

REACH MAGAZINE

Vol. 1 • No. 2 • Winter 2014

REACH Magazine is produced semi-annually for the friends, faculty and staff of TCC by the District office of Communications, Public Relations & Marketing.

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SUCCESS WITHIN REACH.



CHANCELLOR'S CORNER

Least hope the new year finds you rested and ready for another exciting year! At TCC, we've been eagerly anticipating 2015 for many reasons. First, it represents the final year of Vision 2015 – the five-year strategic plan that has guided our planning, shaped our priorities and kept us on course to keep student success at the forefront of everything we do. Second, we have the occasion to celebrate 50 years since Tarrant County voters approved the creation of (what began as) Tarrant County Junior College. Since then, our College has been a critical driver of individual opportunity and enhanced economic viability for our community, and beyond.

As we as we embark on a multitude of events and activities to commemorate our 50th anniversary, I'm reflective about the 48 years

I have served TCC, beginning as an instructor in 1967 at our Northeast campus. Since its beginning, TCC has touched many lives. We have helped people who never believed they were "college material" to find their academic and career paths, and we have made measurable differences in our community. Through countless collaborations, we have created and expanded programs to help the citizens of our community access the instruction and achieve the credentials they need to support their families, thereby undergirding the Tarrant County economy. We have created a true "college-going culture" through ongoing programs like Dual Credit, our Early College High Schools (of which, we now have one on each campus), our ever-expanding Distance Learning and our new Weekend College, through which students can earn an associate degree in 18 months or fewer.

Yet, our work has only just begun. This year will represent another milestone year for TCC, particularly as we prepare to open our newest Center of Excellence – the Center of Excellence for Energy Technology – at the South campus. We also have begun preparations for a record number of graduates to participate in TCC's commencement on May 15, and are adding several new interventions (including Advising By Appointment) to ensure we help every student stay in school and achieve their certificate or degree.

This year is one of sincere gratitude for all of us at TCC as we celebrate 50 years of honorable service to the people of our community through the educational resources we provide, the productive partnerships we have established, the lives we have touched, and the economic growth we have helped power. Throughout the year, we will exhibit our gratitude by sharing our history of service to Tarrant County (including our 50th Anniversary website, which can be accessed at http://www.tccd.edu/50th, and our 50th Anniversary video, which you will find at www.tccd.edu). We will also host a special Tarrant County College Foundation event at the Fort Worth Convention Center on March 23 and a Tarrant County-wide party and celebration on Saturday, August 1, at Panther Island. Through these resources and events, as well as campus-specific programs, we wish to express that Tarrant County College attributes our successes to the support and commitment of the Tarrant County community. We have been, are, and will be successful because you believed in us every step of the way.

Erma Johnson Hadlev Chancellor

Tarrant County College

is an Equal Opportunity Institution that provides educational and employment opportunities on the basis of merit and without discrimination because of race, color, religion, sex, age, national origin, physical or mental disability, sexual orientation or veteran status. TCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees.

Mission Statement

Tarrant County College provides affordable, open access to quality teaching and learning.



















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ELEVATING KEY PROGRAMS TCC Facilities Open at Alliance Airport

WELCOME ABOARD Allen Goben Takes Helm at Northeast Campus





Cover Story **YOUR ADVENTURE AWAITS** Students Study Abroad in Paris, Italy and Salzburg



THE PATH ISN'T ALWAYS EASY Students Share Their Stories

ITALY-INSPIRED CUISINE Recipes & Tips from TCC Culinary Arts

WHAT'S UP WITH PLUTO? TCC Instructor Explains



CREATING A CULTURE THAT CARES Ready to Respond



BRIGHT& SHINY New Facilities & Programs

s part of a multi-year initiative, TCC is creating "sticky spaces" on each campus, designed to enrich student and staff interaction outside the classroom. By outfitting certain areas with furniture and amenities needed to foster collaborative discussion, learning and socializing, TCC believes students and staff will stay at campus longer (and feel more comfortable doing so). The Learning Studios at South Campus and Trinity River Campus, and experiential classrooms at Northeast and Northwest Campuses are complete. These spaces provide flexible environments in which instructors can experiment with different ways of delivering their subject matter.

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TCC introduced Innovation Forums on all five campuses as a cutting-edge process to provide TCC employees, as well as the general public, an opportunity to vet new ideas for projects and programs across the District and allocate funding accordingly. Innovation Forum liaisons guide employees through the three-step design process to determine how well new ideas support TCC's institutional goals. The following projects have resulted:

Early college high schools enable eligible students to earn high school and college credit simultaneously, graduating with both a high school diploma and an associate degree. In partnership with the Arlington Independent School District, a new Early College High School opened in August at Southeast Campus (see page 12 for "A Sneak Peek Inside ECHS"). The first year of the Early College High School also opened in August at Northeast Campus in partnership with the Grapevine – Colleyville Independent School District and the remainder of the renovation for the second year will be complete in time for August 2015 classes. The Trinity River TABS (Texas Academy of Biomedical Sciences) opened in August 2014 for Fall classes. A new building is being designed and construction will start this year. It will be complete in time for August 2015 classes for Early College High School at the South Campus, in partnership with the Fort Worth Independent School District.



Construction is continuing on the Energy Technology Center (pictured below) on the northwestern edge of South Campus. This new building is scheduled for completion in August 2015. The newest Center of Excellence in the TCC system will position TCC as one of the nation's premier training institutions for commercial and industrial air conditioning. With 10 classrooms and 18 labs, TCC's Energy Technology Center will be the largest of its kind in the nation and will accommodate much needed expansion of the Heating, Air Conditioning and Refrigeration Technology Programs. In addition to these existing programs, TCC will introduce new programs including Geothermal Technology, Wind Generation, Active Solar, Oil and Gas Technology and Industrial Technology once the facility opens.





New Math Emporiums were opened in August for Fall classes at Southeast and Trinity River Campuses. Designed as part of the Academic and Facilities Institutional Plan (the platform on which the Innovation Forums were built), the emporiums encourage students to work at their own pace to better understand material, providing an effective way for students to meet developmental math course requirements. The emporiums provide computer stations for instructors, lab assistants and up to 75 to 100 students, depending on location, as well as break-out rooms.

TCC opened the new Center of Excellence for Transportation, Aviation and Logistics (CEATL) at Alliance Airport for TCC Northwest's Aviation, Technology, Logistics and Flight Training programs, in August for Fall classes (see page 3 for CEATL story).



The creation of the Tarrant County College Northwest Campus Center of Excellence for Aviation, Transportation and Logistics (CEATL) has been a long time coming. Now that all of TCC's aviation programs are under one roof -- along with programs for other compatible industries -- its potential for growth overshadows any inconveniences encountered along its journey to becoming one of the premier aviation programs in the nation.

At a cost of about \$20 million, TCC was able to purchase, doesn't open." design and renovate the 163,500-square-foot former helicopter manufacturing building, furnish it and relocate programs from TCC showed off its new facilities in September with a Northwest Campus, nearly 15 miles southwest. TCC's District ribbon-cutting ceremony that included industry leaders, elected Facilities team worked long and grueling hours for about a year with officials and some of the dual credit students studying aviation at Fort Worth ISD's Dunbar High School. Victor Vandergriff, the first-rate aviation faculty and staff to ensure that contractors stayed on track. They oversaw the transformation of ideas, concepts, commissioner of the Texas Department of Transportation, and plans and drawings into spacious airplane hangars, teaching labs, longtime supporter Tom Harris, president of Hillwood Company, classrooms and offices in a facility strategically located with direct Alliance Aviation/Air Services made remarks, as did TCC access to the runway at Alliance Airport, the world's first 100 Chancellor Erma Johnson Hadley. percent airport designed for cargo and corporate aviation. "It was important for us to establish a center for aviation,

met that growing need to reargo and corporate aviation.
"It was important for us to establish a center for aviation,
"It was important for us to establish a center for aviation,
"It was important for us to establish a center for aviation,
transportation and logistics excellence in the Tarrant County
College District because the need for transportation workers is
continuing to grow," Hadley said. "As the only public institution
the first director of the aviation program in 2012. McCourt retired
from the U.S. Air Force as an aircraft maintenance colonel with

experience on several different aircraft and also worked for an air ambulance company in Maine. He started teaching at Sowela Tech in Lake Charles, Louisiana, and also taught at Lewis University before teaching another 20 years at Chandler-Gilbert Community College in Phoenix. When he first moved to the Dallas-Fort Worth area, he worked for American Airlines before joining TCC. "It's like moving into a new home where you have to hunt for the switch that controls a certain set of lights or the reason that a door doesn't open."



TCC started its aviation program about one year after opening South Campus in 1967. Portions of the program were held offcampus at nearby Luck Field, so students could fire up engines, recalled Clint Grant, TCC Northwest Campus dean of business, technology and transportation. There was also a period when some classes were taught in Dallas for employees of an aviation business, Grant said. After TCC's third location opened at Northwest Campus in 1976, the aviation program was moved to the Northwest Campus because of its proximity to Meacham Airport. Even when the recently vacated aviation building was built new in 1991, it could not house all of the demands of the aviation program, so some course work remained at Meacham Airport, Grant said. The program's third location was opened to temporarily house TCC's new Professional Pilot Program that started in Spring 2014.

"I was first attracted to the Professional Pilot Program because of the unique opportunity it provided to build a first-tier flight program from the ground up," said Tyson Walker, who became the program's first department chair in Fall 2013. Before joining TCC, Walker was both the director of training and standards and director of the Chinese Program at US Aviation Group of Denton. His experience there has resulted in a vital partnership with US Aviation that provides both aircraft and flight instructors for TCC's rapidly growing program. "The bold vision and aggressive purchasing of this facility undoubtedly provides a learning environment that is unmatched among our competitors."

Students also appreciate the upgrade.

"Our students enjoy the synergy afforded with having all aviation programs in one facility," director McCourt said.

Grant, whose aviation experience includes working for Delta Airlines and owning his own aircraft maintenance building, added, "Current students like that the entire facility is heated and airconditioned. We didn't have that before."

Student Michael Banas had this to say about CEATL: "It is impressive. A relatively new building makes learning enjoyable." Banas, whose memories of drawing airplanes remind him how long flying has been important to him, said he likes the technology being in one area and the fact that CEATL is located at the airport.

"The facility is nice. It's clean, well-kept and professional," added student Gabriella Whittenburg. "We just got some 'sticky spaces' for students to congregate and relax in." Whittenburg, a U.S. Navy veteran who served as an aviation structural mechanic, knew she wanted to fly after her squadron worked next to the search and rescue command that flew Sikorksy helicopters. She picked TCC because it not only allowed her to return to her home state of Texas but because she learned "I could use my VA benefits to achieve a degree, as well as a private/commercial license in helicopters. I thought it was too good to be true."

Now that the heavy lifting of relocating planes and equipment to the new site and making it through the first fall of classes is behind them, administrators will continue to fine-tune details. "The most significant item is completing our new FAA (Federal Aviation Administration) approved curriculum," said Aviation Department Chair Darrell Irby, a graduate of TCC's aviation program when it was under the auspices of Tarrant County Junior College at Meacham Field. After a 20-year career with Delta Airlines, Irby served as director of quality control for two companies and is the author of several aircraft manuals. "When a certified agency changes locations, the FAA may determine some changes are in order. We are following that process," Irby said.

