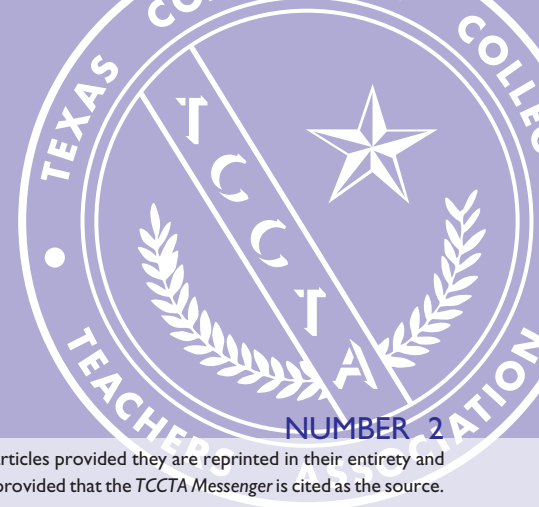


TCCTA MESSENGER



A Publication of the TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION

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Faculty Salaries Fail to Keep Pace With Inflation

For the 2001-02 academic year, salaries of Texas community college faculty increased modestly, continuing the pattern of previous years. Pay raises were not sufficient, though, to keep pace with the 1.9 percent inflation factor calculated by the U.S. Bureau of Labor Statistics. Anticipated budgetary pressures evidently prompted some colleges to hold the line on faculty salaries.

For faculty members holding Master's Degrees, average entry-level salaries rose \$1,222 per year, while average salaries for faculty in their sixteenth consecutive year of service rose \$2,176.

These are some of the conclusions reached from this year's study of faculty salaries and benefits conducted by the Texas Community College Teachers Association. This is the twenty-fifth year that TCCTA has undertaken its study.

As in previous years, an analysis of the TCCTA survey continues to point out very wide differences in salaries offered among Texas community colleges. For example, a beginning teacher holding a Master's Degree will be paid as little as \$23,550 at one college and as much as \$40,500 at another—a variation of nearly 72 percent for essentially the same work load.

TCCTA leaders stress that salary comparisons are not made without risks. Costs of living vary—sometimes significantly—from city to city. And, depending on one's personal preferences, the quality of life and the working environment of one location might well justify a substantial salary differential.

Additionally (as reported on page 3 of this issue of the *Messenger*), about one-half of the colleges cover employees with Social Security or qualified private pension plans in lieu of Social Security. Twenty-six districts reported supplementing the state's contribution to the Optional Retirement Program for eligible em-

ployees by 2.5 percent; and 19 more districts pass on a 1.31 percent ORP supplement for qualified employees. A number of college districts augment employees' insurance plans. These "fringe benefits"—and others—are not calculated in the annual salaries reported on pages 6-7 of this issue of the *Messenger*, but should not be overlooked in considering total compensation.

The salary variations are significant, nonetheless; and with teacher shortages already existing in some fields, most notably in high-technology programs, and widely predicted in a number of other academic and technical disciplines within the decade, those colleges at the low end of the salary schedule might find themselves hard pressed to recruit—and keep—well-qualified teachers.

Meaningful studies of faculty salaries and realistic comparisons among the colleges have become increasingly difficult in recent years as some districts have abandoned traditional schedules showing experience "steps" and educational "levels" in favor of salary "ranges" or "bands." Changes in methods of setting salaries usually are the results of outside consultants' recommendations, intended, it is said, to make salaries comparable with local "markets." However, an unfortunate result of those changes is that it becomes impossible to determine accurately the salaries paid to faculty at specific levels of experience holding specific professional degrees or credentials.

In recent years, another problem has developed as colleges which have faculty salary schedules, or tables, showing years of service and educational achievements, have failed to provide for faculty to advance on the schedules. In past years, for example, a faculty member on "Step 5" of the salary table would be in the fifth consecutive year of service. In practices now followed at several colleges, however, a faculty member's step placement is no longer equivalent to consecutive years of service.

Some faculty salary studies report "average salaries" without regard to experience or educational attainments. These studies give a distinct advantage to "older" colleges over colleges formed within relatively recent years, since large numbers of veteran faculty members are placed at the higher end of the salary schedules, thus "loading" the studies in favor of the long-established schools.

Over the years, TCCTA has been increasingly challenged to report valid salary data, since colleges have adopted widely divergent methods of calculating and awarding faculty salaries. In consultation with faculty and officials from around the state, the association plans to update the methodology of future surveys to capture and report more meaningful statistics reflecting salary ranges at all Texas community colleges. ☆

Salaries of Texas community college faculty increased this year, but failed to keep pace with the 1.9 percent rate of inflation.

SALARY INCREASES LAG BEHIND CONSUMER PRICE INDEX

The table below shows the changes in purchasing power for Texas community college teachers with master's degrees during the first and subsequent years of service. Data are based on an increase in the Consumer Price Index of 1.9 percent for 2001 over 2000, as determined by the U.S. Bureau of Labor Statistics. (* Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master's degree.)

State Average Salaries — Master's Degree	Percent Increase		Change in Purchasing Power
	2000-01	2001-02	
First Year	\$30,833	\$32,055	1.04% - 0.05%
Sixth Year	33,917	35,447	1.05% - 0.04%
Eleventh Year	36,998	38,635	1.04% - 0.05%
Sixteenth Year	41,860*	43,760*	1.05% - 0.04%
Twenty-first Year	44,226*	46,402*	1.05% - 0.04%

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PRESIDENT'S MESSAGE

Closing the Gaps. Moving Every Texan Forward. No Child Left Behind. Making Every Texan Count.

When we read these initiatives, our hearts and our souls say a resounding YES! Surely, no educator can disagree with the philosophy or the rhetoric of these objectives. An educated and informed citizenry determines the fate of nations.



We are alarmed when presented with the most recent demographic data concerning the makeup of the population in our great state. Daily we see the gaps that exist among the students in our classrooms, and in our minds we extrapolate those gaps for those who dropped out of the educational system without completing high school.

But the bottom line is this: How are we to close gaps and leave no child behind when our financial resources are stretched to the limit in educating the students enrolled presently in our community and technical colleges? Most institutions in the state are using physical facilities to capacity. Class offerings are already maximized at many schools due to fiscal limits on resources.

Community colleges offer the avenue for closing the gaps because of our "open door" policy, and we embrace the diversity of our population. The missing element is the financial resources to educate our share of the coming tidal wave of students.

The present economic downturn and the costs of the war against terrorism present a treacherous road for education for the nation, and Texas in particular. We cannot afford to abandon the key aims of the initiatives before us. However, the financial ability to close gaps and ensure an educated citizenry for Texas appears to be a pipe dream at the moment.

So now is the time for all educators to speak with one voice to the state legislature. Obviously we must provide the funds for adequate health insurance for educators at all levels. Let's not forget the funds for leaving no child behind in the public schools.

Yes, we recognize the other demands: Medicaid, aid to economically disadvantaged children, prisons, highways, etc. But the need for prisons will merely continue to grow and the population of economically disadvantaged Texans will expand exponentially if we ignore the obvious.

The *Road Map for National Security: Imperative for Change* issued by the Hart-Rudman Commission on National Security on January 31, 2001, lists as one of its five key recommendations the recapitalizing of America's strengths in science and education. The following excerpt is taken from that report:

"Americans are living off the economic and security benefits of the last three generations' investment in science and education, but we are now consuming capital. Our systems of basic scientific research and education are in serious crisis, while other countries are redoubling their efforts. In the next quarter century, we will likely see ourselves

surpassed, and in relative decline, unless we make a conscious national commitment to maintain our edge."

We also face unprecedented opportunity. The world is entering an era of dramatic progress in bioscience and materials science as well as in technology and scientific instrumentation. Brought together and accelerated by *nanoscience*, these rapidly developing research fields will transform our understanding of the world and our capacity to manipulate it. The United States can remain the world's technological leader if it makes the commitment to do so. But the U.S. government has seriously under-funded basic scientific research in recent years. The quality of the U.S. education, too, has fallen well behind many other nations. This has occurred precisely at a time when Americans will increasingly need science and math on a daily basis.

In the Commission's view, the inadequacies of our systems of research and education pose a greater threat to U.S. national security over the next quarter century than any potential conventional war. American national leadership must understand these deficiencies as threats to national security. If we do not invest heavily and wisely in rebuilding these two core strengths, America will be incapable of maintaining its global position long into the 21st century.

Certainly our legislators have a difficult task before them. They will have to demonstrate creativity, wisdom, and the courage to make hard choices.

As educators, we need a public campaign demonstrating unity and one voice for all. We cannot afford to be the "dog that didn't bark" or the "broken wheel that did not squeak."



EDITORIAL POLICY

1. The *TCCTA Messenger* provides a forum for TCCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the *Messenger*. Publicity accorded to a particular point of view does not imply endorsement by TCCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the *Messenger* may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the *TCCTA Messenger*. Brief quotations and statistical data may be reproduced provided that the *TCCTA Messenger* is cited as the source.

