ton    | kW/ton    | kW/ton    | kW/ton      | NPLV PTS      |  |
| 100  | 80        | 0.497          | 0.475     | 0.475       | 0.499     | 0.463     | 0.512     | 0.498     |             |               |  |
| 100  | 75        | 0.466          | 0.460     | 0.460       | 0.484     | 0.463     | 0.459     | 0.456     | X           |               |  |
| 100  | 55        | n/a            | n/a       | n/a         | n/a       | n/a       | 0.292     | 0.389     |             |               |  |
| 75   | 80        | 0.458          | 0.460     | 0.460       | 0.479     | 0.448     | 0.497     | 0.492     |             |               |  |
| 75   | 75        | 0.401          | 0.418     | 0.418       | 0.438     | 0.407     | 0.452     | 0.453     | X           |               |  |
| 75   | 55        | 0.220          | 0.322     | 0.322       | 0.336     | 0.313     | 0.238     | 0.342     |             |               |  |
| 50   | 70        | 0.338          | 0.408     | 0.408       | 0.426     | 0.396     | 0.277     | 0.447     | X           |               |  |
| 50   | 55        | 0.181          | 0.330     | 0.330       | 0.344     | 0.321     | 0.233     | 0.355     |             |               |  |
| 25   | 70        | 0.394          | 0.505     | 0.505       | 0.524     | 0.491     | 0.445     | 0.545     | X           |               |  |
| 25   | 50        | n/a            | n/a       | n/a         | n/a       | n/a       | 0.290     | 0.485     |             |               |  |
| NPLV   |           |                | 0.370     | 0.422       | 0.422     | 0.442     | 0.411     | 0.351     | 0.460       |               |  |
|  | BEST      |                |           | 4.000       | 0.000     | 0.000     | 0.000     | 2.000     | 1.000       |               |  |
|  | NEXT BEST |                |           | 2.000       | 2.00      | 2.00      | 0.00      | 4.00      | 0.00        |               |  |
| Perf Rating  |           |                | 1         | 4           | 4         | 6         | 3         | 2         | 5           |               |  |
| Cost rating, low = 1                                   |           |                | 7         | 4           | 3         | 1         | 6         | 5         | 2           |               |  |
| Cost Diff vs low = add \$                              |           |                | 64987.00  | 15397.00    | 12593.00  | 0.00      | 30991.00  | 25691.00  | 9691.00     |               |  |
| Pumping cost at \$.0651/kWhr                           |           |                | 2451.86   | 9194.03     | 9194.03   | 7253.54   | 3470.45   | 2781.62   | 2781.62     |               |  |
| Chiller cost @ NPLV kWh-avg 300tph                     |           |                | 26007.53  | 29717.68    | 29717.68  | 31058.35  | 28897.15  | 24723.87  | 32327.73    |               |  |
| 1 Yr Maintenance cost contract                         |           |                | 12427.00  | 12427.00    | 12427.00  | 12427.00  | 12427.00  | 8162.00   | 8162.00     |               |  |
| Totals   |           |                | 40886.39  | 51338.71    | 51338.71  | 50738.89  | 44794.60  | 35667.49  | 43271.35    |               |  |
| plus capital cost diff/10                              |           |                | 6498.70   | 1539.70     | 1259.30   | 0.00      | 3099.10   | 2569.10   | 969.10      |               |  |
| Totals   |           |                | 47385.09  | 52878.41    | 52598.01  | 50738.89  | 47893.70  | 38236.59  | 44240.45    |               |  |
| Recommended Proposal                                   |           |                |           |             |           |           |           |           |             | York base bid |  |

Note: The excessive pressure drops of Trane proposals 2,3 & 4 result in abnormal operating costs.

**E.E.S.T., INC (YORK)**

WATER CHILLERS

**TRANE COMMERCIAL SYSTEMS**

WATER CHILLERS

| Worksheet #  | BASE      | Worksheet # | ALT A     | Worksheet #  | _ 1       | Worksheet # | _ 2       | Worksheet # | _ 3       | Worksheet # | _ 4       | Worksheet # | _ 5       |
|--|-----------|-------------|-----------|--|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
|  | \$178,000 |             | \$162,000 |  | \$217,296 |             | \$167,706 |             | \$164,902 |             | \$152,309 |             | \$183,300 |
|  |           |             |           |  |           |             |           |             |           |             |           |             |           |
|  |           |             |           |  |           |             |           |             |           |             |           |             |           |
|  |           |             |           |  |           |             |           |             |           |             |           |             |           |
|  |           |             |           |  |           |             |           |             |           |             |           |             |           |
|  |           |             |           |  |           |             |           |             |           |             |           |             |           |
|  |           |             |           |  |           |             |           |             |           |             |           |             |           |
| 1. All specs were met by EEST, Inc.                  |           |             |           | 1. Not all specs were consistent with requirements. (See Chiller Worksheets) |           |             |           |             |           |             |           |             |           |
| 2. Lead Time: 12-14 wks. after approval and release. |           |             |           | 2. Lead Time: 12 wks.  |           |             |           |             |           |             |           |             |           |
|  |           |             |           | 3. Did not provide Pg. 20 - Signed portion of Proposal Form.                 |           |             |           |             |           |             |           |             |           |

**NEW MEXICO JUNIOR COLLEGE**

**Invitation to Bid #1024**

**Pulling Unit Restoration**

**BOARD DOCUMENTS**

Date: March 10, 2009  
Prepared by: Carla Brown  
Coordinator of Purchasing

## NEW MEXICO JUNIOR COLLEGE

### BOARD DOCUMENTS

#### General Information

1. On February 23, 2009, legal notices were sent to the following three newspapers requesting sealed bids for the campus exterior paint project:  
  
Albuquerque Journal  
Hobbs Daily News Sun  
Las Cruces Sun
2. Bid packets were sent to nine potential vendors.
3. No vendors were present at the bid opening.
4. The Business Office and Training and Outreach Department have evaluated the bids received and their recommendation is shown on Page 3.