At the same time, they also are focusing on ways to redesign the program based more on logical course sequences than the pressures of space demands. "We had the ideas. We had the thoughts and the enthusiasm to do some of these things, but we were always restricted -- always limited," Grant said. "Going forward, those limits are taken away. We have a lot more opportunities that we never had before."

Northwest Campus President Elva LeBlanc agreed.

"For example, in addition to evening and daytime classes, we have recently begun scheduling classes at 6:30 a.m., so students may attend a class before going to work. Whether it's early morning, during lunch, or late in the evening, we will deliver the courses that meet the needs of all our students," LeBlanc said. "We will consistently continue to assess the needs of the community, workforce and industry to ensure that our offerings and delivery are relevant to their needs."

Perched at its new location on the runway at Alliance Airport, it would appear that after journeying more than four decades, the sky really is the only limit for CEATL.









@tarrantcountycollege

It's official! Toro and company cut the ribbon at the new #TCCNorthwest Center of Excellence for Aviation, Transportation and Logistics!



@startelegram

@TCCollege officially opens new Aviation Center at Alliance Airport http://bit.ly/ruIiaF8 #txed #txschools



@KellerISD students at @TCCollege Aviation Grand Opening at Alliance Airport @KellerISD_CTE Exceptional Opportunity!

MEET ALLEN GOBEN Northeast Campus President

llen Goben, Ed.D. joined Tarrant County College in August 2014 as the new president of the Northeast Campus. He brings more than 25 years of experience in education to this role, previously serving as an administrator, coach, college recruiter, counselor and faculty member.

Goben previously served as president of Heartland Community College in Normal, Ill., where he helped to double the college foundation's endowment and created Heartland GPS: Guided Path to Success - a framework for improved student planning and success.

While he was president of Hazard Community and Technical College (HCTC) in Hazard, Ky., his team achieved a 24 percent improvement in student success in three years. HCTC was honored as a one of the Best Places to work in Kentucky and was on the Chronicle of Higher Education's "Great Colleges to Work For" list.

As a counselor for Advanced Technologies, Goben led Student Service Operations. His teaching experience includes communications, geography, human relations and social studies.

In 2009, Goben was honored as a distinguished graduate at The University of Texas at Austin Community College Leadership Program. In 2011, as part of the American Association of Community Colleges, Goben served on the 21st Century Commission on the Future of Community Colleges and the Voluntary Framework of Accountability Steering Committee.

A first-generation college student who began his post-secondary education at Indian Hills Community College in Iowa, Goben went on to earn a bachelor's degree in History from Iowa State University. His graduate degrees include a master's degree in School Counseling from Drake University and a doctorate degree in Educational Administration from The University of Texas at Austin Community College Leadership Program.

"My wife Kelly and I have been married for 18 years and have three daughters, who are the light of our lives: Riley, 15; Halley, 10; and Natalie, 16."



"I look forward to getting to know everyone and learning how we can honor the outstanding legacy of Larry Darlage while developing our collective vision for a future filled with excellence and continued progress."

he hassles of traffic, parking and clean clothes for class are concerns of the past for a growing number of TCC students who earn credit - and sometimes their entire degree - via TCC's online program, known as eLearning.

The College offers more than 250 credit and continuing education courses online and, according to the program's administrators, the online experience is "intense."

"The courses follow the same schedule and rigor as face-to-face classes and are taught by knowledgeable and committed TCC instructors," explained Carlos Morales, president of TCC Connect. "They're comprised of modules and lectures augmented by multimedia, making the teaching and learning process richer."

The intensity of the experience stems from the level of discipline required for online students to be successful. Although online classes have some self-paced elements – students may have opportunities to review content multiple times, for example, in ways that aren't available in traditional classes - the overall online experience is driven by the calendar.

"Students often incorrectly perceive that eLearning courses are independent study without specific assignments, due dates and activities," said Morales. "But the fact is that you have to be an independent, motivated learner with excellent time management and organization skills."

Nearly 21,000 students are enrolled in at least one eLearning credit course this semester, which represents nearly half of the College's for-credit student population.

"The benefits of online learning are numerous," said Kathy Burks, manager of outreach and student services for TCC Connect. "Online courses are excellent options for students with family responsibilities, working students, students who live in remote areas or students with disabilities."

For would-be online students who worry that the experience may be isolating or tedious, Burks suggests taking advantage of the demo class offered on the eLearning website.

"Instructors use videos and all kinds of things that make the experience interactive," Burks said. "And we have instant messenger and chalkboards that are wonderful for student discussion."

Most eLearning courses happen exclusively online, but there are some courses that have a few "on campus" requirements, such as participation in science labs or the administration of an exam. The tuition fees and registration process are the same for online courses as they are for traditional classes, with one exception. Prior to enrolling in an online course for the first time, students are required to pass an online assessment that measures the student's technical, reading and keyboarding skills.

"The readiness assessment helps us find out whether or not the student has what it takes to be successful in online courses," Burks said.

The best strategy for online students? "Schedule your class time when it's convenient for you, but treat it like a face-to-face class," said Burks. "If your time is at 10 p.m. after the kids are put to bed, stick to it. Online classes are flexible, but they can't happen 'when you can get to it' or you'll get behind."

Online, Anytime!

by Rhonda Aghamalian

PLUS 50 STUDENTS THE REPORT OF THE REPORT OF

by Rita L.B. Parson

T f there was one thing JacQuetta Clayton knew, it was that her experiences equipped her to handle the responsibilities of well-L paying jobs that continued to elude her. But she also knew she would never be able to prove her abilities unless she made a change.

"I looked for other work and to my surprise, I was unable to justify a level of pay that I believed I was due based on my experience," Clayton said. "It was then I knew that I needed to obtain a bachelor's degree in order to be compensated for my worth."

Clayton (pictured right) earned an associate degree in her 20s, successfully helped her son maneuver through the professional sport maze and establish a thriving foundation. Yet, she seemed unable to get past her own seemingly insurmountable barrier.

"I became very afraid to enter college because I thought I was too old. I had not been to college for a very, very long time and I did not know if I had what it took to be successful in college learning."

Once enrolled, Clayton's doubts continued. "I was not sure I would be able to adjust my thinking and way of life in order to buckle down and commit to my studies and attend class every day," she recalled.

Her challenges amplified the summer after she returned to college. She sustained major injuries when a TV monitor fell on her at a public event. "I felt like if I didn't continue, I would let life get in my way and not finish my education," Clayton said. She was determined because as an older, African-American woman, she wanted to be an example for students of all ages that they too can overcome obstacles to achieve their goals.

"Sometimes I'd come home and just be totally wiped out. I had to press on because I knew how impaortant it was to achieve my educational goals and did not want time to lapse again."

Her perseverance is paying off. "Since getting involved with the Plus 50 Program, Club: 50+ and a few other TCC clubs, I have been able to learn more about the resources and tools offered by the College, helping me to become more comfortable in this educational environment."

Now that she is comfortable, Clayton is helping other older students feel the same way. Last fall, she was the founding president of the Southeast Campus' Club:50+, working to "help other mature students at TCC find unity and school spirit."

The organization is a primary vehicle that TCC's Districtwide Plus 50 Encore Completion program uses to engage students who are age 50 and older, said Debra Sykes West, Plus 50 program coordinator. She has been involved since TCC first partnered with the American Association of Community Colleges nearly two years

ago, joining its effort to train 10,000 baby boomers for new jobs in health care, education and social services.

Early last year, the program got a boost when TCC became the only college or university in Texas to receive a national grant from the AARP Foundation's Back to Work 50+ Program, supported by the Walmart Foundation. Since January 2014, the program has logged more than 700 inquiries and there were 120 candidates in October who were actively engaged in the TCC Plus 50 job search, coaching and workforce training.

Plus 50 students have special support from staff and students on each campus. The Plus 50 Concierge is a designated staff person available to offer guidance and Plus 50 Student Navigators are available to provide peer support.

"I come from a world of giving. I saw the opportunity to help motivate students of my age to find their way and offer guidance for completion," Clayton said. "Being a part of Club: 50+ allows me to see the difference made in individual students' lives and gives me the great benefit of knowing that I'm connected to a true vine of support that is needed in college."

The first Club:50+ started a year ago at the Northeast Campus as the brain child of Cynthia Savage, coordinator and assistant professor in the mental health program, who was serving on the Plus 50 advisory board. Efforts are under way to establish clubs at all TCC campuses.

"MY IDEA WAS SIMPLY FOR THE STUDENTS TO ADD FUN IN THEIR LIVES. THERE IS SO MUCH STRESS FOR STUDENTS." - CYNTHIA SAVAGE

"Most students have work, children, spouses, plus school and they forget to have fun," Savage said. "Having fun helps reduce stress. When there are social activities included in our lives we are better balanced individuals. It is difficult for this population to have fun unless it is scheduled."









"BEING PART OF CLUB: 50+ ALLOWS **ME TO SEE THE DIFFERENCE MADE IN INDIVIDUAL STUDENTS' LIVES** AND GIVES ME THE GREAT BENEFIT **OF KNOWING THAT I'M CONNECTED TO A TRUE VINE OF SUPPORT THAT IS NEEDED IN COLLEGE."**

- JACQUETTA CLAYTON

Club: 50+ Game Night (pictured left) was one of several group activities in 2014. Game Night consisted of ping pong, pool, chess and various board games.

Creating Campus Consistency TCC Moves to Common Course Materials

by Rhonda Aghamalian

The price of a college education is now even more affordable for TCC students, thanks to a Districtwide change to offer common course materials.

Beginning in Fall 2014, the introduction of common course materials represented an historic move for the College because, for the first time, students were given expanded options for textbooks and other learning materials in multiple print and digital formatsmany of which are considerably less expensive than traditional hardback textbook options. Additionally, it's the first time that every course number will be associated with a standard set of required learning materials, regardless of instructor or campus.

Bill Coppola, president of TCC Southeast Campus, described the program as "unique and innovative" in the realm of higher education.

"Common course materials resulted from a charge from our Board of Trustees and from the Chancellor to reduce the price of textbooks and help students become more successful," said Coppola, who represented campus presidents on the initiative's planning committee. "A lot of students were sharing books to cut costs, or they were having to choose between buying books and buying groceries. The Chancellor said, 'Let's come up with a plan that gets materials in as many students' hands as we can.

"The initiative is also part of our ongoing emphasis on the idea that we are one College, one District, with consistency across all of our campuses," Coppola added.

With the advent of common course materials, "textbooks" are available in unbound, three-hole-punched, loose-leaf and electronic formats, as well as in rental or purchase options for hardback and softback volumes.

According to Christine Wake, store manager for the TCC Bookstore at Trinity River, students previously asked, "We're one school, why don't we use the same books for courses?" She says they appreciate various formats available and the savings that result from volume discounts from publishers. "Students also like buying all materials from one bookstore, even if they are attending more than one campus."

"Besides the drop in prices, students have reported that they also appreciate the loose-leaf format, because they can take out the chapters they need for that week and have less to carry around," Coppola said.

The transition to common course materials took more than a year to execute, primarily due to the sheer volume of preparation required. "The faculty really needs to be complimented for coming together to make this happen," Coppola explained, "because they identified 365 courses for materials re-alignment only last February. Yet we were ready to launch the program by August."

Plans for the future include the creation of a shared platform for electronic books (currently, the electronic formats vary), and the development of what Coppola described as "open educational resources," such as free online textbooks.

