Faculty Salaries Fail to Keep Pace with Inflation

Since 2002, TCCTA has collected and tabulated salary figures from Texas community colleges using four distinct “ranges,” from “lowest quarter” to “highest quarter” paid. The lowest and highest actual salaries for bachelor’s, master’s, and doctoral degrees are presented for each range.

Ranges were based on the total salary range for each degree, subtracting the lowest salary from the highest, then dividing the result into four equal monetary quarters. (Using this method, the number of faculty members within each range will vary.)

In addition, each school’s average salaries are reported and ranked with other colleges in Texas. Significantly, this study of full time faculty salaries measures actual salaries paid instead of a sample or hypothetical model.

The study assumes a nine-month contract, with 12-month contracted salaries adjusted accordingly, at 75 percent. Colleges were asked not to include overloads or grant-funded positions in their calculations.

Over the years, the association has been increasingly challenged to report valid salary data, since colleges have adopted widely divergent methods of calculating and awarding faculty salaries. Meaningful studies and realistic comparisons among the colleges have become difficult as well, since many schools have abandoned traditional schedules showing experience “steps” at precise educational levels. An unfortunate result of these local policy changes is that it became impossible to collect accurately the salaries paid to faculty at exact levels of chronological experience holding specific professional degrees or credentials.

In recent years, another problem surfaced as colleges with salary schedules, or tables, showing years of service and educational achievements, failed to provide for advancement on the schedules. Therefore, in practices followed today at many colleges, a faculty member’s step placement is no longer equivalent to consecutive years of service.

In the most recent survey using the previous format (2001), 12 of the 50 schools reported no “fixed” schedule of increases based on years of service. Consequently, those wishing to make comparisons were compelled to do so with almost a quarter of the colleges “missing” from the study.

Faculty salary studies commonly calculate mean or “average” salaries. Such analyses tend inadvertently to give an advantage to “older” colleges over schools formed more recently, since large numbers of veteran faculty members are found at the higher end of reported earnings. Although the TCCTA study also employs the mean as a measurement tool, it is hoped that, when segregated into four internal “ranges,” with precise designations for academic degrees, the result enables a more valid interpretation than what is otherwise available.

Also, the TCCTA survey reports “average years of service” for each category, allowing a better “apples to apples” comparison.

“No study will be perfect for everyone,” said TCCTA Executive Director Richard Moore. “But we think this method of calculating and reporting faculty salaries allows comparisons to be made with more authority.”

A discussion of supplemental benefits is on page three of this issue of the Messenger. The TCCTA survey on the use and compensation of part-time instructors is found on page 12.

The study also appears in a Web-based version (at www.tccta.org) in Excel format, allowing members to make selective comparisons and calculations online.

### Salary Increases Lag Behind Consumer Price Index

The table below shows the changes in purchasing power for Texas community college teachers, as reflected by the average faculty salaries reported in the TCCTA survey.

The national inflation rate is based on an increase in the Consumer Price Index for All Urban Consumers of 3.5 percent from Nov. 2004 through Nov. 2005 (seasonally adjusted annual rate), according to the U.S. Bureau of Labor Statistics.

<table>
<thead>
<tr>
<th>State Average Reported Faculty Salaries</th>
<th>Rate of Change</th>
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<tbody>
<tr>
<td>2004-2005</td>
<td>Salary Increase</td>
</tr>
<tr>
<td>$44,309</td>
<td>3.20%</td>
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<tr>
<td>2005-2006</td>
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<td>$45,731</td>
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PRESIDENT’S MESSAGE

If you didn’t have the chance to attend our annual Fall Conference for Faculty Leaders in October, you missed a memorable learning experience—and some great fellowship!

First off, we learned the latest news regarding the “Closing the Gaps” initiative from Glenda Barron and David Gardner of the Coordinating Board. It is clear that community college teachers are in the forefront of this historic effort.

Beaman Floyd, our lobbyist, was hit as always, as he described the fallout from the last legislative session. He also met earlier with our Legislative Committee, providing advice on the best way to communicate with lawmakers. As I have said before, we are fortunate to have Beaman working for us, and I hope you get a chance to visit with him at one of our events.

Frank Hill, our association’s “favorite” attorney, provided his customary depth and insight into the current state of academic freedom on campus. I never cease to be impressed with his knowledge and dedication regarding the rights of faculty, and with his realistic advice for our profession.

At this particular conference, we embarked upon something new: Environmental Scanning, which is a way of gathering perspectives on the Future Community College—our theme for this year. Permit me to say thanks to TCCTA President-Elect Danita McAnally for presenting the issues facing our colleges. And thanks also to those attendees who participated in the focus groups, providing valuable insights and exciting new ideas. You are invited to participate online using our Web site (www.tccta.org) under “Announcements.”

There is no doubt whatsoever that higher education is in the midst of monumental transformation. If you consider the impact of technology alone, it is staggering to realize how different the environment is from just a few years ago. Even more importantly, new demographic trends have begun to ripple through our colleges as well, affecting us all.

Where are we headed? That’s a good question—and one we intend to ask forthrightly.

The Future Community College Project is designed to help build a consensus for influencing (and not merely coping with) the future. The first step has commenced. The Environmental Scanning exercise—asking pertinent questions using focus groups and online dialogue—will help us get a “snapshot” of reality today, and perhaps a peek into the future. This is an important step in evaluating the choices ahead.

I’m very proud of our association as we move forward with this project. Please become a part of this effort!

Larry C. Allen
President

Richard Moore
Executive Director

Scott Nelson
Associate Executive Director

TCCTA COMMITTEES TO MEET

Most TCCTA committees will hold their customary pre-convention meetings on Thursday afternoon, February 23, in conjunction with the annual convention at the Westin Galleria Hotel in Houston. Details concerning each meeting will be distributed by the chairs of the committees.

The Foundation for Professional Excellence in the Community College board will meet at 9:00 a.m., Saturday, February 25.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TCCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be considered at the 2006 convention at the Westin Galleria.

Suggestions should be received soon, so the committee can give ample consideration to the proposals prior to the annual convention. In the meeting, set for February 23, priority consideration will be given to proposals submitted in advance. Proposals should be sent to:

Joseph D. (Dan) Mendoza
TCCTA Resolutions Committee Chair
Lee College
PO. Box 818
Baytown, Texas 77522

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, 5113 Southwest Parkway, Suite 185, Austin, Texas 78735. Authors should retain copies of their manuscripts for their files.
An important and often overlooked benefit provided to employees at many Texas community colleges is Social Security coverage under the Federal Insurance Contributions Act (FICA).

The remaining 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.

“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 $94,200 in 2006. 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 $50,000 is $3,100, for example. Hence the benefit becomes a substantial budget item, both for colleges and for other retirement plans besides the state’s retirement programs this year.

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 September 1, 1995, in effect continuing the state contribution rate at 7.31 percent for these employees.

Since 1997 the Legislature has funded the state contribution rate at six 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 September 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 this purpose.

The state’s public 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 (pre-September 1, 1995) employees.

Many community college participants in ORP (see the lists below) receive a supplement from their colleges as well, along with a variety of local options and programs.

