Message from the editor

“It was the best of times, it was the worst of times…”

I think this aptly describes the way things are going right now in my little campus cocoon. In marketing, hard deadlines are a way of life, and they are hitting us like a wrecking ball right now. That, coupled with our impending SACS visit, has everyone going just a little bit crazy.

I wish all departments could enjoy our style of crazy.

It involves lots of laughing, sharing of ideas, gathering around each other’s computers, and eating many breakfast pastries. Our most stressful times seem to be our most fun and productive times.

In one of this issue’s features, “An Early Thanksgiving,” employees share what they’re grateful for. This is it for me. Of course family and a few other items rank higher, but truly enjoying the people I work with and time spent in the workplace are right up there.

There are many other features in this issue that I think you’ll enjoy (32 pages!). This issue is packed with news and information about serious topics like SACS and StrengthsQuest, as well as workplace tips and humor.

As always, I extend thanks to the many people who contributed to our newsletter. This publication would not be possible without your help.

In this issue

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SACS APPEAL
THE REPORTS ARE WRITTEN, PRINTED AND MAILED. NOW WE AWAIT THE “VISIT.”

SACS (Southern Association of Colleges and Schools) has been the primary topic of discussion at North Lake for more than a year, as the college has prepared for the all-important process of re-accreditation. With the first phases of the process mostly behind us, our focus shifts to the on-site visit.

The Visit
The Visiting Committee is in the process of reviewing our responses to 26 SACS standards in our Focused Report. Their visit later this month will address concerns that have arisen from that review, compliance validation required by SACSCOC for certain standards, and an evaluation of our QEP.
When the committee arrives they will verify certain information through meetings with appropriate individuals. Before they arrive we will have a schedule of meetings and requested interviews. They start their work on Tuesday, October 30 and leave Thursday morning after an exit interview with Interim President Christa Slejko.

Hopefully, the information we have sent will satisfy the SACS requirements and we will not get any “recommendations”. If we do get “recommendations,” we will respond again.

The NLC Visiting Committee
Led by our SACS Vice President, Dr. Barry Goldstein, our team consists of 11 administrators (Presidents, VPs, Deans and Directors) with responsibilities in the areas of academic instruction, student services, library and learning resources, student learning outcomes, institutional effectiveness, finance and technical programs. A college president chairs the committee and there is also a college president on the committee.

What Can You Do?
The main thing people can do to be “ready” is to know about our QEP! Smile and be friendly. You may see people touring student services areas or the library, or on their way to an interview with someone. The visiting team will have name tags, and will be escorted around campus. Most people won’t even know they are here!

QEP Quick Refresher
The Visiting Committee will spend much of their time evaluating our QEP. In fact, a special QEP evaluator is part of the team. The committee will meet with individuals involved with the QEP. Their goal is to determine if our QEP is “acceptable” and to offer suggestions on how we might improve it.

What is a Quality Enhancement Plan (QEP)?
The QEP is an important and required component of the SACS accreditation process. This plan represents a college commitment to enhance student learning and success. Each institution that is reaffirming its accreditation is required to develop a five-year plan to improve student learning or the learning environment in a specific and measurable way.

NLC’s QEP: iRead
Our QEP Objective: To increase the success and completion rates of first-year students testing into developmental reading and their subsequent success and completion of college level courses.

Why Developmental Reading?
Last year, the college community voted to work on improving the success rates of students enrolled in Developmental Reading as our QEP. We selected this area because college data showed that a low percentage of students who entered North Lake enrolled in Developmental Reading went on to complete a degree or certificate. Research shows the faster students can complete developmental studies and enter college level classes, the better chance they have of reaching their goals and graduating with a certificate or degree.

Strategies we will be working on to help developmental reading students reach college level classes faster:
- Make changes to the curriculum
- Require reading tutoring and academic advising
- Professional development for faculty, tutors and advisors

The Arrangements
Making the Visiting Committee Comfortable
Tish Waters began planning the logistics for our on-site visit early this summer. The first step was to pull together subcommittees to handle the variety of arrangements needed for the site visit — catering, hotel accommodation, restaurants, transportation, technology, campus guides, gift baskets, communications, business services, and North/South campus visits. That’s a lot to coordinate!