# NEW MEXICO JUNIOR COLLEGE

## Board Documents

### Evaluation and Recommendations

The vendors responding to Invitation to Bid #1024 include: Pemco of New Mexico, Inc.; Hobbs, NM and Watson Truck & Supply, Inc.; Hobbs, NM.

The Administration recommends acceptance of the bid from Pemco of New Mexico, Inc. for \$210,000.00 exclusive of gross receipts tax.

Source of Funding: FY 2008-2009 – Capital Projects  
Oil and Gas Training Center

Account Number: 91545-4002-73102-912  
Amount: \$210,000.00  
Budget: \$508,368.00

# NEW MEXICO JUNIOR COLLEGE

## Board Documents

### - Scope of Work -

#### 1977 IDECO Well Servicing Unit

- **Hoist Model** H35KD
- **Mast Model** KM95212GH
- **Mast Serial #**AL1419
- **Carrier Model** B1R3084
- **Carrier Serial #** AL664

The repair refurbish of the unit is based on requirements of the DOT, API and OEM. Upon completion of the repairs/refurbish, the unit will need to be sand blasted and painted.

Color scheme to be provided by NMJC

#### **Carrier:**

- Remove all guy lines from derrick.
- Remove derrick from carrier.
- Remove working floor from carrier.
- Mount derrick on dolly and take out shop.
- Remove and replace one-man cab. Install new seat.
- Install seat belts.
- Replace heater.
- Replace wiper assembly.
- Replace necessary gauge, air valve and electric switches.
- Repair front bumper.
- Remove and replace decking.
- Remove and replace fold down walkway operator's side of carrier.
- Remove and replace all lights and wiring on carrier.
- Repair all indicator lights.
- Install junction blocks.
- Repair operator's control panel.
- Replace air hoses.
- Replace hydraulic hoses.
- Reseal hydraulic valve bank.
- Install fire extinguisher brackets.
- Install new mud flaps.
- Install safety pins in necessary areas around deadline anchors.
- Install headache rollers on derrick headache.
- Repair and straighten board rack at the rear of the carrier.
- Remove front and rear leveling cylinders and repack.
- Remove and repair fan shroud.
- Remove hydraulic tank from unit and repair leak.
- Install tank back in unit.
- Replace engine gauges and panel at engine.
- Install new brake water tank.
- Plumb in brake water spray system.
- Install new road to hoist shifter.
- Install new dual air dryer system.
- Remove two (2) under deck tool boxes.
- Install two (2) new tool boxes.
- Rebuild Chelsea PTO.
- Rebuild hydraulic pump.

- Install on engine.
- Remove the rear upright tool box.
- Replace with new upright tool box.
- Remove and fabricate trough for derrick tumbuckle operator's side of carrier.

#### **Front Axle and Steering:**

- Remove walking beams from front drive axles.
- Replace and install all walking beam bushings.
- Install walking beams back under front drive axles.
- Install new torque arms.
- Remove and replace all brake linings and hardware on drive axles.

#### **Rear Axles:**

- Remove walking beams from rear drive axles.
- Replace and install all walking beam bushings.
- Install walking beams back under drive axles.
- Install new torque arms.
- Remove and replace all brake linings and hardware on drive axles.

#### **Drawworks:**

- Remove and reseal right angle gear box.
- Fabricate and install safety gate in front of tubing drum.
- Repair all grease lines.
- Repair brake water system on both main drum and sand drum.
- Remove and grade sand line and tubing line.

- Sandblast, prime and paint carrier.
- Rebuild hydraulic control panel.
- Replace gauges and hoses.
- Note: There are no provisions for any engine or transmission repairs

- Remove and replace all brake linings and hardware.
- Replace any brake drums, if needed.
- Remove power steering cylinders and rebuild.
- Remove steering gear box and rebuild.

- Remove and replace all brake linings and hardware.
- Replace any brake drums, if needed.
- Remove front and back third members.
- Reseal both third members.
- Install third members.
- Replace all u-joints.

- Remove brake bands and install new brake blocks on both main drum and sand drum. Install on dwms.
- Remove and rework main drum and sand drum brake linkage.
- Repair all drawworks guards.



**Derrick Mast:**

- Unstring a tubing board and rod basket.
- Separate top and bottom section.
- Steam clean top and bottom section.
- Steam clean tubing board and rod basket.
- Remove and replace all crown sheave bearings and seals.
- \*\*Does not include any crown sheave shafts or crown sheaves.
- Repack scoping ram.
- Remove and replace all tubing board and rod basket pick up line sheaves.
- Remove and replace rod transfer cylinder with new cylinder.
- Make all repairs to rod basket as needed.
- Repair tubing board as needed.
- Make all repairs to bottom section of derrick as needed.
- Make all repairs to top section of derrick as needed.
- Sandblast, prime, paint tubing board, rod basket, top and bottom sections of derrick.
- Magnaflux tubing board, rod basket, top and bottom sections of derrick.
- Replace working floor uprights.
- Fabricate new working floor with handrails.
- Magnaflux well head legs on derrick base.
- Traveling Tubing Blocks:
  - Remove the swivel from the upper portion of the blocks.
  - Disassemble the swivel.
  - Clean all parts of the swivel.
  - Sandblast and magnaflux swivel and bowl.
  - Assemble swivel with new bearing and seal.
  - Assemble swivel to blocks.
- Install inspection tag.