6. Manuscripts should be sent to: Chair, TCCTA Publications Committee, 901 MoPac Expressway South, Building I, Suite 410, Austin, Texas 78746-5791. Authors should retain copies of their manuscripts for their files.



26 COLLEGES PROVIDE ADDITIONAL BENEFITS

An important—and often overlooked—benefit provided employees at 20 Texas community colleges is Social Security coverage under the Federal Insurance Contributions Act (FICA). Employees at the remaining 30 public community college districts “elected” years ago not to participate in the Social Security program, when participation was optional for governmental entities covered by other pension plans, e.g., the Teacher Retirement System of Texas.

Old-age, survivors, and disability insurance is financed by a Social Security tax of 12.4 percent of compensation up to a wage base of \$80,400 in 2001. One-half of the tax (6.2 percent) is withheld from each employee’s pay, with the college contributing the remaining 6.2 percent. The employer’s Social Security tax for an employee earning \$35,000 is \$2,170. The benefit becomes a substantial budget item, both for colleges and for employees experiencing the reduction in take-home pay.

Based on reports from the schools, the following colleges provide Social Security coverage for their employees:

- Alamo Community College
- Blinn College
- Del Mar College
- Galveston College
- Grayson County College
- Howard College
- Laredo Community College
- Lee College
- Odessa College
- Panola College
- Paris Junior College
- South Plains College
- South Texas Community College
- Tarrant County College
- Temple College
- Texas Southmost College
- Trinity Valley Community College
- The Victoria College
- Weatherford College
- Wharton County Junior College

At six colleges, employees participate in private pension plans in lieu of Social Security, with college contributions ranging from 3 percent to 8 percent. Those schools and the contribution rates are listed below:

- Amarillo College (6.65%)
- Central Texas College (7%)
- Frank Phillips College (4%)
- Midland College (7%)
- Navarro College (8%)
- Western Texas College (3%)

College contributions to Social Security and to other retirement plans besides the state’s Teacher Retirement System and the Optional Retirement Program, while representing a significant financial commitment on the part of the employing institutions, are not factored in the salaries and rankings reported in this issue of the *Messenger*. ☆

48 COLLEGES SUPPLEMENT ORP CONTRIBUTIONS

Forty-eight community college districts are supplementing state contributions to employees’ Optional Retirement Programs this year. Twenty-six schools contribute 2.5 percent of salary for eligible employees, nineteen contribute 1.31 percent, and two colleges do not provide any ORP supplement.

In 1991, the Legislature reduced the state’s ORP contribution from 8.5 percent to 7.31 percent, but authorized colleges to use “local and other funds” to make up the 1.19 percent to bring the total state-employer contribution rate to 8.5 percent. In the 1995 legislative session, the state ORP contribution rate was lowered to 6 percent, but an additional 1.31 percent was appropriated for employees hired prior to Sept. 1, 1995, in effect continuing the state contribution rate at 7.31 percent. The Legislature also continued authorization for local institutions to supplement the state’s rate by 1.19 percent—but *only* for employees hired prior to Sept. 1, 1995.

Since 1997 the Legislature has continued the state contribution rate at 6 percent and appropriated additional funds to the colleges and universities to offset a 1.31 percent local supplement to the ORP contribution for employees hired prior to Sept. 1, 1995. However, although money for the ORP supplement is included in the institutions’ state appropriations, there is no mandate that the funds be used for that purpose.

In addition to the 1.31 percent ORP supplement financed by state appropriations, the law continues to allow institutions to use “local or other funds” to add 1.19 percent to bring the total state-employer contribution rate for participants hired prior to Sept. 1, 1995, to 8.5 percent.

Employees hired beginning Sept. 1, 1995 electing to participate in ORP instead of the state’s Teacher Retirement System receive employer contributions of 6 percent, and the law requires that new ORP enrollees be informed that future contributions “may fluctuate over time.”

All of the state’s four-year and upper-level colleges and universities (including the health science centers and medical schools) provide the combined 2.5 percent ORP supplement for eligible employees. All components of the Texas State Technical College also provide the 2.5 percent supplement. More than two-thirds of eligible community college participants in ORP receive a 2.5 percent supplement from their colleges.

All told, 94 percent of eligible ORP participants receive a 2.5 percent supplement. All but about 120 of the eligible 35,000 ORP participants receive the 1.31 percent supplement.

The following 26 community college districts pay a total of 2.5 percent ORP supplements for eligible employees: ☆

- Alamo Community College
- Alvin Community College
- †Angelina College
- Austin Community College
- Blinn College
- Central Texas College
- Coastal Bend College
- *College of the Mainland
- Collin County Community College
- Dallas County Community College
- Del Mar College
- El Paso Community College
- †Hill College
- *Laredo Community College
- Lee College
- McLennan Community College
- *Navarro College
- North Harris Montgomery Community College
- Northeast Texas Community College
- *Panola College
- South Texas Community College
- Tarrant County College
- Texarkana College
- Texas Southmost College
- *Trinity Valley Community College
- Tyler Junior College
- *The Victoria College
- Wharton County Junior College

(*College of the Mainland, Laredo Community College, Navarro College, Panola College, Trinity Valley Community College, and The Victoria College pay the 2.5 percent differential only for employees hired prior to Sept. 1, 1991.

†Angelina College and Hill College pay the 2.5 percent differential only for employees hired prior to Sept. 1, 1993.

These institutions pay a 1.31 percent supplement for employees hired between Sept. 1, 1991 and Sept. 1, 1995.)

The following 19 districts supplement the state’s ORP contribution by 1.31 percent for employees hired prior to Sept. 1, 1995:

- Amarillo College
- Brazosport College
- Clarendon College
- Galveston College
- Grayson County College
- Houston Community College
- Howard College
- Kilgore College
- Midland College
- North Central Texas College
- Odessa College
- Paris Junior College
- Ranger College
- South Plains College
- Southwest Texas Junior College
- Temple College
- *Vernon College
- Weatherford College
- Western Texas College

(*Vernon College supplements the state ORP contribution by 1.31 percent for *all* ORP participants. Additionally, Vernon contributes 1.31 percent to a tax-sheltered annuity for employees enrolled in TRS.)

Two districts do not provide any supplement for employees participating in ORP:

- Cisco Junior College
- Frank Phillips College

These schools reported that they elected to use the state-appropriated 1.31 percent to augment employee salaries rather than direct those funds to eligible ORP participants, stating that employees desiring to do so could use a portion of their additional income to open individual retirement accounts. ☆

Point Counterpoint:

Terry Holmberg

Texas State Technical College–Waco

Yes

Semantics is ever the culprit. Take, for example, the word, *customer*. In the academic world, this simple word has the capacity to set people's teeth on edge, create disharmony in academic departments or drive a wedge between individuals who would normally be on speaking terms. *Customer*, a rather innocuous word normally, comes trailing connotative baggage that has the power to shut down communication, especially when the term becomes interchangeable with the word *student*. How does this particular word get such power? According to one dictionary, a customer is one who buys goods or services. Nothing in that definition would seemingly constitute fighting words.

The problem may be in carrying the word to the often stated conclusion that the *customer is always right*. This "rightness" is an important concept, but may not fit every situation. In certain circumstances, a customer may not have enough information to be right. If I go to a heart surgeon, I would be a customer, but I would not have enough expertise to make wise decisions about my heart. Therefore I need an expert who can provide knowledge, experience, guidance and service. These are also attributes that teachers should provide in an academic setting.

I began using the term *customer* for students back in 1994 while working at a secondary school where the incoming superintendent was trying to implement Total Quality Management. TQM promoted two potent buzz words: *quality* and *customer*. I personally never had a problem with either of these words for two reasons. First, I asked myself, *what do I want as a customer?* The answer to that question was simple. I wanted good service. Second, *what did good service mean to me?* After some thought, I decided good service meant several things: If I buy a product, it should work properly, at least for the duration of the warranty. If I approach a retail counter, I would like to be waited on within a reasonable amount of time by a person with a reasonable amount of expertise, and if I am getting ready to make a purchase, I would like a little courtesy, a pleasant attitude and a smile.

How do I take this model into the classroom? As a teacher, how do I give quality service to the students, my customers? I see myself as the per-

son behind the counter. First, I am prepared and organized. If I ask students to read an assignment before coming to class, I have reviewed it myself. If I don't understand something, I will consult someone who does beforehand. Second, I am on time. Third, I put my written objectives on display so students will know I have a destination. It is my job to provide expertise, to be current, to bring examples to class, to use equipment that will enhance my presentation, to be open to questions, and to be knowledgeable about how people learn.

As a student, I resented arrogant instructors who would waltz into class late, had not done their homework, or just wanted to shoot the proverbial breeze on their favorite story or hobby.

Did I ask too much of my teachers? I don't think so. My time was—and is—valuable, and so is that of students today. I tell them up front that I want *"to use their time to the best of my ability."* Will I sometimes bore someone? I'm sure of it. My approach on freshman composition, humanities, or technical writing will not please everyone, but certainly I will be on the subject. I will be prepared and know my material. I will also try to smile and stay upbeat. No, I'm not always happy, but I can choose my attitude. I'm providing a model of behavior as well.