The Plan
Sleep: Staybridge Suites in Las Colinas.
Eat: Quick breakfast at the hotel, catered lunch, dinner at The Ranch, Via Real, and Cool River.
Transportation: To and from the airport, college, hotel, and restaurants (and anywhere else they want to go). Spacious cars rented by the college and driven by college staff.
On Campus: Work rooms with computers, printers, copiers, shredders and office supplies.
Parting Gifts: The Visiting Committee will take home a portfolio, an iRead package, Texas hot sauce and other Texas-themed items. A gift bag will be in the hotel room when they arrive.

Interesting Considerations
The Visiting Committee members are driven to and from each restaurant by North Lake staff. If the drivers want to stay for dinner they are NOT allowed to sit with the SACS visitors. They must dine separately, preferably across the restaurant with a clear view to detect when the guests are ready to leave.

The Committee
Members of the Hospitality Committee are: Tish Waters, Candace Castillo, Debbie Eberle, Pat Henry, Noni Kirk, Billy Yost, Guy Melton, Tanisha Shorter, Jeff Williams, William Zelada, Sandi Hutchins, Shanequa Whitehead, Gloria Anderton, Pam Mays, Lynda Edwards, Arthur James and Jim Casey.
In 1858, paleontologists discovered America’s first dinosaur fossil in Haddonfield, New Jersey. Now, 154 years later, Professor Derek Main is still finding dinosaurs’ remains.

“Nothing can compare to being the first human being on the planet to see a fossil from an animal that died 100 million years ago,” explains Main. “[And] then to pull it out of the ground and hold it in your hand. Amazing.”

5’10” tall with a boyish grin, Derek Main likes to leave the house ‘au natural’ (without cologne, having merely threatened his face with a razor) dressed down in jeans, a t-shirt and baseball cap. His voicemail greeting “I’m either diggin, teachin or in some such trouble” reminds one of Indiana Jones meets Mike Rowe.

For Main, hunting for fossils began long ago. A child obsessed with dinosaurs and space exploration, Main would often go searching for fossils on summer afternoons at Lake Texoma while his dad spent time at the boat house. “When I was left to my own devices I’d get bored and go hiking around,” recalls Main. “I was collecting fossils by the bucket!”

Not knowing what a marine squid called an Ammonite was at the time, Main believed many of the fossilized shells he gathered to in fact be dinosaur ribs. “As a kid I didn’t understand…I thought I was finding dinosaur fossils,” laughs Main.

Preparing to receive his doctorate by the end of 2012, Professor Main will soon be Doctor Main. His dissertation is on the “Paleoecology and Paleobiogeography of Cretaceous Coastal Ecosystems, Wildfires and the Woodbine Formation at the Arlington Archosaur Site,” or to the rest of us, the numerous fossil finds at Arlington Archosaur Site (AAS). Located only miles away from Six Flags of Texas, AAS is one of the few major dinosaur excavations to occur within an urban setting. In fact, during Main’s summer Earthwatch project he decided to forgo a day of digging to hit the roller coasters with his students. “It was a learning experience,” Main explains of his teaching methods, “…I discovered I couldn’t ride as many [coasters] as I used to.”
So what exactly is a major dinosaur excavation doing in the middle of the nation’s 9th largest city? Described by Main, it all goes back to paleogeography and climate. “Pangaea was still breaking apart,” notes Main. “At this point in time the world was 20-25 degrees warmer. The Gulf of Mexico extended through Texas because the ice caps had melted.”

Discovered in 2003, the Arlington Archosaur Site was once part of a flat shelf in an ancient ocean during the Cretaceous Period. In fact, over half of Texas was underwater! The AAS site includes fossils from turtles, lungfish, fish, sharks and crocodiles - almost a complete ecosystem.

Perhaps the most exciting find at AAS, however, is a completely new species of dinosaur - the missing link in the evolution of iguanodons into hadrosaurs. “The Smithsonian doesn’t have anything like it,” says Main smiling. “Almost a complete skeleton, the new dinosaur on the block is yet to be named.

One Double-Shot Espresso.

Ten bookcases surround Main as he writes endlessly in his home office. Each full of books and papers, one shelf holds The International Journal of Paleontology, Palaeos. Find the February 2012 issue, and you’ll see Main smiling. Almost a complete skeleton, the new dinosaur in his home office. Each full of books and papers, one shelf holds The International Journal of Paleontology, Palaeos. Find the February 2012 issue, and you’ll see Main smiling. Almost a complete skeleton, the new dinosaur on the cover. “Sometimes I do go to coffee shops,” says Main of his dissertation work, “Java and jazz keep me going for hours.”