**Other Matters:**

Access areas must be identified and posted as danger areas. Any equipment, supplies, or materials may be stored inside the contractor's access area. The project site must be cleaned daily and kept free of unnecessary trash and debris. All items must be stored neatly within the project area.

Barriers must be erected around the project area and will be limited to contractor's personnel and representatives of New Mexico Junior College.

New Mexico Junior College will not be responsible for security of contractor's equipment, materials, supplies, or vehicles.

Successful contractor shall provide all MSDS data sheets for materials being used for this project. Contractor shall comply with all applicable provisions of OSHA, State, and Local Regulations.

Invitation to Bid #1024 Price Quote Form

New Mexico Junior College

PULLING UNIT RESTORATION

| VENDOR                      | BID PRICE QUOTE     | RESIDENTIAL PREFERENCE # | AMOUNT FOR EVALUATION ONLY | ADDENDUM #1 INCLUDED IN BID PACKAGE | COMMENTS    |
|-----------------------------|---------------------|--------------------------|----------------------------|-------------------------------------|-------------|
| PEMCO OF NEW MEXICO         | \$210,000.00        | N/A                      | N/A                        | YES                                 | AWARDED BID |
| WATSON TRUCK & SUPPLY, INC. | \$390,000.00        | 30R44                    | \$370,500.00               | YES                                 |             |
|                             |                     |                          |                            |                                     |             |
|                             |                     |                          |                            |                                     |             |
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| <b>TOTAL</b>                | <b>\$210,000.00</b> |                          |                            |                                     |             |

**NEW MEXICO JUNIOR COLLEGE**

**Invitation to Bid #1025**

**Electrical Service Upgrade**

**BOARD DOCUMENTS**

Date: March 10, 2009  
Prepared by: Carla Brown  
Coordinator of Purchasing

## NEW MEXICO JUNIOR COLLEGE

### BOARD DOCUMENTS

#### General Information

1. On February 14, 2009 and February 19, 2009, legal notices were published in the following three newspapers requesting sealed bids for the campus Electrical Service Upgrade Project:  
  
Albuquerque Journal  
Hobbs Daily News Sun  
Lubbock Avalanche Journal
2. Bid packets were received by ten potential vendors.
3. Six bidders were present at the Mandatory Pre-Bid Conference. These six bidders were also present at the bid opening.
4. The Business Office, Maintenance Department, and Dekker/Perich/Sabatini have evaluated the bids received and their recommendation is shown on Page 3.

# NEW MEXICO JUNIOR COLLEGE

## Board Documents

### Evaluation and Recommendations

The vendors responding to Invitation to Bid #1025 include: Service Electric; Albuquerque, NM, Great Western Electrical, Inc.; Albuquerque, NM, Theco; Corrales, NM, DKD Electric, LLC; Albuquerque, NM, Prime Electric, Inc.; Albuquerque, NM, and Digital Traffic Systems, Inc.; Albuquerque, NM.

The Administration recommends acceptance of the Base Bid from Service Electric (\$753,473.00) as well as the Additive Alternate One (\$62,860.00) and Two (\$91,486.00) for a total of \$907,819.00 exclusive of gross receipts tax.

Source of Funding: FY 2008-2009 – Capital Projects  
STB Central Plant Upgrade

Account Number: 92522-4002-76012-912  
Amount: \$907,819.00  
Budget: \$1,072,324.00

March 9, 2009

Dr. Steve McCleery  
President  
New Mexico Junior College  
One Thunderbird Circle  
Hobbs, New Mexico 88240

Dr. McCleery:

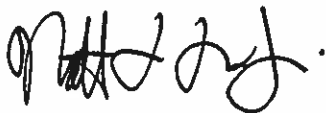
At 2:00pm local time on Thursday March 3, 2009 six sealed bids were received for the NMJC Electrical Service Upgrades. These bids were read aloud and the Junior College collected a sign-in sheet listing those in attendance. Those submitting bids in the order of opening were:

Service Electric  
Prime Electric  
DKD electrical  
Theco Electric  
Great Western Electrical  
(DTS) Digital Traffic Systems

We have reviewed the bid submitted by the apparent low bidder, Service Electric from Albuquerque, New Mexico and found no discrepancies or bid irregularities. Based on this, Dekker/Perich/Sabatini can find no reason to not recommend this project be awarded to the low bidder, Service Electric. Since the bids were below the Design Team's Statement of Probable Construction Costs, this award would include Additive Alternate one and two.

Very truly yours,

**Dekker/Perich/Sabatini Ltd.**



Matthew McKim, AIA  
Associate

### Bid Tabulation Form



Project No.: 08-0034  
 Project: NMJC Electrical Service Upgrades  
 Owner: New Mexico Junior College, Hobbs, New Mexico

Bid Opening Date and Time: 03.03.09 @ 2:00 PM

| Contractor               | Addenda No. 001 | Addenda No. 002 | N.M. Contractor License | Sub List | Bid Bond | Lump Sum Base Bid | Add Alt #1    | Add Alt #2    |
|--------------------------|-----------------|-----------------|-------------------------|----------|----------|-------------------|---------------|---------------|
| Service Electric         | ✓               | ✓               | ✓                       | ✓        | ✓        | \$ 753,473.00     | \$ 628,000.00 | \$ 914,960.00 |
| Prime Electric           | ✓               | ✓               | ✓                       | ✓        | ✓        | \$ 1,281,700.00   | \$ 73,000.00  | \$ 135,897.00 |
| DKD Electric             | ✓               | ✓               | ✓                       | ✓        | ✓        | \$ 842,100.00     | \$ 42,953.00  | \$ 122,178.00 |
| Theco                    | ✓               | ✓               | ✓                       | ✓        | ✓        | \$ 829,877.00     | \$ 50,364.00  | \$ 68,554.00  |
| Forest Windmill Electric | ✓               | ✓               | ✓                       | ✓        | ✓        | \$ 950,000.00     | \$ 71,630.00  | \$ 91,303.00  |
| Digital Traffic Systems  | ✓               | ✓               | ✓                       | ✓        | ✓        | \$ 754,200.00     | \$ 68,120.00  | \$ 110,200.00 |
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# NEW MEXICO Junior College