HB 264, passed by the Legislature in 2003, allows, but does not require, institutional supplements to 8.5 percent for those hired since September 1, 1995. Importantly, no state revenue has been appropriated to directly pay for these contributions. Based on reports from schools, the following institutions supplement ORP contributions by 2.5 percent for those hired since September 1, 1995:

- Austin Community College
- Dallas Community College
- El Paso Community College
- Galveston College
- McLennan Community College
- Navarro College (supplements by 1.31)
- North Central Texas College
- South Texas College
- South Plains College
- Texas State Technical College
- Tarrant County College
- Temple College
- Texas State Technical College
- Trinity Valley Community College
- The Texas City College
- Wharton County Junior College
- Temple College
- Texas State Technical College
- Trinity Valley Community College
- The Victoria College
- Wharton County Junior College

(*At Hill College, new hires eligible and participating in ORP prior to September 1, 1995 are also supplemented to 8.5%) The following 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
- Grayson County College
- Houston Community College
- Howard College
- Kilgore College
- Midland College
- Paris Junior College
- Ranger College
- Southwest Texas Junior College
- *Hill College
- Vernon College
- Weatherford College
- Western Texas College

(*Temple College in 2004-05 also raised the rate for all ORP employees by one percent.) Two districts do not provide any supplement for employees participating in ORP:

- Cisco Junior College
- Frank Phillips College

These schools previously reported that they elected to use the appropriated 1.31 percent to augment 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.
Come to the Houston Galleria!

The 2006 TCCTA convention, February 23-25, 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!

Visit “Convention” at www.tccta.org for maps, a complete list of restaurants, stores, and valuable Galleria coupons.

Corporate Group Rates Available from Enterprise Rent-A-Car

TCCTA and Enterprise Rent-A-Car have joined together to offer discounted rates and great service to all TCCTA Members.

With over 500 offices in Texas, and a location at every major Texas airport, we are confident we will be able to service your needs. Simply visit www.enterprise.com and type your corporate account number 65A1867 in the designated box. When prompted for your 3 digit pin, simply type “TCC” and you will have access to your discounts.

Come to the convention in a rental car!
These discounts also apply to colleges that are Institutional Members of TCCTA.
Parking is free at the Galleria.
Current “Talking Points” For Communicating with Legislators

**Formula Funding Increase Needed**

- The state is now paying 52 percent of the instructional “formula,” despite principles in the Coordinating Board’s Master Plan of 1969, which projected local funds and tuition to be reserved for construction and maintenance of facilities.

- The appropriation per contact hour (dividing the formula appropriation for a biennium by the base period contact hours for that biennium) is provided by the chart at right.

- Community colleges accounted for 67 percent of the state’s higher education enrollment growth in fall 2005.

- TCCTA supports the funding goals of the Texas Association of Community Colleges and the “Closing the Gaps” initiative of the Coordinating Board.

**TCCTA Supports Core Curriculum**

- The Core Curriculum used in Texas was carefully negotiated by a 24-member advisory committee of the Coordinating Board and approved by the 75th Legislature in 1997. The result represents a thoughtful and delicate compromise between community college and university faculty. Most arbitrary barriers to “seamless” student transfer have been eliminated, according to the Transfer Issues Advisory Committee.

- Any change in the Core should be the result of deliberation by faculty at all levels and the Coordinating Board—following the process that created the Core initially.

- Any effort to reduce the semester hours in the Core constitutes an attempt to “lower the bar” in Texas higher education, precisely when global competition demands high standards in all fields.

- The courses in the Core tend to be intensive in reading, writing, and mathematics—skills needed for success in all disciplines.

**TCCTA Opposes Health Care “Proportionality”**

- Since the state’s share of funding the costs of community colleges has declined, funding health benefits “proportionately” would punish schools for their efficiency in making up for lost revenue with local funds.

- Faculty and other instructional personnel were hired with the understanding that, while their salaries may be lower than what is offered in the private sector, their health benefits would be secured by the state. Proportionality would “change the rules in the middle of the game.”

- Community colleges already use local revenue to pay for many employee benefits.

- Dependable health benefits are vital in recruiting and retaining quality faculty.

**“Accountability” in Effect Now**

- TCCTA welcomes all valid documentation of community and technical college “accountability,” such as the measures reported under current law to the Coordinating Board.

- Community colleges are held accountable by the Southern Association of Colleges and Schools, the regional accrediting agency for professional standards.

- Faculty in many workforce disciplines (nursing, cosmetology, etc.) must report to accrediting agencies at the state or national level.

- Faculty members are routinely evaluated by college administrators under local board policies. Student evaluations are typically part of this process.

- Colleges are accountable to local taxpayers through policies enacted by elected trustees.

Questions and requests for additional information are welcome and may be directed to the Texas Community College Teachers Association.

1-512-328-2044
stateoffice@tccta.org
www.tccta.org
The Changing Role of Faculty

A quick Google search on “community college faculty morale” turns up one (anonymous) dean, who reports, “A sentence you will never hear: Faculty morale is high.”

On the other hand, it is not difficult to find robust enthusiasm and professional happiness, even at some of the most financially strapped schools. “I’ve got the best job in the world,” one said. “When I walk into the classroom,” a 2005 Piper Professor writes, “all my other cares and worries fall away.”

Such observations are, of course, anecdotal and impressionistic—the twin transgressions of modern social science and educational literature.

A survey of community college professors, reported in the October 28 issue of the Chronicle of Higher Education, published by the Higher Education Research Institute at the University of California at Los Angeles, offers some empirical insight. (The entire survey is available at www.gseis.ucla.edu/ferifaculty.html.)

The study is based on responses from 2,678 community college faculty members. The report contains few surprises for those already familiar with community college life, but does offer a satisfactory place to begin.

What are faculty members thinking these days?

Almost one-third of the respondents to the UCLA survey have considered quitting their profession. However, two-thirds “experience joy in work.” Over 82 percent of respondents would “definitely” or “probably” choose the same line of work if they had it to do over again. Slightly over half said their salary was “satisfactory” or better. Over 80 percent gave similar high marks on their personal “autonomy and independence,” the “competence” of their colleagues, and their overall job satisfaction.

Regarding students’ most compelling needs, the survey of faculty ranked “thinking critically” above preparing students for employment in the job market. This could contradict the responses to such questions from the general public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation. Promoting students’ ability to write effectively and to generalize public, who tend to emphasize career preparation.

What faculty members think about their work.

The survey also found that 82 percent of faculty members reported “thinking critically” as one of the most important skills students should develop, while only 41 percent of the general public said this was important.

What faculty members think about their work.

The study of faculty members’ perceptions of their profession also provides some insights into the changing role of faculty members. The study found that faculty members in community colleges are more likely to consider teaching as their primary responsibility, while those in four-year institutions are more likely to consider research.

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sharing” changes to the Texas Employees Group Benefits Plan eroding educators’ family income.

“Health care benefits are extremely important since salaries don’t compete with those in the private sector,” one faculty member noted.

However, undoubtedly the most consistent and emphatic theme voiced in the focus groups was a desire for improvement in the academic preparedness of students for college-level work. Equally important is the perceived necessity for younger students to be motivated for disciplined concentration at much higher than customary levels.

“We want students who are prepared and willing to work. Students need to learn that they can’t always get what they want. They must be willing to be engaged,” one participant stated.

Hand in hand with this concern is the desire for a campus environment that values academic integrity and rigor. One participant noted, “Efforts toward student retention should not be confused with relaxing academic standards.”