Also keeping Main hard at work: his crew. In fact, one huge find by crewmember Austin Motheral once led to a six-day (and night) nonstop excavation - an event Main now refers to as Crocorama. “[It] was the longest dig I’ve ever worked…If I ever wake up and find myself not looking for the rest of my life. It just feels right. It makes sense to me. I enjoy the people, the discoveries, the work…If I ever wake up and find myself not looking forward to the day, I’ll stop. I think it’s important to love what you do.”

While Main normally sticks to sound, established paleontological methods, adventurous Motheral is a bit less methodical. Using his father’s tractor in July 2009, he was able to do some pretty amazing things-like search for 100-million-year-old fossils from an ancient ecosystem.

The first dig of the 2012 fall season included over 70 student diggers from local schools. Main hopes to see even more volunteers in the upcoming months. “I’ve had people come from Houston and Oklahoma...even all the way from New Orleans to dig,” says Main, who once visited northeast Montana to unearth a Triceratops. “You can be part of this too!”

While Main might not be drawing dinosaurs in his childhood sketchbook anymore, he does still love collecting fossils and watching science fiction movies-traits he says he won’t be changing anytime soon, adding, “What I’m doing now is what I want to be doing for the rest of my life. It just feels right. It makes sense to me. I enjoy the people, the discoveries, the work…”

Join The Adventure!

New volunteer diggers are always needed and welcome. To find out more, visit the AAS Facebook Group, or visit the webpage: www.arlingtonarchosaursites.com

“What’s hiding in the basement of the library?”

Business & Training Services (BTS) – one of North Lake’s best kept secrets.

“We work with corporate clients in the college service area to provide training on-site at their locations. Leadership, languages, IT and project management are just a few of the subjects provided. Every training contract provides revenue beyond our expenses and adds contact hours to the college pot.”

Stephen Richards, Associate Dean of Workforce Development

What’s next?

“Working alone for the most part, I have made some impactive connections in the business community. North Lake clients include Conexis, City of Coppell, Zale Corporation and Nissan. The newest (and the biggest) client is Aviall, a Boeing Company. What I’m doing now is what I want to be doing for the rest of my life. It just feels right. It makes sense to me. I enjoy the people, the discoveries, the work…”
Check out our list of what’s coming up at NLC

Fall Theatre: “A Midsummer Night’s Dream”
The NLC version includes high-flying acrobatic twists. A must-see! Performances at 8:00 p.m. in the Performance Hall. Admission free. Preview day 10/23

Retiring with ORP
It’s never too early to plan for your retirement. Speaker from ING Financial Services gets you up to speed. (ORP focus)

Retiring with TRS
It’s never too early to plan for your retirement. Speaker from ING Financial Services gets you up to speed. (TRS focus)

Fall Dance Concert
Performance Hall
Admission is free
7:00 p.m.

SECC Now through 10/31
Help your favorite charity through our State Employees Charitable Contribution drive (SECC)!
Ice Cream Socials held every Wednesday. iPad drawing on October 31.

President’s Scholar Presentation
Join us in honoring Dr. Darryl Howard, NLC’s President’s Scholar for 2012-2013. Presentation at 2:00 p.m. in G-401.

Happy Halloween!
Dress up as your favorite character or author for the NLC student/employee costume contest. This year’s completion supports our QEP, iRead. Watch your email for more info.

SECC Now through 10/31
It’s never too early to plan for your retirement. Speaker from ING Financial Services gets you up to speed. (TRS focus)

ORP
Retiring with ORP
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TRP
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It’s never too early to plan for your retirement. Speaker from ING Financial Services gets you up to speed. (TRS focus)

10/24-27
10/30/12
10/31/12
11/3/12
11/6/12
11/15-16
11/16/12
11/22/12
11/30/12
12/6/12
12/15-16
12/22/12
12/27/12
12/31/12

Prepared by the Office of Student Life
Relaxed hands with open palms: Often associated with sincerity and openness.

Leaning forward slightly: Communicates interest in what others have to say.

Frequent eye contact: The rules of eye-contact vary from culture to culture, but in the U.S., it can mean honesty and forthrightness. Eye contact may also indicate interest.

Nodding Agreement: Signals agreement and understanding. Unfortunately if you bobble your head too much may cause the other person to think you are tuning them out.