I also believe students deserve someone who can separate a private life from a professional one. I don't discuss my personal life or problems in class. Do I sometimes use an example from my personal life to jump-start an assignment? Yes, but I try to make the connection clear. I'm not just talking randomly due to being unprepared. If I want my students to stay on task, then I must do so myself.

Finally, I have learned that the arrogant or surly student with the "attitude" is often insecure or in fear of failure. If we do our part as professionals, we can usually discover how to help. Isn't that why we are in the classroom? If our chosen field is teaching, we should enter the classroom with enthusiasm and passion. If not, we should go elsewhere. Our students deserve the best we can give. I do not believe the student is always right, but I do believe that our students, who *are* our customers, deserve quality service, and we must provide it. ☆



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Are Students “Customers”?

Terry Stewart

Austin Community College

No

For the last ten years, higher education faculty, especially those at community colleges, have been fighting what they perceive as a new and dangerous threat: the concept of college students as “customers.” At many institutions, administrators, battling for contact hour reimbursement money from the state of Texas, have come to believe that the solution to money problems is in luring more students to campus by treating them as though they are “customers” purchasing a product: an education. This consumer metaphor is invalid on all levels, but what should reassure those of us opposed to it is that the concept isn’t even new.

In 1888, Francis L. Patton, president of Princeton University, declared in his inaugural address that “College administration is a business in which trustees are partners, professors the salesmen and students the customers.” His words smack of the uncontrolled capitalism of the Gilded Age just as the more recent use of the metaphor fits in snugly with the excesses of the (now withering) “dot-com” boom. And, just as Patton’s metaphor didn’t work in the 19th century, it doesn’t work in the 21st.

Why does this metaphor fall apart? It does so because an education is not a product and a student is much more important to society as a whole than a customer is. A customer rarely uses the product he purchases for an entire lifetime; no car, refrigerator, or computer will be a part of a purchaser’s entire life or his children’s lives in the same way that an education will be. No product will mold a customer’s thought patterns, affect her thinking skills, and guide her decisions in the way that an education will. No product can create a better citizen.

Think for a moment about what we know about customers. First, successful retailers often adhere to the philosophy that customers are “always right.” So, what does a teacher face when a student, having been told to see herself as a customer, demands an “A” in a course, while her work merits no passing grade? If she is a customer, she has a right to demand the “A” because she paid for it. Similarly, if a student is a customer, is she simply *purchasing* a degree? Certainly society as a whole, which has a great stake in educating its citizens, would balk at the

idea that taxes are being paid for people to leave a college with a degree saying an education has occurred when it has not.

Surely, you say perhaps, this minor use of a marketplace metaphor is nothing more than annoying. I beg to differ. College classrooms have too often become environments in which discipline problems erupt. We ask ourselves why these legal adults have become so much like their much-younger counterparts in middle school and high school. The real question is: Why are we *surprised* by this development?

Think about the number of times you have been in retail outlets or restaurants and have witnessed amazing displays of hostility when a customer was not pleased with the service. Think about the countless frivolous lawsuits brought about by customers, even medical patients under the care of doctors. When we call our students customers, we ask for higher education to be perceived as a huge department store, selling products that our customers aren’t convinced they need—or even *want*.

The hostility in the customer-driven classroom can be just as frightening as with an irate restaurant patron or airline passenger subjecting fellow passengers to fits of rage directed at flight attendants. It’s not uncommon for faculty today to experience students who will not stop talking on cell phones during class; who demand course policy changes; who read newspapers or magazines during instruction. If they are reprimanded for their behavior, these students often reply that, since they paid tuition, they may do whatever they please while in class.

Students are more important than customers. Yes, because they are more important than customers, their registration processes should be as simple as possible. Yes, they are more important than customers, so colleges should offer vital student support. And, because they are more important than customers, we should stop calling them that. The customer metaphor wasn’t valid in 1888 and is equally invalid now. And, it invites students to misunderstand who and what they are. Students are on the receiving end of a terribly important social investment: an education. An education is not a product with a shelf life. ☆



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COMPENSATION AND UTILIZATION OF PART-TIME INSTRUCTORS TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES 2000-2001 and 2001-2002

(Source: Institutional responses to TCCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U. S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

College District	Compensation for One Three-Hour Course		2001-2002 Rank (1-49)	Percent Increase 2001-2002 Over 2000-2001	Additional Pay for Advanced Hours or Degrees	Additional Pay for Teaching Experience	Number of Full-Time Faculty	Number of Part-Time Faculty	Percent of Sections Taught By Part-Time Faculty
	2000-2001	2001-2002							
Alamo Community College District	\$1,953	\$1,992	3	2.00%	Yes	No	838	1,210	38%
Alvin Community College	1,350	1,350	24	—	No	No	92	150	25%
Amarillo College	1,275	1,275	33	—	Yes	Yes	237	202	27%
Angelina College	1,452	1,500	14	3.31%	No	No	105	223	33%
Austin Community College	1,725	2,025	2	17.39%	Yes	Yes	437	1,055	62%
Blinn College	2,150	2,150	1	—	Yes	No	238	303	36%
Brazosport College	1,416	1,416	21	—	No	No	69	108	35%
Central Texas College	1,350	1,350	24	—	Yes	No	139	238	36%
Cisco Junior College	1,065	1,095	43	2.82%	No	No	71	71	23%
Clarendon College	900	900	48	—	No	No	28	64	71%
Coastal Bend College	1,350	1,350	24	—	No	No	91	74	23%
College of the Mainland	1,407	1,500	14	6.61%	Yes	Yes	89	400	63%
Collin County Community College	1,440	1,512	13	5.00%	No	No	189	500	50%
Dallas County Comm. College District	1,551	1,613	10	4.00%	No	No	630	2,233	67%
Del Mar College	1,804	1,894	5	4.99%	Yes	No	292	319	28%
El Paso Community College	1,973	1,978	4	0.25%	No	No	358	1,028	54%
Frank Phillips College	1,125	1,125	39	—	No	No	28	51	38%
Galveston College	1,411	1,411	22	—	No	No	50	109	44%
Grayson County College	1,260	1,290	32	2.39%	No	No	94	78	18%
Hill College	1,050	1,050	44	—	No	No	87	80	27%
Houston Community College	1,431	1,473	20	2.94%	Yes	No	676	2,729	46%
Howard College	1,008	1,008	45	—	Yes	No	118	123	27%
Kilgore College	1,275	1,300	31	1.96%	Yes	No	139	128	24%
Laredo Community College	1,536	1,536	12	—	No	No	179	114	18%
Lee College	1,650	1,650	7	—	No	No	165	434	43%
McLennan Community College	1,668	1,668	6	—	Yes	No	168	139	26%
Midland College	1,350	1,350	24	—	No	No	108	109	32%
Navarro College	1,200	1,260	35	5.00%	No	No	90	252	54%
North Central Texas College	1,200	1,305	30	8.75%	No	No	86	170	44%
North Harris Montgomery Comm. College	1,392	1,488	19	6.90%	No	No	433	821	50%
Northeast Texas Community College	1,100	1,100	40	—	No	Yes	51	83	25%
Odessa College	1,350	1,350	24	—	No	No	121	154	22%
Panola Junior College	1,500	1,500	14	—	No	No	63	25	13%
Paris Junior College	1,100	1,100	40	—	No	No	80	99	40%
Ranger College	1,005	1,005	46	—	Yes	No	22	37	20%
South Plains College	1,272	1,272	34	—	No	Yes	252	152	8%
South Texas Community College	1,620	1,620	9	—	Yes	No	302	295	28%
Southwest Texas Junior College	1,336	1,363	23	2.02%	Yes	Yes	85	120	32%
Tarrant County Junior College District	1,512	1,540	11	1.85%	Yes	Yes	467	1011	38%
Temple Junior College	1,641	1,641	8	—	Yes	No	85	119	30%
Texarkana College	1,200	1,350	24	12.50%	No	No	110	86	18%
Trinity Valley Community College	1,050	1,100	40	4.76%	No	No	122	140	26%
Tyler Junior College	1,200	1,200	37	—	No	Yes	238	181	30%
Vernon Regional Junior College	1,200	1,200	37	—	No	No	68	78	25%
The Victoria College	1,432	1,500	14	4.75%	Yes	No	117	180	17%
Weatherford College	1,200	1,260	35	5.00%	No	No	76	134	30%
Western Texas College	950	950	47	—	Yes	No	44	33	18%
Wharton County Junior College	1,500	1,500	14	—	No	No	129	105	30%
Mean Salary	\$1,373	\$1,403			Yes=18	Yes=8	8,756	16,547	34%
Median Salary	\$1,336	\$1,350			No=30	No=40			

Fall Conference Highlights

Anamaria Shaw, Chair, Professional Development Committee (Tarrant County College–Southeast), welcomes attendees to the 22nd Annual Conference for Faculty Leaders on September 21-22 in Austin.

