

**WE
SHALL NEED A
SUBSTANTIALLY
NEW WAY OF
THINKING
IF HUMANITY
IS TO SURVIVE**

—ALBERT EINSTEIN

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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On May 12, 2018, Tarrant County College will host its 50th Annual Commencement Ceremonies at the Fort Worth Convention Center and, once again, we will confer a record number of diplomas and certificates of completion on thousands of students – nearly 8,200 – for whom TCC represents the path to a brighter future.

While we always are gratified to see an increase in the number of individuals who achieve their desired credentials, we also find it inspiring to see the continued increases in our early college high school graduates. This year, we will have more than 300 young people walking the stage to receive their associate degree, possibly before they have participated in their high school graduation ceremonies!

Since we opened the doors of our first campus, TCC South Campus, in 1967, we have conferred nearly 120,000 degrees and certificates to people who, mostly, have built their lives and careers in this same region. What does this mean? Not only does TCC change lives, through the educational and training programs we offer... but we have changed the social and economic fabric of this community.

By providing access to our four-year transfer and workforce training programs, our students experience opportunities to become “everyday heroes” who serve in our community as first responders, as surgical technicians and nurses, as information security analysts and much, much more. No matter what a person encounters on any given day in Tarrant County, one can be sure their lives will be touched by a TCC alum.

Many of you know we have introduced three goals for TCC that drive everything we do. First, we function as one college even as we span six individual campuses. Second, we will be a student-ready college that meets our students where they are and helps them get where they strive to go. And, third, we will serve the community. Clearly, we serve the community by providing open access to a college education that is high quality, state of the art and affordable. We also serve the community through the economic impact we make each year of approximately \$1.7 billion in added income in Tarrant County alone. Our alumni – 89 percent of whom remain in this region -- contribute annual added income of \$1.4 billion to our economy each year. We’re here to make a difference today....and tomorrow.

The work we do at Tarrant County College changes lives and those lives, in turn, change our society for the better. Thank you for the continued confidence and support.

Eugene Giovannini
Chancellor, Tarrant County College

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PREPARING FOR *takeoff*

TCC AVIATION PROGRAM OFFERS FLIGHT PATH TO THE COCKPIT



by Reginald Lewis

After spending 10 years inspecting and working on fixed-wing aircraft and large turbine engines as an aircraft mechanic in the U.S. Marine Corps, Drew Smith dreamt of manning his own cockpit. He searched for a program that helped train veterans to become professional pilots.

“I had zero knowledge of being a pilot,” said Smith. “I did come from a maintenance background being in the U.S. Marines Corps where I worked on aircraft, but as far as flying them, I had no experience whatsoever,” said Smith. “So, I came to TCC as fresh as could be.”

A month after leaving the Marine Corps in 2015, Smith enrolled in the Professional Pilot Program at TCC to pursue an Associate of Applied Science in Aviation Technology and two certificates (commercial pilot and flight instructor). The full program, which features a Federal Aviation Administration (FAA) Part 141-approved flight training curriculum, is offered at the Erma C. Johnson Hadley Center of Excellence for Aviation, Transportation and Logistics at the TCC Northwest Campus at Alliance Airport.

The former Marine expected the two-year program to offer a

certain level of academic rigor. Smith, however, never envisioned his post-military career being so challenging. “By far this was the hardest, in the mental capacity, that I’ve ever had to deal with,” he shared. “I’m not joking when I say that I woke up at six in the morning to study and read all day until 10 o’clock at night.” Smith went on to say students are tested on a weekly basis, and all scores must be an 80 or above to pass. “If you don’t make a high grade, you won’t make it.”

Smith was a dedicated student, even taking classes during the summer to graduate quicker. The hard work paid off as U.S. Aviation in Denton offered him a job last year, just weeks before graduation. As a flight instructor today, Smith is training future pilots and building his own flight time as a way of taking his aviation career to new heights.

“My overall dream, since I am a helicopter pilot, is to work in the utility world, meaning firefighting, construction and also in emergency medical services as a CareFlite-type of pilot,” explained Smith. “I want to touch all of those fields in the long term.” At some point, Smith plans to get his “fixed-wing” certification to boost his earning potential.

Holders of “fixed-wing” certifications typically pursue careers as a commercial airline pilot, usually starting at regional carriers to accrue flight hours. For those looking to become commercial airline pilots, TCC is an excellent place to start.

Launched in 2014 with only 18 students, the program currently has more than 290 students pursuing a degree or certificate, with about half receiving some type of veteran benefit. Since the program’s inception, TCC has awarded nine Associate of Applied Science degrees in Aviation Technology – Professional Pilot, 13 Commercial Pilot Certificates and three Certificates of Enhanced Skills for Flight Instructors.

This program is one of seven non-profit flight programs in Texas and the only Part-141 program in North Central Texas authorized to certify graduates with eligibility for the Restricted Airline Transport Pilot Certification (ATP) by the Federal Aviation Certification. This allows TCC students to apply for the ATP Certification at 1,250 flight hours and 21 years of age, saving students 250 flight hours in their quest to become eligible to fly as a commercial airline pilot. TCC is one of only five programs in Texas and one of 80 in the nation to receive this distinction.

According to Chad Weigand, chair for the Professional Pilot Program, two graduates are already flying for Envoy Air, the largest regional air carrier for American Airlines. Average starting salaries for regional airline pilots are roughly \$45,000 to \$55,000 plus bonuses. This is a necessary first step for pilots looking to fly for a major airline carrier.

The combination of a growing airline industry, a wave of retirements by major airline pilots beginning in 2021 and demand for regional flights has left airline carriers intensifying the search for young pilots to fill their cockpits. By 2036, approximately 640,000 new pilots will be needed to fly commercial airplanes worldwide, according to a recent Boeing report. The U.S. Bureau of Labor Statistics reported that commercial airline pilots, copilots and flight engineers earned an average of \$127,820 in May 2016.

“Whatever the end goal, whether students follow the airplane or helicopter track, they will receive all the training necessary through TCC’s Professional Pilot Program to receive all the certification they need to get them headed in the right direction to achieving it,” said Weigand.

Flight instructors say students are getting younger and younger, and it’s not uncommon to see some area high school students taking flight in North Texas. “The partnership between Northwest ISD and Tarrant County College enables students to reach their dreams sooner, as opposed to getting into a plane after graduating high school,” said Donny Pharr, the Aviation and Aeronautics Academy Facilitator for Northwest ISD’s V.R. Eaton

High School. Currently, the ISD has 90 students participating in the program, including nine girls.

“This program reduces the number of hours needed to earn a professional pilot license and also reduces the age from 23 to 21, meaning they can go to work for the airlines two years sooner.”

..... Donny Pharr

According to Pharr, Northwest ISD is the only public school district in the region that allows students to fly during school hours and earn both high school and college credits.

Students earning an associate degree from TCC now have an opportunity to use their training and experience toward a bachelor’s degree at the University of North Texas. “The articulation agreement between UNT and TCC is fairly simple -- it provides a path to a four-year degree for the TCC students that have an associate degree in either the pilot or aviation mechanic programs,” said Steve Joiner, UNT lecturer in aviation and former U.S. Marine Corps pilot. “The benefit for the pilot program at TCC is getting the newly rated pilot a bachelor’s degree, which is still preferred by airlines, with just two additional years. The student is therefore more hireable into the professional pilot ranks.”

Before enrolling in TCC’s Professional Pilot Program, Weigand encourages all prospective students to learn more about the financial commitment. In addition to tuition, which is \$885 per 15-hour semester, there are additional costs for flight time and fuel.

TCC Commercial Pilot Certificate of Completion estimated flight fees:

- Airplane (Private through Commercial) - \$44,600
- Helicopter (Private through Commercial) – \$113,300

TCC Associate of Applied Science estimated flight fees:

- Airplane (Private through Multi-Engine Commercial plus CFI and CFII) – \$64,200
- Helicopter (Private through Commercial plus CFI and CFII) - \$139,100

To learn more about TCC’s Professional Pilot Program, visit tccd.edu/aviation.



IT'S NEVER TOO LATE

HELPING MATURE WORKERS OVERCOME BARRIERS TO FINDING EMPLOYMENT

by Kendra Prince

More than 3 million workers who are 50 years of age and older ("50+") are looking for full-time employment, according to the American Association of Retired Persons (AARP) Foundation website. The Great Recession, which lasted from December 2007 through June 2009, had far-reaching consequences, including leaving workers who are 50+ to face the largest overall increase in long-term unemployment, along with being the demographic group least likely to find work.

Based on data from the U.S. Bureau of Labor Statistics (BLS), mature workers (55 and older) comprised 8.9 percent of the unemployed population in the United States in 2014. Additionally, that same year, close to half a million adults aged 55 to 64 who wanted to work endured unemployment lasting 27 or more weeks.

With statistics like those, it is no surprise mature workers often stop looking for employment. According to the National Council of Aging's website, mature workers stop looking for work because "they believe that none is available, employers will find them too old, they lack the necessary schooling/training or they face other types of discrimination."

"The available talent pool continues to shrink, and for many employers, succession planning and retaining their intellectual capital has not been a priority. It is not even on the radar until that knowledge base is needed," said LaToni Lacy, Society of Human Resource Management Foundation chair with the Mid-Cities Human Resource Association and human resource manager for Pollo Regio. "What companies must realize is people over 50 will be the largest talent pool by 2024 and should not be overlooked."

AARP is seeking to bridge the gap between employers and mature job seekers. More than 460 employers, including Aetna, AT&T, Bank of America, Google, Harvard University, MD Anderson Cancer Center and Nestle, have signed a pledge with AARP stating that they:

- Believe in equal opportunity for all workers, regardless of age
- Believe that 50+ workers should have a level playing field in their ability to compete for and obtain jobs
- Recognize the value of experienced workers
- Recruit across diverse age groups and consider all applicants on an equal basis.

AARP also recognized 50+ jobseekers needed assistance to gain skills, find jobs and gain financial security. Enter the Back To Work 50+ Program (BTW 50+), which targets workers 50 years of age and older who were previously employed in working-class or moderate-income jobs and face barriers to employment (e.g. lack of education or computer skills). Partnering with existing community intermediaries, AARP is helping 50+ workers find new and better jobs. Mature workers can find information, training, support, work experience and employer access through this program.

Tarrant County College is one of 20 sites nationwide offering BTW 50+, which was established through a grant from the AARP Foundation and the Walmart Foundation. "With a focus on community outreach, enhancing student engagement and supporting student success for older learners, the program has maintained a consistent and positive appeal to the community members age 50 and older," said Debra Sykes West, director of Community & Industry Education Services at TCC NE. "We continue to receive a steady influx of inquiries and prospective students in need of upgraded skills necessary to remain competitive in the workforce, or to improve life skills such as online technology tools and credentials required for employment."

Classes available to program participants include an Employment Skills Workshop that targets the needs of 50+ jobseekers, such as conducting job searches online; writing cover letters, résumés and thank you notes; interviewing skills; and, navigating generational differences in the workplace. Additional workforce training programs retrain workers in high-demand occupations, including welding, CNC machine operation, call center agents and logistics.

Stacey Bryant, coordinator of special projects in TCC Corporate Solutions & Economic Development, works extensively with employers to ensure graduates leave training with high-demand skills and excellent employment prospects.

"We worked with employers and hiring professionals to determine common qualities of successful candidates and what it takes to get noticed in the current job market," said Bryant. Bryant also provides training information at events and mock interviews for participants.