Sitting or standing upright with relaxed shoulders and arms: An upright stance shows a sense of power or assertiveness, while relaxed shoulders and arms indicate openness to ideas and suggestions.

Smiling: Signals warmth.

Synchrony: Synchrony occurs when two people who are interacting, mirror body language cues. This can indicate that both people are on the same page.

Tightly crossed arms: May indicate defensiveness or disinterest.

Rolling on heels: Looks insecure or childish.

Lazing about on a chair: Implies arrogance.

Slumping in chair: Suggests insecurity.

Shoulder shrug: The classic shoulder shrug generally indicates a simple and honest “I don’t know.” A small, quick shrug may be performed subconsciously and thus can indicate uncertainty or lack of understanding. Shrugging may be associated with lying when a person shrugs rather than speaks, in fear that their words may give them away.

Playing with hair: Brushing hair off your face shows a combination of nerves and flirtation. This is a feminine gesture that may be positive in social situations, but probably not the workplace.

Pulling the ear: Gives the impression of struggling to reach a decision.

Resting hands behind the head or on the hips: Usually interpreted as a sign of superiority or bigheadedness.
President’s Performance Goals for 2012 – 2013

WHERE DOES YOUR WORK FIT?

STUDENT COMPLETION & SUCCESS (WIG)
Improve completion rates for students receiving associate degrees or certificates.

Improve success rates as defined by A, B, or C grades earned.

BUILD DIVERSITY IN THE WORK FORCE
In order to provide an educational environment that is productive and comfortable for our student population, encourage and support diversity in the workforce to include ethnic, racial, age, and gender diversity.

ENHANCE NORTH LAKE COLLEGE EXPOSURE AND RECOGNITION
Increase the exposure of North Lake faculty and staff to best practices in higher education across the state and country, and bring attention to our own best practices by encouraging conference presenters, and by creating recognition in our industry.

BRAND AND BUILD IDENTITY AROUND KEY AREAS OF FOCUS
In order to build enrollment and brand identity for North Lake College, implement a strategy around focused markets and programs.

BUILD ENROLLMENT AT NORTH LAKE COMMUNITY CAMPUSES
Continue to develop community campus identity through programs and services that will build enrollment levels at each site.

BECOME A STRENGTHS-BASED CAMPUS
Build upon the strong use of the StrengthsQuest assessment in order to support students and employees learning and working at their highest potential.

MODEL SUSTAINABILITY IN OUR COMMUNITY AND INDUSTRY
Continue to be a role model for sustainable practices and responsible living in our community and in the higher education industry.

IT’S EVERYONE’S JOB TO SUPPORT COLLEGE GOALS.
IN THE WORKPLACE...

IF YOU SUPERVISE, GO TO MEETINGS OR SPEAK WITH OTHERS, YOU NEED TO READ THIS!

Are you the office know-it-all?

No one likes a know-it-all. Yet the world is full of people who simply love to show off their smarts, pound their chests, exercise their control and belittle other people to make themselves feel better. Nothing derails a meeting or any gathering faster.

Here are some thoughts to heighten our attention to these behaviors and avoid falling into the trap of being the office know-it-all.

1. **Stop talking and listen.** We don’t always have to have the answer. It’s amazing what we can learn when we just stay quiet and listen. Sure, we might have an opinion, but what can we learn if we wait to share it? What can we learn if we openly and actively listen to others’ opinions — without formulating our own response first? **Every time you feel the urge to blurt out your opinion, ask for someone else’s.**

2. **Stay neutral.** As leaders, we own the environment we help create. And knowing it all will shut down communication and creativity fast. Be a leader who encourages rich conversations and brainstorming sessions free of judgment. This creates a safe environment for team members. This will spawn incredible exchanges and limitless ideas.

3. **Listen with interest, without interrupting.** Think of how you behave at a job interview. Typically, we ask questions, listen and look the other person in the eye. We are sincerely interested in what the person is saying. What we say next is often a question to keep the person talking. Listen as if what the other person is saying is the most important thing you’ve heard all day or that he or she is the most important person at the moment.

4. **An overall good lesson: If you can’t say something nice, don’t say anything at that time.** Smile. Listen. Hear the person’s perspective. There will be another time and place to share thoughts and opinions. You will be amazed at the teamwork you foster — people love to be heard, without filter or judgment.