Patricia Hayes, Special Assistant for Education, Lieutenant Governor Bill Ratliff, urges faculty to be considerate of legislative staffers and, most importantly, to “be realistic” in all communications with office holders.

Cathy Teague, Director of Communications, Senator Teel Bivins (R-Amarillo), urges faculty to avoid “mass phone calls and form letters” in communication with legislators. It is also important to “check your facts” before contacting a senator or representative about a particular concern.

Bob Gammage, Former Texas Supreme Court Justice and legislator, addressed attendees on the subject, “Sex, Lies, and E-mail.” Mr. Gammage practices law with the firm of Hill, Gilstrap, Arlington. He reminded the audience that there is no legal “expectation of privacy” when using e-mail in a public institution such as a community college.

The TCCTA
Fall Conference for
Faculty Leaders,
attended by
140 educators
from 55 colleges,
was held Sept. 21-22,
in Austin.

Enroll On-line!

Joining TCCTA has never been easier!

Visit the TCCTA Web site today
to join on-line, at

www.tccta.org

ANNOUNCEMENTS

Call for Papers. The TCCTA Publications Committee is soliciting articles for possible publication in the *Messenger*. Articles should be of general interest to educators in Texas two-year colleges.

For further information, refer to the Editorial Policy of TCCTA on page 2. Articles should be submitted to:

Dan Mendoza, Chair
TCCTA Publications Committee
Lee College
P.O. Box 818
Baytown, Texas 77522

“Members Speak” Column Added to Messenger.

TCCTA members are invited to send in comments, suggestions, and opinions for potential publication in the *Messenger*. Letters (or e-mails) should be under 200 words, and may be edited for space and content. Topics should be of general interest and sample letters may be chosen to avoid repetition.

Submissions must be accompanied by the author's name, college, and telephone number or e-mail address, and sent to publications@tccta.org, or by regular mail to:

Letters to the Editor, TCCTA *Messenger*
901 Mopac Expressway South
Building I, Suite 410
Austin, Texas 78746-5791

Resolutions Committee Invites Suggestions.

The TCCTA Resolutions Committee invites individual members and campus faculty organizations to submit suggestions for proposed resolutions to be considered at the 2002 convention at the Westin Galleria Hotel in Houston.

Suggestions should be received by Feb. 1, 2002, so the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee, set for February 21, 2002, priority consideration will be given to proposals submitted in advance of the meeting. Proposals should be sent to:

Jackie Porter, Chair
TCCTA Resolutions Committee
Bill J. Priest Institute
1402 Corinth Street
Dallas, Texas 75215

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b. Paid Circulation		
(1) Paid/Requested Outside-County Mail Subscriptions	5,432	5,696
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(1) Outside County	404	400
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16. This Statement of Ownership will be printed in the December 2001 issue of this publication.

TEXAS COMMUNITY COLLEGE SURVEY OF FACULTY SALARIES — TEXAS PART

(SOURCE: Institutional responses to TCCTA Survey)

COLLEGE DISTRICT	BASE SALARY —																		
	BEGINNING SALARY (First Year of Service — No “Step” Increases)							AFTER FIVE CONSECUTIVE YEARS (Sixth Year of Service)											
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 39)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 47)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 47)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 47)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 29)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 34)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 35)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 35)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 28)	
Alamo Community College District	30,114	13	30,114	19	33,615	10	39,015	7	33,030	10	33,030*	15	36,675*	14	43,965*	3	34,452	17	
Alvin Community College	—	—	29,657	25	33,000	18	38,750	9	—	—	32,744	16	36,435	15	42,783	6	—	—	
Amarillo College	—	—	29,305	29	31,645	24	37,803	15	—	—	32,710*	17	35,050*	19	41,208*	12	—	—	
Angelina College	30,784	12	30,784	14	32,784	19	37,776	16	—	—	—	—	35,724	17	40,776	13	—	—	
Austin Community College	32,532	6	32,532	7	34,926	6	38,223	12	35,442	6	35,442	7	38,376	5	42,925	5	38,352	6	
Blinn College	—	—	28,775	35	33,100	17	37,500	17	—	—	30,775	30	35,100	18	39,500	21	—	—	
Brazosport College	35,583	3	35,583	4	35,583	5	35,583	28	41,246	2	41,246	3	41,246	3	42,057	7	47,829	1	
Central Texas College	25,874	37	28,610	37	33,235	16	35,225	33	28,371	27	31,723	25	37,047	9	40,190	15	30,868	25	
Cisco Junior College	27,354	30	27,354	43	28,099	46	31,823	46	No fixed schedule; no automatic increases									—	—
Clarendon College	27,000	32	27,000	45	29,500	45	33,750	43	Salaries cannot be determined from current salary schedule									—	—
Coastal Bend College	24,237	38	27,325	44	30,716	31	34,879	37	26,268	29	30,141	32	34,104	22	37,574	29	29,028	28	
College of the Mainland	39,235	1	39,235	2	39,235	2	44,235	1	43,159	1	43,159	1	43,159	1	48,159	1	47,082	2	
Collin County Community College District	31,750	8	32,500	8	33,250	15	38,500	11	36,750	4	36,750	5	36,750	11	39,750	18	42,583	3	
Dallas County Community College District	38,026	2	38,026	3	38,026	3	44,169	2	Salaries cannot be determined from current salary schedule									—	—
Del Mar College	33,900	4	33,900	5	35,851	4	40,834	4	Salaries cannot be determined from current salary schedule									—	—
El Paso Community College	28,689	25	29,440	28	31,247	28	35,991	25	Salaries cannot be determined from current salary schedule									—	—
Frank Phillips College	23,500	39	24,500	47	27,000	47	30,500	47	College does not use a salary schedule									—	—
Galveston College	27,493	29	30,356	18	33,350	13	37,450	19	30,659	21	33,870	10	37,216	8	41,807	9	32,726	20	
Grayson County College	30,873	11	30,873	13	31,373	26	36,019	24	33,582	8	33,582	11	34,082	23	39,186	22	36,360	9	
Hill College	30,106	15	30,106	20	33,274	14	38,029	13	Salaries cannot be determined from current salary schedule									—	—
Houston Community College System	—	—	26,685	46	30,267	34	34,938	36	—	—	29,462	34	39,033	4	39,836	17	—	—	
Howard College	26,109	34	28,083	39	30,057	38	35,319	30	28,889	25	30,863	29	32,837	28	38,099	27	31,205	23	
Kilgore College	27,900	28	28,900	34	29,900	42	32,900	44	30,075	22	31,075	28	32,075	34	35,075	35	32,250	23	
Laredo Community College	29,885	19	30,483	17	30,483	33	32,825	45	32,825	13	33,490	13	33,490	26	37,327	31	36,076	13	
Lee College	32,097	7	32,097	10	34,373	7	38,504	10	35,680	5	35,680	6	37,634	6	41,765	10	38,940	5	
McLennan Community College	29,587	20	29,587	26	33,376	12	40,034	5	33,492	9	33,492	12	37,281	7	43,939	4	34,273	18	
Midland College	33,600	5	33,600	6	33,600	11	37,924	14	36,904	3	36,904	4	36,904	10	41,568	11	40,077	4	
Navarro College	29,101	22	29,101	30	30,833	29	35,241	32	29,101	24	31,915	23	33,917	25	38,648	24	29,101	27	
North Central Texas College	28,600	26	30,600	16	32,600	20	36,300	23	No fixed schedule; no automatic increases									—	—
North Harris Montgomery Comm. Coll.	30,879	10	30,879	12	31,939	23	36,709	21	Salaries cannot be determined from current salary schedule									—	—
Northeast Texas Community College	27,032	31	28,982	32	30,658	32	34,668	38	29,618	23	31,670	26	33,346	27	37,303	32	32,203	22	
Odessa College	31,400	9	31,400	11	31,400	25	35,000	34	33,925	7	33,925	9	33,925	24	38,580	25	36,450	8	
Panola College	26,429	33	27,982	40	29,535	43	34,507	40	28,759	26	30,312	31	31,865	35	36,837	34	31,089	24	
Paris Junior College	28,968	24	28,968	33	31,285	27	34,380	41	32,503	15	32,503	19	34,818	20	37,915	28	36,914	7	
Ranger College	21,574	40	22,227	48	23,550	48	26,916	48	23,563	30	24,397	35	25,904	36	29,553	36	25,551	29	
South Plains College	25,500	37	27,600	42	29,700	42	33,900	42	College does not use a salary schedule									—	—
South Texas Community College	28,359	27	28,715	36	30,758	30	35,251	31	31,901	18	32,364	21	34,573	21	39,650	19	34,648	14	
Southwest Texas Junior College	—	—	30,004	23	32,496	21	35,881	26	—	—	31,396	27	36,270	16	40,124	16	—	—	
Tarrant County College District	—	—	40,500	1	40,500	1	43,500	3	—	—	42,278	2	42,278	2	46,332	2	—	—	
Temple College	—	—	29,020	31	32,320	22	38,920	8	Salaries cannot be determined from current salary schedule									—	—
Texarkana College	30,110	14	32,130	9	33,857	9	39,046	6	32,997	12	35,006	8	36,737	12	41,922	8	36,162	10	
Trinity Valley Community College	29,476	21	29,476	27	30,251	36	37,226	20	31,816	19	31,816	24	32,591	30	39,566	20	34,624	15	
Tyler Junior College	30,095	16	30,095	21	30,095	37	35,695	27	32,352	17	32,352	22	32,352	33	38,372	26	34,610	10	
Vernon Regional Junior College	25,963	35	27,635	41	30,257	35	34,601	39	27,969	28	29,771	33	32,595	29	37,275	33	30,130	20	
The Victoria College	28,971	23	30,676	15	34,084	8	37,492	18	31,210	20	33,046	14	36,718	13	40,390	14	33,788	19	
Weatherford College	30,000	18	30,000	24	30,000	40	35,000	35	32,500	16	32,500	20	32,500	32	37,500	30	35,000	13	
Western Texas College	—	—	28,113	38	29,530	44	35,483	29	Salaries cannot be determined from current salary schedule									—	—
Wharton County Junior College	30,050	17	30,050	22	30,050	39	36,550	22	32,550	14	32,550	18	32,550	31	39,050	23	35,050	12	
AVERAGE SALARY	29,468	—	30,199	—	32,012	—	36,474	—	32,315	—	33,255	—	35,365	—	39,903	—	35,083	—	
MEDIAN SALARY	29,532	—	29,829	—	31,523	—	36,005	—	32,502	—	32,550	—	35,075	—	39,700	—	34,624	—	