Virginia Lowry, a program participant who went on to become an adjunct instructor at TCC, describes her experience with the BTW 50+ program as "incredible." After moving back to the DFW Metroplex, she decided to sign up for the program because of networking opportunities. Lowry found the introductory session "informative, motivational and inspiring." She attended the "7 Smart Strategies for Jobseekers" forum, which gives participants insight into how employers look for candidates. She also participated in Power-Up sessions, which helped with building her skill set, coaching her for interviews, writing résumés and completing her LinkedIn profile.

"The AARP 50+ Team affiliated with TCC is a professional group of individuals," said Lowry. "Each team member has a special skill set and willingly shared their experiences and insights with 50+."

Daphne Brookins, who serves as a City of Fort Worth liaison between CAP Works and BTW 50+, sees value in both programs working together to benefit job seekers.



"AARP Back to Work 50+ Program empowers and gives clients the tools and opportunities to go back into the work field and CAP Works provides tuition assistance for short-term certifications and job training, allowing low-income individuals in Tarrant County to improve their chances at employment, in order to become more financially independent and self-sufficient."

.....Daphne Brookins

"While clients are using services through AARP Back to Work 50+ Program, we will provide wrap around support services for those who take advantage of these great opportunities," Brookins said.

The program is important because "it assists the candidates in reinventing themselves for employment," said BTW 50+ coach Angela Spears. "We present information on how to fill out applications, how to get your application flagged and

how to write a résumé for the 21st century. We also present information on how to use the computer and social media to help find employment, just to name a few.”

Jerry Hutyra, coordinator of workforce training in TCC Corporate Solutions & Economic Development, provides training and grant information on upcoming TCC Opportunity Center courses through AARP seminar, conferences and other events. “The AARP Back to Work 50+ Program provides an avenue for my office to meet with honorably discharged military veterans to discuss training opportunities available with little or no cost to them,” he said. Current open enrollment allows registration for valuable skills training in targeted technical occupations for Tarrant County. “Veterans with marketable skills are highly sought after by companies in the DFW Metroplex,” said Hutyra.

Another way the BTW 50+ program assists participants is by staying focused on the job market and what employers are seeking. “I constantly secret shop employment agencies and companies and attend job fairs to stay

current on what agencies and employers are seeking,” said Janice Brown, BTW 50+ employment coach. “Our comprehensive workshop is focused on the importance of being specific to ensure that candidates are aligning their skills with what the employer is seeking.”

Kim Hunter, a graduate of the BTW 50+ Program, sings Brown’s praises. “She was excellent as a coach,” said Hunter. “She helped me prepare for my interviews.” Valuable indeed, according to Hunter, who was laid off after working for Sprint for 18 years. She decided to attend the program because after working for so long, she didn’t know how to interview. “I had been putting in résumés without any results.”

Hunter’s hard work with the program paid off. After graduating with an accounting technician certificate, she started as a finance and banking operations representative for a national financial institution in February.

“The 50+ demographic in Tarrant County, surrounding areas and nationally, continues to be one of the hard-to-place demographics in the employment arena,” said Sykes West. “We endeavor to eradicate this challenge by supporting and promoting the acquisition of ‘employment ready’ skills by our candidates who are already equipped with attributes such as being dependable, loyal, excellent communicators and committed to a positive work-ethic.”

According to Sykes West, inquiries about the program have been steady, averaging 50 per month, from individuals needing upgraded skills to remain competitive in the workforces or to simply improve their life skills and credentials for employment.

“Whether you are trying to re-enter the workforce after a lay-off, improve your skill set, make a career change or are a new job seeker, it will be worth your time to attend and participate in the AARP 50+ program,” said Lowry. “You will NEVER BE SORRY you attended an AARP 50+ event.”

So, what makes 50+ workers good hires? “The value of this age group can be measured by past performance,” said Lacy. “This demographic comes with a knowledge base of experience that is only achieved over time. They are skilled and have a dependable factor that is rare in the millennial talent pool.”

Kim Hunter agrees, saying, “Dedication, dependability and professionalism” set 50+ workers apart. Thanks to the BTW 50+ Program, Hunter and others like her have the opportunity to prove it.

For information on the BTW 50+ Program at TCC, contact Yolanda Adams, Plus 50 coordinator, at 817-515-6150.

THREE OF 42

WAYS TO GET INTO THE
WORKPLACE QUICKLY

by Jody Wasson

In keeping with its goals of being student-ready and serving the community, Tarrant County College offers more than 100 Career and Technical Education (CTE) certificates and credentials. Forty-two of these affordable and high-value programs enable students to achieve necessary credentials within a year or less, putting them on the fast track to rewarding careers. TCC’s CTE certificates and credentials allow students to earn college credits that are beneficial now and later. “Many times students come to us wanting to pursue their education, but they also have a strong financial need. These students are looking for the opportunity to learn or build skills quickly so they can find competitive employment,” said Nancy Curé, associate vice chancellor for academic affairs. Curé further explained, “Short-term certificates are a wonderful option for these students. The certificates are focused on specific skills that employers need and students are then well qualified to meet that industry need. As a result, both the student and the employers benefit.”

Fast-track paths include Sign Language Interpreting, Construction Management Technology and Occupational Safety and Environmental Technology. Each of these career fields rank at or higher than the national average of projected job growth from 2016 to 2026. Additionally, while these career fields continue their growth (anywhere from nine to 18 percent

above the national average), so grows North Texas. According to the North Central Texas Council of Governments, by 2027, the population of the Dallas/Fort Worth area is expected to grow from 7.3 million to just under 9 million, the equivalent of adding another Dallas to the area population.

Signs of the Times

“Approximately 15 percent of Americans report difficulty hearing and the Americans with Disabilities Act (ADA) requires these patients be accommodated. Hospitals across the country have responded to the requirement of providing DEAF Services 24 hours a day, seven days a week when patients are in critical care units,” According to Lillie Biggins, immediate past president of Texas Health Harris Methodist Fort Worth Hospital. “In healthcare, it is important that the patient functions as a part of the treatment team and we are committed to have interpreters available in person. Hospitals fund these interpreters and will continue to do so.”

In Texas, there are currently 600 Hard of Hearing individuals for each credentialed sign language interpreter, meaning extraordinary opportunity for those choosing to enter this field. For others, mastering sign language translates into more meaningful personal relationships. Consider the story of Pamela McCloud.

.....”

“I really wanted to be part of the Deaf community, so I could be a bigger part of my daughter’s life. Think how different the phrase ‘I love you’ looks when texted on a phone screen compared to looking into someone’s eyes as you tell them by putting everything into it.”

..... Pamela McCloud

McCloud and her daughter now experience more intimate video chats, thanks to McCloud’s new skills employing hand movements and facial expressions recognized in the Deaf culture. Because of her new abilities, McCloud now can express her love in a way those outside Deaf culture may take for granted. “Pamela is a fantastic example and mentor for hearing parents of Deaf children to see that it’s never too late to embrace learning about Deaf culture and American Sign Language (ASL),” said Sammie Sheppard, program coordinator of Sign Language Interpreting at TCC Trinity River.

In less than a year’s time, McCloud will have completed TCC’s Sign Language Communicator certificate and will be able to converse fully in ASL. “Before I discovered TCC offered classes for someone like me, not Deaf or hard of

hearing and that I could enroll without having to get a degree, I couldn’t believe the resources were available to someone like me,” said McCloud. “TCC was right here in my back yard and these classes were available to help me talk to my daughter in a more natural way for her.”

McCloud made a quick video call to her daughter Pinky, a real estate agent living and working with Deaf clients in the Washington, D.C. area, to show her newly earned ease in communicating. “Until a short time ago, our communication wasn’t easy,” said McCloud. “My goal was to really communicate with my child in her language and be confident about what I was saying.”

With her certification, McCloud can facilitate communication from spoken English into ASL and ASL into spoken English. TCC offers two certifications, both attainable within a year or less, which prepare individuals to work as sign language interpreters, a personally fulfilling career with employment opportunities in nearly every industry.

Building the Future

North Texas general contractors increased the amount of investment in commercial and residential real estate projects by six percent in the region in 2017, according to the *Dallas Business Journal*, yet the current shortage of qualified labor adds \$5,000 to the cost and an extra two months of building time to each new home.

Accordingly, the timing couldn’t be any better for Adrian Thompson’s Construction Inspection Technology certification, even if it comes some 30 years after high school and at the end of his former career. Prior to enrolling at TCC, Thompson worked as a tradesman bending neon glass. He ascended the ladder from day laborer to supervisor positions at two concrete restoration companies, only to lose those jobs as the demand for neon dimmed.

It was then that Thompson found what seemed, he hoped, to be the right next step: exploring the fast-track options offered through TCC’s certificate programs in Construction Management Technology. “The time constraints were significant and I found myself looking for something that could quickly help me get a foot in the door to a job,” Thompson said.

After seeing that school was again a good fit, Thompson had a long talk with his wife. With her support, he decided it would be smarter to complete his certificate as quickly as possible, than to attempt to get by working for \$9 an hour. At that time, neither knew he ultimately would be on path to

complete his Associate of Applied Sciences in Construction Management. “Of course, I still worked side jobs to help bring in some extra money, but after a year and a half, I’ll have earned my certifications plus a degree,” said Thompson.

According to James Howard, program coordinator of Construction Management Technology at TCC South, “Adrian is the type of student everyone wants in a class. While finishing his capstone project, Thompson can learn while getting the full range of experience managing a faculty-supervised project on a TCC campus from beginning through completion.”

In addition to earning his associate degree, Thompson has his eye on TCC’s Entrepreneurship and Small Business Management certification to make himself more marketable to construction companies.

.....

“If TCC hadn’t been here for me after two jobs going belly up, I’d still be swinging a hammer, pulling concrete, being miserable and hurting my body for about \$9 an hour.

..... Adrian Thompson

He said returning to school for that one certificate brought him many opportunities he otherwise would not have enjoyed had TCC not been such a perfect fit.

Howard plans to ensure Thompson has no problem getting that Entrepreneurship certification, since Thompson will be one of three TCC students to receive a 2018 -2019 private grant from the Home Builders Education Leadership Program.

After completing one of TCC’s Construction Management Technology certification programs, students find themselves armed with a solid foundation upon which to begin building a career in the construction field. Construction management technology combines aspects of business, engineering and construction. Professionals in this field typically work as construction project managers who oversee small and large residential and commercial projects.

Safety First

According to the American Public Health Association, more than 145 million workers in the U.S. face the risk of work-related injuries and illnesses that can cause serious immediate or long-term health problems. Environmental health and safety

technicians are involved in preventing work-related injuries, illnesses, disabilities and deaths through research, training, treatment, advocacy and policymaking.

Ron King excels in many things, from the art of masonry restoration to erecting fire-training towers. However, life on the road began to prove less appealing for him and his family. King knew he needed to take a chance and go back to school.

“Ron King approached his time at TCC with a little hesitation since it had been a while since he last sat in a classroom,” said Jasmine Gilmer, CTE academic advisor at TCC Northwest. But after he decided to complete the Environmental Health and Safety Technician certification, “he just excelled and I’m so proud of him,” continued Gilmer.

King began looking for something with a good chance of a better salary, job security and longevity. After formulating a plan and doing well in classes, King felt more confident in his ability to earn his certificate and find a better job.

“With all of the new and renewable energy sources, along with gas and oil, I knew that health and safety in the workplace was a field where I could meet the current economic challenges,” King said. King’s long-term goal is a career with one of the Environmental Protection Agency’s Superfund sites in Texas. King’s program coordinator at TCC Northwest, Ali Williamson, has no doubt King can succeed in whatever he sets out to achieve. “That became apparent very quickly when Ron met each challenge head on and didn’t blink,” said Williamson.