**TO:** Dr. Steve McCleery  
**Cc:** Dr. John Gratton and Dr. Regina Organ

**FROM:** Larry Sanderson and Dan Hardin

**DATE:** February 19, 2009

**RE:** Tuition and Fees for Transitional Classes in Summer 2009

As you know, a number of us have been discussing plans to promote stronger summer enrollments. We want to build on the success of our spring efforts when we were able to increase evening enrollment by 55%. Two factors were central to the spring effort:

1. Thoughtful scheduling of classes including adding sections, careful slotting of classes to avoid conflicts, and restructuring times to meet the one-class-one-day preferences of the students. Dr. Gratton and the Deans were instrumental in leading and making these changes.
2. Aggressive marketing and promotion of the spring schedule. The marketing effort, headed by Vicki Vardeman and David Jett followed a key marketing principle of focusing on a central theme, in this case NMJC EVENING COLLEGE. By focusing the message on one theme they were able to present all spring classes as various options and opportunities.

For the summer classes we need to identify another central theme. The evening class theme is not as strong in the summer nor does it target the nature of our summer students as well as it does during the traditional year.

The general thrust of our marketing effort for summer will be for students to “jump start” their college and careers by taking summer classes. In this regard we want to make a special offer to those students who may need the extra help of transitional courses to prepare them for the regular classes. We are proposing that we offer summer transitional classes in math, English and reading to students for free. That is, we waive the tuition and general use fee for those students enrolled in transitional classes. The students will still be responsible for their book costs.

In this case, we are not talking about a lot of classes or large numbers of students. We estimate that the waived revenue will be in the range of \$6,800. It is important to note that we will still be receiving approximately \$20,280 in state funding for these classes.

We believe that this offer will greatly strengthen our summer marketing message. We do not suggest waiving fees for any other classes. Our desire is to create a strong message and, at the same time, offer those students who need a little extra preparation or boost to succeed a chance to “jump start” their programs. We’d like to have your support for this proposal.





## Memo

DATE: March 16, 2009  
TO: New Mexico Junior College Board Members  
FROM: Steve McCleery *SM*  
SUBJECT: Western Museum Advisory Board

As per the New Mexico Junior College Museum Advisory Board Resolution, I recommend Guy Kesner as the New Mexico Junior College Board member to serve on the Western Heritage Museum Advisory Board.

Thank you for your consideration.



NEW MEXICO  
Junior College

Vice President for Instruction

**TO:** Dr. Steve McCleery  
**FROM:** Dr. John Gratton *JBG*  
**SUBJECT:** Sabbatical Leave Request  
**DATE:** January 27, 2009

Ms. Sonya Richardson has submitted a request to be considered for sabbatical leave for the duration of the fall 2009 semester. The sabbatical leave would be used for Ms. Richardson to complete a project of embedding rich multi-media into a modular approach to Creative Writing. Once developed, these modules would be accessible to all English faculty members teaching the Creative Writing courses. Dean Mickey Best and Vice President John Gratton met with Ms. Richardson to hear her proposal and to stipulate the following college expectations:

- Ms. Richardson would be contractually obligated to return to NMJC for the duration of the spring 2010 semester. Failure to return for this duration would obligate Ms. Richardson to repay her entire fall 2009 semester salary and benefits.
- Upon returning from sabbatical leave, Ms. Richardson will be required to submit a written report of her work product to Dr. Steve McCleery, Dr. John Gratton, and Dr. Mickey Best.
- Within 90 days of Ms. Richardson's return, she will be required to make a presentation of her work accomplished to the New Mexico Board of Trustees.
- The work accomplished during the sabbatical leave will forever remain the joint property of New Mexico Junior College and Ms. Sonya Richardson.

With all parties in agreement to the above stipulations, I hereby recommend that Ms. Sonya Richardson be granted sabbatical leave beginning on August 17, 2009 and ending with Ms. Richardson's return on January 5, 2010.

XC: Mickey Best, Sonya Richardson



NEW MEXICO  
Junior College

Arts and Humanities

## MEMORANDUM

**DA: January 26, 2009**

**TO: Dr. John Gratton, Vice President  
Instruction**

**FR: Dr. Mickey D. Best, Dean**   
**Arts and Humanities**

**RE: Statement of support – Faculty sabbatical leave request**

I am writing to inform you of my support for the attached sabbatical leave proposal. I believe Professor Richardson has made a compelling argument in support of her plan, one I feel the administration at New Mexico Junior College should support.

For your consideration, I offer the following reasons for my support of Professor Richardson's proposal:

- \* Research and curricular redesign of departmental coursework. The plan centers upon work that Professor Richardson would do in order to "update" the current "tools" we have in place for Creative Writing. For the most part, the course is taught traditionally, with limited resources beyond that of textual support and the creative resources individual faculty can bring to the course.
- \* Multi-media design and implementation. As is described in Professor Richardson's proposal, she would bring an element to the course that heretofore has not/does not exist. This "expansion" of the course would not only work well for anyone teaching it, but would be "ready-made" as a tool that could be brought into play for the course when taught online.
- \* Online teaching. As described above, the approach that Professor Richardson has described as being her focus of work for the sabbatical would enhance the course to include visual/multi-media aspects. These could then be utilized as supplemental, support tools for the course. Additionally, Creative Writing not only does not exist as a part of NMJC's sophomore online coursework, it does not have the multi-media resources proposed for development by Professor Richardson.
- \* As a part of her proposal, Professor Richardson wishes to research/investigate current software/programmatic elements for Creative Writing. This is not something that benefits the individual professor, but the entire program; anyone teaching Creative Writing would be able to have up-to-date information concerning resources [e.g., software, programs, etc.] for consideration/inclusion.