The term “standards” shows up a great deal in the survey, as does “academic integrity.”

Tension on some campuses between faculty and administrative priorities surfaced only occasionally during the focus group discussions. “I want administrators who are honest and who I can count on to support me in my efforts to teach,” stated one participant.

“Just let me teach and give me the tools to teach,” added another. Several believed, for instance, that there is a need for more training in technology.

Key ingredients for a positive work environment include respect, collegiality, and professionalism—terms used repeatedly among the TCCTA focus groups.

“Teaching what you enjoy” was another common theme, expressed in a variety of ways.

“In the Socratic sense, I want my students to love me—and to know that I love and care about them,” one said.

“I want my students to achieve their goals.”

Several participants wished for more emphasis on academics and less on the “business model,” which, as one person put it, “is ruling right now.”

“A client-centered approach doesn’t mean a watered down curriculum. Where is the rigor?” asked one. “Customer service does not involve rigor.”

### 2. How can community colleges recruit and retain outstanding faculty members?

Many participants cited the obvious factor of good salaries and benefits.

More, however, stressed the quality of the work environment on campus as a vital component of keeping teachers teaching—and at their best. One remarked, “Money is not as important as respect and recognition for the profession.”

Employees want to know they are appreciated, particularly if they “go beyond the norm,” one person said. They also value as much autonomy as possible without arbitrary interference.

One portentous development lately occurs when colleges offer financial incentives to faculty in “high demand” disciplines, such as nursing. Those who are qualified to teach certain subjects can earn far more as practitioners than as instructors.

But a market-driven pay structure can create problems within faculty ranks.

“Can you maintain longevity of faculty this way?” one teacher asked. Markets rise and fall. Such an approach may make stability difficult.

Besides, is nursing more “valuable” than, say, English, or history, or math? Presumably it depends upon what one is trying to accomplish, but such questions were rarely asked in highly practical terms until recently. Should community colleges serve the “community” or the “marketplace”? What is the difference?

Regarding the attraction and retention of new faculty, one person wondered, “Are new faculty interested in staying long term?” In other words, has the post-modern fluidity in the economy—so terrifying or exciting depending upon circumstance—caused employees’ expectations to shift? Surveys indicate that a diminishing proportion of Americans these days stick to any single profession more than a few years. There is no reason to suppose that college instruction is magically exempt from such transformations.

Some suggested recruiting more aggressively from pools of individuals in graduate schools, the business world, and among retired military personnel. Other ideas included “visiting scholar” programs, more flexible schedules, and increased incentives to earn higher degrees. One faculty participant recommended “a mentor program for newly hired individuals to shadow good, experienced teachers.”

A sample of comments reveals a mix of raw economics and psychology:

“It’s not all about the money, but it is hard to recruit and retain when salaries for teachers are significantly lower than what they could earn on the outside.”

“New faculty need to feel appreciated.”

“A learning institute for new faculty should be a part of the teaching load.”

“We need to communicate the joy of teaching.”

“Personal satisfaction is crucial.”

“Tenure and multi-year contracts are important.”

“Schools need to allow abundant avenues for ‘cutting edge’ innovations.”

“Don’t put faculty in distance courses without training and supporting them. The time commitment alone is huge.”

“All teachers appreciate opportunities for professional development and travel to TCCTA conferences!”

“Teamwork and collegiality are what I care about.”

“Faculty want to make a difference.”

Based on the responses, there appears to be little distinction between the ingredients needed to attract and to retain faculty.

Old or young, new or experienced, the sundry components needed for success are the same.

(continued on following page)
3. What would you recommend as the best approaches for assuring quality teachers, given decreasing financial support?

The faculty members in the focus groups concentrated mainly on efficient ways to offer curricula.

“Allow more teachers the ability to teach online from home,” said one participant. “More hybrid classes would help,” said another.

One commented, however, that “Technology is taking over and we feel pushed into it! Would Socrates have used PowerPoint when teaching Plato?”

An obvious efficiency—intentional or not—is the use of part-time faculty. Some colleges, particularly in the metropolitan areas, offer so many sections taught by part-timers that some supervisors find it difficult to monitor their programs. Faculty members have also noted that part-time teachers often enjoy less job security and hence may be fearful of imposing high standards on students. Others express simple admiration for the talent that is available among many part-time teachers.

By and large, however, the faculty members in the focus groups did not express alarm over the quantity of instruction performed by adjunct instructors—a trend undeniably related to tight budgets on campus. Perhaps it is the functional equivalent of “out-sourcing” in the corporate world, and people are simply used to it.

Also, a perusal of a typical group of faculty members reveals that many teachers supervise or “coordinate” part-time instruction in their departments or disciplines. The line between faculty and administration has become less clear.

Regarding the accountability standards emerging from Austin, one participant stated, “Almost any state-mandated standard is counterproductive because community colleges, by their very nature, were created to respond to local needs.”

Teachers want the academic freedom necessary to choose methodology and content, and respect for their judgments regarding student performance.

Some participants in the focus groups were leery of measures that purport to measure the “success” of students. Teachers voiced a desire for “the ability to assess student learning as experts in their fields, rather than have standards forced upon them by external entities.”

We need “data-driven” measurements, stated one faculty member. “Show us the data!”

State policy on accountability is “just a way to cut the budget,” said another participant.

“Uniform standards are punitive to students.”

Most notably the individuals in the focus groups emphasized that, even when conceding the competitive economic environment, demand is not driven by price alone.

Quality matters.

“Keep the reputation of the school high. Students and faculty will want to come there,” one commented.

“Make our schools places where academic freedom prevails, and there is peer recognition and support, with plenty of opportunities for professional development.”

4. What do community college faculty and staff believe to be the most critical vulnerabilities as compared to public universities, private colleges and universities, and for-profit colleges and universities?

Obviously for-profit schools do not have to go to the Texas Legislature for funds every two years. On the other hand, their tuition rates often preclude attendance by many students, particularly those targeted by the “Closing the Gaps” initiative of the Texas Higher Education Coordinating Board.

Many for-profit colleges rely heavily upon flexibility in scheduling and faculty contracting arrangements. Some teachers at the TCCTA conference considered such strategies as viable options.

One participant cited local politics as a vulnerability due to community pressure to keep property taxes low. The advent of sophisticated technology has also made the delivery of courses more universal, compelling other institutions of higher education to stay current.

Another believed this created “not the fear of technology exactly, but the loss of community.” If all schools look and behave identically, then what is the advantage of attending a community college? Proximity to home, after all, is one of the traditional attractions for students. Distance education has made this factor less decisive.

Some observed that the academic foundation of two and four-year schools is shifting. Bachelor’s degrees in certain fields are now permitted at some community colleges. If current trends continue, one participant wondered, “Why not offer research grants to community college faculty” as a means to bring in added revenue?

“Trying to be all things to all people creates problems,” one said, “We need to emphasize critical thinking before we introduce expensive technology. We keep putting the cart in front of the horse. Students begin with poor math and writing skills, so we should emphasize that.”

Perhaps the mission of community colleges will become more specialized and focused. Such a trend would correspond with “niche markets” touted in the global economy. This does not appear to be happening currently, however, as historic educational lines of demarcation seem to grow more ambiguous every day.

And community college faculty members take on more, not less.