King knows that education is his ticket to the career he desires and realizes he doesn’t necessarily need a four-year degree to meet those goals. “I know that the certificates are getting me the experience I need for a quick foot in the door, but I really want more out of life for my family, so I’m also getting my associate degree,” said King. “It just makes the most sense for us right now. I got the quick certification to get a job quickly, but I know there will be a better job waiting for me after graduation.”

For King and others in the field, environmental health and safety technicians work to implement the plans developed by environmental engineers. Technicians test, operate or modify equipment used to prevent or clean up environmental pollution.

For a full listing of TCC’s CTE certification and associate of applied sciences, degrees visit tccd.edu/42ways.





SHAPING THE FUTURE

NEW COLLEGE
MEN OF COLOR
SCHOLARS PROGRAM

by Reginald Lewis

Just months after being released from prison, East Fort Worth native Dedrick Davis found himself sitting in new student orientation at Tarrant County College South, wondering if he made the right choice.

“I didn’t know anything about college but I was determined to earn an associate degree,” said Davis, a business major. “My goal is to own a trucking company.”

He credits Kiesha Shelton, coordinator of special services at TCC South, for introducing him to a resource that would change his academic journey forever. “During a Student Success class, Dr. Shelton told me to reach out to the leader of the male mentoring program here on campus. She said it would change my life and it has.”

Soon thereafter, Davis connected with Jonathan Perez, coordinator of intercultural student engagement and academic success, to learn more about the new College Men of Color (CMC) Scholars Program at Tarrant County College. Now in its first year, CMC is a research-driven intervention, strategy and support structure designed to help male students of color become successful academically, personally and professionally. The goal is to pair first-generation students with faculty or staff who will help these students navigate college life.

“Jonathan has been wonderful,” said Davis. “Ever since our first meeting, he has gone out of his way to help me because of my background. Not only has Jonathan connected me with various resources on campus; he also helps me balance school and personal life. I really appreciate that because I’m taking seven classes.” Davis was quick to point out the semester would have been smoother had he met Perez prior to registration.

Studies show that mentoring programs and student support services can increase academic success, foster a sense of community and build positive relationships for minority male college students. Some of the benefits to TCC include increases in student retention and cultural diversity awareness, and improved campus climate.

The CMC Scholars Program is a redesign of the Men of Color initiative established in 2011 after an administrator noticed poor retention for African-American and Latino males at the College. There were 89 students the first year of the District-led initiative, reaching nearly 300 students in 2016. The academic support given the participating students translated into strong results, with students increasing grade point averages, retention rates and graduation rates.

At TCC, faculty, staff and administrators understand the

benefits of implementing mentoring programs as a mechanism to increase retention among African-American and Latino male community college students. In order to close current achievement gaps, TCC has developed a new framework to address the elements leading to student success.

“Academic success is not entirely about what happens in a classroom. Success must also encompass the needs of the student on a holistic level and a support network is critical,” said Marjeanna Burge, coordinator of intercultural student engagement and academic success at TCC Northeast. “This relationship connects the dots, creating a clear path for the students to successfully pursue their educational and professional dreams.”

TCC continues to promote access and diversity, with the CMC Scholars Program serving as an expression of this commitment. One of the main goals of the Intercultural Student Engagement and Academic Success Center is to increase the retention, course/credential completion and graduation rate of minority males. The Center provides a means through which students can identify potential career opportunities, develop interpersonal and leadership skills and achieve academic success.

“Students can always benefit from increased knowledge of resources and connections to complete their education and professional aspirations,” said Dantrayl Smith, coordinator of intercultural student engagement and academic success at the Trinity River campus. “The CMC Scholars Program will ensure we intentionally identify the resources available specifically for our target population and connect them.”

Under the CMC Scholars Program, each campus will provide intentional programming and support focused on the five tenets of the CMC Scholars Program: academic support, social and emotional support, career competency development, leadership skill development and personal development.

This new mentoring model calls for a coordinator of intercultural student engagement and academic success to be housed on each campus. Additionally, each campus will feature a hub for community partners and agencies to connect students with the psychological and psychosocial support systems and resources that they may need. Some campuses are still looking for designated spaces, while others are up and running.

“We are going to help everybody, no one will be shunned,” said Larry Rideaux, vice president of student development services at TCC South Campus. “But it’s important to know that TCC will address students of color, many of whom need an extra boost based on the data we are seeing.”

Administrators believe the CMC Scholars Program is the

perfect launching pad for students serious about completing a degree or certificate. “Most of what a student needs to be successful at our institution is already in place,” said Rideaux. “It is incumbent upon us to make sure that we are pulling these support systems together in a way, based on where a student is academically, that will engage them.”

Coordinators are expected to grow the program by targeting first-time-in-college students attending new student orientation each semester. Based on current data, there are at least 200 students on each campus that fit this criteria.

Stressing the need to have more fun, each campus coordinator has developed a list of events and activities for current and prospective members. Some of the events planned for students include campus mixers, community conversations, national conferences, a job fair and workshops, just to name a few.

“As a first-generation student and TCC Northwest campus graduate, I understand the struggles that our students go through,” said Guadalupe (Alex) Vargas, coordinator of intercultural student engagement and academic success at the Northwest campus. “My job now is to make sure students don’t go through what I went through and to ensure that they have all the resources needed to succeed, not only at TCC but in life.”

As TCC continues its mission to become a student-ready college, TCC Trinity River President Sean Madison, is pleased with the program’s new direction.

“We did a great job with the mentoring piece (College Men of Color), so now we are broadening that effort to hopefully impact more students through this new multi-level engagement framework. The new program is like a clearinghouse of services, referring students based on specific needs. The coordinators will work closely with the assistant director of advising to determine how best we can serve at-risk students.”

Sean Madison

According to Madison, the mentoring program is simply one aspect of a comprehensive engagement strategy. “As our tracking mechanisms become more sophisticated, TCC can look at the students’ progress as part of our academic dashboard for males at TCC,” he added. “Also, there’s the

scholarship piece. We want to celebrate their academic successes, provide academic and learning success workshops, service learning, etc. as part of really looking at their cognitive development. The mentoring speaks to the non-cognitive development.”

Leadership is another key component of the new strategy. As part of this engagement framework, young scholars will be encouraged to pursue leadership opportunities throughout the district to help them develop new skills.

“Male students of color face unique challenges to becoming academically and socially integrated into institutions of higher learning because their norms and values may be incongruent with those of the majority or gender counterparts. Research shows young male students of color lag behind their female counterparts at various stages within the educational pipeline. Thus, it is imperative that institutions of higher learning implement programs that can assist in bridging the gap and push males of color to persist.”

Dantrayl Smith

Research shows that young people who had mentors reported setting higher educational goals and were more likely to attend college than those without mentors. Clearly, high expectations and higher educational attainment are key factors leading to success throughout life.

“This new framework is not just being in the business of education, but we’re moving into the business of changing lives, and that’s what the College Men of Color Scholars Program is doing,” said Perez.

Qing Bai, coordinator of intercultural student engagement and academic success for TCC Connect, believes one of the keys to achieving sustainable success is the integration of faculty, staff and community members as mentors.

“Serving as a mentor is a rewarding experience,” she said. “The process of mentoring leads to win-win outcomes for both the mentor and the student. Mentors can witness the glow and grow of mentees along the way. Every day when you wake up as a mentor, you know that you are changing lives and inspiring

students to reach their fullest potential.” Once mentors are trained, they will serve students for at least two semesters.

According to Larry Jefferson, coordinator of intercultural student engagement and academic success at TCC’s Southeast campus, it’s important for staff, faculty and community members to serve as mentors. “Good mentors are able to attract students who will produce quality research, papers and grant proposals. Also, by investing in students, you stay on top of what is going on in your field.”

While degree attainment is directly attributed to the workforce, income, social mobility and increased life expectancy, it really impacts the social positioning of African-American and Latino males. In a 2018 U.S. Bureau of Labor Statistics report, the median weekly salary for African-American males working at full-time jobs is \$681, or 69.3 percent of the median for White men (\$982). The median weekly salary for Hispanic males is \$688 per week, while Asian males earn \$1,237. Increased education is associated with both higher wages and lower unemployment.

By graduating more African-American and Latino male students, TCC is contributing to the Texas Higher Education Coordinating Board’s (THECB) 60x30TX strategic plan, which calls for 60 percent of Texans between the ages of 25 and 34 to earn a degree or certificate by 2030. Overall, THECB’s completion targets are to increase the number of African-American students with a certificate or degree to at least 76,000 by 2030 and the number of Hispanic students completing a certificate or degree to at least 285,000 by 2030.

“The strength of the of the program, in terms of how young men are going to be impacted, is going to speak volumes in terms of these young men going back into their local community and talking about what this programmatic framework has really done for them in terms of changing their life,” explained Rideaux. “It’s important that we show every participant that he has a civic responsibility to go back and pay it forward.”

- For more information about this new initiative, contact one of the following coordinators for intercultural student engagement and academic success:
- TCC South:** JONATHAN.PEREZ@tccd.edu
- TCC Northwest:** GUADALUPE.VARGAS@tccd.edu
- TCC Northeast:** MARJEANNA.BURGE@tccd.edu
- TCC Trinity River:** DANTRAYL.SMITH@tccd.edu
- TCC Southeast:** LARRY.JEFFERSON@tccd.edu



by Bill Lace

Early in 2010, Prycilla Luna, a Lake Worth eighth-grader, was summoned to her middle school office. She wasn’t in trouble, but instead heard about a new educational opportunity that neither her parents, nor even her older siblings, could have imagined – an early college high school.

She could go as a freshman to Marine Creek Collegiate High school at TCC Northwest, where she and classmates would begin with high school courses and then gradually integrate into the college program. As juniors and seniors, they would be in college classrooms along with regular TCC students. After four years, if all went well, they would earn both a high school diploma and an Associate of Arts degree within a few days of each other.

What’s more, it would be free, with TCC waiving tuition and the school district furnishing books.

There was a downside. Luna would be leaving many friends behind and would miss the traditional high school experience – football, pep rallies and the class musical. She admitted to having been skeptical.

“In the end, I was willing to give up anything to get ahead.”

Prycilla Luna

Fast forward to May of 2014. Luna is sitting, “a bit scared,” at TCC’s massive commencement ceremony, waiting to walk across the stage and get her college degree. She would enter Abilene Christian University that fall as an 18-year-old junior.

Luna’s early college high school (ECHS) was only the beginning. Before she had even started her freshman year, other ECHSs were in the TCC pipeline, heeding former Chancellor Erma Johnson Hadley’s declaration in April 2010 that every TCC campus should have one. In 2012 TABS, the Texas Academy of Biomedical Sciences, opened at TCC Trinity River through a partnership among TCC, the Fort Worth ISD and the University of North Texas Health Science Center.



It was followed by the Grapevine-Colleyville Collegiate Academy on TCC Northeast in 2013, the Arlington Collegiate High School on TCC Southeast and the Everman Collegiate Academy, affiliated with TCC South, both in 2014. TCC South got its own campus-based school with Fort Worth ISD in 2015 and in 2016, opened the Crowley Collegiate Academy. The latest addition in 2017 was the Mansfield Early College High School, housed at Timberview High School and affiliated with TCC Southeast.