Although this certainly does not represent a holistic view of what Professor Richardson proposes, I offer these specifics of areas that appeal to the larger program English and Writing programs at NMJC. I believe this proposal has been well presented, has in-depth research backing its fundamental proposals and certainly meets NMJC's mission, vision, and values;

- \* it relates to provisions for further development of curriculum, addressing student needs,
- \* enhancing existing curriculum and departmental offerings, and
- \* adding value to the current curriculum for the present and future student.

I foresee no challenges in terms of coverage for Professor Richardson's teaching load should NMJC honor this request for sabbatical. The possibility has been discussed with the English/ Language department chairperson. For the Fall 2009 semester, Dr. Hulse and I feel that the five-course teaching load for Professor Richardson would be easily covered through overload teaching and part-time faculty. It would require he and Professor Kirby to take her online courses as overloads and one of the other five, full-time faculty to teach one or two traditional courses as overloads.

I wholly support Professor Richardson's request for sabbatical for the Fall 2009 term.

Thank you for your consideration.

NEW MEXICO JUNIOR COLLEGE

# SABBATICAL LEAVE PROPOSAL

---

Transforming Creative Writing: A Program for  
Traditional, ITV, and Online Students

**Sonya Richardson**

**1/16/2009**

**Sabbatical Proposal**  
**Sonya Richardson, M.A.**  
**English Professor**  
**New Mexico Junior College**  
**Department of Arts and Humanities**  
**16 January 2008**

**Proposal Title:**

Transforming Creative Writing: A Program for Traditional, ITV, and Online Students

**Proposal Abstract:**

I am requesting sabbatical leave for the purpose of developing English curriculum which will be of benefit to NMJC students and to NMJC's English faculty, both full-time and adjunct. I intend to design and develop creative-writing modules with enough versatility to meet the needs of traditional, ITV, and online students and faculty. This course will be ready for instruction in Spring 2010.

**Requested Leave:**

The requested term of leave is the Fall 2009 semester. At that time, I will have been a full-time professor at NMJC for ten years. I have not previously requested sabbatical leave.

**Specific Goals for the Leave Period:**

1. To design and develop instructional materials, especially in regard to multi-media content, for NMJC's sophomore-level Creative Writing program
2. To update software knowledge and skills.
3. To research, photograph, and videotape areas of the Northwest, specifically around Seattle, Washington, for the purpose of broadening NMJC student writers' minds beyond what they experience through living in the Southwest.

**Detailed Description of the Project:**

Transformation is the theme. First, I will endeavor to gain more knowledge and skills in the use of multi-media technology, especially as such hardware and software pertains to distance-education (primarily online) instruction. Second, I will design and develop instructional modules which reflect scenes and people that carry over into powerful personal reflection for student writers. It is one thing for an instructor to show books of photographs and say, "Write about what you see here," and it is quite another when an instructor shows photographs he or she personally took, sets the scene with personal reflection, and says to the student, "What happened to create this moment? Or what happens next in this story?" Fewer degrees of separation between a person and a particular experience inarguably lends to greater sense of personal connection.

I remember how my own imagination would spark when teachers occasionally shared their photographs, postcards, and stories about remote places they'd visited or lived. Those teachers gave me the gift of seeing the world as much larger and my connection to it as much greater by bringing the world beyond Lea County to me. Being a creative thinker is truly about one thing --

being able to open the imagination so that the images and phrases seem to come from something greater, something untouched, something beyond oneself. To help students to experience sparks of that connection and to find their own voices in relationship to that connection is the goal of every creative-writing teacher. In fact, it is the goal of sculpture, music, drama, video-game design, and film teachers. We might, furthermore, reach so far as to agree it's really the ultimate goal of teachers of all disciplines. If finding that creative voice truly does lead to gains in regard to art, invention, technology, and so forth, then what better first place for a NMJC student to realize how to ignite that spark than through a strong creative-writing experience?

I am in a unique position, and it's one that I believe I should use to the advantage of my students and colleagues. My own children are grown, and I am at a point in my own life when it is not only possible, but probably necessary as well, for me to invest more time in creative-writing and in my own attempts to create instructional materials which will help my students to delve more deeply into their own writing (or otherwise artistic) selves. I would like to experience the arts and the cultures of Seattle and to photograph, interview, and videotape enough material from the city, the mountains, and the waters that surround it to create a thematically-built creative-writing course. Because, over the past ten years, I have taught several sections of creative writing for NMJC, I am familiar with the curriculum, the assessment needs, and the levels of writing students bring to community-college classrooms. It would greatly benefit NMJC students for me to pursue this project and breathe life into the current curriculum. In the new world of online instruction, field trips are no longer as easy to accomplish as they were in the past. Now, field trips (for lack of a better term) require the travels of one person (or a small group of people) carrying video equipment beyond the classroom and sharing experiences via digital delivery. Because I do not have a family depending on me, I have the luxury of being able to relocate for a few months in order to gather materials that might be brought back here for our students to experience, second-hand. Our students have far more to gain via second-hand experience than via merely watching or reading something produced by someone they have never met and expect never to meet.