...To Be Continued

An online survey on these and other key issues related to the Future Community College Project is available under “Announcements.” The survey is a continuation of the scanning exercise, from which association leaders are gathering as much information as possible about the current and future community college environment.

Members are also encouraged to add their perspectives online using the “Forum” feature of the TCCTA Web site at www.tctca.org. Click on “Professional Development Issues” to compose an observation or opinion.

Subsequent articles in the Messenger will explore the impact of technology, the changing community college culture, and the impact of declining resources.

✩
TCCTA Leader Wins Teaching Award

Former TCCTA President Susan Edwards, Cy-Fair College, is the 2005 Texas Professor of the Year. At a Nov. 17 awards ceremony in Washington, D.C., the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education honored her as one who “excels as a teacher and influences the lives and careers of her students.”

Cy-Fair College President Diane K. Troyer had high praise for Ms. Edwards, a founding faculty member of Cy-Fair College and professor of history and humanities.

“Susan, who does extraordinary work in and beyond the classroom, combines her gift for teaching and engaging students with an exceptional record of scholarship, leadership, service and continued learning,” said Dr. Troyer. “She is a very gifted and giving teacher who not only teaches, but inspires her students with her limitless energy and dedication to service.”

Ms. Edwards was selected from among 400 top professors in the United States. Only two community college professors from Texas have been so recognized in the past two decades.

Three panels of judges selected the 2005 honorees based on their extraordinary dedication to teaching, with demonstrated excellence in the following areas: impact on and involvement with students; scholarly approach to teaching and learning; contribution to education in the institution, community, and profession, and support from colleagues as well as current and former students.

While honored as a recipient of many previous teaching and excellence awards, including the Piper Professor Award, Ms. Edwards said her most treasured and proud moments are felt in the accomplishments of her students.

She has seen students grow in confidence and knows from years of experience that teachers make a difference in students’ lives when they get involved.

“I have tried to open doors for students,” said Ms. Edwards. “Many have walked through and done stunning, wonderful things. I have watched one student, a former Texas Regional President for Phi Theta Kappa, go from a community college student to become the owner of his own business.”

The story doesn’t end there. This student remained interested in education and now, not only teaches at Cy-Fair College, but was nominated by one of his students for an Adjunct Faculty Excellence Award.

Ms. Edwards teaches because she believes education is a great equalizer and the way to make the world a better place.

“I seek to engage students’ minds and spirits and to nurture their intellectual curiosity, rigor, empathy and excitement. I believe my most important role as a teacher is to encourage students to be lifelong learners, to take risks with their studies and their lives and to give back to the world in which they live,” said Ms. Edwards. “I teach, because even on my worst days, I believe teaching is a privileged way to earn a living.”

Advisory Panel Urges Boost in Funding

The Community and Technical College Formula Advisory Committee, on December 12, completed its recommendations to the Coordinating Board for legislative funding levels during the next biennium (fiscal years 2008 and 2009).

The group’s report recognized that full “formula funding is an extraordinary challenge” and “might not be achieved in one biennium.” Consequently the committee recommended that 75 percent of the formula be funded for the next biennium, “and that future state appropriations achieve the goal of full formula funding.”

Committee members stated that such an approach is the most practical way to get funding levels “back on track” after the reduced levels enacted during the last two legislative sessions. The committee also urged a 10 percent premium above formula rates for certain “critical fields” (such as computer science, teacher education, mathematics, nursing, allied health, science, and engineering). Details concerning these and other recommendations will be available prior to the next meeting of the Coordinating Board on January 26.

The formula used by the Coordinating Board reflects retrospectively the median “elements of cost” and contact hours generated in the instructional programs of all schools, as measured in a biennial survey. The formula funding level of the current biennium is at 52 percent.

Chair of the advisory committee is Richard Rhodes, president of El Paso Community College. Faculty members on the panel include Kenneth Pirtle, Amarillo College and Joe “Larry” Willoughby, Austin Community College.

The Coordinating Board’s Web site is available under “State Agencies” at www.tccta.org.

Ms. Edwards has had a distinguished career beyond the classroom.

She represented faculty during the 2003 legislative year as president of the TCCTA, testifying before committees of the House and Senate. She is president of Cy-Fair College’s Faculty Senate. She gave the commencement address for 2004 graduates of two of the five North Harris Montgomery Community College District colleges. Ms. Edwards has twice been a Fulbright Fellow and is a six-time National Endowment for the Humanities grantee.

In addition, Ms. Edwards has served students outside the classroom as an adviser for the new Student Government Association, the National Model United Nations Delegation, and Beta Lambda Mu, the Cy-Fair College chapter of Phi Theta Kappa. She currently serves on the International Honors Committee for Phi Theta Kappa.

CASE established the Professors of the Year program in 1981 and the Carnegie Foundation became the co-sponsor a year later. TIAA-CREF, one of America’s leading financial services organizations, became the primary sponsor for the awards ceremony in 2000. Additional support comes from the American Association of Community Colleges and other associations.

The CASE Web site, with information about the Professor of the Year program is available under “Links” at www.tccta.org.

The Coordinating Board’s Web site is available under “State Agencies” at www.tccta.org.

Ms. Edwards will lead the TCCTA Professional Advancement Pre-conference on Thursday, February 23. See page 16 for details.
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</tr>
<tr>
<td>McMurry College of the Plains</td>
</tr>
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<tr>
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<tr>
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<tr>
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<th>SALARY RANGE 3</th>
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<td>Houston Community College System</td>
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Average Salary
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<td>Highest Actual Salary</td>
<td>Average Years of Service</td>
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<td>No. of Faculty</td>
<td>Average Years of Service</td>
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<tr>
<td>80140</td>
<td>130</td>
<td>34550</td>
<td>59550</td>
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<td>18</td>
<td>1</td>
<td>34550</td>
<td>40550</td>
</tr>
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<td>7</td>
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<td>43350</td>
<td>34550</td>
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</tr>
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<td>No. of Faculty</td>
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</tr>
<tr>
<td>80140</td>
<td>130</td>
<td>34550</td>
<td>59550</td>
</tr>
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<td>1</td>
<td>34550</td>
<td>40550</td>
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<tr>
<td>9</td>
<td>7</td>
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<td>43350</td>
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<th>Doctoral Degree</th>
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<td>Average Years of Service</td>
<td>Highest Actual Salary</td>
<td>Average Years of Service</td>
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<tr>
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<td>No. of Faculty</td>
<td>Average Years of Service</td>
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</tr>
<tr>
<td>80140</td>
<td>130</td>
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<tr>
<td>59550</td>
<td>43350</td>
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December 2005

11

Teachers Association Survey of Faculty Salaries

*Contract—Based on Institutional Responses to TCCTA Questionnaires*
### COMPENSATION AND UTILIZATION OF PART-TIME INSTRUCTORS
#### TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES


(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)