There is no harm — and, in fact, benefits — in nothing at certain times, remaining neutral at certain times and enjoying our first meeting experiences all of the time.

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As professors, we have all had the experience of looking out at our classes and noticing students who choose to occupy the margins of our classroom. These students appear to lack engagement and confidence, and some seem to have one foot out of the door before the class has started.

On the other end of the spectrum, there are students who create a positive energy and are very comfortable in the classroom. These students seem poised for academic success from the first week of classes, unlike the marginal students.

What if we could access the strengths and characteristics of the students who don’t necessarily shine in the classroom so that they too could arrive at that sense of belonging and comfort so crucial a precondition to learning?

I have employed such a tool in my class, Fine Art Appreciation, for the last three years. StrengthsQuest has allowed my entire class to become engaged and involved. As a teacher, it has been exciting and gratifying to see the effects of StrengthsQuest on my students.

So many of our NLC students come to college not sure of who they are or what they will do with their education. For students who do not have a sense of their talents and strengths, StrengthsQuest gives them a positive look at the gifts they bring to the table, both personally and academically.

I have had students tell me they did not think they had anything to offer in class and that is why they didn’t really participate in class. When students realize they have something to offer in class, they learn that it is not only in class, but also in their lives. StrengthsQuest is not a panacea, but when students are afforded the opportunity to understand their strengths, it offers them a sense of themselves and perhaps helps them to select an appropriate major.

StrengthsQuest is a powerful tool that can supplement a faculty’s ability to see a student’s potential so that we might draw students into a community of learners.

If you are interested in learning more about how to implement strengths in your classes as well as learn your personal Strengths, your Teaching and Learning Team along with Wildfire are sponsoring a class on November 16.
In 2010, the Texas Higher Education Coordinating Board (THECB) launched a developmental education initiative to identify innovations designed to fundamentally reform a system that is failing students nationwide.

One recommendation is a non-course-based developmental education which targets students in need of short-term remediation (i.e. pre-placement testing workshops or modular curricular programs). These interventions are wholly different from the learning support activities such as tutoring, supplemental instructions, and labs generally assigned to traditional semester length courses. Students completing interventions will generally demonstrate TSI readiness by passing one of the state approved college readiness assessment tests.

Another recommendation is technology-based developmental education which allows the student to accelerate through remedial materials until he/she is deemed college-level ready through approved readiness assessment tests. What does this mean to the institution, the faculty, and the student?

The Texas Higher Education Coordinating Board, with the support and assistance from the Texas Legislature, institutions, and non-profit organizations, are piloting innovative strategies and transforming the delivery of developmental education to accelerate student success in college, career, and life.

These accelerated projects will require institutions to systemically reform their developmental education programs. Beginning with the 2013-2014 academic year, the TSI assessment will be aligned with the College and Career Readiness Standards and include components, placement, and diagnostics for under-prepared students. The assessment is a key aspect of the Success Initiative that will help improve advising. When students complete the placement assessment, they will be advised as to the best combination of interventions, which could include non-course based, and/or technology-based options that promote acceleration, persistence, and most importantly success.

Instruction in these accelerated interventions will focus on factors for college success, incorporating best practices for developmental education while at the same time preparing students for college level success.

Not so long ago, the goal was to get more people enrolled in college. Now, the buzzword is completion.

Almost all public colleges offer developmental classes, but about 90% of the work in Texas is done at the community college, which educates 57% of the state’s college students. Funds are limited, so how do we do a better job with these students?

Texas’ multi-pronged approach to improving developmental education delivery and increasing student success rates appears to be an aggressive approach to instructional improvements that are designed to boost college completion and reach labor market goals.

As an educator, I have to ask myself – is our goal to move students through remedial education and towards a college degree the ultimate goal? Or, are we in the business of educating people to be successful in college and beyond? Hopefully, this most recent initiative will accomplish both — help move students through remedial education, towards a college degree, and ultimately help them achieve successful opportunities in the labor market.

In 2010, the Texas Higher Education Coordinating Board (THECB) reported that approximately 50 percent of community college freshman and 22 percent of university freshman enroll in at least one developmental education course. Approximately 20 percent of those students complete developmental programs and earn a bachelor’s degree within six years. But, what happens to the other 80% of those students who do not complete college or earn a degree?