Moreover, I intend to do what not one of us inside the English department here at NMJC has as yet dared to attempt: transform Creative Writing into an online class and into a vibrant program for New Mexico Junior College. There is so much potential here for making creative writing a course which will be attractive to online students across New Mexico (and beyond) – given the state's mandates for a state-wide-online college and given the fact that much of our future enrollment needs will be met by students outside the boundaries of Lea County. In addition, I should stress that the modules that I am going to create will be available for ITV and traditional classes, as well as for online courses. Keeping that versatility in mind as I conquer the challenges of this undertaking is of utmost importance, for I have had enough experience in all three modes of delivery to appreciate the necessity of flexibility and accessibility for teachers and students alike when it comes to revising, creating, and developing a strong creative-writing program for NMJC.

As an under-graduate and graduate, I took a number of creative-writing classes; therefore, I understand the various angles of this type of course, from the student and the instructor positions. I understand that taking what has traditionally been a work-shop, round-table, course into the distance-education arena is biting off a great deal, but I am excited about developing the

materials, modules, and activities because as a life-long writer, I understand what fuels writers' imaginations.

I grew up an imaginative, curious Lea County child who traveled beyond the dirt roads and wind-blown grasses of my family's ranch by way of reading. While my greatest desire is to pass my love of books and of writing on to my students, I realize this generation is a visual one. It is not enough anymore for an educator to say "Here is a great book; read it and let your mind be swept away." Now great educators need to be able to say, "Here, watch the videos I took while I spent time other places. The world is right at your doorstep. Let your mind be swept away." I believe that one of the best things a creative-writing instructor from this isolated corner of southeastern New Mexico can possibly do is gather video, photographs, interviews, and audio from the Northwest edge of our great country and share that information from inside NMJC's walls. After all, it was the same pioneering spirit that landed early settlers in the Northwest as led them to the Southwest.

In my mind, I see a creative-writing program which will include multi-media resources that lead to the writing of poetry, short stories, and essays. I envision a program which includes student web pages containing blogs, poems, short stories, song lyrics, etc. I envision students producing enough strong material through interacting with course materials that in the future NMJC might consider publishing student work, linked through NMJC's Myspace page and NMJC's home website. The timing is perfect for the creation of such a program. I've encouraged the building of student web pages and self-publishing in my creative-writing courses, and I can see how peer-editing may now occur (with the addition of WIMBA, a new streaming technology which NMJC has recently purchased and which I am enrolled to learn to use this semester, Spring '09). With NMJC's move to the Blackboard delivery platform in Fall '09, I think there is no better time than now to revise and build the creative-writing program for the college. When this course is offered in the Spring '10 semester, it will include the latest and the best of the technology NMJC will have to offer to students.

Given NMJC's need for online educators, from day one I've researched and attempted to cross the technological divide in order to give my distance-education students the same qualities of personal charisma and conscientious curriculum content that I am able to give my traditional students. It has been a juggle to enter the traditional classroom with lectures and video clips in hand and then to write those lectures into papers that can be presented over the internet. Prepping for online courses has taken away from prepping for traditional courses, and vice versa. There simply are not enough hours in a week to do all I would like to do with my online instruction, especially when considering building a successful creative-writing online course, if I am still to manage the essay-grading load that comes with teaching composition classes. However, I recognize that were I able to loosen the teaching/grading load for one semester and put all my efforts toward creating this program so that it will meet the assessment and curriculum objectives of the department, college, and state, then NMJC students stand to benefit enormously. Over the last few weeks, I've spent time researching online-instruction and student-enrollment trends. According to the U.S. Department of Education *Projections of Education Statistics to 2010*, the number of full-time college students is expected to "increase by 2.9 million students to 17.5 million by 2010. If we assume that one faculty member is needed for each 250 students, the number of higher education faculty will need to increase by 11,600 by 2010." This growth is



expected to occur not in the traditional classrooms of yesterday, but rather in the digital classrooms provided by online instruction. What this means for New Mexico Junior College is that while we are pushing enrollment by every means at our disposal in order to maintain adequate state funding, which is now largely based upon increasing student enrollment numbers every year, in reality the best way for us to attract and expand student population is to reach beyond Lea County, by growing NMJC's online- instruction potential. We (NMJC) are striving to meet the accreditation requirements that will allow us to offer AA and AS degrees to distance-education students -- without their ever needing to leave the computer desks within their own homes. What this means for individual full-time faculty is that it is our job as educators to make sure NMJC does not fall behind or get pushed to the sidelines in relationship to online instruction. In particular, I see the addition of a strong sophomore-level creative-writing program as fundamental to our distance-education agenda.

Fortunately, the majority of NMJC's administrators and faculty understand and appreciate the college's need to broaden NMJC's slice of the distance-education pie, and much effort has been put into growing NMJC's online-instruction curriculum. Over the last half decade, a handful of NMJC's faculty across the disciplines has been hard at work learning the technology and transferring their experience and knowledge from the traditional-classroom environment into the online arena. We have come a long way, but most of us realize we still have a ways to go before we will feel that we have complete command of our classes in the online setting. After all, the majority of us were trained in the traditional setting, and the transition to online instruction requires us to leap beyond what we ever expected when we achieved our varied degrees. According to Randy Wiesenmayer, Lori Kupczynski, and Phil Ice in an article titled "The Role of Technical Support and Pedagogical Guidance provided to Faculty in Online Programs: Considerations for Higher Education Administrators," the following observation may be made concerning online instruction:

With growth of online course enrollments outpacing enrollments in traditional courses by 500%, institutions of higher education are experiencing significant changes. . . . Along with providing for the infrastructure requirements associated with online course offerings, the issue of faculty preparedness and training is considered problematic from an administrative perspective. While instructors may be highly skilled in their content area and practiced in traditional teaching, they are likely not prepared for teaching in the online environment.