<table>
<thead>
<tr>
<th>College District</th>
<th>Compensation for One Three-Hour Course 2004-2005</th>
<th>2005-2006 Rank</th>
<th>Percent Increase over 2004-05</th>
<th>Additional Pay for Advanced Hours or Degree</th>
<th>Additional Pay for Teaching Experience</th>
<th>Number of Full-Time Faculty</th>
<th>Number of Part-Time Faculty</th>
<th>Percent of Sections Taught by Part-Time Faculty</th>
</tr>
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<tbody>
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<td>2,093</td>
<td>4</td>
<td>—</td>
<td>Yes</td>
<td>No</td>
<td>880</td>
<td>1,436</td>
<td>30%</td>
</tr>
<tr>
<td>Alvin Community College</td>
<td>1,500</td>
<td>22</td>
<td>—</td>
<td>No</td>
<td>No</td>
<td>96</td>
<td>155</td>
<td>25%</td>
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<td>Amarillo College</td>
<td>1,275</td>
<td>38</td>
<td>—</td>
<td>Yes</td>
<td>Yes</td>
<td>235</td>
<td>200</td>
<td>28%</td>
</tr>
<tr>
<td>Angelina College</td>
<td>1,500</td>
<td>15</td>
<td>—</td>
<td>No</td>
<td>No</td>
<td>113</td>
<td>201</td>
<td>31%</td>
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<td>Austin Community College</td>
<td>2,265</td>
<td>1</td>
<td>6.87%</td>
<td>Yes</td>
<td>Yes</td>
<td>425</td>
<td>1,148</td>
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<td>Blinn College</td>
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<td>2</td>
<td>—</td>
<td>Yes</td>
<td>No</td>
<td>269</td>
<td>275</td>
<td>28%</td>
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<td>1,500</td>
<td>22</td>
<td>—</td>
<td>No</td>
<td>No</td>
<td>74</td>
<td>82</td>
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<td>22</td>
<td>3.45%</td>
<td>Yes</td>
<td>No</td>
<td>150</td>
<td>316</td>
<td>60%</td>
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<td>No</td>
<td>No</td>
<td>80</td>
<td>88</td>
<td>27%</td>
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<td>46</td>
<td>—</td>
<td>No</td>
<td>No</td>
<td>28</td>
<td>37</td>
<td>30%</td>
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<td>11.10%</td>
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<td>107</td>
<td>60</td>
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<td>14</td>
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<td>Yes</td>
<td>Yes</td>
<td>99</td>
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<td>No</td>
<td>252</td>
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<td>No</td>
<td>30</td>
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<td>39%</td>
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<td>No</td>
<td>55</td>
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<td>84</td>
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<td>Yes</td>
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<td>—</td>
<td>No</td>
<td>No</td>
<td>123</td>
<td>141</td>
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<td>No</td>
<td>No</td>
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<td>280</td>
<td>48%</td>
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<td>No</td>
<td>101</td>
<td>186</td>
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<td>—</td>
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<td>No</td>
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<td>59</td>
<td>97</td>
<td>40%</td>
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<td>1.77%</td>
<td>No</td>
<td>No</td>
<td>61</td>
<td>48</td>
<td>18%</td>
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<tr>
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<td>2.38%</td>
<td>No</td>
<td>No</td>
<td>93</td>
<td>103</td>
<td>32%</td>
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<td>No</td>
<td>26</td>
<td>30</td>
<td>17%</td>
</tr>
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<td>6.25%</td>
<td>No</td>
<td>No</td>
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<td>720</td>
<td>41%</td>
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<td>Yes</td>
<td>260</td>
<td>180</td>
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</tr>
<tr>
<td>South Texas College</td>
<td>1,620</td>
<td>13</td>
<td>—</td>
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<td>No</td>
<td>398</td>
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</tr>
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<td>Yes</td>
<td>Yes</td>
<td>113</td>
<td>82</td>
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</tr>
<tr>
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<td>7</td>
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<td>Yes</td>
<td>Yes</td>
<td>498</td>
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</tr>
<tr>
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<td>22</td>
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<td>107</td>
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<td>44</td>
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<td>No</td>
<td>No</td>
<td>125</td>
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</tr>
<tr>
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<td>Yes</td>
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<tr>
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<td>—</td>
<td>No</td>
<td>No</td>
<td>100</td>
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<tr>
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<td>—</td>
<td>No</td>
<td>No</td>
<td>130</td>
<td>121</td>
<td>21%</td>
</tr>
</tbody>
</table>

| Mean Salary                                | $1,488                                          | $1,530         | Ye=17                        | Ye=8                         | 9,821                                   | 17,509                       | 33%                                      |
| Median Salary                              | $1,500                                          | $1,500         | No=30                        | No=39                       |                                         |                             |                                         |
News Briefs and Links

Travel and Study in Turkey Offered

Tyler Junior College will offer opportunities for community college educators to travel and study in Turkey in the coming months.

During spring break (March 10-19, 2006) there will be a ten day tour of western Turkey. In May, a longer, 17 day tour (May 12-28, 2006) is offered through the eastern part of the country.

Both tours are entitled, “The Crossroads of Civilizations.”

For detailed information about costs, departures, exact destinations, and a registration form, visit www.sociology.tjc.edu/mkho/Turkey_Trips/index.htm.

Interested persons may also contact TJC coordinator Manoucher Khosrowshahi at 1-800-687-5680, ext. 2279. Fax: (903) 510-2708. E-mail: mkho@tjc.edu.

Oregon Trustee Blasts Dual Enrollment

In the October 28 issue of the Chronicle of Higher Education, a former dean and vice president who now serves as a trustee at Klamath Community College in Oregon, takes aim at her state’s new law encouraging dual enrollment for high school and college courses.

Carol P. Dougan, while acknowledging the well-intentioned reasons for concurrently enrolling high school and college students, writes, “I believe that many of these students are being shortchanged and deceived by the fast-track educational ‘opportunity.’”

She adds, “Instead of offering courses for college credit, high schools should be ensuring that their own curricula result in every graduate’s ability to read and comprehend at the 12th grade level.”

The article is one of many in a special Chronicle supplement devoted to community colleges.

STARLINK Offers Faculty Development Materials

A variety of faculty development programs are available at no cost to TCCTA members from STARLINK, a satellite and Internet-based educational network and agency of the Texas Association of Community Colleges. TCCTA and STARLINK jointly sponsor the TCCTA Professional Development Seminars at the annual convention.

Currently available are teleconferences for faculty, students, and administrators, and 21 short videos on teaching strategy.

These services are intended only for employees of Texas Community Colleges. Passwords are required for many other programs and are sent by e-mail to campus addresses each Monday. (The password to access the short 3 to 7 minute videos is tpsedu.)

For more information, visit www.starlinktraining.org.

The STARLINK Network director, Henry Hartman, can be contacted at hhartman@dcccd.edu.

Commissioner Discusses Next Steps to Close Gaps

As preliminary fall enrollments dealt a setback to the Closing the Gaps initiative of the Texas Higher Education Coordinating Board, Commissioner Raymund A. Paredes on October 27 urged a fundamental shift in the way the state prepares students for college.

The commissioner noted in particular the 255-student decline in fall 2005 Hispanic enrollment in South Texas.

He also observed that Texas community colleges accounted for 67 percent of the state’s enrollment growth—underscoring the demand for more funding.

“The enrollment growth at our two-year colleges strongly supports the need for additional resources for those institutions,” he said.

Commissioner Paredes cited three priorities for Closing the Gaps: development of a college-going culture in public schools, alignment of high school exit and college-readiness standards, and improvement in the “rigor of the senior year of high school.”

“We can’t afford to rely on outdated policies and programs, such as those developed when more of our students went to four-year universities and were not the first in their families to go to college,” he added.