NOTES: * Reported salaries do not include compensation for advancement in academic ranking: Alamo Community College (\$1,080 for Assistant Professor, \$2,160 for Associate Professor, and \$3,240 for Professor) Amarillo College (\$1,000 for Assistant Professor, \$2,000 for Associate Professor, and \$3,000 for Professor).
 § Southwest Texas Junior College: Assumes six graduate credit hours earned during past five years.

TEACHERS ASSOCIATION PUBLIC COMMUNITY COLLEGES — 2001-2002

(A questionnaire and official salary schedules)

- NINE - MONTH CONTRACT

AFTER TEN CONSECUTIVE YEARS (Eleventh Year of Service)						AFTER FIFTEEN CONSECUTIVE YEARS (Sixteenth Year of Service)						AFTER TWENTY CONSECUTIVE YEARS (Twenty-first Year of Service)					
BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree) Rank (1 to 34)	MASTERS DEGREE (No Credit Hours Earned Toward Doctorate) Rank (1 to 35)	DOCTORATE (No Credit Hours Earned Beyond Doctorate) Rank (1 to 35)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Degree) Rank (1 to 28)	MASTERS DEGREE PLUS 30 GRADUATE CREDIT HOURS Rank (1 to 33)	DOCTORATE (No Credit Hours Earned Beyond Doctorate) Rank (1 to 35)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree) Rank (1 to 31)	MASTERS DEGREE PLUS 30 GRADUATE CREDIT HOURS Rank (1 to 32)	DOCTORATE (No Credit Hours Earned Beyond Doctorate) Rank (1 to 34)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree) Rank (1 to 27)	MASTERS DEGREE PLUS 30 GRADUATE CREDIT HOURS Rank (1 to 32)	DOCTORATE (No Credit Hours Earned Beyond Doctorate) Rank (1 to 34)						
34,452* 25	39,771* 13	48,573* 5	38,297 10	38,297* 14	47,205* 5	39,465 12	39,465* 17	51,705* 5	39,465 12	39,465* 17	51,705* 5						
36,152 15	40,227 9	47,236 8	—	39,132 10	43,543 15	—	40,132 12	44,543 19	—	40,132 12	44,543 19						
35,165* 18	38,117* 19	44,613* 15	—	35,639* 25	42,086* 20	—	35,639* 29	42,323* 26	—	35,639* 29	42,323* 26						
—	38,772 17	43,776 18	—	—	43,008 18	—	—	45,948 15	—	—	45,948 15						
38,352 8	41,826 6	47,626 7	41,450 6	41,450 6	45,586 9	44,815 5	44,815 6	49,790 8	44,815 5	44,815 6	49,790 8						
32,775 30	37,100 23	41,500 26	—	34,775 29	—	—	36,775 28	—	—	36,775 28	—						
47,829 1	47,829 1	48,749 4	55,441 1	55,441 1	56,518 1	58,811 1	58,811 1	61,759 1	58,811 1	58,811 1	61,759 1						
34,837 21	40,859 8	45,154 12	33,366 25	37,949 15	45,999 7	35,864 20	41,062 8	50,126 6	35,864 20	41,062 8	50,126 6						
No fixed schedule; no automatic increases						No fixed schedule; no automatic increases											
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
32,192 32	37,332 22	40,479 29	31,299 27	35,484 27	42,240 19	34,495 24	38,084 23	45,342 17	34,495 24	38,084 23	45,342 17						
47,082 2	47,082 2	52,082 1	51,006 3	51,006 3	54,006 2	54,929 2	54,929 2	57,929 2	54,929 2	54,929 2	57,929 2						
42,583 4	42,583 4	46,271 9	52,038 2	52,038 2	52,038 3	—	College opened in 1985			—							
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
College does not use a salary schedule						College does not use a salary schedule											
36,169 14	39,750 15	44,666 14	34,792 19	38,470 13	44,322 13	36,860 19	40,769 11	46,855 12	36,860 19	40,769 11	46,855 12						
36,360 13	36,860 25	42,695 20	39,660 7	39,660 9	43,441 16	42,155 7	42,155 7	46,475 13	42,155 7	42,155 7	46,475 13						
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
39,763 6	42,301 5	49,114 3	—	—	44,816 11	—	—	52,541 4	—	—	52,541 4						
33,179 29	35,153 29	40,415 30	33,521 23	35,495 26	39,223 30	35,837 21	37,811 24	41,539 29	35,837 21	37,811 24	41,539 29						
33,250 28	34,250 34	37,250 35	35,175 18	36,175 24	38,175 34	37,600 16	38,600 21	40,600 33	37,600 16	38,600 21	40,600 33						
37,532 10	38,285 18	41,010 28	39,635 8	41,236 7	42,062 21	43,546 6	45,305 5	46,213 14	43,546 6	45,305 5	46,213 14						
38,940 7	41,133 7	45,264 11	42,595 5	42,595 5	46,039 6	46,410 4	46,410 4	50,101 7	46,410 4	46,410 4	50,101 7						
34,273 27	38,062 20	47,844 6	34,273 22	34,273 31	45,618 8	34,273 26	34,273 30	45,618 16	34,273 26	34,273 30	45,618 16						
40,077 5	40,077 10	45,928 10	43,412 4	43,412 4	44,884 10	46,564 3	46,564 3	48,048 9	46,564 3	46,564 3	48,048 9						
34,784 22	36,998 24	42,145 24	29,101 28	37,047 19	41,860 22	29,101 28	38,586 22	44,226 20	29,101 28	38,586 22	44,226 20						
No fixed schedule; no automatic increases						No fixed schedule; no automatic increases											
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
34,358 26	36,034 27	39,938 33	34,789 20	37,045 20	39,392 29	37,375 17	39,733 16	42,080 27	37,375 17	39,733 16	42,080 27						
36,450 12	36,450 26	42,380 21	38,975 9	38,975 11	40,250 25	40,995 8	40,995 9	42,800 23	40,995 8	40,995 9	42,800 23						
32,642 31	34,195 35	39,167 34	33,419 24	34,972 28	38,390 33	35,749 22	37,302 25	40,720 32	35,749 22	37,302 25	40,720 32						
36,914 11	39,229 16	42,326 23	36,914 16	36,914 22	41,669 23	36,914 18	36,914 27	41,669 28	36,914 18	36,914 27	41,669 28						
26,567 35	28,258 36	32,190 36	27,540 29	28,738 33	—	29,529 27	30,908 32	—	29,529 27	30,908 32	—						
College does not use a salary schedule						College does not use a salary schedule											
35,202 17	37,510 21	43,017 19	37,332 14	37,904 16	40,542 24	39,495 11	40,063 13	43,292 21	39,495 11	40,063 13	43,292 21						
31,702 [§] 34	40,044 [§] 11	44,367 [§] 16	—	31,702 [§] 32	44,053 [§] 14	—	31,702 [§] 31	46,964 [§] 11	—	31,702 [§] 31	46,964 [§] 11						
46,296 3	46,296 3	50,538 2	—	—	50,680 4	—	—	53,733 3	—	—	53,733 3						
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
38,179 9	39,910 12	45,094 13	37,888 11	39,910 8	43,224 17	37,888 15	40,772 10	44,952 18	37,888 15	40,772 10	44,952 18						
34,624 23	35,399 28	42,374 22	36,964 15	36,964 21	40,064 26	39,304 13	39,304 19	42,404 25	39,304 13	39,304 19	42,404 25						
34,610 24	34,610 33	41,050 27	36,867 17	36,867 23	38,827 31	39,124 14	39,124 20	41,204 31	39,124 14	39,124 20	41,204 31						
32,072 33	35,114 30	40,156 31	32,460 26	34,550 30	39,949 28	34,798 23	37,027 26	42,825 22	34,798 23	37,027 26	42,825 22						
35,776 16	39,751 14	44,154 17	34,295 21	38,730 12	44,325 12	34,295 25	39,311 18	47,986 10	34,295 25	39,311 18	47,986 10						
35,000 20	35,000 32	40,000 32	37,500 13	37,500 18	38,750 32	40,000 10	40,000 15	41,250 30	40,000 10	40,000 15	41,250 30						
Salaries cannot be determined from current salary schedule						Salaries cannot be determined from current salary schedule											
35,050 19	35,050 31	41,550 25	37,550 12	37,550 17	40,050 27	40,050 9	40,050 14	42,550 24	40,050 9	40,050 14	42,550 24						
36,320	38,534	43,630	37,847	38,724	43,613	39,509	40,418	46,246	39,509	40,418	46,246						
35,165	38,201	43,397	36,964	37,550	43,116	38,506	39,388	45,342	38,506	39,388	45,342						