These eight schools have served more than 3,000 students, the vast majority of whom have two common characteristics. First, said Arlington CHS teacher Jennifer Fuller, they're "scared to death" – not so much from the newness of their surroundings as from a fear of failure. "They're afraid they're going to drop out," she said, "that they'll disappoint people."

Balancing that fear is a high degree of motivation, like Luna's drive to succeed. "They have a better idea of what they want to achieve," said Sean Milligan, assistant principal at Everman Collegiate Academy. "There are still a lot of questions, but they have made the commitment that college is in their future."

Administrators know their incoming students will be apprehensive and take pains not to put too much on them too soon. Most employ a "bridge" program in the summer to help future classmates bond and to get a handle on each individual's abilities. "We get a good outlook on where they stand, where their strengths are and where they may have weaknesses,"

said Jamila Thomas, academic dean at Grapevine-Colleyville Collegiate Academy. "Based on that data, we will determine how many classes they will take and what options we might give them."

Three schools – Everman, Crowley and Mansfield – have taken a different approach to reducing the fear factor. They have "schools within a school" that keep students in the traditional high school setting and able to participate in all the usual non-curricular activities. College courses are taught in the high school classrooms or, on a half-day basis, at TCC.

.....”.....

“We believe our model provides more flexibility,” Milligan said. “We essentially hold their hands for the freshman and sophomore years, and that transition has provided a foundation so that when we do take the training wheels off, so to speak, culture shock is minimal.”

..... Sean Milligan

That culture shock hits when the students find themselves at TCC in classrooms with the normal student population. “I

remember taking my first college class,” Luna recalled. “I made a ‘C.’ I cried.”

“That first semester in 11th grade is tough,” said Arlington CHS principal Ben Bholan. “There are different balances. The professors aren’t on you all the time saying, ‘Hey, remember you’ve got to turn this in.’ They must manage their own responsibilities. But our kids, in the second semester of 11th grade, started catching on.”

Indeed, they become such model students that TCC faculty tell Bholan they relish his students in their classes because they’re there every day, behave well and do what they’re supposed to do. “It’s really great to watch them mature,” he said, “especially after seeing them in ninth grade and thinking, ‘Oh my gosh, how are they ever going to do that?’”

On the whole, TCC’s early college high school students seem to have exceeded expectations. Arlington CHS students’ test scores are conspicuously above the school district average. About 80 percent of their seniors will receive their college degrees and virtually 100 percent will get high school diplomas.

“Some people in the community say, ‘Oh, you’ve got all the AP (advanced placement) kids, the smartest kids. Of course you’re doing well,’” Bholan said.

Actually, the Texas Education Agency, in establishing the early high school program in 2003, mandated that preference be given to first-generation-in-college students, those who lack access to college preparatory programs, those likely unable to

meet college costs and those who participate in English as a Second Language programs.

.....

“These are kids who would be just average or sometimes below average at a traditional high school. If they weren’t here, most likely they would have dropped out. But they have so many people here who know them and support them that it makes a really big difference. They have the will and the heart, work hard, have the right attitude and believe they can succeed.”

..... Ben Bholan

And so, on May 12, Daniella “Danny” Lopez – a senior at Marine Creek ECHS who originally was unsure she could complete the program, will sit up front at TCC’s graduation, reflecting on the last four years. “The people I’ve met here are so great and want you to do better, want you to go off and do something bigger,” she said. “Honestly, it’s meant the world to me.”



by Carlos Rovelo, instructor of history and government

The history of America has been forged by protest, conflict and compromise. The Declaration of Independence, which proclaimed all men equal, did not extend to non-whites or to women. Over time, political activists sought to redress historical inequalities and secure equal rights for all citizens. Social movements of the 19th and 20th centuries produced important gains in racial, gender and marriage equality. While President Barack Obama’s election marked the end of centuries of racial inequality in America, discrimination remains.

As of July 2017, the U.S. population of 326 million people was comprised of 62 percent Anglos, 18 percent Hispanics, 13 percent African-Americans, six percent Asians and 13 percent foreign-born. As our country continues to evolve, we must remain conscious of the social, economic and judicial challenges many people face.

Four particular groups are working to address concerns and objectives: Black Lives Matter, DACA -- the Dreamers, the #MeToo Movement and most recently, the #NeverAgain Movement.

Black Lives Matter

Black Lives Matter began in response to the 2012 shooting of Trayvon Martin. The movement grew with each contested police killing of African-Americans, which swelled to some 266 deaths in 2016. U.S. census data show that Africans-Americans are 2.5 times more likely to be shot and killed by a police officer than Anglos. According to the Black Lives Matter website (blacklivesmatter.com), the movement is a “response to state-sanctioned violence and anti-Black racism and the denying of basic human rights and dignity.”

Unlike the Civil Rights era, which grew national leaders like Martin Luther King, Jr., Black Lives Matter is a largely decentralized movement. During the 2016 NFL football season, San Francisco 49ers quarterback Colin Kaepernick drew both praise and derision for taking a knee during the National Anthem in silent protest against the systematic disenfranchisement of African-Americans. Kaepernick’s courage (and apparently career-ending move) inspired fellow NFL players to follow suit, much to the ire of President

Donald Trump and some NFL team owners. This controversy has not abated.

According to a recent PEW Research Center poll, three in four Americans have some knowledge of the Black Lives Matter movement. However, this knowledge changes based on various segments of the U.S. population, with awareness particularly high among younger African-Americans.

According to federal data analyzed by the Pew Research center, African-Americans are at least twice as likely as Anglos to be poor or to be unemployed. Households headed by African-Americans earn, on average, little more than half of what the average Anglo households earns. And, in terms of median net worth, Anglo households are about 13 times as wealthy as African-American households.

While education is widely viewed as the key to upward mobility for all races, Pew Research Center analyses find that the benefits of schooling often flow in unequal measure to Anglos. When looking at household gross earnings between African-Americans and Anglos with a bachelor’s degree, for example, African-Americans earn significantly less than whites: \$82,300 for black householders versus \$106,600 for whites.

Then, there is the U.S. justice system. According to the Sentencing Project, African-American males are six times more likely to be incarcerated than Anglo males. Furthermore, African-American youths account for 16 percent of all children in America, yet comprise 28 percent of juvenile arrests.

It is incorrect to think Black Lives Matter concerns only police violence. This movement challenges us to understand how education and income disparities, disproportionate incarceration rates and uneven social mobility are interconnected parts of a broken system that must be fixed.

DACA -- The Dreamers

The acronym DACA means “Deferred Action for Childhood Arrivals.” DACA is synonymous with the Dreamers, immigrants who were brought to the United States as children with no current legal status. The majority of these children are from Latin America, with 79.4 percent of DACA enrollees coming from Mexico.

There are approximately 1.8 million children and young adults that can qualify for DACA status. To date, approximately 800,000 of these have formally applied to the program. According to the U.S. Citizens and Immigration Services (USCIS) there are some 124,000 DACA recipients in Texas,

with 36,700 residing in the Dallas-Fort Worth-Arlington area.

On June 15, 2012, the Obama administration announced it would offer “deferred action” protection to these immigrants who met specific requirements. These requirements include:

- The individual must be under the age of 31 as of June 15, 2012
- Came to the United States before reaching one’s 16th birthday
- Have continuously resided in the United States from June 15, 2007 to the present time, were physically present in the United States on June 15, 2012 and at the time of making the request for consideration of deferred action with United States Citizen and Immigration Services (USCIS)
- Had no lawful status on June 15, 2012
- Currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States
- Have not been convicted of a felony, significant misdemeanor, or three or more other misdemeanors and do not otherwise pose a threat to national security or public safety.

On September 2017, President Trump formally announced he would end the Deferred Action for Childhood Arrivals program if Congress didn’t act before the March 5, 2018 deadline. However, the Supreme Court recently rejected the president’s request to go forward with the deportation of children brought to the U.S. illegally by their parents and also undermined, for now, Trump’s threat to deport the young adults.

It is worth repeating that in order to qualify for DACA status, a person must either be enrolled in school, already have a high school diploma or have a GED. This means almost all of those covered by DACA are high-school educated with no criminal record.

According to a January 2018 report from Capitol Hill Publishing, some 70 percent of Americans favor extending legal status to Dreamers that will allow them to stay in the United States. Those who oppose DACA argue that ending the program “protects taxpayers.” However, there is no evidence, according to the National Academy of Sciences (NAS), that



first-generation immigrants who enter the United States as children (including all DACA recipients) pay, on average, more in taxes over their lifetimes than they receive in benefits, regardless of their education level. DACA recipients end up contributing more than average, as they are not eligible for any federal means-tested welfare: cash assistance, food stamps, Medicaid or health-care tax credits. Additionally, according to a September 2017 *USA Today* report, DACA recipients have higher levels of education and are more economically productive than undocumented immigrants broadly. Economists express concern that mass deportations will negatively impact the U.S. economy.

The facts may not change people’s opinions regarding this issue. Yet, our immigrant history is a common thread binding our nation together. We are wise to remember this history, lest it be our judge.

#MeToo

The #MeToo movement is the brainchild of activist Tarana Burke, who first coined the term in 2006. Burke, a sexual assault survivor, wanted to shed light on the heretofore largely silent phenomenon of workplace sexual harassment and provide a public platform for women and girls of color victimized by sexual assault. In 2017, the #MeToo movement gained a national spotlight when actress Ashley Judd publicly accused movie mogul Harvey Weinstein of sexual assault. Judd’s accusation opened a floodgate of sexual abuse allegations against Weinstein, including rape, leading to a class-action lawsuit and a disgraced exit from Hollywood.

A number of high-profile men have since followed Weinstein’s fall in rapid succession, including actor Kevin Spacey, TV hosts Charlie Rose and Matt Lauer, U.S. Senator Al Franken and U.S. Congressman John Conyers. Most recently, Rob Porter, the White House Staff Secretary for President Trump, resigned when two ex-wives produced evidence of domestic violence. In the months following the Weinstein scandals, thousands of women (and men) have used social media outlets to tell personal stories of sexual harassment and victimization, both at home and abroad.

So, how widespread is the problem of sexual harassment? According to a poll conducted by NBC News and the *Wall Street Journal*, 48 percent of currently employed women in the U.S. reported having experienced an unwelcome sexual advance or verbal or physical harassment at work. Before the #MeToo movement, such behavior was either tolerated or ignored in too many workplace environments. Today, the #MeToo movement is progressing from a platform for social awareness to a platform for social change.

However, #MeToo is getting some pushback. Some legal experts are questioning due process for those accused of sexual harassment. The Fifth Amendment of the United States Constitution, states, “No person shall be deprived of life, liberty or property without due process of law.”

Where will the movement take us? It is too early to tell if #MeToo will affect long-term social change or lose force in the face of legal challenges.

Second Amendment versus #NeverAgain

Gun ownership is an American tradition dating to the founding of our Republic. The Second Amendment of the Bill of Rights states, “A well-regulated militia being necessary for the security of a free state, the right of the people to keep and bear arms shall not be infringed.” When the Second Amendment was adopted, no standing army existed to protect citizens from foreign invasions nor government oppression.

Fast forward to 2018: Americans own more guns per capita than residents of any other country – some 88 guns per 100 people. Additionally, there were 345 public mass shootings (defined as four or more people killed or injured) in 2017, more than in any other country in the world (Langford, University of Alabama, 2018).

The latest mass shooting occurred on February 14, 2018 at the Marjory Stoneman Douglas High School in Parkland, Fla., where 17 students and teachers were killed by a mentally ill former student. This sixth school shooting in the United States in 2018 adds to a growing roster of school gun violence that includes all too familiar names - Sandy Hook, Columbine and Virginia Tech, among others.