Today's educators largely expected to prep for classes and to deliver knowledge in the traditional sense, through lecture and classroom discussion. This was, after all, the way we learned when we were college students. However, to remain valuable employees in this changing face of higher education, we find ourselves needing to manage technology far beyond what we ever expected, and we find ourselves teaching students whose faces we will probably never see. As an academic, I, like my colleagues, would like to believe that word-of-mouth will be enough advertizing to keep my class loads stable over the next two decades of my teaching career; however, as a pragmatist, I realize this is no longer the way education works. In reality, it is necessary, should I choose to remain "in the classroom," for me to embrace the technology that drives online instruction, for that is where enrollment trends point—especially for community

colleges which have historically relied upon the graduates within their geographic reaches for their students.

I have been teaching for eighteen years, and the last decade of my service as an educator has been under the employment of New Mexico Junior College. I am midway through my teaching career, and I realize I was born to teach, for it is in the classroom that my spirit lifts, my thinking is stimulated, and my vision is clear. Just as an athlete finds him or herself “in the zone” on a football field or basketball court, I have always found myself “in the zone” upon entering a classroom. The question that has weighed upon my mind over the last five years (during which I’ve been teaching online courses in addition to traditional courses) is “how am I ever going to be able to carry that ‘in the zone’ feeling over into the arena of online instruction?” This is the question that I will be addressing as I design and develop these course materials.

I do not seek extra travel expenses. I simply ask for one semester to work on creating materials to strengthen the English Department’s creative-writing curriculum. It is my hope that this first step might lead NMJC to be in possession of a creative writing program which gains recognition around the state in the future. I see this becoming a strong offering because it will be faculty and student driven; personal ownership is the key to any program’s ability to excel. In return for your granting of my proposal, I will return to Hobbs for the spring 2010 semester and gladly share what I will have experienced, learned, and developed with NMJC faculty, students, and administrators.

**Products:**

1. Revised curriculum for EN 213B, Creative Writing, complete with activities, instructional modules, and multi-media content, ready for online, ITV, and traditional instruction in Spring 2010.
2. Modules containing instructions; photographs; quizzes; video and audio streams; peer-group exercises; exams addressing poetry, short story, and short essay; and activities that address the following: assessment, blogging, and publishing. (If time and resources allow, I will attempt to add screenplay and novella activities, which will, in effect, lend to the curriculum a second section of creative writing, and therefore add variety to the creative-writing program of NMJC.)
3. A course/program that is unique to New Mexico Junior College that focuses on the needs of our students and English faculty.

**Relationship to Trends in Academic Discipline:**

The goals of my sabbatical leave are indicative of my desire to remain effective as a traditional English professor and to further my effectiveness as an instructor of online English courses. The trend in higher education is one of transforming traditional courses into classes which can be effectively taught across geographical divides. The addition of technology skills to my teaching arsenal is important to my academic scholarship, for those skills are the ones that will propel my knowledge and experience across the technological divide so that I might better meet the needs of my students and of NMJC. My rising to meet the demands of today’s online-instruction arena by learning, designing, and developing multi-media resources for NMJC’s creative-writing

program, keeping in mind the department's curriculum and assessment objectives and NMJC's mission statement can only produce benefit for the college.

Staying current in the online-instruction arena is a challenge, and in many ways it is a moving target, but it is a challenge and a target I am exciting about pursuing.

**References:**

*Projections of Education Statistics to 2010*. National Center for Education Statistics, Washington D.C. <[www.nces.ed.gov/pubs2000/Projections](http://www.nces.ed.gov/pubs2000/Projections)>.

Randy Wiesenmayer, Lori Kupczynski, and Phil Ice. "The Role of Technical Support and Pedagogical Guidance provided to Faculty in Online Programs: Considerations for Higher Education Administrators." *Online Journal of Distance Learning Administration*. Winter 2008. <<http://www.westga.edu/~distance/ojdla/>>.

Scott Howell, Peter Williams, and Nathan Lindsay. "Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning" <<http://www.westga.edu/~distance/ojdla/fall63/howell63.html>>.

**Executive Summary:**

I, Sonya Richardson, Professor of English, intend to design and develop creative-writing modules with enough versatility to meet the needs of traditional, ITV, and online students as I revise the curriculum of NMJC's Creative Writing Program. I am willing to share any knowledge, experience, and expertise I gain, as a result of this professional-development sabbatical, with fellow NMJC faculty, as requested upon my return to the campus in January 2010.

# NEW MEXICO JUNIOR COLLEGE

## Personnel Recommendation for Board Consideration

The following candidate is being recommended for employment as follows:

Date 2/23/2009

Candidate's name Patricia A. Stutzman

Position title Recruiter for Automotive Technology

New position  Existing position Classification  Faculty  Professional  Other \_\_\_\_\_

Is candidate related to another NMJC employee?  yes  no If so, to whom \_\_\_\_\_

Effective date of employment 4/01/2008 \* Standard contract length  12 mos.  9 mos.  other \_\_\_\_\_

Funding source Institutional Funds

Paid advertising beyond \*standard Carlsbad Current – Argus; Lubbock Avalanche Journal; Midland Reporter – Telegram;

(\*Standard: The Hobbs News-Sun, Direct Mail to approximately 51 colleges in a 5-state region, NM Dept. of Labor, NMJC Website, KLMA Radio & Lubbock TX Workforce Development Website)

Odessa American; Roswell Daily Record; The Daily Times – Farmington;

Cumulus Broadcasting – Midland, TX; GAP Broadcasting, LLC – Lubbock, TX; KIXN, Hobbs, NM