Dr. Paredes’s report to the Coordinating Board was called “Taking the Next Steps.” His remarks contained a number of proposals.

A major focus of his attention involved getting students ready for college. “Our current Coordinating Board college-readiness standards are not consistent with high school exit standards and, frankly, we have to revisit them because they are not high enough,” he said. Approximately half of all high school graduates entering college require some kind of remediation or developmental education, he noted.

“We have data from the American College Testing service,” Dr. Paredes said, “which indicate that only one out of six high school graduates in Texas is prepared to do rigorous college work across the board. I have seen other studies that show college readiness numbers even lower than that.”

“It’s not fair,” he said, “and it is certainly not sound educational policy that students and parents, when students graduate from high school, have a distorted notion of how well-prepared they are to do college work.”

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, February 24, at the TCCTA convention. These brief programs are designed to be of practical use to educators. Each session will last approximately 10 minutes, allowing participants to sample a variety of useful teaching techniques.

“Tenjewerryumuds: Understanding and Helping Second Language Students in Your Non-ESL Classroom”
Jan Anderson
Central Texas College
This session shows some specific stumbling blocks American schools and language present to second language students and gives tips on maximizing instructional methods.

“If the Shoe Fits—Toss It”
Essie Childers
Tyler Junior College
Students can become too comfortable in class with routine lectures. Engage them through activities that will keep them challenged. Help expand their schema! This mini-session will give you a ziplock bag of ideas that can make a difference in your teaching and build relationships with your students.

“Writing Across the Curriculum”
Ann Dillon
Austin Community College
Ideas and strategies will be presented to help with incorporating writing into other discipline specific courses in order to provide opportunities for students to practice and improve their written communication skills.

“What Students Have Taught Me During Ten Years of Internet Instruction”
Wayne Hall
San Jacinto College
The presenter says, “My first online course was taught to 12 students in 1996. Since then, over 3,000 students have taught me some interesting lessons. If you are new to online instruction or an old hand at it, you may find something of value in what I have learned. Although I don’t have all the answers, it is a pleasure to share what has worked so well for me.”

“Resourceful By Nature”
Idolina Hernandez
Cy-Fair College
This presentation will focus on different ways students can become engaged through the use of both environmental and technological resources. Explore strategies to exploit the resources that are already available to you on your campus and learn about different projects from a variety of disciplines.

“Beating the Big Bad Wolf: Conquering Test Anxiety”
Judy Hubble
Austin Community College
Learn about a collaborative effort to conquer test anxiety. A developmental reading instructor and counselor join forces to beat test anxiety using an e-learning format to reach students 24/7. Attendees will be given a sample handout of the project and discuss different applications of Macromedia’s easy-to-use Captivate software.

“Powerful and Powerless Language”
Melissa Richardson
Central Texas College
Take a look at the words you choose to communicate your message. Are you using powerful language or powerless language? Learn to recognize the different types of language and the impact of communicating using either style.

“Syllabus for Dummies”
Cat Steinhauser
South Plains College
This session offers a unique and entertaining PowerPoint format for presenting important course materials. Using music and images, students will more likely remember requirements past the first day of class. The presentation offers practical tips to make the beginning of the semester more enjoyable for faculty and students.

“How to Ensure Student Success in the Business World”
John Frith and Les Ledger
Central Texas College
Explore how to help your students gain an advantage in the business world by discovering Students Involved in Free Enterprise (SIFE). SIFE is a free international student organization that students of any discipline can join to hone their skills for entry into today’s workforce and in the college classroom.
TCCTA Technology Seminars

The TCCTA Professional Development Committee will sponsor a number of technology seminars in conjunction with the 59th Annual Convention. The seminars, which will cover many aspects of the use of new technology in the classroom, are designed to provide practical instruction on the latest teaching innovations. All seminars will be held on Friday afternoon, February 24, at the Westin Galleria Hotel. No pre-registration or fees are necessary, but seating may be limited. Please check the convention program upon arrival for meeting sites.

“Just What You Need to Know and Do NOW!”
2:30–3:45
Learn about a dynamic online suite of services and resources. You will come to know ThomsonNOW as the most reliable, easy-to-use, personalized, and powerful online solution on the market. The suite offers content, tools, and services to achieve the results you desire—your one-stop-shop for e-resources and e-services.

“Making Connections with the Library of Congress”
2:30–3:45
Join Gail Petri, education resource specialist for the Library of Congress, as she takes teachers on a guided tour of the wealth of resources available on the LC Web site. This presentation will also feature information about Webcasts, videoconferencing, and more—for all educators!

Capitol and Campus
by Beaman Floyd
TCCTA Lobbyist

I enjoyed visiting with faculty from all over Texas during the TCCTA fall conference and am invariably impressed with the level of knowledge and political sophistication of the members of your profession. I also had the pleasure of meeting with Legislative Committee during this time.

The committee believed it would be helpful for our members to have, within easy reach, a brief summary of “talking points” on some key issues facing us—most notably “proportionality,” accountability, and recent threats to the Core Curriculum. I thought it was a great idea.

Legislative Committee chair Pat Knight and several members of her group worked with the state office to construct a one-page summary. I advised them to make sure the paper is treated as a “public document,” i.e., something we are proud to share with anyone interested in our positions on key issues.

I’m pleased to say, the TCCTA “Talking Points” can be found on page five of this issue of the Messenger. This page, as well as the outstanding Guide to Political Participation, are also available under “Publications” at www.tccta.org. Please share this information with lawmakers—especially while they are “at home” in the district. Frankly, for all the work we do at the Capitol, it is always preferable for lawmakers to be informed by their own constituents.

I hope also to visit with you at the annual TCCTA convention in Houston. See you there!

“PowerPoint basics for Your Classes”
2:30–3:45
Maria Meyers, Partners in Education consultant at Lippincott Williams and Wilkins, will demonstrate the basics of PowerPoint. Make your lectures come alive by using this easy to learn software. Your visual learners will thank you! (Attendees who have a PC or Mac laptop with PowerPoint installed are encouraged to bring it to the session. Other attendees will be able to easily view the demonstration.)

“Adobe Premiere Elements”
4:00–5:15
Tom Dent of Adobe will demonstrate how to create PDF documents from popular desktop applications, plus convert scanned images, books, and Web sites into full searchable Acrobat files. Walk away with a free 30-day trial of the product plus curriculum and training resources. (Attendees who have laptops are encouraged to bring them for “hands-on” training.)

“Stop Plagiarism with Turnitin”
4:00–5:15
Turnitin’s comprehensive originality checking tool allows students and instructors the opportunity to examine a student’s research and writing practices. With same day response after submission, the student’s paper will be returned either to the student or instructor with a color-coded report showing which passages are original works and which passages match identically with posted material on the Internet.

“Using Online Course Management Systems To Enhance Learning in Distance Education”
4:00–5:15
Carol Barbay and Andy Chauhan of Lamar State College–Port Arthur will discuss how to use open source and proprietary course management systems to enhance learning fully online as well as in hybrid distance education activities. They will compare the benefits and costs of using various course management systems in a community college learning environment.

“Adobe Premiere Elements”
4:00–5:15
Movie making for the rest of us! This XP-based product allows you to edit digital video, create DVDs with navigations, mix sound tracks, and prepare streaming media for the Web. Tom Dent of Adobe will demonstrate an easy to use “new” interface that is the model for all future releases of Adobe products. (Attendees who have laptops are encouraged to bring them for “hands-on” training.)