The price that public universities, community colleges, students, their families, and taxpayers pay to get under-prepared students ready for a post-secondary education can be staggering. For example, if a student enrolls in the lowest level of a developmental discipline, and takes several semesters to complete the course sequence, how likely is it that the student will have the funds to complete a college degree? How likely is it that the student will return to college at a later date? The answer, according to THECB, is highly unlikely. Then, what is the answer? How does an educational institution remEDIATE students’ educational needs so they are successful in college level courses? How can we help them obtain an associates or bachelor’s degree?

In 2010, the THECB launched a developmental education initiative to identify innovations designed to fundamentally reform a system that is failing students nationwide.

Developmental Education ~ What Works?

▶ Semester-long classes are too long; they don’t work well for developmental education. Four-week, or eight-week courses, coupled with intensive tutoring, often work better.

▶ College readiness assessments for high school students, allowing them to improve their skills before they reach college.

▶ Required classes teaching study skills, time management, career choices, and other keys to college success

▶ New teaching methods and class content

▶ More rigorous high school curriculum
Is Someone Watching Your Internet Usage?

written by Jay Ceart

Is your computer running slower than usual? Antivirus program failing you? Are you being directed to websites you didn’t type into your address bar? Is a pop-up telling you that your computer is infected?

It’s possible that a spy is in your machine!

Spyware is a type of malicious software that acts much like the spies we see in movies. It will often disguise itself and sneak into your computer inside a software bundle. Once inside, it gathers specific information depending on the intentions of the person who created it. Spyware actions may be as harmless as changing the advertising you see, or as dangerous as directing you to a dummy website that resembles your bank’s login page. Spyware may:

● Track your internet page visits
● Redirect your browser to go to the author’s site, or an advertiser’s page
● Record everything you type on your keyboard, often stealing login/password information
● Change the advertising banners you see to direct you to their own advertisers
● Rewrite search engine results, to help get you to their preferred sites
● Disable your firewall and anti-virus software, opening up your computer to additional infection

Evading the spy

You have probably run across pesky ads that pop up on top of a Web page’s content. You click, thinking you’re closing the ad, but instead you end up on a new Web page. BOOM! You just took the bait and let the spy in.

Spyware does not typically move from one computer to another like a virus. It sneaks in while you surf the internet. Simply paying attention can often thwart spyware. Much of the malicious software requires your action (clicking on a link) or your input (telling your machine it’s okay to install or run a program, toolbar, or file. The simplest way to avoid spyware is to pay attention to what you click on and what is being asked of you. Don’t answer “yes” or run or install programs you don’t recognize.

Defending your computer

Prevention is the best medicine to keep spyware off your computer, but if your computer does become infected, you will need to run an anti-spyware and/or anti-virus program. If these programs fail to clean your computer, programs may need to be re-installed or the entire operating system may need to be cleared and re-installed.

● Run an anti-spyware program. Microsoft Windows Defender for Windows XP, Vista, 7 and 8 is free on the Microsoft Web site (it comes installed except on XP).
● Keep browsers and plug-ins like Adobe Flash and Java up to date.
● Increase the security in your browser options, by lowering privileges.

Terms to know...

Malware: “Malicious software,” a general term encompassing viruses, spyware, adware, rootkits, scareware, worms, trojans, and other malicious or disruptive software.

Virus: A self-replicating program that spreads between computers, typically but not exclusively with malicious intent that corrupts or modifies files on a targeted computer.

Spyware: An information gathering and/or sabotaging program, often bundled with desired programs.

Adware: A type of malware that shows you advertisements to generate revenue for its creators.

Rootkit: A sneaky process that is designed to hide itself well and to gain administrator access to a computer.

Scareware: Often, an advertisement that tells you that your computer is infected, and convinces you to buy a fake product to clean your computer which is then often spyware or adware.

Worm: A stand-alone self-replicating program that infects computers and spreads over a network, often slowing down a network.

Trojan: This malware pretends to be a helpful or legitimate file or program, gains access to your computer, and harms the host computer. It often copies itself and steals information.

With a little awareness and some preventative measures, you can maintain privacy and avoid losing data. If you’re having trouble with a North Lake machine, give 7PC Help a call at 972-273-3339 and ask.

Good People Doing Good Things

Big Brothers and Sisters

Big Brothers Big Sisters returns to North Lake College this fall with a new program offering one-to-one mentoring to high school students by email. The mentor2.0 program pairs volunteers to students for two to four years, during which students receive guidance on careers and college admissions.