In the meantime, the College is enjoying some unexpected benefits from the transition process, such as the Academic Curriculum Teams that were formed to select the common course materials across all disciplines.

"We modeled the team structure after similar teams on other multi-campus college systems, then tweaked it for our needs," Coppola said. "Now, instead of working independently, the faculty gets together on a regular basis for a number of curriculum issues. And that has changed the landscape for our District."







ntudent success is a top priority at Tarrant County College. An important aspect of that is an unwavering commitment U to diversity and inclusion. Enter Shani Barrax Moore, chief diversity and inclusion officer for the District.

After joining TCC in 2012, Moore (pictured below) developed and distributed to every employee and student a survey to evaluate perspectives about accessibility; career goals; holidays; financial resources; conflicts; the TCC interview process and student awareness. More than 5,700 people responded.

"Comprehensive data such as this gives us a picture of where we are on diversity and inclusion," said Moore. She used the data to create Foundations of Diversity and Inclusion, a six-module training and development series designed to facilitate personal and institutional awareness towards creating a more inclusive environment at TCC.

The program is open to any TCC faculty or staff member interested in being a change leader. Through the classes, participants discuss concepts such as bias awareness, socialization. inclusive language and privilege. Participants have praised the training, expressing interest in upper management receiving this training. To that end, Moore has created a condensed version for the Chancellor's Executive Leadership Team (CELT). "For this to work on the ground level, support from executive leadership is critical, so they can understand this," said Moore.

Moore also used survey data to develop a multi-year strategic plan to increase diversity and inclusion awareness at the District and campus levels. "To educate, engage, and empower TCC students, faculty and staff to promote and sustain a culture of inclusion where individuality and cultural humility are embraced and valued" is the plan's vision statement.

Diversity and inclusion also are important elements of Vision 2015, TCC's five-year strategic plan through 2015. Goal 2 reads: "Ensure Affordability, Accessibility and Diversity Reflective of the Community."

To facilitate this vision, Diversity and Inclusion Councils were created at each campus and at the District level and include a cross section of students, faculty and staff. Campus leadership selected

BRINGING SUCCESS WITHIN REACH through Diversity and Inclusion

council members based on their roles/function, experience and what they can contribute to the overall objective.

Student contributions represent a critical component of this important work. "I think the students are unaware how much their input matters to the council," said South campus council member and Coordinator of Graphic Services Monica Lea. "They offer insights into the obstacles they face and what we can do as a council to resolve those issues."

Associate Vice Chancellor Jacqueline Maki, from the Office of Grants Development and Compliance, agrees. "We are reaching out to more students, especially those not traditionally in the majority at TCC, not just to recruit them but also to support their staying in school, getting good grades completing their certificates and degrees."

Both Lea and Maki see positive changes happening because of the work TCC is doing on diversity and inclusion. "More people are considering diversity and inclusion as part of the hiring process as part of selections and as part of professional development," said Maki. "At the South Campus, I have noticed more faculty and staff wanting to be a part of D&I," said Lea. "They want information to assist them when discussing sensitive issues and help them learn more about our goals and initiatives."

"We have only barely begun this important work," said Maki. "We need to raise the visibility to more people of what a strong, inclusive community can be and do-together."





with **Juarel**



HIGH SCHOOL

As part of their commitment to foster a college-going culture, TCC Southeast Campus and Arlington ISD joined together at a ribbon-cutting ceremony on August 22, 2014 to open TCC's new Tarrant County College Southeast/Arlington ISD Collegiate High School. The 30,000-square-foot Early College High School (ECHS) includes nine classrooms, two science laboratories and one computer laboratory. It also includes a learning resource center, a 400-seat cafeteria/ auditorium, administrative offices and 250 parking spaces.

Each fall a maximum of 125 freshmen will be enrolled until the capacity of 500 students is reached in 2018, when this inaugural class of students who meet requirements will graduate with both their high school diplomas and associate degrees.



Juarel works with English Instructor Jennifer Fuller on an assignment. He says the teachers are very dedicated and accessible at ECHS.



Juarel works with a classmate on their laptops, which he claims are a lifesaver, allowing students to work quickly and organize assignments.



Juarel references his textbook in his honors computer information class. This course uses a combination of standard textbooks and computers.





Crystal arrives at ECHS and waits with her classmates for biology class to begin. Biology also includes a separate class for lab.



Crystal spends lunch with friends, then works on a group project in her creative writing class taught by Instructor Julia Burke.



and **Crystal**



Crystal works alongside her classmates in their biology lab. The lab experiment on this day was about spreading viruses.



T tudents of the Northwest Campus Dance Program visited Paris in Spring 2014. Amy Sleigh (pictured right, at far Uleft) and Lacreacia Sanders, associate professors of dance at Northwest Campus, led eight TCC dance students on the European adventure. In addition to visiting the Eiffel Tower, Louvre, Arc de Triomphe, Palais Garnier opera house and Palace of Versailles, students took dance classes at Studio Harmonic and attended a ballet at Opéra de la Bastille.

Sleigh said the educational aspect of dance trips abroad is to immerse students in the language, art, food, history, architecture and dance of other cultures. The students attended dance classes, professional dance performances and festivals, and performed in and around historical landmarks throughout Paris.

"Our goal is to provide an opportunity for students to shape themselves as dancers and artists, as well as global learners and leaders." - Amy Sleigh

Sleigh believes the travel aspect alone teaches important cultural values and broadens the scope through which students view the world. The trip encourages collaboration among TCC students both before and during the trip.

For example, the Northwest Dance Club organized Rise and Shine, a spring talent show to raise funds for students planning to study abroad in Paris. The students formed relationships with dance students and teachers from other colleges, as well as professional dancers and choreographers who were part of their journey in planning this trip.

TCC's dance study abroad trips are an annual event. The vision

for traveling abroad began years ago and was implemented in 2012, launching the first dance trip to Ireland in May 2013 (first picture below).

The next trip is scheduled for June 2015 to visit Germany, Italy and Switzerland. The dance department is collaborating with the Northeast Campus World Language Program so students will be able to travel for dance, German language or personal enrichment.

"I enjoy the preparation of engaging students to travel... finding dance venues and classes abroad. I love to read student's applications of why they want to travel, what they have to offer the group and their personal goals," Sleigh said. "Most of all, I enjoy watching the students immersed in the culture of the cities we visit, watching them dance, chatter and take in their new surroundings. These are the moments they savor and share, and it is a wonderful way to see their dreams flourish."







"Dance is the same in all languages." - Katie Nichol, TCC Student

"The Paris experience was once in a lifetime. I took a class with YouTube sensation Yanis Marshall. Turns out they were rehearsing a piece for Britain's Got Talent. We saw it online a few weeks later and it was extremely humbling to learn the choreography and witness their rehearsal. He taught in French most of the time, but would often sum up in English for us. It was remarkable to see where Louis XIV, who founded the first ballet school, once lived at the Château de Versailles. I honestly believed the trip changed me and helped me grow as a person and a dancer.





"When traveling abroad with TCC you are emerged into new cultures. You can read about these places, sure, but experiencing the adventure first-hand is so much greater. Money may be an issue for some, but I wouldn't make that an excuse. I work in fast food and I saved up; I would much rather spend money on something that will create memories and a widened perspective of the world! I am also saving to attend the next dance trip in Summer 2015.'



"This great city inspired me." - Rebecca Kanney, TCC Student

"Experiencing other cultures opens your eyes to the world and makes you appreciate everything around you. I finally met my pen pal (pictured left, with Kanney, right) in Paris! We met on Facebook on a language exchange group when I started learning French. We met at a local restaurant near Notre Dame and had a great time with my dance group! I have the travel bug now, so will be attending the next dance trip to Germany, Italy and Switzerland! I highly recommend it."

"I still think about Paris most days." - Dai'Taja Gladney, TCC Student



'n May 2012, Sherry Sipho, department chair and instructor of Culinary, Dietics and Hospitality, took 11 culinary students from Tarrant County College's Southeast Campus to explore Italy's culture and cuisine. The group visited Rome, Florence, Reggio Emilio, Parma, Modena, Mila, Ferrara and Venice.

Sipho believes it is important for all culinary students to familiarize themselves with different cultures and cooking schools. During their stay in Italy, the group dined at neighborhood restaurants, experiencing conversation over authentic Italian cuisine. They also prepared authentic dishes of their own at popular cooking schools througout Italy.

At A Tavala Con lo Chef, the first private professional culinary school in Rome, students learned to prepare classic dishes such as pizzatelli, gnochi alla pesto and veal saltimbocca. "Pizzatelli is small deep fried dough topped with mozzarella and tomato paste; gnochi are dumplings made from potatoes, flour and eggs; and saltimbocca is veal fried with bacon. Veal is a popular choice of meat in Italian dishes."

During a separate cooking lesson from Chef Renato at La Cremeria (pictured above, right), students prepared antipasti, chicken capaletti and veal spezzatino. "Capaletti is a type of pasta, and spezzatino is a stew with artichokes and peas. All of the dishes were delicious," Sipho said.

The group took several architectural and historical tours, one of which was in Rome. Stops included the Trevi Fountain, Spanish Steps, Sistine Chapel and Saint Peter's Bascillica. In Florence, they were treated to a food tasting, which included stops at Florence Central Market, Procacci's traditional fingersandwich shop, Robiglio's regional pastries, and Perche no!'s artisan crafted gelato.

The tastings did not end there. In the city of Parma, famous for its prosciutto (ham), cheese, architecture, and music, the group visited the Museum of Prosciutto di Parma. Students also visited the olive oil plant in Brisighella, with a stop in Cervia for lunch and a trip to the Salt Museum.

While venturing to the old town of Reggio Emilia, a city in northern Italy, the TCC group received an official welcome by Reggio Emilia Deputy Mayor Juna Sassi (pictured above, left). They also took part in a cooking class at Reggio Children/ International Center and toured the Parmigiano Reggiano factory and history museum. "Receiving an official welcome by the mayor was quite a treat for both myself and the students. It was a very special memory for us all!" Sipho said.

The culinary department is working on the process of planning another trip, but one is not scheduled at this time. To view upcoming study abroad opportunities, visit www.tccd.edu/studyabroad.





See page 26 for authentic Italian recipes and tips by TCC Culinary Arts students.



"In a time when daily news may focus on the events occurring around the globe, yet impacts us here at home, and a competitor for a job may be on another continent, it becomes incumbent upon educational institutions to provide every opportunity for students to have access to global and international exposure through study abroad and in-course infusion to build global citizenship. TCC has worked in overdrive to develop opportunities for students to learn to be global citizens in every aspect of their college experience. We would like for every student to have the opportunity for global experience and work to that end."



- Sherul Harris District Executive Director of Program Development/International Initiatives I nder the direction of Sheryl Harris, TCC took 20 students to the Salzburg Global Seminar in May 2014 to participate in the Global Citizenship: Ethics and Engagement program. The seminar was held at the Schloss Leopoldskron, the renowned filming location for *The Sound of Music*.

Students who attended were enrolled in Professor Peter Hacker's World Civilizations II course and Professor Shewanda Riley's English course (Hacker and Riley are pictured top right, alongside Christopher Douglas, formerly with the Men of Color Mentoring Program).

The students attended daily lectures and field trips, completed group projects in collaboration with students from other colleges and made presentations on global citizenship topics. There were days of instruction and exams on the TCC Northeast Campus both before and after the actual trip dates. "We held classes at TCC before the trip as a way to prepare them for the discussions on global citizenship that they would participate in while at the Salzburg Global Seminar," Riley said.