The debate over gun ownership and gun violence is a fiercely contentious one. On the one hand, The National Rifle Association (NRA), the country’s largest and most powerful lobbying organization for gun rights, has focused its political efforts and considerable financial resources on the second half of the Second Amendment, which provides for the individual right of gun ownership rather than the collective right for each community.

On the other hand, the #NeverAgain Movement was organized by student survivors from the Marjory Stoneman Douglas High School (MSDHS) massacre in Parkland, Fla. In the words of MSDHS student, Emma Gonzalez, “They say that no laws would have been able to prevent the hundreds of senseless tragedies that occur: we call B.S. That us kids don’t know what we’re talking about, that we’re too young to understand how the government works. We call B.S.” Since the formation of the #NeverAgain Movement, a number of companies have cut ties with the NRA, including a number of car rental companies, Delta Airlines, United Airlines and MetLife.

In response to the Parkland mass shooting, President Trump has proposed comprehensive background checks with an emphasis on mental health screening, an increase in the minimum age requirement from 18 to 21 years to buy assault weapons, the end the sale of bump stocks, as well as arming school teachers. In terms of arming school teachers, a 2017 Pew Research Center poll showed more than half of U.S. adults (55 percent) opposed allowing teachers and officials to carry guns in K-12 schools.

Black Lives Matter, DACA-The Dreamers, the #MeToo and #NeverAgain movements follow in the footsteps of time-honored social protest for equality. Each of these movements challenges us, as citizens of a vibrant democracy and multicultural society, to engage in reasoned conversation regarding our collective values and challenges.

INFORM. *Inspire.* ENGAGE.

THE COLLEGE HOLDS ITS FIRST LEARNING SYMPOSIUM

by Rachael Capua

A swarm of blue t-shirts with the tagline, “Inform. Inspire. Engage.” filled the Arlington Convention Center with 900 TCC employees and students in January. The College’s first Learning Symposium, a seven-hour day of focused engagement and reflection, was designed and executed by faculty and staff themselves.

In the last edition of *REACH Magazine*, TCC’s Chancellor, Eugene Giovannini, introduced the District’s three new goals that will guide the future and direction of the institution. These goals resulted from 25 visioning sessions facilitated by national consulting firm, Ayers Saint Gross, in 2016-2017. More than 450 representatives across the District participated and since this time, TCC faculty and staff have made intentional progress toward the realization of the College’s new vision to do, simply, what’s best for students.

Adopting a One College mindset, a Student Ready focus and a commitment to Serving the Community, these goals are more than pillars of a plan.

“The three goals are the lens through which TCC employees should view their work every day.”

..... Eugene Giovannini

“As we move forward, our mindset is to approach everything we do as One College, having a student ready focus and in service to the community,” Giovannini said.

The Learning Symposium did just that. Formerly known as Academics Day, the inaugural Learning Symposium convened more than 120 volunteers, 30 faculty and student panelists, 10 sensory experience stations, 110 discipline specific discussions in a synapse session and captured more than 10,000 distinct data responses from participant insight and feedback.

“We used a collaborative approach in the planning and execution of the event, with active involvement and support from facilities, IT, the Center for Teaching and Learning and from members of the Advisory Panel who helped us design the experience,” said Zarina Blankenbaker, TCC Northwest Campus president and co-leader of the symposium.

This Districtwide event also launched two of TCC’s eight principles: Learning Commons and Integrated/Instructional Learning Environments. These principles, first introduced with TCC’s three goals, were identified through the visioning sessions conducted with college participants. They serve as the focus for the College’s work ahead.

What does this mean for TCC students and colleagues? Creating 21st century learning environments and innovative spaces that support active learning through access to resources,

fosters better student engagement, retention and best practices in-and-outside the classroom.

“It’s not just lectures; it’s small groups, discussion, it’s interactive... it gives me feedback quicker,” said Janice Gentsch, TCC student and symposium participant.

The key driver of the symposium’s success was definitely people. It was planned and executed by TCC faculty and staff and designed to inform, inspire and engage participants in creative ways. “Active learning is not about having the right answer,” said Carlos Rovelo, a symposium participant and instructor of history and government, “It’s about asking questions and helping students find the answers.”

A collaborative and inclusive process of faculty, staff and students, the overall work for the institution’s three goals and eight principles is led by “champions” who serve as TCC campus presidents and District vice chancellors. In addition, support by an enterprise program manager and teams of faculty, staff, information technology, real estate, facilities and topic experts are integral pieces of the process.

This work is just the beginning to a longer narrative and demonstrates the College’s commitment to creating a culture of collaboration where TCC employees, students and community partners have venues to express ideas and be part of creating solutions.

“Our goals and principles are realized when we passionately believe in and genuinely live our One College philosophy,” shared Sean Madison, Trinity River Campus president and co-leader of the symposium.

.....”

“The Learning Symposium was a magnificent example of the transformative power of collaboration.”

..... Sean Madison

How TCC integrates this work will directly connect to student success, and the Learning Symposium is a real-life example. “We are striving to do the right things right for our students,” explained Chancellor Giovannini.

For more detailed information about TCC’s three goals and the eight principles that accompany them, please visit tccd.edu/3goals



CULTIVATING FACULTY SCHOLARS

WHAT REALLY WORKS IN TEACHING STUDENTS?

by Kelly Tribble, director of faculty development

When people think of faculty conducting research, they may imagine tenured professors working in laboratories behind ivy-covered university walls. Most community college faculty members are not pictured as a part of that scene. Often, the perception is that community college faculty are primarily classroom instructors, imparting their knowledge, offering assistance and holding office hours to help students learn. However, the faculty members at Tarrant County College have turned that image on its head by enthusiastically engaging in the scholarship of teaching and learning.

In 2013, TCC's Center for Teaching & Learning (CTL) launched the Mastery of Teaching Institute (MTI) - a research program for faculty members who are naturally curious, have a love of scholarship and are committed to excellence in teaching. This 18-month-long program develops a professional learning community among faculty inspired to learn more about what really works in teaching students. The MTI guides each cohort of participants through a rigorous process of selecting a targeted research topic, developing research questions, designing and executing a study and documenting the results in a scholarly article. Some have gone on to submit their articles for publication in discipline-specific journals.

The CTL facilitates monthly sessions to provide faculty with support and guidance throughout the program. In addition, the CTL partners with professionals in the TCC Office of Institutional Research (IR) - specifically, Holly Stovall and Colin Jenney - who bring an unparalleled level of expertise and competency to the program. This partnership ensures that faculty participants are supported through every phase of the program and the results can

be seen in the culminating MTI Journal publication.

Some faculty members may come to the MTI with little formal research experience. Because of this, the MTI experience is one in which all participants engage in helping each other narrow their focus, find creative solutions to problems, encourage each other and use a peer-review process to ensure scholarly writing. "The meetings are valuable, especially if you have not done any scholarly writing outside of the research class you were required to take in college," said Beverly Davis, an adjunct instructor of speech. "Having someone there who you can go to and ask questions and getting help in a supportive way, without being made to think your question is trivial... made it a very supportive environment." Davis' research is ongoing and is exploring correlations found between the academic performance of speech students and their scores on the Texas Success Initiative test.

The MTI research topics vary widely and range from simple observations of "Does teaching a unit this way work better?" to much more complex studies involving a tapestry of interrelated issues. Christina Ross, associate professor of speech, wondered if the academic performance of Early College High School (ECHS) students differed when they were in a class mixed with college students versus when they were in a class with only ECHS students. Her study found mixed results, complicated by campus differences as well as variances by class subject. Her results suggest that it may be wise for Early College High Schools to offer some ECHS-only classes in addition to mixed classes for certain subjects.

The MTI facilitates jumping back into research because participants know their experience is going to be one of collaboration - that they will have a team helping them every

step of the way. This allows them to learn about the mechanics of research and scholarly writing while exploring a topic about which they are passionate. The process is designed to allow participants to get to know each other in a low-risk environment and to be able to provide helpful critiques, suggestions and comments in the spirit of scholarly colleagues. Laurie Ertle, an instructor of biology, said, "What I know about myself is that I need deadlines, and the meetings held me accountable for my research goals. It was helpful to brainstorm and ... even if their research had nothing to do with mine, it was inspiring to see what others were doing."

Ertle's research project examined the impact of adaptive technology in community college classrooms. Many publishers bundle their textbooks for students with an online platform of modules, quizzes and instructional elements that are designed to enhance the student learning experience. But these are an added financial burden to the student, and Ertle wondered if the hype surrounding these costly elements was worth it. The data from her study showed that classes without the electronic adaptive learning technology had higher lecture success rates and slightly lower withdrawal rates. While the differences were small, it was certainly contrary to the publishers' claims about the effectiveness of these products.

Some research projects do not involve a classroom experiment but instead, rely on historical data. For instance, Karen Haun, associate professor of accounting, conducted a study measuring the impact of course scheduling on student success and retention rates in Accounting and Macroeconomics courses. She studied the success rates and academic performances of students in 55-minute classes meeting three days a week and 80-minute classes meeting twice a week. It is a commonly held notion that the 80-minute classes allow for a more in-depth discussion, which could lead to greater academic gains. But Haun's study found no appreciable differences between the classes.

A question that is occasionally asked of the MTI program is, "Will any significant changes ever occur as a result of any of these studies?" Of course, it would be unusual to propose college-wide changes in procedure or policy as a result of a single study. These steps must be measured against many other issues facing TCC. But it is clear that the TCC Board of Trustees members are impressed with the program. In a recorded Board meeting in 2016, Diane Patrick, assistant secretary of the board, said of the MTI program, "I think it's especially exciting to think about the possibilities of research at the community college level."

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"We know about the great research that takes place at ... UTA and other four-year colleges, but the research that's being done through the two-year colleges is kind of a well-kept secret right now. So we need to get that out there.

The synergy that can be created by these partnerships when it comes to programs, when it comes to research, is something that will be greater than all of us."

..... Diane Patrick

Additionally, Louise Appleman, president of the TCC Board of Trustees, said in a recorded Board meeting of MTI research presentations, "You don't think of a community college as a research institution, but certainly you all have changed that perception and we wish you well as you continue your work."

The program began its fifth cohort this spring.



THE LOGISTICS *Connection*

PREPARING STUDENTS FOR THE EVOLVING SUPPLY CHAIN FIELD

by Alexis Patterson

If you're a parent, you've probably seen your share of LEGOs—but nothing like what Jeremy Mann sees each day.

"Our warehouse in north Fort Worth is around 1.6 million square feet," said Mann, a Tarrant County College graduate and operations supervisor for DHL Supply Chain, a global logistics company that counts LEGO as a client. "We have all the Minecraft sets, the Star Wars-themed sets, the DC Comics-themed sets. We also have the robotic ones for LEGO's education line and the architecture-themed ones."

Sound like fun and games? It's actually big business. Logistics, the process by which products and materials are moved from suppliers to consumers, represents trillions of dollars in the worldwide economy. The field encompasses inbound logistics, the movement of supplies and raw materials necessary for businesses and organizations to operate, as well as outbound logistics, the storage of finished products and their distribution to stores and directly to consumers. Mann helps oversee outbound logistics for DHL's LEGO business.

"We are the only distribution center for LEGO in all of North America and South America at the moment, so any LEGOs you see on the shelf from Canada down to the tip of South America come from our facility," Mann said.

Mann stumbled upon the logistics field when he was preparing to leave the U.S. Army.