Mentors and students communicate via email, on a secure BBBS system. Weekly email exchanges cover topics like exploration of career paths, how to prepare for college, and skills used for interviews, problem-solving, time management, and stress relief. Once a month, mentors and mentees meet at group events organized by BBBS.

Around 600 students from Dallas and Irving will participate this school year. Teachers whose students participate in mentor2.0 say the program makes students better-informed about colleges and careers, improves grades, and even boosts attendance!

Contact Kay Nixon at x3307 for more information or to volunteer for Big Brothers and Big Sisters.
North Lakers
THEN & NOW
Enjoy our blast to the past with some of our favorite retro photos!

Virginia Jones * Student Life
Lynda Edwards * Student Recruitment
Ella Barber * Human Resources
Virginia Jones * Student Life
Lynda Edwards * Student Recruitment
Ella Barber * Human Resources

An Early Thanksgiving...
What are you most grateful for this year?

-the District’s decision to grant us a raise.
-Kent Seaver, Director of Learning Resources

-Boots!
-Cory Acevedo, Veterans Affairs Service Coordinator

-That we were able to get money for the new iRead lab!
-MaryAnn McGuirk, Liberal Arts Faculty

-the opportunity to work with such talented and compassionate student leaders.
-Yolanda Romero, History Faculty

-I having a job I love.
-Marielle Perrault, Marketing & Advertising Coordinator

-my health and strength.
-Jewell Humphrey, PSS, Mail Room

-waking up each morning with a smile on my face...life is good.
-April Burns, Network/Server Support Specialist

-finding a new home in a great department with a wonderful team.
-Gloria Anderton, Senior Rehabilitation Specialist/Advisor

-my fifteen minute commute, caffeine, and the workplace environment that NLC fosters.
-Aaron Oefinger, 7PCHelp

-all my students, who on a daily basis try their hardest to achieve success in life.
-Jim Casey, Dean, Educational and Administrative Technology

-those who gave to the SECC & love ice-cream!
-Jim Casey, Dean, Educational and Administrative Technology

-the love and support of family and friends.
-Elyse Gappa, Graphic Designer

-the opportunity to work with such talented and compassionate student leaders.
-Yolanda Romero, History Faculty

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-Yolanda Romero, History Faculty

-I having a job I love.
-Marielle Perrault, Marketing & Advertising Coordinator

-my health and strength.
-Jewell Humphrey, PSS, Mail Room

-waking up each morning with a smile on my face...life is good.
-April Burns, Network/Server Support Specialist

-finding a new home in a great department with a wonderful team.
-Gloria Anderton, Senior Rehabilitation Specialist/Advisor

-my fifteen minute commute, caffeine, and the workplace environment that NLC fosters.
-Aaron Oefinger, 7PCHelp

-all my students, who on a daily basis try their hardest to achieve success in life.
-Jim Casey, Dean, Educational and Administrative Technology

-those who gave to the SECC & love ice-cream!
-Jim Casey, Dean, Educational and Administrative Technology

-the love and support of family and friends.
-Elyse Gappa, Graphic Designer

-the District’s decision to grant us a raise.
-Kent Seaver, Director of Learning Resources

-Boots!
-Cory Acevedo, Veterans Affairs Service Coordinator

-That we were able to get money for the new iRead lab!
-MaryAnn McGuirk, Liberal Arts Faculty

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Using your top five StrengthsQuest themes

Check out the StrengthsQuest Website for action items you can use every day!

Understanding your StrengthsQuest top five themes puts a powerful tool at your fingertips. But if you’re like many employees, you probably haven’t given much thought to Strengths since your initial training workshop. The StrengthsQuest website has a variety of reports and other downloads to help you make the most of your talents. And it’s all customized just for you.

Take our challenge.
Use the StrengthsQuest site to help focus on just one of your top five themes each day of the work week. Do this for one month and discover the difference strengths awareness can make.

How to use the StrengthsQuest website:

- Go to www.strengthsquest.com.
- Click the “sign in” button in the top right corner.
- If you have used the site before, simply log in with your user name and password. If it’s your first time, you will need to set up an account. This will require the access code that you used when you took the StrengthsQuest survey. If you don’t know your access code, contact Lorri Hill by email or call #3258.
- Once logged in, you will find a variety of reports that provide insight and action plans for using your individual themes.