During the 10 days they were there, the group heard from international experts on history, sociology, music and pop culture. In addition, they learned about European and Austrian culture and history through classical music concerts and trips to Salzburg's Old Town, Fortress Hohensalzburg and the Dachau Concentration Camp in Germany.

"To say that the experience was intense is an understatement, but intense in a wonderful and enriching way," said Hacker. "Each and every student benefited enormously from the trip and can characterize it as life-changing." Hacker is a fellow of the Salzburg Seminar, having completed the faculty program in 2009. This was the first time he instructed and traveled with students. Many of the students had never previously had the opportunity to travel more than a few miles outside of their zip codes.

"As I watched the students begin to comprehend the interconnectedness of the world and their place in it, I can honestly say they made this year's Salzburg Seminar the most rewarding experience of my 27-year teaching career." - Peter Hacker

- 99 -

"It is great seeing the students develop into critically engaged global citizens," Riley said. "Seeing their confidence increase as they participate in intellectual and stimulating conversations with other like-minded student scholars.

All TCC students can apply to attend this trip. The ones selected showed outstanding academic scholarship, campus engagement and a commitment to global citizenship. The next annual trip is tentatively scheduled for May 2015.



in Salzburg

"My favorite part of Salzburg was being in the presence of highly educated individuals from different backgrounds who came together to discuss the issues affecting humanity. It gave me a sense of belonging and led me to believe that no matter one's origin, we are all interconnected in this 'world house' we live in. I saw the trip as a reward for my endeavors; therefore, it serves as a positive reinforcement to work even harder." - Stanley Chibueze, TCC Student

"I encourage all students to study abroad and experience different cultures. The weather was crisp, the atmosphere was breathtaking and the architecture was unlike anything I have seen in Texas. I even climbed to one of the peaks of the Alps. This trip helped me transcend my thoughts of having no connection to the world outside my own. I've learned there is no barrier that can stop us from becoming acquainted with any citizen of the world. We are all global citizens!" - Jonathan Kigigha, TCC Student











"If anyone thinks they are too old for education, think again." -Robert

am Robert Cantrell, a 54-year-young 2014 graduate of Tarrant County College. My wife Jelvn and I had our first child, John, when I was at the ripe age of 50. At the time, I was L an oil field mechanic and truck driver working 60-plus hours per week. When John turned two I began to wonder how long my body would hold up doing this type of work. I always knew I wanted to further my education, but did not know what path to follow until I became interested in safety and health. There is a growing demand for the field, so I decided to research degree options and Tarrant County College was the first school that came up in the results. TCC even had a convenient campus location near my house. I decided if I was going to register for school I had to do it right then. I spoke with a TCC academic advisor, Nicole Graves, and she confirmed that I was making the right decision. Was I nervous? You better believe I was, after all I have a family to support!

If your dreams don't scare you, then you're not dreaming big enough!

After registering at TCC, I was still working full time while taking nine semester hours. When I saw my good grades at the end of the semester, I told myself (with a huge amount of joy) that I could do this. Since going to school part time would take four or five years to complete my associate degree, I spoke with my wife and we both agreed I should leave my job and go full steam ahead toward completing my degree. Now, here I am in the Fall of 2014. graduating with honors! I am also a proud member of Phi Theta Kappa, on the Dean's List, and a recipient of the Who's Who Award.

My advice for anyone out there wanting an education is that no matter your age or circumstances, it is never too late to dream big and go after that education. The great thing about education is that it does not discriminate, and no one can take it away from you. Education is for everyone. I give credit for my success first to God for giving me the strength and courage to take this step, and then to my wife, son and siblings for encouraging and supporting me. I give a special mention to TCC Professor Aline Williamson for running a great program. Aside from my son, this will be one of the best presents I ever received. Thank you for reading about my dream. I hope to read about yours in the future. TCC is an Achieving the Dream institution, after all!

We know there are hundreds, if not thousands, of stories about TCC students who have continued their studies regardless of obstacles. We want to share those stories as an inspiration to others! If you have a personal success story you would like to share, please email it to TCC.SuccessStories@tccd.edu

e are Joan (left) and Priscilla (right) from West Africa, specifically Nigeria, where education is held with great importance. Everyone strives for the best education because it creates a better future.

Coming to America was a blessing for our family because we did not come from much. God blessed our family when we won the American visa lottery. Our parents were first to move to America in 2006 and us four siblings joined them on Valentine's Day 2011. We missed our parents for five years! We had heard of the American dream and were finally able to live it together.

It was not easy coming to a different country. We arrived when it was very cold, which we were not used to. When having pizza for the first time, Priscilla could not eat it because it was so foreign. Mom cooked food we were used to, but in three months' time we were able to adjust to just about everything. School was also different because Nigeria was colonized by Great Britain, so it took an entire summer to know the difference between American and British English. We finally got the hang of it!

We chose to enroll at TCC because it offered a campus near our home in Arlington and was the least expensive school in close proximity to us. We knew it would be a great starting place to prepare us for a four-year university.

TCC played a huge part in our successful transition to America and we appreciate TCC's resources to help students from different countries. Joan became involved in the Student Leadership Academy and is president of the Student Government Association at Southeast Campus. She is also a campus ambassador and proud member of Phi Theta Kappa. Joan could not have achieved any of this if not for the quality teaching and opportunities at TCC.

Joan will be transferring to UT Austin by Fall 2015 to continue her career goal, which is to be a neurosurgeon. She has always had passion for helping people and chose this field wanting to help her friend Jane, who is an epileptic, but cannot afford a neurologist. Joan feels she can reach out to the world and help by doing what she's most interested in: knowing how the brain works.

Priscilla is also involved in the Student Leadership Academy, Phi Theta Kappa, Student Government Association and the Democracy Commitment. She has learned skills that could not have been taught in the classroom, such as fellowship, leadership, service and being able to care for others.

Priscilla loved being able to choose her major at TCC based on what she loves to do, which is managing and organizing. She decided to study Business Administration and Leadership. TCC is helping her reach her dreams and goals. The teachers and staff have helped her grow over the last two years. Priscilla will be transferring from TCC to The University of Texas at Dallas in Spring 2015, were she will begin a fast track program to get her MBA.

There have been some ups and downs and it has not been easy, but TCC provided an avenue for this to be possible. We appreciate everything because TCC is a big part of our success. We will say to any student who thinks they cannot be successful, it does not matter where you are from, anything is possible. Though one may have some obstacles, never give up because that is the journey to success, and success is within reach.

"Success is not only what we achieve; it is also finding joy in the journey." - Joan & Priscilla



What Our International Students Say About TCC



Quang Nguyen - VIETNAM

"TCC has more than 35 club organizations to get international students, and all students, involved with. TCC also offered me plenty of scholarship opportunities to help with my financial needs."



Parisa Khaghani - IRAN

"TCC greatly impacted my life and improved my English as my second language. They provided me with great opportunities to get involved, such as student clubs and activities as well as study abroad travel."



Aseel Al Soub - JORDAN

"TCC is very affordable and the professors are extremely accepting of everyone's culture, very accepting of who you are and what you want to pursue as a career. You can find so many diverse friends and never feel excluded."



Trisna Rema - BANGLADESH

"TCC offers a variety of help outside of class like Math Labs if you struggle with math, or the Writing Center if you need help with your essays or English. I also like the small class sizes and ratio between student and teacher."



Ilya Zelenov - RUSSIA

"The reason I chose TCC is because it is affordable compared to bigger universities. So why not come to TCC and save your money? TCC helped me transition from high school to college very easily."



Eiroluwa Abimbola - NIGERIA

"The TCC instructors and staff are willing to work with you no matter what country you come from. There are so many different cultures represented here. TCC has a lot of departments to help international students."



Somotoochukwu (Stanley) Chibueze - NIGERIA

"The biggest problem for international students is finance, and TCC is the most affordable college in the Metroplex. TCC is so diverse, one can easily meet others from their country of origin. Here at TCC we are like a family."



Hongzhao Willett - CHINA

"The faculty at TCC are proactive, responsible, helpful and timely. I also really appreciate the support I have received from the Writing Center, Science Center and Library. Everyone at TCC has made me feel comfortable."

At Tarrant County College, we proudly open our doors to students from all over the world. As of Fall 2014, we have students from **43 countries**.

RY COAST ENEPAL AUSTRALIA NIGERIA NUBBERIA NUBBE

Join the Conversation

@jeremydloy Me meeting @WendyDavisTexas at @TCCollege

@drlarryrideaux

TARRANT COUNTY

COLLEGE SOUTH

CAMPUS SGA AT

THE WHITE HOUSE

@VLKArchitects A @TCCollege NW Campus student will benefit from a scholarship made possible through a

@FlowerMoundFD Thanks to the Tarrant County College Fire Service Training Center for hosting us this week!

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@EvaMarieAyala Educators practice at @TCCollege shooting range during Texas' school marshal training

Aug 16, 2014

\$500∞

alex aspec

Fire hundred + "

@MattisonDean @TCCollege There was a rainbow outside the NW campus library

@Kelly_Pacleb This morning we are celebrating the

Everman ISD Early Collegiate

High School.

HIGH SCHOOL

@BalancedByGrace Campus police rock... so helpful... nice to know they're here for us! #thankyou

@suppyTK I love Tarrant County Colleg



..... TARRANT COUNTY COLLEGE



44



Thank you to everyone who came out and participated in the #TCCNorthwest 9/11 Annual Memorial Run/Walk this morning. It was a great turn out, lespite the weather!











Check out some pictures from AISD of the ribbon cutting at the new Early College High School at #TCCSoutheast



SOUTHEAST CAMPUS CULINARY ARTS RECIPES & TIPS **ITALY-INSPIRED VEAL PICCATA**

Prep Time: 15 minutes Cook Time: 10 minutes

Total Time: 25 minutes Makes 4 servings (two cutlets per person)

INGREDIENTS

- 8 small veal cutlets (2 oz. each), pounded flat
- I large sweet onion, peeled and chopped
- 2 cloves garlic, peeled and crushed
- 2 tbsp. olive oil
- ¹/₂ cup all-purpose flour
- 2 tbsp. butter
- $\frac{1}{2}$ cup dry sherry
- 1 lemon
- 2 tbsp. capers
- I cup veal stock or chicken stock
- 2 tbsp. Italian parsley, finely chopped
- Kosher salt to taste
- Freshly ground white pepper, to taste

METHOD

- Squeeze juice from lemon and set aside.
- To flatten cutlets: Stretch a piece of plastic wrap across your work surface, place veal cutlets on it and lay another piece of plastic wrap on top. Using a meat mallet, rolling pin or similar object, flatten cutlets between layers of plastic wrap until they are about ¼-inch thick.