"I was doing some research on which jobs were growing and had the best earning potential, and logistics was right up there,"

noted Mann. "I started to realize that there were so many avenues for logistics. Then I found the logistics program on the homepage of the TCC website. I went to an open house and said, 'I could do this.' I'd already been doing similar work in the military."

TCC's Logistics & Supply Chain Management program, located at the Erma C. Johnson Hadley Northwest Center of Excellence for Aviation, Transportation and Logistics at Alliance Airport, offers an Associate of Applied Science as well as certificates in transportation management and warehouse management. It is a relatively new program at TCC, with classes beginning in 2013 and ramping up to the full catalog of courses in 2015.

"Virtually every industry needs supply chain professionals, and the demand is increasing," said Mike Esquivel, Logistics Department chair, who has more than 15 years of experience in logistics. "And as technology changes, the way we move products and materials changes too. Students must have cutting-edge training to be successful in 21st century logistics."

Technological advances are transforming all aspects of the logistics industry. E-commerce is surging as robotics and automation decrease costs and increase efficiency. Consider Amazon's acquisition of warehouse automation firm Kiva in 2012. Kiva robots fulfill orders faster than people; what was once a process that took an hour or more has become a 15-minute task, prompting companies across the logistics field to follow Amazon's lead in robotics. Amazon also pioneered the use of drone technology to deliver products to consumers. The first "Prime Air" delivery took place in late 2016.

"Self-driving commercial vehicles are another technology that will revolutionize the supply chain," said Esquivel. "There's a limit to how long humans can drive, but if there's a way to keep the products moving, that's huge."

But make no mistake—humans are still a critical element of the supply chain.

"Technology provides a way to speed up processes and transactions, such as receiving and processing customer orders, and to respond more quickly to customer needs, such as tracking shipments, re-routing shipments and providing real-time information," said Esquivel. "It is an enhancement to jobs rather than a replacement for labor. The use of automation and robotics will not eliminate the need for humans. But we do have to prepare students for an industry that will constantly evolve."

To ensure the program stays current with new industry standards, area logistics professionals serve on the program's advisory committee. Committee members review curriculum and recommend changes and keep faculty apprised of industry trends. The committee meets each semester and stays in touch throughout the year.

"I am trying to help the next generation of logistics professionals understand our industry and the skills required to be successful," said Richard Jones, general manager of Schenker Logistics Inc. in Garland and a member of the advisory committee. "Helping improve the skill set of future logistics workers also helps me and my peers find and retain qualified talent, thereby reducing our recruiting efforts and monies lost on mismatched new hires."

Jones says TCC alumni are well prepared for the workforce.

"TCC graduates have the potential to stand out against the competition when applying for a logistics position. As a hiring manager, when I see someone has certificates or credentials from TCC's logistics programs, I have greater confidence this person will fit our needs."

Richard Jones

Supply chain professionals will continue to be in demand. According to the Texas Workforce Commission, employment of supervisors of transportation and material-moving machine and vehicle operators will grow more than 22 percent between 2014 and 2024.

"Amazon and the growth from that type of online industry is spurring a lot of warehouse growth overall. UPS added a hub facility in Fort Worth's Alliance area, and it is a response to Amazon coming to Haslet. Logistics is a very strong industry in our region and beyond."

Mike Esquivel

TCC students prepare for the workforce with a wide variety of courses that reflect the breadth of the industry. From traffic management and warehouse and distribution center management to principles of imports and exports, students receive a comprehensive education with hands-on skill building that culminates in a capstone internship for real workforce experience.

Program graduates go directly into entry-level logistics jobs or continue their education. All 60 associate degree credit hours transfer to Tarleton State University, where they apply toward a Bachelor of Applied Arts and Sciences in business, and to the University of North Texas, which created a Bachelor of Applied Arts and Sciences with a specialization in logistical operations. Jeremy Mann expects to earn his bachelor's degree from UNT in 2019.

"I have a three-year goal to be an operations manager, then a six-year goal to be a general manager, with the experience to manage and run the warehouse," he said.

With the foundation he developed as a TCC student, Mann is achieving professional success.

"Everything that goes on in the world has some type of logistics connection," commented Mann. "If you want a career that is going to boom, logistics is the way to go."



GAINING ALTITUDE

LOCKHEED MARTIN PARTNERS
WITH TCC TO RAMP UP
F-35 PRODUCTION

by Alexis Patterson

It's exactly the kind of opportunity Robert Funk needed after he was laid off last spring.

"This is the first time in a long time that I feel engaged and excited about a possible job versus going to work just for the sake of going to work," said Funk. "It's the kind of thing I do when I'm not working—building things, putting things together, so to have the chance to do it and get paid for it, that sounds great to me."

He's talking about Tarrant County College's Aerospace Manufacturing Training Program (AMTP), which creates a pipeline of workers with the basic qualifications and skills needed to enter the aerospace manufacturing industry. TCC Corporate Solutions & Economic Development created the six-week, skills-based program

under the direction of the DFW Regional Aerospace Consortium, an industry-led collaboration of regional employers including Lockheed Martin, Bell Helicopter, Triumph Aerostructures (formerly Vought Aircraft Industries), Airbus Helicopter and other aerospace employers, as well as Alliance Airport, Hillwood Properties, Texas Manufacturing Assistance Center and the Fort Worth and Arlington Chambers of Commerce. The Consortium is managed by Workforce Solutions for Tarrant County.

"A combination of new technologies and increased production has put a strain on the existing aerospace workforce," explained Jennifer Hawkins, director of Corporate Solutions & Economic Development. "For example, as Lockheed Martin prepares to increase the production output of the F-35, they are looking to

hire hundreds of new employees; they added more than 1,500 in 2017. The demand has trickled down to suppliers as well, making it difficult for employers to locate individuals with the required knowledge and skills."

That's where TCC comes in. Corporate Solutions & Economic Development is the division of the College that provides customized training for employers throughout North Texas. Professional instructors use industry-standard curricula or work directly with a company, or in this case a consortium of employers, to develop unique training in areas such as computer skills, management and leadership, language, safety and industry-specific technical training.

AMTP courses (pictured left) delivered at the TCC Opportunity Center, a workforce training site in southeast Fort Worth, include Aerospace Manufacturing Shop Practices, Aviation Drawings, Composite Bonding, Aircraft Structures and Aircraft Electronics and Installation. The current training is the second iteration of AMTP; the program was initially created by the DFW Regional Aerospace Consortium with a \$1 million Texas Workforce Commission grant entitled, "Meeting Industries' Critical Skill Needs—Aerospace and Defense."

"As our industry was experiencing growth in the early- to mid-2000s, the Consortium developed this program to address the manufacturing workforce needs for the regional aerospace industry," said Jon Gustafson, Lockheed Martin's economic development lead. "It was a huge success."

When demand surged in recent years, the Consortium once again turned to TCC, which led the instructional development effort, along with the Consortium's Skills Committee, to revise the curriculum to incorporate new aircraft manufacturing technologies and processes. The training is short term and affordable, and some students may be eligible for grant support. The program is also intensive, designed to simulate the workplace environment as closely as possible.

In addition to preparing prospective workers, TCC partners with Lockheed Martin to train existing employees. In 2016, Lockheed Martin and TCC Corporate Solutions & Economic Development secured more than \$3 million from the Texas Workforce Commission's Skills Development Fund grant program to train current workers for F-35 production. Some 2,200 employees, including technicians, assemblers, mechanics and engineers, receive TCC-delivered instruction in areas such as

sealant processes and plumbing installation. TCC trainers conduct the classes on site at Lockheed Martin's aeronautics facility in west Fort Worth.

"To facilitate this training, Corporate Solutions underwent a major instructor recruitment drive and partnered with the training department at Lockheed Martin to ensure the instructors were up to date and able to deliver the most advanced aerospace training," said Hawkins, describing it as "huge for us to have the confidence of such a large company."

The current Skills Development Fund grant runs through April 2018; Lockheed Martin and TCC will apply for additional funding to continue the training. In addition, there are plans to expand the entities' collaboration to include a new F-35-specific training program for TCC aviation students who are pursuing FAA Airframe and Powerplant certificates. The program will be offered by TCC at the Erma C. Johnson Hadley Northwest Center for Excellence in Aviation, Transportation and Logistics at Alliance Airport.

"The partnership with TCC has been of tremendous value to Lockheed Martin's training operation and manufacturing workforce," noted Gustafson.

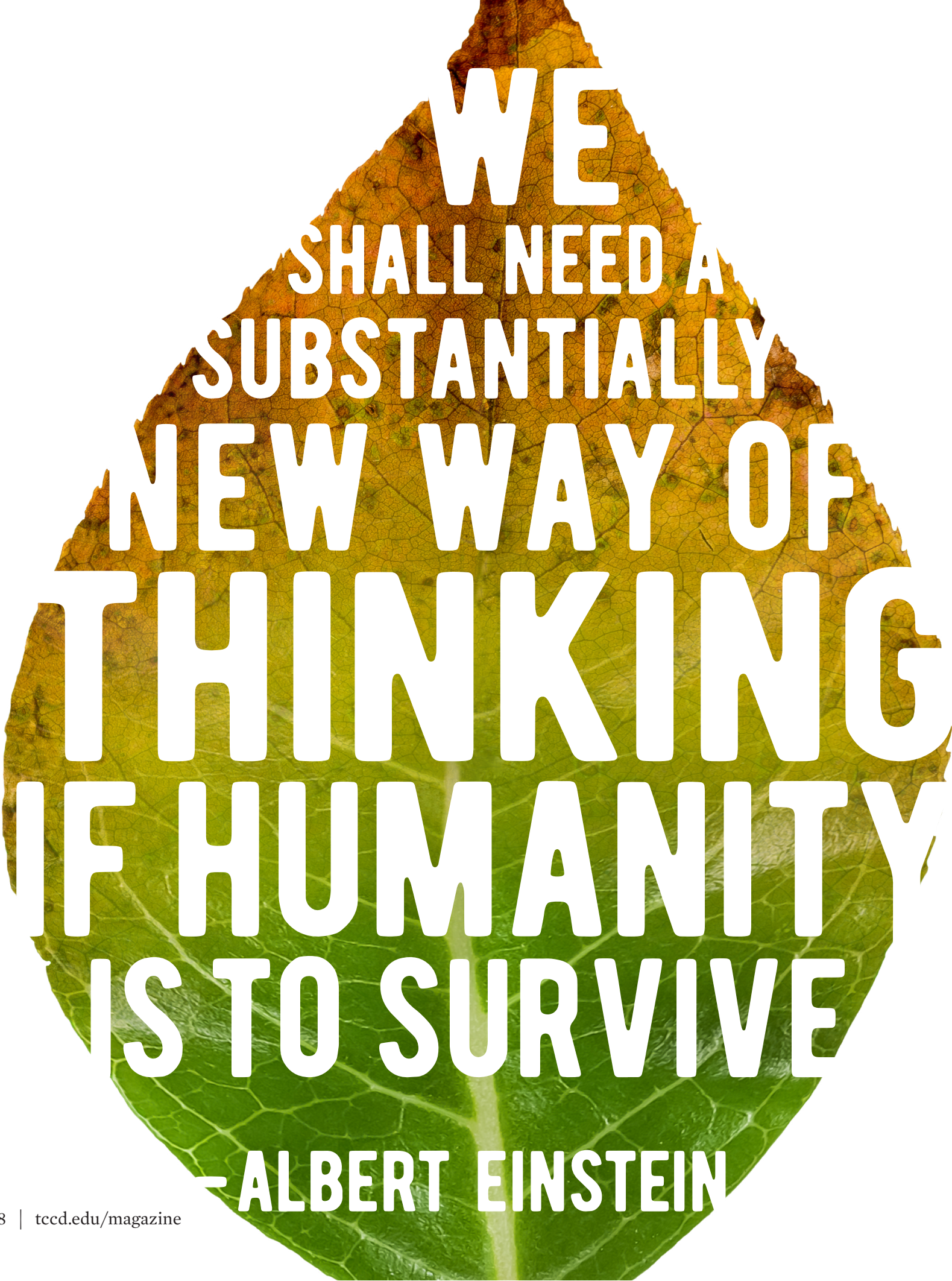
The partnership also is of value to Robert Funk, who is applying for jobs at Lockheed Martin and other employers in the DFW Regional Aerospace Consortium.