Posted salary range \$34,727 – 43,408 Recommended annual salary \$36,460.00 Prorated salary  yes  no

Account number(s) with respective % allocation(s) 11000 2583 61301 102

Recommended and approved by:

Mary Jane Ward  
Supervisor

Mary Jane Ward  
Dean/Director

SB Guttin  
Vice President

Steve McCleary  
President

Selection Committee Members: Mary Jane Ward – Dean of Careers and Technology – Chairperson

Samuel Gilcrease – Professor of Automotive Technology – GM-ASEP

Enrique Najera – Professor of High School Automotive Technology

Javier Rivera – Professor/Recruiter of Automotive Technology – GM & Ford

Timothy Roberts – Professor/Recruiter of Automotive Technology – Ford Asset

Randy Whicker – Professor of Automotive Technology – Ford

Comments: Ms. Stutzman with more than ten years of applicable experience meets and/or exceeds the minimum requirements

for this position.

\*Pending background check

## ABBREVIATED RESUME

### **Position**

Recruiter for Automotive Technology

### **Personal Data**

Name: Patricia A. Stutzman

### **Education**

Diploma, Hobbs High School, Hobbs, NM, 1977

### **Professional Experience**

Robert Half/Officeteam, San Jose, CA  
Part-time Administrative Assistant 09/08 to Present

Marketshare, Milpitas, CA  
Part-time Weekend Directional Placer 10/2004 to Present

Primerica, Santa Clara, CA  
Part-time Senior Recruiting and Training Representative 09/2005 to Present

B & C Auto Center, San Jose, CA  
Service Advisor/Office Manager 08/2002 to 08/2008

Fred Sprintz, San Jose, CA  
Administrative Assistant/Office Manager 08/1999 to 06/2002

Cornerstone Church, Hobbs, NM  
Part-time Office Manager 05/1997 to 05/1999

Renee's Repeat Boutique, Hobbs, NM  
Owner 1993 to 1994

JPK Auto & Truck, Hobbs, NM  
Co-Owner 1993 to 1994

### **Awards:**

Angie's List, Super Service Award – 2007

### **Community Service**

Charter Member – MADD Chapter, Hobbs, NM



# New Mexico Junior College

## Career Opportunities

### Position Announcement • April 2008

**Position Title:** Recruiter for Automotive Technology

**Position Description:** This position reports to the Dean of Careers & Technology and is responsible for recruiting students for both the Ford and General Motors automotive programs at New Mexico Junior College. Duties and responsibilities shall be, but are not limited to, the following: (1) Develop professional relationships with dealership personnel, high school automotive faculty, high school counselors, prospective students, and parents of students during the recruiting phase; (2) Travel as required; (3) Achieve the goal of recruiting students for both Ford and GM start-up classes (4) Help coordinate advisory committee meetings; (5) Assist with coordinating and maintaining the NATEF certification of the program; (6) Participate in college service through standing and ad hoc committees; (7) Post and maintain supervisor approved itinerary each week; (8) Participate in a process of continual personal and professional improvement; (9) Actively participate in the institutional goals and objectives designed to support the mission of the college; and, (10) Nothing contained herein shall limit the President in assigning the employee to any of the various college activities for which he/she would be qualified in order to meet the needs of New Mexico Junior College.

**Qualifications:** Bachelor's degree preferred. Candidates with automotive industry related experience preferred. All degrees must be from a regionally accredited institution. Candidate must be willing to pursue a professional development plan, which may include technical updating as well as other professional development activities. Note: Basic computer proficiency is preferred (i.e. Microsoft Office).

**Salary/Benefits:** Salary is based on the NMJC faculty salary schedule and is commensurate with education and experience for a nine month position. Standard NMJC benefits apply.

**Application Deadline:** Open until filled. To ensure consideration, all application materials must be received as soon as possible.

**To Apply:** Submit NMJC application form, letter of application (cover letter), resume, unofficial transcripts (official transcripts required prior to employment), and eight references with current telephone numbers and addresses to:

**Human Resources  
New Mexico Junior College  
1 Thunderbird Circle  
Hobbs, NM 88240**

New Mexico Junior College is an Equal Opportunity, Affirmative Action Employer and does not discriminate against any applicant for employment because of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran status.

**"Equal Opportunity Education and Employment"**

1 Thunderbird Circle, Hobbs, NM, 88240 • Phone: (505) 492-2793 • Fax: (505) 492-2796 • Toll Free: 1-800-657-6260 • E-mail: mehernandez@nmjc.edu

## APPLICANT LIST

**Position:** Recruiter for Automotive Technology

| <b><u>Applicant</u></b> | <b><u>Interview</u></b> | <b><u>Offer</u></b> | <b><u>Remarks</u></b>              |
|-------------------------|-------------------------|---------------------|------------------------------------|
| Evans, Derelle          | No                      | No                  |                                    |
| Franklin, Burt T.       | No                      | No                  |                                    |
| Barker, Jacob M.        | No                      | No                  |                                    |
| Newey, Paul L.          | Yes                     | No                  |                                    |
| Hardaway, Danny D.      | No                      | No                  |                                    |
| Bickerton, Scott P.     | No                      | No                  |                                    |
| Jordan, Thomas Jeremy   | Yes                     | No                  |                                    |
| Davis, Edward D.        | No                      | No                  | Incomplete Application Materials   |
| Stutzman, Patricia A.   | Yes                     | Yes                 | Start date: Pending Board Approval |
| Schwarz, William        | No                      | No                  | Incomplete Application Materials   |
| Cole, William A.        | Yes                     | No                  |                                    |
| Kennedy, Donald R.      | Yes                     | No                  |                                    |