3. Combine the flour, salt and pepper on a plate or in a shallow baking dish.

- 4. Heat a heavy-bottomed sauté pan over mediumhigh heat for one minute, then add olive oil and heat for another 30 seconds or so. Add onion and garlic to the pan and sauté until onion is slightly translucent, about 3 minutes. Remove onion and garlic from pan and set aside.
- 5. Add butter to pan and heat until it becomes foamy.
- 6. Dredge both sides of veal cutlets in flour mixture, shake off excess flour and add them, one at a time, to hot pan. Work in batches if necessary, rather than overcrowding the pan. Cook 2 to 3 minutes per side or until the cutlets are nicely browned. Remove them from pan and set aside on a plate, covered with foil, while you make sauce.
- 7. Add stock, sherry, lemon juice and capers to pan and scrape off any flavorful bits from bottom of the pan. Then return the onion-garlic mixture to pan and heat it through, adding a bit more oil or butter if necessary.
- 8. Return veal to pan, bring liquid to a boil, then lower it to a simmer and cook for about 3 minutes or until mixture has reduced by about one-third. Add chopped parsley just at the end of cooking.
- With a pair of tongs, remove veal cutlets and plate them, two cutlets per person. Adjust the seasoning on sauce with Kosher salt and lemon juice. Sauce generously and serve immediately.

See next page for tips from TCC culinary students, as well as where to find side dish and dessert recipes to complete this Italy-inspired meal.

"I use yellow tomatoes for the spicy tomato side dish, but you could use red or yellow, or even a combination. That recipe calls for marjoram, which can be used green or dry. Just be sure to use separate cutting boards for your meat and vegetables/herbs to avoid cross-contamination." - Mark Vargas, SE Culinary Student (pictured left)

"Veal is a popular protein in italy, but can easily be substituted with chicken or turkey cutlets. Veal is a tender cut, especially if you pound it out. Mushrooms are a good protein substitute if making vegetarian dishes. For our mushroom risotto, they are best diced." - Sherry Sipho, department chair and instructor of Culinary Arts



"If you can't find veal cutlets, also known as scaloppini, slice your own strip into 1/4-inch cutlets. Veal is a very lean meat, so be careful not to cook it too long or it will get tough." - Yael Iglesias, SE Culinary Student (pictured above, on right)





For side dishes and dessert recipes, visit www.tccd.edu/magazine/recipes



by Kendra Prince

emorials are everywhere, according to Laura Wood, professor of history and government at Tarrant County College's Northwest Campus. Passionate about remembering those who have gone before, Wood specializes in military history. Her fascination with the genre began with World War II and spread to numerous other conflicts. "Military history is a common thread with huge impacts on how the world was developed," she said.

Wood, a 2013 winner of the Appleman Professional Development Award, used her award and funds from the TCC Faculty Academy to pay for her trip to France to be a guest lecturer for St. Edwards University in May 2014.

The primary St. Edwards instructor, Mitylene Myhr, was teaching a Summer course for the university at their campus in Angers. Myhr wanted Wood to enlighten her students about World War I, its impact and how it is commemorated. "I invited Laura to visit my class because it was her (war memorial) database that inspired the project I created for my students studying in France," said Myhr. "I wanted to take advantage of the many war memorials students encounter when traveling in Europe, help them make sense of them and allow them to contribute to Laura's database."

Myhr's students became fascinated with the memorials they began to encounter around Angers and other locations. "Laura's expertise in the study of memorials was enormously helpful. She provided resources, a presentation on their history and how to interpret them," said Myhr. Students researched a war memorial and wrote essays that placed the memorial in a broader context in terms of architectural style and symbolism. "Each student commented that it was inspiring to have Laura visit, which made them more enthusiastic about pursuing their research."

Wood's war memorial database developed after her students created a war memorial of their own at the Northwest Campus. In 2004, Wood noticed her students seemed oblivious to important current events, such as the wars in Afghanistan and Iraq. She would ask her classes, "How many people do you think died in Afghanistan or Iraq today?" To increase awareness, she charged the students participating in that year's Cornerstone Honors Program's annual program with designing, funding and building a memorial (pictured right, with Wood) on the Northwest Campus for those who died in the conflicts in Afghanistan and Iraq.

Students threw themselves into funding the project, raising more than \$6,000 in just over two months through donations, a yard sale and working at Sonic. Students also sought donations of materials needed from suppliers. "Their efforts were tremendous and stunning," said Wood. Although the memorial was not complete, the memorial was dedicated on Veteran's Day, November 11, 2004, and has continued to grow. At last count, there were 2,600 more names to add. Wood acts as director for the memorial, which is the first of its kind on a United States college campus.

The work of her students on the memorial inspired Wood to take note of commemorations wherever she visited, noticing similarities as well differences. While students continued to add names to the Northwest memorial, Wood made assignments for them to research and write about various monuments around the world. That led to Wood's desire to create an interactive platform by which she could continue to teach her students and enable them to view their world in new ways.

In the Summer of 2010, Wood was awarded a National Endowment for the Humanities Teaching Development Fellowship, which allowed her to create and integrate her war memorial database into her teaching. The site, War Memorial Headquarters (www.warmemorialhq.com), is extensive and covers war memorials around the world for numerous periods: Ancient, Medieval, 1500-1700, 1700-1900, 20th Century and 21st Century. Wood hopes to use the database to connect students across nations by using memorials around the world and across time.

What is next for Wood and her students? "Landscapes of Memory," a travel course she is developing with TCC Criminal Justice/Sociology Professor Jason Clark Miller. It will focus on war memorials and use of Wood's database. To prepare for the longer trip, Wood has been taking students on short, local field trips to get a feel for how things will go. She asks students what catches their eye about the memorials. "Memorials use images to elicit emotions from those who attend," said Wood. She and Miller hope to start with a course on the Civil War and tour memorials in the South in the summer of 2015 and in 2016 visit the sites of World War I on the Western Front in Europe.

A review from one of Laura's students taken from an anonymous survey about using the memorial database in class:

"I absolutely loved the database. The photos of the different memorials helped me more than anything. Reading the details about who they were built for and why was so helpful in the assignments but after the assignment, I went back and read more. I intend to read even more about the memorials once this semester is over. The effort put into gathering all the information on these is astounding. This database was an amazing idea. I told one of my WWII veteran policyholders about it. He loves it and said, 'The person who set all this up did a great thing.' I think so too and love the idea that people can contribute to it as time goes by."







WHAT'S UP WITH PLUTO?

by Raymond Benge Associate Professor of Physics and Astronomy • Northeast Campus

ercury, Venus, Earth, Mars, Jupiter, were the nine planets I learned about as a child. At the time, much of that information was a guess, since no spacecraft had vet been to any of the planets other than Venus and Mars and there was no telescopic detail available for Mercury, Uranus, Neptune or Pluto.

In early 2006, NASA launched a spacecraft called New Horizons to visit Pluto, the only planet not yet visited by a spacecraft. The same year, during a meeting of the International Astronomical Union, astronomers removed Pluto from the list of planets. The decision sparked a widespread outcry from people outside of the astronomical community. Why was Pluto removed? And, is the New Horizons mission still relevant?

It is important to understand how "planet" is defined and how the solar system was discovered. Ancient Greeks saw the stars and constellations in the sky. They noticed that some of the "stars" moved. The word, "planet," comes from the Greek word for "wanderer." The Greeks identified the wanderers we know today as Mercury, Venus, Mars, Jupiter and Saturn. They also considered the Sun and Moon wanderers. Uranus was discovered by William Herschel in 1781 and Neptune was discovered in 1846. Smaller objects between Mars and Jupiter that were previously considered as planets were later dismissed as not being large enough to qualify.

The innermost planets in the solar system (Mercury, Venus, Earth and Mars) are small compared with the outermost planets (Jupiter, Saturn, Uranus and Neptune). The inner planets are rocky, solid worlds, while the outer planets are a mixture of liquid and gas. They are often referred to as "gas giants."

By the 20th century, European astronomers were joined by American astronomers in studying the planets, although they approached their studies

Earth

differently. One group measured positions relative Saturn, Uranus, Neptune and Pluto – those to the Sun and the other group measured positions relative to the Earth. Looking at old measurements of Neptune's position relative to Earth and comparing them to new measurements relative to the Sun, some American astronomers mistakenly thought there was a wobble in Neptune's orbit. This led some to suggest another planet might exist beyond Neptune. During the search for such a planet, American astronomer Clyde Tombaugh discovered a tiny speck in 1930 that was eventually given the name Pluto.

> At the time of Pluto's discovery, only rocky worlds and gas giants were known. Pluto was small, so it was no gas giant. Astronomers assumed Pluto was rocky but at the time, no telescope on Earthcould tell just how small it might be. Since rocky bodies like Mercury, Mars or asteroids reflect a small percentage of the light that falls on them, astronomers had to estimate Pluto's size based on its brightness. Therefore, based on the assumption that Pluto was composed of rock made it nearly the size of Mercury or Mars – clearly planet-sized.

> However, astronomers quickly noticed that something was wrong with Pluto. Most planets orbit the Sun with orbits that are almost in the plane of the Sun's equator, but Pluto's orbit is tilted with respect to the orbits of the other eight planets. Furthermore, Pluto's orbit is among the most elliptical in the solar system, coming closer to the Sun than Neptune for about a decade of each of its 248-years-long orbit. Much larger telescopes still failed to determine Pluto's size, indicating it was much smaller than anyone had guessed in the 1930s. Eventually, astronomers determined the composition of Pluto. Instead of being rocky, it is icy. Ice reflects far more light than rock, so Pluto turned out to be much, much smaller than first thought.

Modern measurements of Pluto put it at about 1,450 miles across – a bit larger than the distance

across Texas. Because it is not a gas giant or rocky planet, it did not fit with the rest and should have never made the list of planets. But astronomers are a conservative lot and once Pluto made the list of planets, it was destined to stay there unless there was a good reason to remove it.

That reason came in the late 1990s with better equipment leading to the discovery of dozens of icy objects beyond Neptune with orbits similar to Pluto. Many were similar in composition to Pluto and only slightly smaller. It didn't make sense for Pluto to be a planet, and an object almost identical, but smaller, not to be considered a planet. For example, Mars is a planet even though it is nearly half the diameter of Earth.

The International Astronomical Union finally defined a planet in terms of a body large enough to have sufficient gravity to perturb all similar-sized objects out of its orbit. But they did create a class of objects in between planets and asteroids, called "dwarf planets."

Dwarf planets are objects large enough for gravity to pull them into rough spherical shapes but they are not large enough to clear their orbits of similar-sized objects. Currently, there are five recognized dwarf planets: Ceres, Pluto, Eris, Makemake and Haumea. Another half dozen bodies are awaiting final confirmation as to their size and shape and a dozen more are possible candidates depending on what we learn about them.

What does this mean about the New Horizons mission? If Pluto is not a planet, is it still relevant to study? The answer is that our current understanding of Pluto makes its study even more relevant than if it were a tiny planet. Pluto is a leftover object from the earliest days of the solar system. New Horizons will pass by Pluto in July 2015 and will study a body key to the formation of the planets themselves! After passing Pluto, New Horizons will continue onward to study other, smaller Kuiper Belt objects in the years to come.

10 YEARS AND 3 BILLION MILES...

2007 - 2014

February - March 2007

Sling-shot-like gravity assist past Jupiter saves

composition, and the Jovian magnetesphere www.tccd.edu

three years of flight time at 50,000 mph.

Study atmospheric structure, moons, ring

For most of the eight-year trek from Jupiter to Pluto, the craft will spin slowly in a state of "hibernation.

Fall 2014

Regular monitoring begins about 200 days before the spacecraft's closest approach to Pluto.

lanuary 19, 2006 New Horizons spacecraft due to launch from Cape Canaveral, Florida, during a 35-day "launch window,"

Jupiter

Launch Vehicle

1st stage: Atlas V 551

2nd stage: Centaur 3rd stage: STAR 48B



July 2015

During the fly-by of Pluto, scientists expect a frienzied 24 hours of data gathering. The craft will pass within 6,000 miles of the frozen dwarf.