"In AMTP, we are working with people who have up-to-the-minute experience. And it's not what you think of when you hear line production. It's not 'insert tab A into slot B' for eight hours. The work and the training are very engaging and stimulating. It's not about getting things done the fastest; it's about getting things done to perfection."

..... Robert Funk

The training process has even given Funk a new career aspiration.

"I can see in the years to come possibly getting into a training role myself," he said. "To be recognized as an expert in this area—that's the goal."



THE FACE OF SUSTAINABILITY

by Rita L.B. Parson

Rain drops burst through the atmosphere, pelting roofs, windows and the windshields of passing vehicles. Trees, flowers and other vegetation glisten from the newly fallen precipitation, soaking up only what is needed. As the excess flows, contaminants are washed away, carrying along trash and other debris, before eventually overflowing into tributaries, streams, rivers and lakes.

While the quality of the runoff entering the waterways can never be completely controlled, Tarrant County College diligently works to reduce the negative impact of the water running off its properties. The effort is part of TCC's commitment to environmental sustainability.

For an organization with as vast an environmental footprint as TCC's, taking care of what many may consider to be trivial details translates into a significant and positive impact for the community.

"Commitment to the small details of the everyday College tasks of washing vehicles and blowing cut grass are making major differences in how TCC reduces the amount of pollution that flows into the water ways from its six campuses," said Steven Kleypas, TCC's director of environmental management.

Part of TCC's commitment to sustainability is evident in the infrastructural improvements the College has made to minimize and/or eliminate any harm to the environment. "We have constructed wash bays on all campuses. Vehicle washing is no longer allowed in the maintenance areas except in the wash bays. Dirt, oil and soap from washing vehicles and equipment is captured and not allowed to wash into the storm drains," said Kleypas, explaining the importance of adhering to best practices. "We train staff to blow grass and leaves back onto the grounds after mowing rather than out into the street. When grass, carrying fertilizers and other chemicals, washes into a waterway, it creates problems with oxygen demand, ultimately stressing fish and other marine life."

TCC's salient efforts to protect another critical water source impacting the state's waterways recently earned the College recognition. During the first year it was eligible, TCC earned the City of Fort Worth Star Award for 100 percent compliance with city, state and federal pretreatment requirements at the Erma C. Johnson Hadley Northwest Center of Excellence for Aviation, Transportation and Logistics, the one TCC facility subject to special procedures because of potential contaminants used in the aviation industry.

"Our goal is to minimize, or better yet, not contaminate discharged water with industrial wastes from our facilities into the public sanitary sewer system. These pollutants make the cleanup process much more difficult and expensive," said Kleypas, adding that treated water quality is crucial because once it makes its way to rivers and lakes, it eventually could become drinking water.

Not only does TCC work hard to protect the quality of the water, but strategically protects its bottom line for taxpayers by wisely monitoring the use of this critical resource. Determining the amount of water to replenish vegetation is not left to chance. TCC uses software to apply the principles of evapotranspiration, the science of how plants use water, to know what sprinkler adjustments need to be made and when, allowing the College to save millions of gallons of water and thousands of dollars each year.

"Because of the scientifically computerized systems it uses, TCC's facilities teams can determine proper amount of water to use based on specific conditions," said David Hoelke, TCC's director of system infrastructure, Energy Management. "That may seem like a small thing, but when 65 percent of an institution's water is used for irrigation, then the savings are astronomical," he said.

Hoelke said the use of such best practices enabled the College to earn city recognition six consecutive years. In recognition of the first five consecutive years, TCC earned the Blue Water Drop Trophy in 2016 as part of the SmartWater Conservation Partner program.



Not long after Michael Tankersley, current director of Operations for Facility and Real Estate, started working at TCC in 2009, he was asked to establish a recycling program at a time when the only thing the College did not send to the landfill was cardboard bound for reclamation.

Tankersley said the College’s first major decision was to determine what type of recycling system it would use. By establishing a comingle recycling system, the process was simplified because discarded items only had to be placed into either the brown side as waste or the blue one for recyclables. Each receptacle stands as a tribute to sustainment as it is constructed out 1,000 recycled milk cartons.

Perhaps TCC’s best kept recycling secret is how Tankersley’s team manages the College’s vehicle fleet. After a vehicle has logged between 60,000 and 100,000 miles of service, if it still meets safely standards when pulled from street service, it may be reassigned to a specific campus for limited service, driven shorter distances and often at slower speeds. After the odometer rolls past 100,000 miles, a vehicle that can still be driven may be transferred to more abbreviated service, transporting groundkeepers across bumpy terrain as they tend to campus landscapes.

Finally, when the vehicle can no longer be safely driven, it graduates from operations to the College’s academic arena. Vehicles lay in waiting until they are pulled into their last TCC service as props in fire service training scenarios (pictured left), providing realistic experiences for the first responders who come to TCC from across the state and beyond for state-of-the-art classes.

As TCC terminates ties with the once shiny, new vehicles, the College gains one final benefit when revenue is added to the College’s coffers from what now has been reduced to scrap metal.

Campus, Student Initiatives Focus on the Future

While the College continues reducing its overall negative impact on the environment, several campuses are contributing to the sustainability in each of their communities.

Of the more than 800 acres encompassing TCC properties, each campus has designated a fraction of its land for sustainability initiatives that connect students to nature through outdoor classrooms.

Northeast Campus

The Prairie Restoration Project at Northeast Campus began six years ago as a joint effort between the biology and geology departments. “We have attempted to make it as experiential as possible, working with students throughout the process; including clearing, weeding, seeding and cleanup,” said geology instructor David Sallee, one of the original faculty members involved.

Both Sallee and fellow faculty member Marius Pfeiffer, a biology professor, have been interested and involved in the environment so long, they do not remember when it did not play a role in their lives.

“I have been interested in everything outdoors and the environment since I was a kid,” said Sallee, who tends a vegetable garden with the Northeast Campus Children’s Center and on

his own. He also maintains a compost site on campus. Pfeiffer recalls his journey in biology, beginning in the third grade when he read all of Hugh Lofting’s books, catalyzing his love of reading, although he “cannot recall a period of his life when he was not fascinated with the natural world and particularly with living things.”

Northwest Campus

The Marine Creek Nature Discovery Center supports conservation on Northwest Campus and focuses on service learning and restoration, said Biology Professor Greta Bowling.

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“In a time where natural areas are fewer and farther between due to urban sprawl, educating youth and the community about the benefits of these essential ecosystems is of utmost importance.”

Greta Bowling

“Colleges and universities across the nation have heard the call to action and have seen the benefits outdoor classrooms have on both promoting land stewardship as well as student success and retention,” Bowling said.

Bowling said because outdoor classrooms are not limited to the sciences, she is working with her colleagues in both the art and English departments to develop service learning projects that encourage students to be “mindful of the world around us, and our impact on that world.” She said studies have shown that the benefits of experiential learning include “increasing knowledge retention, nurturing creativity, increasing collaboration skills, developing self-confidence and self-knowledge and reinforcing the importance of a relationship with the outdoors.”

A work in progress, plans this spring include seeding the prairie area with a mix of native grasses or flowers. Other proposed work includes developing a landscape design for that area that features walkways, benches, a monarch waystation and raised beds with appropriate signature. “Far in the future, we hope to develop a classroom setting that teaches sustainability through rainwater filtration systems and alternative energy technology,” Bowling said. “This would be a multi-discipline, multi-use facility with some climate control and bathrooms.”

South Campus

Last year, a delegation from South Campus was recognized by former First Lady Barbara Bush at a Texan by Nature Celebration for the work started nearly two years ago to help the monarch butterfly and other pollinators. “Tarrant County College campuses are planting natives and making monarch way stations for monarchs as they migrate through,” Bush said. “The choices we make now will shape the world for the next generation.” Campus leadership joined the National Wildlife Federation’s Mayors’

During that period, TCC reduced its maximum use of water in excess of nearly 151.5 gallons by 23 percent to 116.3 million gallons per year by saving more than 35 million gallons, the equivalent of how much water can serve 328 households using an average of 107,000 gallons of water per year.

Footprint Reduction

TCC distinguished itself for making an ongoing environmental impact when two new buildings were built on campuses in Arlington and south Fort Worth. By meeting rigid building requirements, both buildings qualified to receive national distinction by the U.S. Green Building Council (USGBC). USGBC is dedicated to transforming “the way buildings and communities are designed, built and operated, enabling an environmentally and socially responsible, healthy and prosperous environment that improves the quality of life.”

When it was time to expand Southeast Campus to accommodate a student population that was three times the 5,500 students for which it was built to serve, TCC leaders were not satisfied with just adding nearly 115,000 square feet. They seized the opportunity to incorporate Leadership in Energy and Environment Design (LEED) program standards into its new Science and Academic Building that meant it would “save energy, water, resources and generate less waste and support human health.” When it opened in 2011, it did so with the USGBC designation of LEED Gold. USGBC began its rating system in 2000, seven years after it was established and “has become an international standard for environmentally sound buildings,” according to its website.

In 2015, TCC’s Center of Excellence for Energy Technology (CEET) on South Campus earned a LEED Platinum certification from USGBC, the second highest rating for environmental sustainability. CEET showcases technologies and concepts that maximize energy conservation. The exposed building components make the structure a learning tool, providing learning opportunities throughout.

“Critical to the buildings’ success as a state of the art learning environment for energy related programs is the goal of having a highly sustainable design that can demonstrate high energy efficiency through active and passive systems along with the logical application of renewable energy sources,” said Allen McRee of Freese and Nichols, lead architect for the CEET.

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“Throughout the design and construction of the CEET facility, decisions were driven by these overarching goals – academic excellence, water and energy efficiency and community enhancement.”

” Allen McRee

Buildings are responsible for approximately 40 percent of carbon dioxide emissions, 41 percent of energy consumption and 14 percent of water consumption nationwide. Between 2015 and 2018, LEED-certified buildings in the United States are estimated to have \$1.2 billion in energy savings, \$149.5 million in water savings, \$715.2 million in maintenance savings and \$54.2 million in waste savings, according to the 2015 Green Building Economic Impact Study.

TCC also has made substantial gains in reducing its carbon footprint through the use of renewable energy, lowering its electrical usage by 20 percent from 94.6 million kilowatts (kWh) down to about 76 million kWh, or the equivalent to the amount of power used to serve 1,581 households using an average of 11,698 kWh per year.

Recycling Down to Scrap Metal

The College also is doing its part to reduce its impact on the landfills by diverting as much waste as possible through recycling.



Monarch Pledge committing to take nine specific actions. At South Campus, these actions include partnering with local gardeners, converting an area on campus to a monarch habitat, planting native milkweed and nectar plants and adopting safe pesticide practices.