“Implementing Electronic Portfolios to Demonstrate Learning Achievement”
4:00–5:15
Kim Hughes, Manager of System Implementations for TaskStream, will discuss solutions for implementing and managing e-portfolios. Learn how Web-based technology tools simplify the management of competency-based assessment and provide critical data for accreditation.
2006 Convention Preview

Officer Elections Now In Progress

Professional members who have not voted online in the election of Executive Committee members for 2006-07 are urged to do so prior to the annual convention in Houston. While a computer will be available for voting during the traditional election period on Friday from 8:00 to 5:00, individuals may find it more convenient to vote beforehand.

The candidates and voting procedures are discussed in more detail on page 20 of this issue of the Messenger. Voting instructions, candidate platforms, and background information are available under “Announcements” on the TCCTA Web site at www.tccta.org.

Faculty Senate “Best Practices” Meeting Planned

Friday afternoon, February 24, the TCCTA convention will offer an informal opportunity for campus faculty leaders to meet and share ideas to help foster effective faculty participation in college governance.

Some senates or comparable faculty organizations have experienced success in representing the perspectives of teachers constructively, while others have encountered difficulty. This meeting will provide a setting for discussion and advice from colleagues around the state. The meeting is open to all interested members.

Coordinator is Brian Dille, Odessa College.

Professional Advancement Pre-Conference Offered

For the first time, TCCTA will offer a pre-convention meeting devoted to winning awards and grant recognition for faculty members and their colleges. Private and government grants, scholarships, awards, and other means of professional distinction are available for community college faculty members wishing to pursue them. The meeting will explore these opportunities with one colleague who has enjoyed great success.

Presenting will be Susan Edwards, Cy-Fair College, former TCCTA State President and recent recipient of the Texas Professor of the Year from the Carnegie Foundation for the Advancement of Teaching and Council for the Advancement and Support of Education. (For more information on Ms. Edwards and the award, see page nine of this issue of the Messenger.)

The meeting will offer discussion of this distinction, plus the Minnie Stevens Piper Professor Award, Fulbright Fellowships abroad, and grants from the National Endowment of the Humanities, among others.

The meeting will be held on Thursday, February 23, from Noon until 2:00 p.m., at the Westin Galleria Hotel. TCCTA committees will not hold meetings before 2:00 to allow committee members the opportunity to attend the pre-conference. The meeting room location will be posted under “Special Meetings” on the “Convention” Web Page at www.tccta.org.

Seminar Addresses “The New Student”

The TCCTA Professional Development Committee, in conjunction with STARLINK, will present an interactive seminar on “The New Student,” at 8:00 a.m., on Friday, February 24, at the Westin Galleria Hotel. The seminar will be broadcast to campuses in the U.S. and Canada.

Leading the session will be Terri M. Manning, who frequently gives presentations on the “Millennial” generation—a cohort of individuals who often think and behave differently than previous generations. Whether called “millennials,” “digital natives,” or by some other label, it is clear that the current generation of students poses unique challenges and opportunities for faculty members.

Dr. Manning is the associate vice president for institutional research and the director of the Center for Applied Research at Central Piedmont Community College in North Carolina.

Her presentation will focus on the generation of children born between 1982 and 2002, some 81 million people who will begin entering the workforce this year. “This generation will replace the Baby-boomers as they retire,” Dr. Manning observes.

The New Students, she adds, “have been plugged into technology since they were babies, and are the first generation for which Hispanics will be the largest minority group. They have the most educated mothers of any generation before them. They are true multi-taskers, expect to have multiple careers in their lifetime, and are attracted to diverse environments.”

Dr. Manning presents the information in a lively, often amusing manner. Throughout the session, there will be opportunities for participation and discussion from the audience.

Faculty Teaching in Prison Units to Meet at TCCTA Convention

At 2:30 on Friday, February 24, in conjunction with the TCCTA annual convention, all educators are invited to hear about “Workforce Education and Job Placement of Incarcerated Students,” with Judi Benestante, interim superintendent of the Windham School District, and John Benestante, director of the manufacturing and logistics division of the Texas Department of Criminal Justice.

Coordinator is Sam Hurley, Trinity Valley Community College.
2006 Convention Preview

Section Programs Now Online

Members wishing to preview over 100 discipline-specific section programs and special meetings during the annual convention are urged to visit the “Convention” page of the TCCTA Web site (www.tccta.org).

Fitness, Music, Placement Center, and Raffle Set for Exhibit Area

In addition to exciting new technology exhibits, a number of activities are planned for the exhibit area at the Westin Galleria Hotel. Plans include music, refreshments, and a 5:30 p.m. raffle with valuable prizes Friday evening.

The activities are sponsored by the TCCTA Membership Services Committee, chaired by Kevin Rose, Northeast Texas Community College.

The exhibit area will also be the site for a reprise of the highly popular Great Ideas For Fitness (GIFF) sessions. These brief presentations allow TCCTA members the opportunity for a quick “lesson” in wellness, including diet and stress relief.

Those interested in presenting a GIFF session are urged to contact volunteer coordinator Ibrahim Elsamahy, North Harris College, at Ibrahim.M.Elsamahy@nhmccd.edu. Details about the sessions will be printed in the convention program.

Two Financial Planning Sessions Announced

The TCCTA Membership Services Committee has arranged for two important presentations during the annual convention.

“An Update on Social Security and Medicare” will be presented on Friday, February 24, at 8:00 a.m.

Social Security Administration Metropolitan Public Affairs Specialist Andrew Hardwick will present a seminar designed for all community and technical college educators, whether their schools participate in the Social Security system or not. Included will be a discussion of recent changes in Medicare and supplemental prescription drug benefits, and whether these changes could affect retirees under the Texas Employees Group Benefits Program.

The Windfall Elimination Provision and Government Pension Offset will also be discussed. Background information about these provisions of federal law is available under “Announcements” at www.tccta.org.

Time will be allotted for questions. Mr. Hardwick has invited members to e-mail questions in advance to publications@tccta.org. Details about the sessions will be printed in the convention program.

Special Meetings on Web

The following special events are currently scheduled. Meeting times and important details about these and other meetings are available on the “Convention” page of the TCCTA Web site.

“Virtual College of Texas SACS Review: Status and Issues”

“Articulation and Transfer Organizational Meeting”

Phi Theta Kappa Chapter Sponsors Reception

“Shelter in the Storm: A Service-Learning Response to Katrina, Rita, and Future Natural Disasters”

Texas A&M University–Commerce Center for Community College Education: “A Discussion of Developmental Education,” followed by reception.

National Student Clearinghouse: “Where Do Students Enroll? Do They Graduate or Transfer?”

“SkillsUSA: Champions at Work”

“P-16 Council Subcommittee for Developmental Education”

Meeting rooms and locations will be published in the convention program, available at registration, which begins at Noon, Thursday, February 23, at the Westin Galleria Hotel in Houston.

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See page 15 for a preview of the Technology Seminars, which are designed for teachers in all disciplines.
REQUEST FOR BANQUET TICKETS

Please reserve ________ ticket(s) at $30 each for the TCCTA banquet scheduled for 6:30 p.m., Thursday, February 23, 2006, at the Westin Galleria Hotel 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 17, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferrable.)