View the extended version of this article www.tccd.edu/magazine/pluto

Current Planet Imagery

Observations by the Hubble Space Telescope suggests it's internal composition consists of roughly 50-70 percent rock and 30–50 percent ice by mass

Pluto's temperature is about -382° fahrenheit.

Pluto's mass is less than 0.24 percent that of Earth, and its diameter is 2306 km, or roughly 66 percent that of the Moon. Its surface area is about 10 percent smaller than that of South America.

Current Planet Surface Imagery

Pluto's surface is remarkably varied, with large changes in both brightness and color. Pluto is one of the most contrastive bodies in the Solar System, with as much contrast as Saturn's moon lanetus. The color varies between charcoal black, dark orange and white.

Pluto's surface reveals it to be composed of more than 98 percent nitrogen ice, with traces of methane and carbon monoxide

Due to radioactive decay, it is possible that a subsurface ocean layer of liquid water exists below the surface.

NEW HORIZONS

- Map surface composition of Pluto and Charon
- Characterize geology and morphology ("the look") of Pluto and Charon
- Characterize neutral atmosphere of Pluto and its escape rate
- Search for an atmosphere around Charon
- Map surface temperatures on Pluto and Charon
- Search for rings and additional satellites around Pluto
- PLUS... conduct similar investigations of one or more Kuiper Belt Objects

Leveling the Playing Field

by Kendra Prince

¬or Tracy Jordan, district coordinator of assistive technology, life forever changed in 2003 with a bite from a brown recluse spider. Her leg swelled to three times its normal size and she endured seven amputations below the knee as her doctors tried to get ahead of the venom, which was irreparably destroying tissue.

What Jordan (pictured below) didn't know at the time was that the anti-venom the doctors were administering was burning her retinas. One morning, she woke up unable to see. Although efforts were made to reattach her retinas, her vision could not be restored. Today, she is totally blind in one eye and can only distinguish between light and dark in the other.

Before the spider bite, Jordan owned a dog grooming business. Once she lost her sight, she turned to the Dallas Lighthouse for the Blind and the Department of Assistive Rehabilitative Services (DARS) for training. She earned her certification in assistive technology and also decided to go college. After completing her bachelor's and master's degrees, Jordan is now working on her doctorate in Public Policy and Political Economy, all at the University of Texas at Dallas. She also is considering pursuing a master's degree in Assistive Technology offered through California State University Northridge.

"I bring knowledge and experience to the table," said Jordan, who assists Tarrant County College students and staff with the technology they need to learn and work. She is the first at TCC to serve in this role.

According to the Assistive Technology Industry Association, assistive technology is "any item, piece of equipment, software or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities." Jordan uses a variety of assistive technologies such as screen readers, scanning software, different readers, accessible chairs and tables, speech recognition software, mobile devices, a blind (white) cane, pointing devices, a power wheelchair and a multitude of appropriate applications for computers and mobile devices.

Jordan works closely with Disability Support Services (DSS) teams on TCC campuses to provide students the assistive resources they require. "Indispensable," said Robin Rhyand, student development associate at South Campus, of Jordan and her work with assistive technology.



"SOMETIMES A STUDENT WHO BECOMES LOW-VISION OR BLIND AFTER HAVING THEIR SIGHT HAS A HARD TIME WITH ASSISTIVE TECHNOLOGY AND **TRACY IS AN INVALUABLE RESOURCE TO WHICH** THEY CAN TURN." - ROBIN RHYAND

Across the District, approximately 1,030 students are registered with DSS. Out of those, 320 use assistive technology.

Jordan recommends that students with disabilities speak with their instructors and let them know what they need in the classroom. "Some instructors see assistive technology as an unfair advantage, but in reality, it's about leveling the playing field." Schools legally cannot deny accommodations to students that need them. All students must have the chance to access information provided in class.

According to Jordan, more education is needed about assistive technology and accessibility. Her recent training session with Disability Support Services staff and faculty required attendees to draw a slip of paper that determined the disability they would have for the next 90 minutes. Participants received either ear plugs for deafness, a sleep mask for blindness, distorted text for dyslexia or a wheelchair, which they were required to stay in for the entire seminar. "At the end of the seminar, their 'disability' was over. That's not the case for those with true disabilities," said Jordan.

Jordan works with departments across the District to meet the needs of those with disabilities. "I can remember when I could see and walk and didn't think twice about it," she said. "That's why education about accessibility and assistive technology is so important." In addition to working with Disability Support Services, she has worked with Human Resources and Diversity and Inclusion about making their training sessions more accessible.

In the summer of 2014, Jordan met with the entire TCC Web Communications team to educate them on accessibility. "Accessibility is a term used a lot but not often fully understood," said Robert Heyser, director of web communications, "I wanted everyone to get a good grasp of the concept and what's involved in creating an accessible web presence without losing any functionality."

Jordan showed the Web Communications team how she uses assistive technologies, such as screen-reading software, to browse the Internet and use websites without seeing them. The experience was enlightening for web programmer, Stephen Fornal. "So many websites are completely inaccessible to a disabled user," he said. "The steps required to make a website accessible are not difficult to implement, and should be a part of the process of building a website anyway." Since meeting with Jordan, Web

Communications now has an even more stringent process of testing for accessibility. "Her continued consultations with us are invaluable," said Fornal.

With regard to accessibility, change is coming, according to Jordan. Her ultimate goal is universal design where everything is accessible. "The human condition is an amazing thing and our ability to adapt also is amazing."

ASSISTIVE TECHNOLOGY AVAILABLE TO TCC STUDENTS INCLUDES:

- » Alternative Access/Input Device
- » Architectural Adaptations
- » Assistive Listening Devices
- Augmentative and Alternative Communication
- Braille »
- » Digitized Speech
- **Electronic Pointing Devices**
- » Joystick
- » Keyboard Additions
- » Keyboard Emulator
- **Optical Character Recognition and Scanners**
- **Pointing and Typing Aids**
- Screen Enlargement Programs (Magnification)
- Screen Reader
- Seating and Positioning Aids
- Speech Recognition Programs
- **Switches and Switch Software**
- **Talking Word Processors**
- Text-to-Speech Programs
- » TTD or TTY
- » Video Phone

In addition, UbiDuos, portable magnifiers, CC-TVs, stand-alone scanning devices, scanning software, various readers and mobile devices are available. For assistance with accommodations, students may contact the Disability Support Services office on any campus.

Creating a Culture **ECAREs FOR OUR Students**

by Kendra Prince

ith violence on the rise at higher education institutions, Tarrant County College continually looks for ways to mitigate the risk of such incidents occurring on campus. "The world changed, especially with Virginia Tech," says Joe Rode, vice president of student development services for the Northwest campus. The mass shooting at Virginia Tech on April 16, 2007, during which 32 people were killed and 17 injured before the shooter committed suicide, caused many colleges and universities to organize behavioral intervention teams at their campuses.

When Adrian Rodriguez, vice president for student development services at Trinity River, joined TCC in 2009, he realized the College District did not have a behavioral intervention team in place. After receiving full support from the campus president, Rodriguez (pictured above, speaking) assembled a steering committee that evaluated other colleges and universities with behavioral intervention teams. The committee also sought direction from Scott Lewis, president and partner of The National Center for Higher Education Risk Management (NCHERM).

After extensive research and training, the CARE team was formed and introduced to the Trinity River staff in Spring 2011. (CARE stands for Consultation, Assessment, Resources and Education.) Led by Rodriguez, the Trinity River Campus CARE team consists of representatives from various disciplines including Counseling, Disability Support Services, Student Life, Campus Police and faculty. The multi-disciplinary team takes a proactive and preventive approach, providing 1) assistance to students and the campus community who are in distress through consultation with concerned faculty, staff and students; 2) consistent communication between departments; and 3) referrals to both on- and off-campus resources.

"The CARE Team directly impacts student success, which is the first strategic goal of the Vision 2015 initiative," said Rodriguez. "By helping students in distress, the CARE Team gives students the support they need to be successful and persist to goal." Rodriguez believes the advantage of a multi-disciplinary approach is that an informed decision can be made, benefiting both the student as well as the campus community. He emphasizes this approach isn't punitive in nature. The CARE team seeks to provide support and intervention by maximizing resources as early as possible so the student can reach



his or her educational goal.

CARE Team members have a new tool - Maxient, a software system for student conduct and CARE Team record management, which was launched Districtwide in Fall 2014. "Maxient is the gold standard of the industry," said Demesia Razo, coordinator of student support services at Trinity River. "Previously, we used paper records, which made sharing information and generating reports much more difficult. With Maxient, we can operate on a digital platform, which helps not only with end of year reports and observing trends, but also in sharing information across the District." An additional benefit is the ability to keep up with record retention. "Records are retained for seven years and then TCC is required by the Clery Act to destroy them. Maxient automatically deletes them for us, keeping us compliant and ready for Department of Education audits," said Razo.

Referrals to the CARE team are open to anyone who feels a student may be in distress or present a threat to themselves, the campus and/or the surrounding community. The CARE team will evaluate information provided and determine the appropriate course of action needed to assist the referred student. The teams meet weekly to discuss cases and if warranted, an emergency meeting can be called. The team assigns a level of risk and recommends action that then is documented in the database. Throughout the process, the privacy of the student is protected.

Last year, TCC took the successful CARE pilot and introduced it Districtwide, with all campuses following the model used by the Trinity River and Northwest campuses. Weekly CARE team meetings are held at each of the campuses.

In 2013, the CARE teams received training from Scott Lewis with NCHERM, integrated with campus suicide prevention training that is an extension of the Garrett Lee Smith Suicide Prevention Grant. The goal of the grant is to increase suicide awareness and prevention

in colleges through recognizing population at risk, providing referral resources to those in distress, and offer preventive skills to reduce suicide completion. Fall 2014 marked the third year of the grant and training will expand Districtwide in scope.

"Ultimately, the focus of these efforts is our students," said Rode, who hopes to improve student retention by developing relationships with those who are at risk. Rodriguez believes that providing a "culture of caring" for students is vital. "We have incredibly skilled people on our CARE team and have built a solid network of resources for referrals."

"As a member of the CARE team at Trinity River, I've seen first-hand how behavioral intervention connects the dots. When reports arrive from different sources about a particular student, the CARE team can identify a pattern of behavior that could lead to a danger to the student or others, said Scott Robinson, division dean of humanities. "If a trend suggests a need for intervention, we draw upon a wide range of expertise around the CARE team table. Each member brings a different perspective-and a different set of tools—to the table."

The efforts seem to be working. The program received the Chancellor's Award for the Area of Innovation and Creativity in August 2011. Since its inception in 2011 at the Trinity River Campus, 273 referrals have been made to CARE Teams across the District. Rode feels the greatest indicator of CARE's success is the lack of any violent acts since the program began.

Now, other institutions are benefiting from TCC's success with its CARE Teams. In November, Rodriguez, Louann Schulze, director of counseling at Trinity River, and Lori Leach, counselor, along with Scott Lewis, presented "BIT Implementation and Operational Guidelines: From Implementation to Operationalization at a Large Multi-Campus Institution" in a pre-conference session at the sixth annual conference of National Behavioral Intervention Team Association (NaBITA). After sharing how TCC's CARE Teams came into being and how they function, they led attendees through case studies, which allowed them to participate in the implementation of the BIT process.