G R E A T I D E A S F O R T E A C H I N G S T U D E N T S

Visit the TCCTA Web site
at www.tccta.org
for updated information on
these and other programs
at the annual convention
in Houston,
including section meetings,
times, and presentations.

“The Joys of SACS”
Danita McAnally
Director of Self Study
Amarillo College

The Southern Association of Colleges and Schools reaffirmation of accreditation process is a journey into institutional effectiveness, an opportunity for professional development, a way to make new contacts, and a “second wind” for the college. This session will provide incentives for faculty to be involved in a SACS reaffirmation.

“Multimedia Slide Shows On Demand Using RealSlideShow”
Stephanie Jones
Instructor of Computer Information Systems
South Plains College

RealSlideShow is a free software application that can be used to captivate students with multimedia presentation. With RealSlideShow it is easy to combine pictures with voice commentary and/or music to create a high-impact slide show experience on your Web site. The possibilities are endless to add a new dimension to class lectures.

“Hybrid Courses: An Alternate Way to Teach Distance Learning Classes”
Cherith Letargo
Associate Professor of Geoscience
Kingwood College

Combine virtual and traditional classroom settings by using media that support learning (e.g., video, books, Internet, software tutorials, CD-ROMs, chatboards, etc.) with periodic classroom gatherings for help sessions and hands-on labs.

“Listen, Listen, Listen!”
Danny Moss
Instructor of Speech Communications
Northeast Texas Community College

This session gives a brief overview of strategies that instructors can use to help students improve listening ability both inside and outside the classroom.

“Games that Help Developmental Reading Students Learn”
Lillian Lennon
Adjunct Instructor, Developmental Studies
Central Texas College

This session will examine three games that developmental studies reading instructors can use to keep students interested and enthusiastic about learning. These games also reinforce basic concepts and skills that help students with vocabulary and spelling challenges typically experienced by adult learners.

The TCCTA Professional Development Committee has arranged for a number of “GIFTS” sessions to be held from 8:00-9:15 a.m. on Friday, Feb. 22, at the TCCTA convention in Houston. These brief programs offer specific ideas for teaching and are designed to be of practical use to educators. Each session will last approximately 15 minutes, allowing participants to sample a variety of useful teaching techniques.

“Motivation Potpourri”
Ruth Ann Woods
Professor of Marketing/Management
Texarkana College

This session will feature a merry mix of motivational techniques to bring the classroom alive!

“Interacting with Impossible Students: Yes, You Can!”
Deann Merchant
Professor of Psychology
Amarillo College

In this lively session, a veteran teacher shares some classroom scenarios and demonstrates some successful strategies that have enabled her to interact with her most difficult students. Only the names have been changed to protect the “innocent”!

“The Common Book: Fostering a Sense of Community and Learning”
Maria Straus
Coordinator of Learning College Initiatives
Houston Community College

How to use a classic book (such as *To Kill a Mockingbird*) in a variety of courses and extracurricular activities to promote learning communities to help students become more socially and academically integrated.

“Getting to Know You: They Don't Care How Much You Know Until They Know How Much You Care”
Patsy Goss
Professor of History
San Jacinto College—Central Campus

Utilizing a one-page, confidential student biographical data form, instructors can become more familiar with each student's goals, philosophy, reading habits, work schedule, and other factors which might affect the student's educational experience. This tool can help facilitate effective communication and trust between the instructor and the student.

“Memory Techniques for the College Student: A Learned Skill”
JoAn Anderson
Director of Counseling Center
Alvin Community College

Students often fail exams because of poor study skills. Participants will be introduced to the “Seven Time Rule” and 15 easy memory techniques that can be shared with students in recall situations.

Texas Community College
Teachers Association
and
Virtual College of Texas
Technology Seminars



The Professional Development Committee of the Texas Community College Teachers Association and the Virtual College of Texas will sponsor eleven seminars on Thursday, February 21, in conjunction with the 55th annual TCCTA convention, in Houston. The seminars, which will cover many aspects of the use of technology in the classroom, are designed to provide practical, hands-on instruction in the use of new teaching technologies.

Seating for these seminars is limited, and reservations will be processed on a first-come, first-served basis.

To register, place a check mark next to the desired session(s) and complete the form below. Confirmation—or notice the session has been filled—will be given by Feb. 13. The deadline to register is Feb. 8.

Getting Started with WebCT
9:00 a.m.–12:00 Noon
First time users of WebCT will have a chance to master the basics of the course management software.

Using WebCT Tools for Retention
9:00 a.m.–12:00 Noon
Learn how to use advanced WebCT features to track student performance, encourage greater interaction, drive discussions, access individualized support, and more.

Security for Online Courses
9:00 a.m.–12:00 Noon
This session will offer tips and tools you can use to provide the security needed for your online course.

WebCT in Traditional Classrooms
9:00 a.m.–12:00 Noon
The tools provided by WebCT can have just as great an impact in the traditional classroom. Learn how to organize materials, use the gradebook, and create online chats for your not-so-distant students, too!

Plan Your Website
9:00 a.m.–12:00 Noon
Whether you build your own Web site or work with someone else, you can leave this session with a clear plan of what your site will do. You may start building the site you design in the next session.

Build Your First Website
1:00 – 4:00 p.m.
Once you've planned a Web site, how do you get it online? In this session, you'll build your first simple Web site using tools that are available to anyone.

Constructing Quality Cyber Tests
1:00 – 4:00 p.m.
This session introduces different assessment techniques that can be used in the online environment. Participants will receive sample online instruments.

Simple Wizardry for Faculty
1:00 – 4:00 p.m.
Did you know that you can share PowerPoint and Word documents while talking live online with students? This session will allow you to master the collaborative tools on your current versions of Microsoft Office.

Successful Online Courses
1:00 – 4:00 p.m.
This showcase will provide a comprehensive overview of what is required for successful online learning. View working examples of successful online courses from across the state.

The Online Student Advisor
1:00 – 4:00 p.m.
A statewide team has worked together to create this workshop to help in learning the special needs in the online environment for today's faculty advisor.

Getting Started with Questionmark
9:00 a.m.–4:00 p.m.
This session is for first time users of the secure online testing software package available for Texas two-year college faculty. Create your first exams and practice loading them to a server.

Name _____
College _____
Address _____
City _____ ZIP _____
FAX _____
E-Mail _____
Phone _____

Registration may be accomplished by sending this form by fax to **409-933-3419**, or by mail to:
TCCTA Pre-Conference Workshops
ATTN: Joanna Kile
College of the Mainland
1200 Amburn Road
Texas City, Texas 77591
Phone: 409-938-1211, Ext. 101 or 103

MORNING SESSIONS

AFTERNOON SESSIONS

ALL-DAY SESSION

AFTERNOON SESSIONS

Technology Pre-Conference

News Briefs and Links

Higher Education Rolls Exceed One Million

Enrollment in Texas colleges and universities surged past one million for the first time, according to recent preliminary statistics from the Texas Higher Education Coordinating Board. It is the largest annual enrollment increase in at least 25 years. Some educational leaders attribute the rapid growth to the weakened economy, new scholarship funds from the Legislature, and better recruitment efforts.

According to the uncertified numbers, this fall's enrollment is 1,037,710 in all of Texas higher education, an increase in student head count of 5.7 percent over last year's final certified enrollment. The Board estimates the certified increase (which will be reported later) to be 4.7 percent.

The greatest increase was at Texas public two-year colleges, which grew in head count by 6.6 percent (7.2 percent in contact hours).

The Coordinating Board's Web site can be accessed at www.tccta.org and clicking on "State Agencies."

Texas Public School Enrollment Growth Surpasses U.S. Rate

While current college enrollment growth is impressive, the educational pipeline is filling rapidly for the next generation as well. The growth in public school enrollments in Texas exceeded the national rate by 40 percent during the last decade, according to a new report from the Texas Education Agency.