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. 17 TO ALLOW TIME FOR PROCESSING. MAIL TO: TCCTA, 5113 Southwest Parkway, Suite 185, Austin, Texas 78735. (If paying by credit card, you may fax the form to Area Code 512, 328-1086.)

Phi Theta Kappa Executive Director to Address Convention Theme

TCCTA members are urged to make a special effort to attend the general session and banquet at the 59th Annual State Convention at the Westin Galleria Hotel in Houston.

The keynote speaker at the general session will be Rod Risley, executive director of Phi Theta Kappa, the international honor society of the two-year college. Today Phi Theta Kappa is the largest honor society in American higher education with more than 1.5 million members and 1,200 chapters located in all 50 of the United States, U.S. territories, Canada, and Germany.

Mr. Risley plans to address the convention theme in detail, discussing the issue of rapid transformation at two-year schools.

In 1985, Mr. Risley became Phi Theta Kappa’s second executive director. At that time, he was associate director of the society, and had also served as director of the alumni program. He is a former national president of Phi Theta Kappa. In fact, as a student at San Jacinto College, Mr. Risley addressed the general session of TCCTA as Phi Theta Kappa regional president.

A familiar and trusted friend of Phi Theta Kappa advisors and students, Mr. Risley has directed the energies of the national headquarters staff toward developing chapter programming and identifying ways how the strengths and reputation of the society may be utilized for the benefit of the individual chapters.

“I’m very excited that our membership will get the chance to meet and hear Rod Risley,” says TCCTA State President Larry Allen, Panola College. “As a Phi Theta Kappa advisor at my school for many years, I have gotten to know and admire this unique individual who is so devoted to community college students.”

Tickets for the Thursday banquet may be ordered using the form on this page. Only current TCCTA members may order tickets. Tickets will be held at the convention desk, attached to the member’s registration card. Other important information is included on the form below.
Arrangements are under the control of the hotel. TCCTA has arranged for overflow housing nearby at the same rates. Members planning to attend the convention may reserve accommodations at the Sheraton Suites Houston, within walking distance of the convention headquarters at the Westin Galleria. With the exception of a few special functions, all convention activities will be held at the Westin.

In addition to secure online reservations on the TCCTA Web site, accommodations may be reserved by phone, at 888-321-4733, by e-mail at reservation@sheratonhouston.com, or by completing the form below and sending it to the hotel by fax, at 713-586-2445. Those reserving rooms should be sure to mention TCCTA to get the convention rates.

Reservations received after February 2 will be subject to rate availability. While parking is free at the Galleria, self parking at the Sheraton is $10 per day.

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

Use the form below or make secure hotel reservations online.

Click on “Convention” at www.tccta.org.

TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION
59th Annual Convention

HOTEL RESERVATION FORM

MAIL TO: The Sheraton Suites Houston—2400 West Loop South—Houston, Texas 77027
PHONE: (888)-321-4733 FAX: (713) 586-2445 E-MAIL: reservation@sheratonhouston.com

RESERVATION CUT-OFF DATE: February 2, 2006

Tentative Convention Schedule
(Program details will be posted as they become available under “Convention” at www.tccta.org.)

THURSDAY—FEBRUARY 23, 2006
7:30 a.m.—5:00 p.m. Special Meetings (to be announced)
Noon—9:00 p.m. Convention Registration
Noon—2:00 p.m. Professional Advancement Pre-conference
2:00—4:00 p.m. Committee Meetings, as called by Chairs
4:00—5:00 p.m. Meeting of Executive Committee and Chairs
6:30 p.m. Banquet
7:15 p.m. General Session
9:30—11:00 a.m. Section Meetings for Some Sections
11:15—12:45 p.m. Remaining Section Meetings
1:00—2:15 p.m. Professional Development Seminar
1:00—2:15 p.m. Financial Planning Seminar
2:30—5:15 p.m. Technology Seminars
5:30 p.m. Refreshments, Entertainment, and Raffle

FRIDAY—FEBRUARY 24, 2006
8:00 a.m.—5:00 p.m. Convention Registration
8:00 a.m.—6:00 p.m. Exhibits Open
8:00 a.m.—5:00 p.m. Election of Officers
8:00—9:15 a.m. Financial Planning Seminar
8:00—9:15 a.m. Great Ideas For Teaching Students (GIFTS)

9:00—10:15 a.m. Remaining Section Meetings
10:30—11:45 a.m. Convention Registration
11:45 a.m. Adjournment
12:00 Noon—3:00 p.m. Special Meetings (to be announced)

SATURDAY—FEBRUARY 25, 2006
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
10:30—11:45 a.m. Remaining Section Meetings
11:45 a.m. Adjournment
12:00 Noon—3:00 p.m. Special Meetings (to be announced)
Candidates Announced For 2006-07

Brian Dille, Odessa College, chair of the TCCTA Nominating Committee, has announced the names of candidates for state office for 2006-07.

This year, the Nominating Committee chose an uncontested slate of candidates. Four candidates were selected.

Nominated for the office of president-elect was Terry Stewart Mouchayleh. Ms. Mouchayleh is director of professional development and evaluation programs at Austin Community College and taught previously in the English department at Amarillo College.

Jeff D. Edwards was nominated for the office of vice president. Mr. Edwards taught economics at Collin County Community College for sixteen years and is in his third year of teaching at Cy-Fair College.

Revis L. Bell was nominated for the office of secretary. Mr. Bell has taught computer science at St. Philip’s College for seven years.

Andrea C. Zabel was nominated for the office of treasurer. She has taught psychology at Midland College for 15 years.

Detailed background information and platform statements from the candidates will appear in the convention issue of the Messenger and are now available on the TCCTA Web site at www.tccta.org.

Under provisions of the TCCTA bylaws, candidates could have been nominated by petitions. The December 1 deadline for “nominations-by-petition” passed with no petitions being filed.

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 7:15 p.m., Thursday, February 23, at the Westin Galveston Hotel, Houston.

Members of the Nominating Committee this year also include: Ronnie Hall, Angelina College, vice chair; Vivian Dennis-Monzingo, Eastfield College; Nancy B. Kral, Tomball College; Patricia A. Smith, Temple College; and Paula A. Willhite, Northeast Texas Community College.

Members Encouraged to Vote Using Online Balloting System

Pursuant to amendments to the TCCTA bylaws passed during the general session at the 57th Annual Convention in Fort Worth, elections of TCCTA officers will be conducted online.

Professional members are allowed to vote at their convenience using the Internet.

No paper absentee ballots or mailing will be necessary. A computer will be provided at the convention, on Friday, February 24, from 8:00 a.m., until 5:00 p.m., for individuals who have not had the opportunity to vote.

To tabulate the results and guarantee security and confidentiality, TCCTA has contracted with LocalVoice, a company with vast experience in providing secure communications and data collection. Professional members will vote using membership identification numbers and e-mail addresses.

An e-mail message providing directions and registration numbers was distributed to current professional members. This information can also be requested from a special election page under “Announcements” at www.tccta.org.

Only professional members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under the bylaws.

LocalVoice is a privately held corporation based in Salt Lake City, Utah. With an intense customer focus and superior technology, the company has become a leading application service provider of online management and relationship building services for member organizations, including schools, universities, associations, public broadcasting stations, and corporations.