CARE TEAM **TESTIMONIALS**

"I have used the services of the CARE team three times, and I am very pleased we have a group of dedicated professionals on campus who are instrumental in dealing with student situations that could, without intervention, lead to serious consequences. The members of the CARE team allow us faculty members to identify potential problems in a very open, positive atmosphere. I am very glad they are a part of TCC."

Terry D. Heflin, Ed.S.

Instructor of English | Marine Creek Reflections Faculty Editor, Northwest Campus

"The CARE team has been an incredibly helpful resource to me as an instructor and during my time working with students in the Reading & Writing Resource Center. Each time I have contacted the CARE team with a student concern, their response was prompt, thoughtful and thorough. Absolutely one of our most valuable resources here on Southeast.'

Emilee Taylor

Instructor of English, Southeast Campus

"As a faculty member at Trinity River Campus, it has been my privilege to watch our CARE team grow through the years under the leadership of Adrian Rodriguez, VP of student development services. The CARE team has become a gift for Trinity River Campus and all of TCC. The team is collaborative and works across all sectors of our campus.

"I have referred students to the CARE team who were in need of emotional and social support. All members from the top down helped me feel safe and the student in question valued. Mr. Rodriguez saw me immediately and explained the CARE team process while making sure I had support to best impact our overall student success.

"Demesia Razo, coordinator of student support, contacted me quickly and spoke with the student in question. Ms. Razo has a wonderful attitude and relates to students in honest and supportive ways while affirming TCC guidelines for student conduct.

"I would strongly recommend the utilization of the CARE team for all of TCC. When we observe students in crisis or coming close to the borderline, it is our responsibility to report to the CARE team. Having been supported by the CARE team, I know firsthand that this system works!"

Christi BlueFeather Associate Professor of Reading, Trinity River Campus



Brent Alford

Instructor of Drama, Northwest Campus

Selected to perform in Summer 2014 as Prospero in the Trinity Shakespeare Festival's acclaimed production of The Tempest. Also selected to appear as The Narrator in the Dallas Theatre Center's production of The Rocky Horror Show.

Orlando Bagcal

Associate Professor of Construction, South Campus

Mentored Construction Management students, leading them to a 2nd place award at the 2014 International Builders Show – Residential Construction Management Competition in Las Vegas.

Rebecca Balcarcel

Associate Professor of English, Northeast Campus

Elected as treasurer of Texas Association of Creative Writing Teachers in September 2014.

Josh Blann

Associate Professor of Drama, Northwest Campus

Invited to be a guest artist for Abilene Christian University's Abilene Shakespeare Festival in Summer 2014 for the title role in Macbeth.

Jeremy Byrd

Professor of Philosophy, South Campus

Featured in the international journal of scientific philosophy, Erkenntnis. In the article entitled "The Dialectical Advance of the Direct Argument," Byrd presented a deeper understanding of holding people morally accountable for their behaviors.

Consortium Leadership and Renewal Academy Graduates

CLARA is a year-long regional leadership program created for the North Texas Community College Consortium member institutions.

Michelle Davis-Mohammed

Manager of Real Estate Management Services, District

Kateeka Harris Coordinator of Student Support, Northeast Campus

Harry Johnson Coordinator of Special Projects, Northeast Campus

Joan Johnson Assistant Professor of Government, Northeast Campus

Mina Thompson Assistant Professor of English, Northeast Campus

Leigh Dietrich

Assistant Police Chief, District Office

The Texas Association of College and University Police Administrators (TACUPA) presented the prestigious Larry W. Fultz Memorial Award to Dietrich at its 50th Annual Conference in Corpus Christi.

Maddalena De Nicola

Instructor of German/ESOL, Northeast Campus

Chosen by her colleagues in the North Texas chapter of AATG (American Association of Teachers of German) for the Klett Langenscheidt Award, presented in September 2014.

Charles DeSassure

Assistant Professor of Computer Science, Southeast Campus

Appointed by the Texas Higher Education Coordinating Board to be a member of the Learning Technology Advisory Committee (LTAC) for a term of three years beginning September 1.

Angel Fernandez

Associate Professor of Art, Trinity River Campus

Participated in the Spring 2014 Trinity River Faculty Exhibition in the Eastfork Gallery. Displayed an outdoor sculpture installation at El Centro College in Dallas from October 2013 through August 2014. Also has a sculpture on display at the TCC Northwest Campus Sculpture Park.

Jason Frawley

Professor of History, Northwest Campus

Article published in The Gettysburg Magazine, a highly respected national publication for those interested in Civil War history. He served as the Thomas W. Smith Post-Doctoral Fellow at Gettysburg College from 2012 to 2013 and was selected by *The Gettysburg Magazine* to write an article reflecting on his time there.

Amy Gee

Assistant Professor of Nursing, Trinity River Campus East Selected as one of the Great 10 Nurses for 2014 at Cook Children's Medical Center.

John Hartley

Associate Professor of Art, Northwest Campus

Honored with the Critic's Choice Award for Best Visual Artist as part of Fort Worth Weekly's Best of 2014 Awards. Also selected for the juried Art in the Metroplex 2014 exhibition. Only 35 works were selected from 700 entries. Hartley exhibited his art at the following venues in 2014: Fort Worth Community Arts Center, Artspace III, TCC Northwest Faculty Exhibition and Gallery 414.

Laserfiche Implementation Team

Darrell Rush (Document Imaging Technician), Carol Latham (Records Imaging Specialist), Nigel Parker (Director of Archives and Records Management), Patricia Shapard (Manager of District Imaging) and Ramon Moreno (Document Imaging Assistant). District

Received a MCCi Excellence Award as well as the Laserfiche Run Smarter Award. The team's work was also featured on the Laserfiche website as an example to other companies on how this TCC team accomplished automation of manual paper processing.

Brentom Jackson

Counselor, Northwest Campus

Became a certified Mental Health First Aid instructor. Jackson is the second certified Mental Health First Aid instructor on the NW campus.

Brian Johnson

Associate Professor of Government and History, South Campus

Was sworn in as Mayor of Kennedale, Texas. Charles Overstreet, South Campus Professor of Psychology and Sociology is also on the Kennedale City Council.

Jennifer Lawrence

Professor of History, Southeast Campus

Served as a historical expert on the show, Gunslingers, on the American Heroes Channel (formerly the Military Channel) for the episode focusing on John Wesley Hardin. The episode aired Sunday, August 17.

Paul Luyster

Associate Professor of Biology, South Campus

Selected as one of 10 national finalists for the Community College Futures Assembly Bellwether Award in the category of "Instructional Programs and Services." Also certified as a "National Academies of Education Fellow in the Life Sciences" after successfully completing the Mountain West Summer Institute at the University of Colorado.

Lydia Macaulav

Assistant Professor of Computer Science & Information Technology, Southeast Campus

Recognized as an advanced level instructor by the Cisco Networking Academy program. This award recognizes her achievements as an instructor in the top 25 percent globally in the areas of participation in professional development opportunities, attention to student needs, student performance and use of resources.

Tyson McMillan

Coordinator of Career Services, South Campus

Honored as a 2014 Texas Association of Special Student Services Programs (TASSSP) TRiO Achiever. Also selected by the TASSSP board as their 2014 Southwest Association of Student Assistance Program TRiO Achiever.

Nicole Minor

Director of Campus and Community Outreach, South Campus

Received a 2014 Community Service Award at the L. Clifford Davis Legal Association's Annual Scholarship and Awards Banquet for her outstanding work to empower and educate the community.

Monica Miranda

Professor of Computer Science, Trinity River Campus

Named to the Conference Committee of the Executive Board of the Texas Cooperative Education and Internship Association, serving as a community college representative on the board.

Robert Munoz

Vice President of Community & Industry Education, Trinity River Campus

Named to the Executive Advisory Council of The Texas Education Consortium for Male Students of Color. Elected as treasurer of the council, which consists of 14 member institutions in Texas.

LeeAnn Olivier

Instructor of English, Northwest Campus

Published two poems, "Letters from Crittenden County Jail" and "Fragments of My Father after Vietnam," in the September 2014 issue of Hermeneutic Chaos Literary Journal.

Marius Pfeiffer

Professor of Biology, Northeast Campus

Completed Leadership Colleyville through the Colleyville Chamber of Commerce in June 2014.

Patricia Richards

Associate Professor of Photography, Northeast Campus

Selected to exhibit five photography pieces at the Palazzo Albrizzi in Venice, Italy. Also participated in the PhotoTXcetera exhibition, ONEshot!, in the Kevin Page Gallery at the Valley View Center in Dallas, Texas.

Adrian Rodriguez

Vice President of Student Development Services, Trinity River Campus Selected as a recipient of Phi Theta Kappa's prestigious Distinguished

College Administrator Award, an international distinction based on outstanding support provided to PTK over many years. Also selected as one of four college administrators in the state of Texas to be inducted into the Hall of Honor for Distinguished College Administrators for the Texas Region of PTK.

Winter Rusiloski

Associate Professor of Art, Northwest Campus

Selected to exhibit her art at the following venues in 2014: Artspace 111, Dallas Art Fair, Fort Worth Community Arts Center and Cohn Drennan Contemporary. Also selected for the juried Art in the Metroplex 2014 exhibition. Only 35 works were selected from 700 entries.

Wafeeq Sabir

Sociology Adjunct, Trinity River Campus

Presented with the "National Black Police Association Presidential Award" by NBPA Regional President Bobby Westbrook while conducting a workshop on Bios and Résumés for Law Enforcement at the NBPA Southern Region Spring Training Conference in Birmingham, Alabama.

Allan Saxe

Government Adjunct, Southeast Campus

Awarded The University of Texas System Regents' Outstanding Teaching Award in August.

Lisa Self

Assistant Professor of Child Development and Education, Northeast Campus

Awarded the 2013 – 2014 Community College Regional Chapter Counselor Award for Kappa Delta Pi, honor society for education and child development students.

Jacob Smith

Adjunct Instructor for Fire Service Training Center, Northwest Campus Won the 2014 Texas Association Fire Educators' (TAFE) George Hughes Instructor of the Year Award.

Frederick Spaulding

Associate Professor of Art, Northwest Campus

Selected to exhibit his art at the following venues in 2014: Artspace 111, South Texas College and The University of Texas-Pan American.

Demetrice Thompson

Coordinator of Special Projects, South Campus

Was invited to serve on the Campus Performance Objective Committee for the 2014-2015 school year at the Bill R. Johnson CTE Center, Crowley ISD.

Brandon Tucker

Web Design Coordinator, District Exhibited his photography at the 2014 Main Street Fort Worth Arts Festival. Also a photography finalist in the TCC Spring Art Competition.

Tracy Williams

Coordinator of Career Services, Northwest Campus

Accepted the position of president-elect/conference chair on the Executive Board of the Texas Cooperative Education and Internship Association, Inc. This position heads the conference committee.

THIS IS NOT AN EXHAUSTIVE LIST OF THE MANY DISTINGUISHED AWARDS RECEIVED BY TCC FACULTY AND STAFF IN 2014 PLEASE SUBMIT YOUR AWARDS TO TCC.BRAGS@TCCD.EDU.