There are currently just under 4 million students in Texas, the report stated. Hispanic students, who now make up 40 percent of public school students in Texas, accounted for 73 percent of the enrollment increase.

The Texas Education Agency's Web site is www.tea.state.tx.us.

Study Finds Distance Education Harder on Women

As reported recently in the *Chronicle of Higher Education*, a study by the American Association of University Women concludes that distance education courses present far greater challenges for women than men students.

The report, titled "The Third Shift," says that women, who comprise the majority of on-line learners, often choose distance education because it allows them to stay at home with children and save the cost of day care. However, the study concluded, distance education classes can be just as expensive as traditional college courses because of other costs such as technology and on-line services. Also, college loans sometimes don't pay for part time instruction.

The complete report can be accessed (for a fee) from the Web site of the American Association of University Women at www.aauw.org/2000/research.html.

Be Sure to Register to Vote

To order a voter registration form from the Texas Secretary of State, go to www.sos.state.tx.us/elections/voter/reqqr.shtml

To identify your Texas Senators and Representatives, go to www.tccta.org, and click on "State Agencies" to access Texas Legislature Online. Then click on "Who Represents Me?"

Grant II Program Launched: Contingent Funding Uncertain

A new law has taken effect that can greatly benefit Texas community college students. SB 1596, sponsored by Senator Teel Bivins (R-Amarillo) and Representative Irma Rangel (D-Kingsville) establishes the TEXAS Grant II Program.

In 1999 the legislature approved the TEXAS (for Toward EXcellence, Access, and Success) Program to provide grant money to enable certain "well-prepared" (according to the bill analysis) students to attend public and private colleges and universities. While students at community and technical colleges make up 46 percent of higher education enrollment, the analysis states, only 30 percent of TEXAS grant awards were made to these students.

The Grant II Program is designed as an equalizer, with a \$10 million appropriation. However, an additional \$10 million contingent upon a finding by the Comptroller of Public Accounts that funds are available during the biennium is now in jeopardy due to the economic downturn.

The full text of SB 1596 can be accessed from the TCCTA Web site (at www.tccta.org) and clicking on "Legislative Information" under "State Agencies."

Statistics on Part-Time Faculty Released

As reported recently in the *Chronicle of Higher Education*, a new study released by the U.S. Department of Education provides a snapshot of the current use of part time faculty in American colleges and universities. The study, conducted by the National Center for Education Statistics, is part of the 1999 National Study of Postsecondary Faculty.

Of the institutions surveyed, public research universities reported having the highest percentage of full-time faculty members, at 79 percent. Private liberal arts colleges had the highest percentage of undergraduate courses taught by full time faculty, also at 79 percent. Public two-year institutions reported the lowest percentage of full time faculty members, at 35 percent.

This study is noteworthy in light of an earlier report (see the September 2001 *Messenger*) from the Department of Education that indicated the use of part time faculty had leveled off recently.

The web site of the National Center for Education Statistics is www.nces.ed.gov/index.html.

Supreme Court Rejects Appeal of Professor Suspended for Use of "Crude Language"

The U.S. Supreme Court has let stand a U.S. Court of Appeals decision that allowed a Michigan community college to suspend an English professor who used crude language in the classroom.

The professor was suspended after a student complained that his frequent use of "dehumanizing, degrading, and sexually explicit" language was not germane to classroom readings and created a hostile environment. The professor had maintained that his language was appropriate, given the literature the students were reading.

The case was reported in the November 2 issue of the *Chronicle of Higher Education*.

Visit the TCCTA Web site at www.tccta.org for links to these and other sites of interest to two-year college educators.

CONVENTION PREVIEW

StarLink to Broadcast Professional Development Seminar

The Professional Development Seminar will be broadcast nationally via STARLINK at the TCCTA Convention in Houston at 1:00 p.m. on Friday, February 22. Educators from around the country will join a "live" audience to hear and ask questions of noted author and speaker Thomas A. Angelo, in an interactive presentation of "Teaching and Assessing for Critical Thinking and Deep Learning." The speaker's area of expertise is exploring student outcomes that go beyond rote learning and memorization.

Dr. Angelo is professor of education, associate provost, and founding director of the Institute for Teaching and Learning at the University of Akron. Prior to his current position he served as faculty member, administrator, and researcher at DePaul University, Miami University, the University of California at Berkeley and Harvard University. His publications include *Classroom Research: Early Lessons from Success* (1991); *Classroom Assessment Techniques: A Handbook for College Teachers* (with K. Patricia Cross, 1993); and *Classroom Assessment and Classroom Research: An Update on Uses, Approaches, and Research Findings* (1998).

The presentation is designed for educators in all disciplines and promises to give valuable information that can be taken back to the classroom.

Pulitzer Prize Winner to Address Session

Stanford University historian and Pulitzer Prize winning author David M. Kennedy will speak to History Section participants on Feb. 22 at the TCCTA annual convention in Houston.

Professor Kennedy won the Pulitzer Prize in History in the year 2000 for his acclaimed work, *Freedom from Fear: The American People in Depression and War, 1929-1945*. He will speak on the subject, "A Tale of Three Cities: How the United States Won World War II."

The history section chair for the convention is Matthew W. Coulter, Collin County Community College-Spring Creek Campus.

Passing the Torch: Information for New Faculty

In a highly interactive session, veteran faculty and novice community college teachers will discuss tips and techniques for surviving and succeeding in the community college environment. Panelists will discuss what their own first-time experiences were like and how they managed them, as well as new developments that affect all community college faculty today.

Panelists will include faculty members with a wide variety of experience, including Mel Griffin, State President of TCCTA; David Lydic, English Professor at Austin Community College; Christina Michura, Instructor of Communications, Central Texas College; and Danny Moss, Instructor of Speech, Northeast Texas Community College.

Both new and veteran faculty (full and part-time), administrators, counselors, and librarians are invited to attend.

TCCTA Hosts Meeting of Faculty Teaching in Criminal Justice Facilities

Faculty at 14 community and technical colleges who also teach in units of the Texas Department of Criminal Justice will get a chance to meet and discuss mutual concerns at the TCCTA annual convention at the Houston Galleria on February 22.

The featured speaker will be Bob Evans, Director of Continuing Education of the Windham School District, Texas Department of Criminal Justice. Mr. Evans is a former correctional officer, administrator, and educational consultant with the department. His current duties involve oversight of the offender employment assistance program (Project RIO), and directing the college and university programs within TDCJ. He will speak on the subject, "Providing Post-Secondary Education for Offenders within the TDJC."

This is the first such meeting designed for educators in this unique category. TCCTA meeting planners hope it will become an annual event.

Visit the TCCTA Web site

at www.tccta.org

for information about the

Annual Convention in

Houston, including section

meetings, times, and

programs.

REQUEST FOR BANQUET TICKETS

Please reserve _____ ticket(s) at \$25 each for the TCCTA banquet scheduled for 6:30 p.m., Thursday, February 21, 2002, at the Westin Galleria in Houston.

My check in the amount of \$_____, payable to TCCTA, is enclosed.

Please charge my credit card in the amount of \$_____.

MasterCard Visa AccountNumber _____ Expires ___/___

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Friday, February 15, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets *are* transferable.)

PRINT NAME: _____

COLLEGE: _____

Ticket(s) will be held at the convention registration desk under your name.

NOTE: *TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 13 TO ALLOW TIME FOR PROCESSING. MAIL TO: TCCTA, Barton Oaks Plaza, Building I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746-5791. (If paying by credit card, you may fax the form to Area Code 512, 328-1086.)*

Come to the Houston Galleria!

Entertainment
opportunities

in the Galleria

ICE SKATING

SHOPPING

(more than 300 shops!)

DINING

Delmonico's

Zucchini's

Shucker's Sports Bar

Café Nicholas

The Cheesecake Factory

Big Easy Cajun

Roman Delight Pizza

Grille 5115 by Ruggles

Neiman Marcus Cafe

Beck's Prime

Bennigan's

Ninfa's

...and more!

near the Galleria

NIGHTCLUBS

Roxy

5351 West Alabama

City Streets

5078 Richmond Avenue

DINING

Morton's Steakhouse

5000 Westheimer Blvd.

629-1946

Café Annie

1728 Post Oak Blvd.

840-1111

Eatzi's

1702 Post Oak Blvd.

629-6003

away from the Galleria

Houston Livestock Show
and Rodeo

Houston Symphony
(713) 224-7575, Ext. 6

Alley Theater
(800) 259-2553

WE HEARD YOU! The 2002 TCCTA convention, February 21-23, in Houston, will be held at the Galleria! Those who have never been to the Galleria are in for a treat.

Located west of downtown Houston at Westheimer Boulevard and Loop 610, the Galleria is a four-story, air-conditioned mall containing just about every kind of food and fun available. The convention will be held in the Westin Galleria and Westin Oaks hotels, part of the Galleria complex. So never mind uncertain weather: Unless you wish, you'll never have to go outside!