Click: “apply” tab and select either “Teacher” or “Professional Action Items.” You will find personalized action items to help you focus on your top themes. Use these to make the most of your talents every day.

The total development cost of North Lake’s original construction was $21 million, which did not include the land.

When North Lake opened, the address was 2000 Walnut Hill Lane, Irving TX 75062 and there was no entrance from MacArthur.

The first president of North Lake College, Don Newport, was the youngest college president in the country at age 36.
North Lake was the national champion in the waste minimization category for 2008, 2009, 2010 and 2011. Last year we finished second, 1/8 of a pound behind Valencia College in Orlando, Florida. Pin Man has been vacationing at Disney World this summer but it is time for him to come back home.

RecycleMania is a friendly competition for college and university recycling programs to promote waste reduction. Its overall goals are to:
1. Motivate students and staff to increase recycling efforts and reduce waste generation.
2. Generate attention and support for campus recycling programs.
3. Encourage colleges to measure and benchmark recycling activity in their effort to improve their programs over time.
4. Have a fair and friendly competition.

For more information, visit the RecycleMania homepage, www.recyclemaniacs.org.

North Lake’s first fall semester, 2900 students registered for credit classes and 2000 for continuing education.

Dr. Yolanda Romero Honored by Hispanic Scholarship Fund

On October 17, Dr. Yolanda Romero, Professor of History, was inducted into the Hispanic Scholarship Fund (HSF) Alumni Hall of Fame. The award was presented at HSF’s annual gala to raise scholarship funds to help deserving students attend college.

Dr. Romero was one of six influential Latinos who were inducted to the HSF Alumni Hall of Fame joining an impressive cadre of prior inductees representing the more than 55,000 students HSF has awarded since inception in 1975.

Tentative events for Spring 2013:
* Developing a Common Book program at NLC: February/March
* Online Teaching Squares: March/April (March 6 kick-off, April 17 wrap-up)
* Project Based Learning: TBD
* Active Learning Strategies for the Classroom: TBD
* Wrap Up: Best practices at NLC (April 26)

Let’s bring Pin Man back home to North Lake!!
NLScene

Events from Fall 2012

1. Gina Federer and Mary Ciminelli, NLC Birthday Party
2. Debbie Eberle and Christa Slejko, NLC Birthday Party
3. Arthur James and Mike Cooley, NLC Birthday Party
4. Deitra Craig, Karen Boston, Victoria Rae, Financial Literacy Week
5. Elizabeth Tompkins and Cory Acevedo, Welcome Back Party
6. Sarah Turner, Mireya Martinez and Dalia Blell, Welcome Back Party
7. John Moseley and David Evans, NLC Birthday Party
8. Pat Henry and Veronica Salazar, NLC Birthday Party
10. James Chanthalangsy, Andrew Fitch, Billy Yost, Jay Ceart and Sasha Ceart, SECC Ice Cream Social
11. Zena Jackson and Maria Delgado, SECC Ice Cream Social
12. Tish Waters and Marielette Perrault, SECC Ice Cream Social
13. April Burns and Drena Settles, SECC Pizza Party
14. Shannon Weaver and Jim Casey, SECC Ice Cream Social
15. Lynn Brink and Aaron Stout, SECC Pizza Party
16. Mary Ciminelli and Virginia Jones, Welcome Back Party
In August, Lauren Simmons, Math/Science, received her Bachelor of Applied Sciences degree from TWU.

Art faculty, Melodee Ramirez received an award in the professional category for her painting at the Irving Arts Center Membership Show.

Developmental Math adjunct, LaShara Webster was recognized as Teacher of the Year for Irving ISD Sam Houston Middle School in for year 2011-2012.

October 5-7, Mike Huddleston participated in a conference and workshop of the Open Science Network at the National Tropical Botanical Garden and Kauai Community College on the island of Kauai, the Hawaiian Islands. Open Science Network is an organization of colleges and universities dedicated to the study of ethnobiology and ethnobotany. The OSN is supported locally by BRIT, the Botanical Research Institute of Texas in Fort Worth. The conference was divided into two days of intensive work developing NSF grant proposals relating to instruction in ethnobiology and field instruction at the freshman/sophomore level in both universities and community colleges.
Pin Man you complete me...

I luv U Pin Man

Life just isn’t the same at NLC without Pin Man!

ABSOLUTE PERSISTANCE

Don’t give up. Keep recycling. Pin Man is counting on us!

THRI VE!

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