QUARTERLY EXCELLENCE AWARDS HONOREES:

Rich Cordrey

TCC Connect

Student Development Services Team, **Northwest Campus**

Joe Rode Vesta Martinez **Betsy Bradshaw Rachael McCloskey** Alicia Coleman

Rickey Cox Groundskeeper, Northeast Campus

Brittni Cockran College Access Coordinator, District

Axel Leos Student Development Associate, South Campus

Stevie Blakely Coordinator of the Discovery Center for Student Success and the Center for Leadership Development, Trinity River Campus

Laserfiche Implementation Team, Districtwide Ramon Moreno **Charlene Perkins** Darrell Rush

Lakisha Morgan Administrative Assistant II, South Campus

Ami Dominguez Graduation Outreach Specialist, Trinity River Campus

Jennifer Sours Records Specialist, Trinity River Campus

Tai Vo Learning Lab Manager, Northeast Campus

Courier Team, Districtwide **Rene Saldivar Jerry Lindsey Danny Pearson** Macario Villanueva

Maisha Tsiboe Administrative Office Assistant, South Campus

Renetta Wright Assistant Director of Counseling and Advising, Southeast Campus

Laura Escamilla Academic Advisor, Trinity River Campus

Chancellor's Employee Excellence Award Honorees



EXEMPLARY TEACHING

Bobbie Douglass Northeast Campus Associate Professor of Music

EXEMPLARY TEACHING

Julie Lantrip Northwest Campus Professor of Government



EXEMPLARY TEACHING

Kristina Miranda South Campus Instructor of Biology

EXEMPLARY TEACHING

Brunilda Santiago Southeast Campus Associate Professor of Mathematics

EXEMPLARY TEACHING

Irene Thrower Trinity River Campus Instructor of Speech



ACCESS AND DIVERSITY Shani Barrax Moore District Director of Institutional Diversity and Inclusion



STUDENT SUCCESS

Laura Escamilla Trinity River Campus Academic Advisor for the Transfer Center



SERVICE TO COMMUNITY

Jeronimo Aviles Trinity River Campus Assistant Director of Counseling and Advising

CHANCELLOR'S DISTINGUISHED LEADERSHIP AWARD

Based on the recommendation of TCC campus presidents, Chancellor Erma Johnson Hadley, for the second year, presented the Chancellor's Distinguished Leadership Award to nearly 300 faculty members who made up the District's Academic Curriculum Teams.







FORWARD THINKING District Public Relations and Marketing Team:

L-R: Sara Rogers, District Manager of Marketing **Communications: Kendra Prince. District Editorial** Coordinator: Connie Wiebe, Administrative Office Assistant; Suzanne Cottraux, Executive Director of Public Relations and Marketing; Rita Parson, District Manager of Public Relations; DeeDra Parrish, District Photographer



INNOVATION AND CREATIVITY

District Men of Color Mentoring Program Team:

L-R: Eligio Martinez, Coordinator of Student Success; Christopher Douglas, Student Success and Title III; Jacqueline Hall, Administrative Assistant; Freddie Sandifer, Jr., Coordinator of Student Success

ALUMNI PROFILE: MOVING FORWARD---ALWAYS LOOKING UP

FOUNDATION DONOR STORY: LEAVING OUR FOOTPRINTS

by Renee Mitcham

ager to move from his small South Carolina town and in a different direction than his post-military job in police work, Christian Childs followed a lead and quickly landed an entry-level position in aviation operations in the Dallas area in 1999. Having spent years in the cockpit with his father, a hobby pilot, and having gained even more experience around aircraft in the Marines, the aviation industry seemed a natural fit. During the next few years, Childs moved steadily through the operations ranks with Alliance Aviation Services.

Childs began with Alliance as an operations specialist in 2001, handling aircraft maintenance such as fueling, parking and servicing. He moved up to lead operations specialist a few years later. But his pursuit of a college degree – along with his fundamental drive for success—helped Childs' career ascend to his current role as airport manager at Fort Worth Alliance Airport.

When the recession hit in 2008, Childs became serious about returning to college.

WITH THE DOWNTURN IN THE ECONOMY, AND THE FACT THAT I BASICALLY HIT THE GLASS CEILING IN MY JOB, I KNEW I NEEDED MY DEGREE." - CHRISTIAN CHILDS

Childs chose Tarrant County College to start the process. "The TCC system offered so many benefits—lots of course options online, affordability and accommodating advisors who helped me navigate my core courses while working full time," he said.

Tom Harris, president of Alliance Air and Aviation Services and whose career with the Hillwood organization spans more than 24 years, praised Childs' tenacity and work ethic. "Christian is a great example of a young man who has worked extremely hard to find a way to carry a six- to 12-hour class load to earn a degree while working full time. It's quite an accomplishment and somewhat painful."

Harris added, "Christian began in operations and is now our airport manager, which is a huge responsibility with an impressive spectrum of duties. He's in charge of managing the airport's dayto-day operations, ensuring the proper maintenance and safety of aircraft at Alliance and compliance with many federal regulations, working as liaison with the FAA and area residents on noise and other topics, meeting with the City of Fort Worth and helping with the logistics of the annual Alliance Air Show, to mention a few."

With a strong foundation at TCC, Childs is on target to earn his Bachelor of Science in Applied Science in Business Administration, with a minor in Management from Tarleton State University. Poised and smiling, Jacquelyn Minor, associate professor of reading at Tarrant County College's Southeast campus, warmly describes some strong TCC professors whose passion for teaching and learning inspired her. "I can't say enough about the powerful influence that professors Carol Jackson, Sylvia Vardell and Karen Nelson had on my decision to become an educator. Their excitement about learning was contagious! As I sat in their classes, I saw myself one day standing where they stood, and began to define my own dreams." Now, Minor works to help others achieve theirs.

As the donor of the Minor-Warmsley "Achieving My Dream" Scholarship, Minor has a personal history of overcoming limitations. "My parents told me college wasn't affordable without a scholarship, so I knew early on I had to work hard to reach my academic goals." Her efforts paid off when she became the first black female awarded a presidential scholarship at Austin College in Sherman, Texas.

Continuing to set the bar high, Minor pursued her doctoral degree while teaching reading courses full-time at TCC and teacher education courses part-time at the University of Texas at Arlington. Her life took a turn when she became a single working mother of three. "Time was limited, debt was mounting and my children's lives became more demanding. Earning my doctorate suddenly became very difficult." Minor took advantage of a renewable award for educators through Capella University and pushed forward to achieve her goal.

These experiences fueled her desire to design a way for others – "especially goal-oriented young women who find themselves suddenly juggling obstacles–to have a 'leg up' when options are slim," she said. Working with the TCC Foundation, Minor developed a scholarship that bears both her name and that of her children.

"IT WAS IMPORTANT TO ALSO CREATE A LEGACY FOR MY CHILDREN, WHERE THEY ARE CONNECTED TO OUR CITY, OUR COMMUNITY AND TO TCC. IT'S A STRONG LESSON ABOUT INVESTING IN OTHERS." - JACQUELYN MINOR

Minor's children, ages 8, 12 and 14, contribute to the scholarship with their own money earned for good grades. Liz Sisk, donor relations officer for the Tarrant County College Foundation, said she admires the inclusion of Minor's children in the process of establishing this valuable scholarship. "What great life lessons her children are learning! This is a tremendous scholarship for so many reasons," Sisk said.

FOR CHRISTIAN CHILDS,

EVEN THE SKY IS NOT THE LIMIT.

by Renee Mitcham

Supported by relationships forged at TCC Southeast Campus, as well as valued encounters Districtwide, Minor praised the TCC philosophy. "TCC continuously focuses on removing barriers to student success and creating an environment where students can attain their goals."

"I've witnessed many success stories at TCC: students overcoming multiple obstacles at once. Each story is about a real person, their challenges and their supporters." She added, "Around 80 percent of TCC students receive financial assistance, so a scholarship fund was a logical choice." The Minor-Warmsley Scholarship awards \$500 per semester upon meeting and maintaining certain criteria, including enrollment with the intent to pursue an associate degree or certificate of completion, carrying a full course load and maintaining a 3.3 GPA.



THE FOUNDATION Looking Back----Moving Forward

In June 2014, the TCC Foundation and the TCC Alumni Association hosted the 4th Annual Alumni, Family and Friends Night at the Texas Rangers. This fun event included retiring Northeast Campus president Larry Darlage in the MVP ride along with mascots from the Rangers and TCC. Guests won prizes and enjoyed all-you-can-eat food and beverages. With the celebration of TCC's 50th Anniversary, this year's Night at the Texas Rangers is sure to be full of excitement and surprises. Stay tuned for the 2015 season information.









TCC Foundation's annual Scholarship Recognition Dinner held in the fall provided



JP Morgan Chase Foundation, a longtime supporter of education and the Tarrant County College Foundation, presented a check for \$100,000 during the September TCC Board of Trustees meeting. These funds support two TCC workforce readiness initiatives, "From GED to Workforce" and "Health Care Professions Continuing Education Programs -Pathway to the Workforce."



an opportunity for scholarship recipients to meet supporters and donors to scholarships.

During the Chancellor's Holiday Luncheon, TCC received several generous gifts from community friends and organizations, including this grant from the Robert D. and Alma Moreton Foundation in support of scholarships and programs.

SUCCESS WITHIN REACH. Thanks to You.

TARRANT COUNTY COLLEGE FOUNDATION NAMES NEW BOARD MEMBERS & OFFICERS

he Tarrant County College Foundation recently elected officers and appointed five new members to its board. The officers, serving a one-year term are Chairman Randall Canedy, Vice Chairman David Parker, Secretary Lei Testa and Treasurer Kay Cox. Canedy serves as market president, Frost Bank Mansfield.

The newest Board of Directors members are:



wealth advisor for American National Bank of Texas. Bartley's background in banking spans more than 25 years. She is a founding director of the Aledo ISD **Education Foundation** and also board secretary and director for the Parker County Health Foundation. She has a Bachelor of Business Administration from Texas A&M University, where she majored in accounting.

Jay M. Bartley, senior



Rhonda Robertson, assistant chief of police, City of Fort Worth. A 19-year veteran of the Fort Worth Police Department, Robertson oversees the department's Support Bureau, which includes Tactical Command, Investigative and Support Command and Communications. She received her Bachelor of **Business** Administration from the University of Oklahoma and Master of Arts from The University of Texas at Arlington. She is also a graduate of the FBI National Academy.



Charles G. Langham III, author and lecturer. Langham received his medical degree from the University of Texas Medical Branch Galveston in 1975. He has served on numerous committees, boards and leadership positions, including All Saints Episcopal and Baylor All Saints Hospital, where he was chief of staff and chairman of the Department of Obstetrics and Gynecology.



Linda Valdez Thompson is executive vice president of administration and diversity, DFW International Airport. Thompson has received several distinctions including being named Woman of the year by Hispanic Business Magazine and Ultimate Latina by the USA Hispanic Chamber of Commerce. She is an alumnus of the prestigious National Hispanic Leadership Institute (NHLI).



Karen Thornton, vice president of human resources, FTS International A 15-year human resource professional, Thornton received her Bachelor of Science in Industrial Management from Purdue University and a Master of **Business** Administration in Finance from The University of Texas at Austin.

The following gifts were given to the TCC Foundation in honor or in memory of a family member, friend, colleague or other individual. The Foundation is grateful for these generous gifts in recognition of individuals who are special to our donors.

IN HONOR OF

Allison Randolph Leslie Seggelink

Berta Gilbert James Morton

Betty Curley-Jones Jessica Curley-Rogers

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