Shopping opportunities abound, with approximately 300 shops, ranging from The Gap and Footlocker to Saks Fifth Avenue and Neiman Marcus. Specialty stores include The Disney Store, the Discovery Channel Store, the Metropolitan Museum of Art Store, Rand McNally, Trains and Planes, the Warner Bros. Studio Store, and Victoria's Secret.

You'll find over 40 food establishments, including McDonalds, Cafe de France, the Cheesecake Factory, Chili's, Delmonico's, Shucker's Sports Bar, Ninfa's, and Zuchini's. There are also food courts in the mall, outside both the Westin Oaks and the Westin Galleria hotels, offering a wide variety of casual dining. There is even an ice skating rink that is open until 11:00 p.m.

Visit the Galleria Web site for details at
www.galleriabouston.com

If you just *have* to leave the mall, Houston has plenty of other things to offer in February. Fine restaurants, as well as nightclubs and movie theaters, are very near the Galleria.

Other entertainment in Houston is available at the Houston Livestock Show and Rodeo, the Houston Symphony, Jones Hall, the Grand Opera, Bayou Place, and the Alley Theater in downtown Houston. See the Web site of the Greater Houston Convention and Visitors Bureau at www.houston-guide.com for details.

Special Offer from Southwest Airlines!

Southwest Airlines is offering a 10 percent discount on most of its already low fares for air travel to and from the event. You or your travel agent may call Southwest Airlines Group and Meetings Reservations at 1-800-433-5368 and reference the assigned I.D. Code **(R8104)**.

Reservations sales agents are available 8:00 a.m.–5:00 p.m. Monday-Friday, or 9:30 a.m.–3:30 p.m. Saturday and Sunday.

You must make reservations five or more days prior to travel to take advantage of this offer.

Express Shuttle USA offers shuttles every 30 minutes between the local airports and the Galleria, from 5:00 a.m. until 11:00 p.m. The fare from Hobby Airport is \$15 one way, and \$26 round trip. The fare from Bush Intercontinental Airport is \$20 one way, and \$36 round trip. (Any of these is less than half the cost of a taxi.) The shuttle departs from the baggage claim area of the airport.

MAKE HOTEL RESERVATIONS NOW!

TCCTA members planning to attend the 55th annual convention, February 21-23, 2002, in Houston, are encouraged to reserve hotel accommodations early. A block of rooms has been reserved for the TCCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. With the exception of a few special functions arranged for some of the section meetings, all TCCTA convention activities will be held at the headquarters hotel. Hotel accommodations may be reserved by completing the form below and mailing it to the Westin Galleria Hotel, or sending a facsimile of the form to the hotel, at Area Code 713, 960-6551, or calling the hotel, at Area Code 713, 960-8100. Reservations will be processed on a first-come, first-served basis. Reservations received after Jan. 26 will be subject to availability.

Forms and inquiries regarding reservations should *not* be directed to the TCCTA state office, as all convention housing arrangements are under the control of the Westin Galleria Hotel.

2002 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 2002 TCCTA convention has been released. More than 140 separate events will be crowded into a three day period, beginning at 9:00 a.m., Thursday, Feb. 21, and concluding shortly after Noon, Saturday, Feb. 23.

A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Westin Galleria Hotel, in Houston. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 21, 2002

9:00 a.m. - 5:00 p.m.—Special Meetings (to be announced)
 12:00 Noon-9:00 p.m.—Convention Registration
 1:00 - 4:00 p.m.—Committee Meetings, as called by Committee Chairs
 4:00 - 5:00 p.m.—Meeting of Executive Committee, Resolutions Committee, and Committee Chairs
 6:30 - 7:30 p.m.—Social Hour
 7:30 - 9:00 p.m.—GENERAL SESSION

11:15 a.m. - 12:45 p.m.—Section Meetings for Remaining Sections (visit to exhibits for others)
 1:00 - 2:15 p.m.—Financial Planning Seminar (repeat of 8:00 a.m. presentation)
 1:00 - 2:15 p.m.—Professional Development Seminar
 2:30 - 5:30 p.m.—Other Special Meetings (to be announced)

FRIDAY, FEBRUARY 22, 2002

8:00 - 9:15 a.m.—Financial Planning Seminar (repeated at 1:00 p.m.)
 8:00 - 9:15 a.m.—Professional Development Committee GIFTS Session
 8:00 a.m. - 5:00 p.m.—Convention Registration
 8:00 a.m. - 5:00 p.m.—Exhibits Open
 8:00 a.m. - 5:00 p.m.—Polls Open (Election of Officers)
 9:30 - 11:00 a.m.—Section Meetings for Some Sections (visit to exhibits for others)

SATURDAY, FEBRUARY 23, 2002

8:00 - 11:30 a.m.—Convention Registration
 8:00 - 11:30 a.m.—Exhibits Open
 9:00 - 10:15 a.m.—Section Meetings for Some Sections (visit to exhibits for others)
 10:30 - 11:45 a.m.—Section Meetings for Remaining Sections (visit to exhibits for others)
 11:45 a.m.—Adjournment
 12:00 Noon - 3:00 p.m.—Special Meetings (to be announced)

TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION

55th Annual Convention

Westin Galleria Hotel — Houston, Texas — February 21-23, 2002

HOTEL RESERVATION FORM

MAIL TO: Westin Galleria Hotel—5060 West Alabama—Houston, Texas 77056

OR PHONE: (713) 960-8100 OR FAX: (713) 960-6551

RESERVATION CUT-OFF DATE: January 26, 2002

Please reserve _____ room(s) of the type(s) checked below:

Check accommodations desired:	Rate
___ Single Room (One person)	\$116
___ Double Room (Two persons)	\$127
___ Triple Room (Three persons)	\$142
___ Quad Room (Four persons)	\$157

Arrival Date: Feb. ____, 2002

Departure Date: Feb. ____, 2002

(Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

Reservations must be guaranteed by approved credit card or advance payment of one day's lodging. Guaranteed reservations not cancelled by 3:00 p.m. on the day prior to arrival will be subject to deposit forfeiture or first night's charge to credit card.

Hold room on a guaranteed basis with the following credit card:

Credit Card _____ Number _____ Expiration Date _____

Signature _____

IMPORTANT INFORMATION: The Westin Galleria Hotel is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment be made by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payments by personal or institutional check unless definite arrangements are made with the Credit Department prior to arrival.

Confirm reservations to: Name _____ Phone A/C _____ - _____

School or Company Name _____

Address _____ City _____ State _____ ZIP _____

ROOM(S) WILL BE OCCUPIED BY:

Name (please print)

Address

City/State/ZIP Code

CANDIDATES ANNOUNCED FOR 2002-2003

President-Elect



Susan F. Hult
Houston Community College

for Vice President



Lola A. King
Trinity Valley Community College

for Secretary



Larry C. Allen
Panola College

for Treasurer



Danita L. McAnally
Amarillo College

Vivian Dennis-Monzingo, Eastfield College, chair of the TCCTA Nominating Committee, has announced the names of candidates for state office for 2002-2003. Four candidates were selected by the committee on November 10.

The committee nominated Susan F.

Hult for president-elect. Ms. Hult has been on the history faculty at Houston Community College for 15 years.

Lola A. King was nominated for vice president. Ms. King has taught developmental reading at Trinity Valley Community College for eleven years.

Nominated for the office of secretary was Larry C. Allen. Mr. Allen has taught accounting and economics at Panola College since 1988.

Danita L. McAnally was nominated for the office of treasurer. Ms. McAnally has taught radio and television at Amarillo College for fourteen years.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the *Messenger* and will also be available on the TCCTA Web site at www.tccta.org. The site also contains the TCCTA Constitution and Bylaws governing elections in the Association.

The Bylaws provide that candidates may also be nominated from the floor during the general session of the TCCTA annual convention, scheduled to begin at 7:30 p.m., Thursday, February 21, in the Galleria Ballroom at the Westin Galleria Hotel in Houston.

Members of the Nominating Committee this year are Vivian Dennis-Monzingo, Eastfield College, chair; Ronnie E. Hall, Angelina College, vice chair; Brian K. Dille, Odessa College; Moselle S. Ford, Amarillo College; C. Sue Poor, Wharton County Junior College; Patricia A. Smith, Temple College; and M. Theron Waddell, Jr., Galveston College.

PROCEDURES FOR ABSENTEE VOTING

TCCTA members who wish to do so may vote for 2002-2003 officer candidates by casting absentee ballots. The association's constitution provides for "no excuse" absentee voting by professional members.

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TCCTA State Office in Austin. After verifying eligibility for voting, the State Office will

send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION REQUEST FOR ABSENTEE BALLOT

TCCTA Bylaws, Article III, Section 2: *"Any professional member may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."*

Pursuant to the Bylaws of the Texas Community College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 2002-2003.

Member's Signature _____

PRINT Name _____

College _____

MAIL THIS FORM TO THE STATE OFFICE: TCCTA, Barton Oaks Plaza I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746-5791. Or form may be sent by fax to Area Code 512, 328-1086. **REQUEST MUST BE RECEIVED NO LATER THAN FEBRUARY 11, 2002.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 18, 2002. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**