The monarch population has been declining by about 90 percent in recent years from numbering some 1 billion in 1996, according to reports at the time the pledge was signed. The decline has been attributed to numerous threats, particularly loss of habitat due to agricultural practices, development and cropland conversion. Degradation of wintering habitat in Mexico and California has also had a negative impact on the species.

Monarchs are thought to have visited South Campus at least for the 50 years since the inception of the campus. The area has about 15 acres of wildlife preservation, not including the track area.

“A unified effort modeling conservation with the addition of milkweed while educating our community – including sister area universities and perhaps other regions along the I-35 corridor – could be the tipping point in the reversal of the decline of many of our pollinators in this region,” said Floreen Henry, assistant professor of French/language arts.

Southeast Campus

The latest sustainability initiative at Southeast Campus began last summer with the installation of the aquaponics system, a system that grows plants in water and without soil. Nutrients for the plants are provided by the waste produced by fish farmed in the system, which in turn purifies the water.

Assistant history professor Bradley Borougerdi, who has “always been interested in how things grow,” brought the concept to the campus and oversaw its construction that includes a cylinder tank that holds up to 350 gallons of water. Once the system matures, multiple disciplines will work together to develop curriculum that will teach students about the sustainability initiative. A long-term goal is to build a greenhouse over the aquaponics pool, so that it can operate year-round.

Nationally recognized as an official Tree Campus USA again

in 2017, Southeast Campus has consistently been awarded the designation since it first earned the distinction in 2009. Five core standards to be named include the establishment of a tree advisory committee, evidence of a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance and the sponsorship of student service-learning projects.

“I am proud of the nine consistent years that the Southeast Campus has been designated a Tree Campus USA,” said Southeast Campus President Bill Coppola. “This reflects the hard work of a committee made up of administrators, faculty, staff and students who both recognize and encourage the entire campus to understand the benefits of trees and how they make for a better community for learning.”

Other campus sustainability initiatives include campus gardens, a Monarch Way Station and harvesting honey from the campus’ bee hives.

Trinity River Campus

Plans are underway for the campus to create TCC’s first micro-park as a place where students, faculty and community can step out to the Trinity Plaza and enjoy the art, activities, food and music for events.

The micro-park will be a collaborative effort, creating an art gallery without walls for student and community art, student and community event programming by Student Activities and TCC’s community partners. The space will include a staging area for live music, seating in the shade, lawn games, an outdoor kitchen and a butterfly garden of natural pollinators. The space will be designed help students, staff and faculty to realize Trinity River’s seventh Hallmark of Wellness as it serves as a gateway to the trails leading to the Trinity River. It could also be a meeting place for outdoor fitness classes as new outdoor learning spaces are created.

Student Activities also hosts an annual campus day of service that helps various agencies in Tarrant County to unite efforts to maintain the Trinity River and student organizations participate in Earth Day events, designed to unite people of many different cultures for the single purpose of caring for the earth.

Campuses Unify Efforts

Recently, a group of faculty, staff and administrators across the College came together to form the TCC Conservation Coalition. The goal of this committee is to combine the efforts of all campuses to support a vision of experiential learning, as well as to foster a culture of land stewardship among students, faculty and the community.

This new committee believes that by joining forces, TCC will become a leader among colleges hoping to develop outdoor classrooms and restore natural habitats, as well as increase the likelihood that curriculum and programs created under this committee will be more easily sustained across all college campuses.

One key initiative falling under TCC Conservation Coalition is their work with local farmers’ markets and recycling programs to educate the public and to form academic pathways from TCC to careers in sustainable land management. Future goals across the campuses include development of curriculum for outdoor classrooms, forming partnerships between the college and local school districts and improving community involvement through outdoor programming.

Future Important to Students

TCC’s commitment to sustainability is impacting students on its various campuses.

“Buildings offering an interactive experience (such as CEET at South Campus) can help millennials learn to address real-world situations while also preparing them for the challenges of tomorrow,” said McRee of Freese and Nichols. “But there is another benefit: These types of facilities and programs encourage students who may still be seeking a future trade.”

Not only are facilities impacting career choices, but participating in campus sustainability initiatives caused Southeast Campus student Somiari Tobin to select a minor. “Finding out about sustainability helped me realize how much of a passion I have for it,” said Tobin, currently the only student serving on the Southeast campus sustainability committee.

“I would someday love to introduce some of the things I’ve learned in communities around the country,” Tobin said. “I grew up and have lived in impoverished areas at different parts of my life. I know the interest would be there if kids who grew up in places like I did were exposed to things relating to sustainability.”



We are constantly surrounded by people who could be innovators in clean energy, sustainably and reliably sourced food...who simply don't know about the field."

..... Somiari Tobin

On Northwest Campus, Marisa Wetzel was impressed by the educational experience she received from the Marine Creek Nature Discovery Center. “Outdoor classrooms are a great way for students to get hands on learning! I personally learn better when I get to have hands-on training,” Wetzel said. “Not only will they be learning but they will be having some impact in the school’s atmosphere, which is a great way to become part of TCC as a community. TCC is always trying to better the community. This project is just another way that they are able to do so.”

TCC students also have an opportunity to create sustainability initiatives by participating in various student organizations on their campuses including Environmental Science & Engineering Club, Horticulture 101 and Student Earth Advocates.

South Campus student Isaiah Thomas founded the Nutrition and Environmental Club in fall 2017. The group is organizing a survey to determine how to reduce paper waste on South Campus. Their goal is to begin their initial polling in April and continue gathering data in fall 2018, when the organization plans to make recommendations.

“As a new organization, our biggest concern is leaving a lasting impact. In whatever we do, we want our message to resonate,” Thomas said. “At least people can think twice before they litter or observe wildlife and nature from a different perspective.”

FINDING COMMON GROUND

INSTITUTIONAL DIVERSITY AND INCLUSION

by Ticily Medley, director of advising and counseling

In an era of #MeToo, DACA protests, debates about gender-affirming restrooms and allegations of foreign meddling in democratic elections, there are numerous issues with the potential to be socially polarizing. Simply put, it can be difficult to find common ground. The Office of Institutional Diversity & Inclusion (OIDI) helps the TCC community find that common ground. The goal of OIDI “is to sustain an inclusive and productive learning community.” Diversity and Inclusion efforts in the District focus on appreciating and respecting differences, while valuing the shared characteristics within members of our College and surrounding community.

TCC created its Office of Institutional Diversity and Inclusion in 2010. The OIDI mission supports all three District Strategic Goals of One College, Student-Ready College and Serve the Community and the four following principles: Integrated Student Success Model, Student Experience, Campus Character and Quality and Workspace Environments. Through its mission, OIDI sponsors attendance at professional development events such as the National Conference on Race and Ethnicity in Higher Education, supports on-campus book clubs and human libraries, collaborates on events such as the Defamation Experience, supports the District Safe Space committee and implements climate surveys. Perhaps the greatest undertakings of OIDI have been the creation of the campus-based Diversity and Inclusion (D&I) Councils and its two signature training programs, Free To Be Me at TCC and Foundations of Diversity and Inclusion.

Diversity and Inclusion Councils represent each campus, including TCC Connect and the May Owen Center. Membership is open to TCC employees; some Councils have student members. Karen Duarte-Escobar, president of the Student Government Association on South Campus, chose to be a D&I Council student member “because it’s a moral obligation as a leader and constructive member of society.” The Councils host D&I events on their respective campuses and offer feedback to OIDI about each campus’ cultural climate. Duarte-Escobar sees participation as an “opportunity to be the voice for those that aren’t able to speak for themselves.”

The main OIDI training opportunities are Free To Be Me at TCC and Foundations of Diversity and Inclusion. Free To Be Me is a four-hour training, first offered in 2013, that is now required during orientation for new employees. F2BM educates participants on cultural identifiers and cultural bias, and makes the business case for creating diverse and inclusive environments. According to multiculturaladvantage.com, “Organizations that value diversity see the following benefits: employee wellness and development, measurable productivity and quality gains, human capital retention.” Campus-based versions of F2BM, open to employees and students, will likely launch by Fall 2018.

Foundations of Diversity and Inclusion started in 2013 as a six-session awareness building experience providing D&I Council members a firm foundation in diversity education, allowing them to be effective allies for inclusion on their home campuses. The training series, now four sessions, is open to all employees interested in learning about cultural bias, socialization, cultural humility and allyship. OIDI Associates, faculty and staff who have participated in the training and an additional observation period to ensure the accuracy and integrity of the program, facilitate Foundations and F2BM sessions.

Linda Buckingham, administrative office assistant with District Facilities, OIDI Associate and Trinity River D&I Council member acknowledges that she became involved with OIDI to “help others to be more inclusive...and to help myself be more aware.” Her involvement with OIDI events and training have done that and more.

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“D&I has helped me to understand others who have not had the same privileges as me and some who have had privileges different from me. It has made me a more loving and compassionate person!”

..... Linda Buckingham

Other Foundations participants often share Buckingham’s sentiments.

Janjura Williams, a student development associate in the Counseling department on NE Campus, successfully completed the six-session version of Foundations in spring 2016. She reflects positively on the benefits of the Foundations experience. “D&I opens the door to commonality in the human condition,” she said. Being more inclusive is not always as easy as it sounds; however, awareness-building opportunities such as Foundations do help. “I have become more comfortable speaking with staff members who are willing to have open discourse regarding diversity.” As it relates to her work on NE Campus, Williams adds, “I try to connect [students] to [relevant] resources on campus.”

To date, 220 employees have completed the Foundations program. The work of inclusion persists with each person who attends a D&I training, campus event, or conference. James Ponder, NE Campus library manager, D&I Council member and OIDI associate, admits that he initially began “exploring the D&I trainings for purely personal reasons.” However, he found himself becoming more invested the more he learned. Ponder wants interested employees to know D&I is not about blaming, shaming “or making anyone feel guilty for being who they are; we are striving only to raise awareness, build empathy and help everyone.” Buckingham agrees, “D&I is not about placing blame on anyone. D&I is also not just about race.” Williams adds, “D&I works on educating all people in the inequality and lack of equity that hinders the growth of all people.”

A mainstay of the D&I office has been Kristi Noel, assistant to the chief diversity officer. Noel was also assistant to the previous CDO, so she knows the D&I office inside-and-out and coordinates a majority of the support services offered by OIDI. In her own words, Noel helps “create environments where individuals feel welcomed and valued, can build their awareness of self and others, can learn about their biases, can practice empathy, can engage with others from various backgrounds and can have meaningful dialogue.”

The work of diversity and inclusion can be emotional, yet fulfilling; work that is highly valued by the D&I champions at TCC. Noel states, “I am honored to work with open-minded individuals to promote cultural humility, help others through personal reflection and give individuals the tools to be change agents.” Available training can be found online in the LearnCenter (EDIV-). To join your campus D&I Council or for more information about getting involved, contact Diversity.Inclusion@tccd.edu



CYBERSECURITY PROGRAM

FOCUS OF JPMORGAN CHASE AWARD



by Betty Dillard

Tarrant County College, through its philanthropic arm, Tarrant County College Foundation, has received a one-year, \$250,000 grant from JPMorgan Chase Foundation that supports the design and implementation of Guided Academic Pathways and Career Pathways. Aimed at increasing college completion, Guided Pathways is a structured, college-wide approach that helps students understand from the start their academic and career options, choose a program of study, graduate on time, gain employment and stay on path for lifelong learning.

“Creating greater economic opportunity for more people – in Tarrant County and around the world – is the defining challenge of our time,” said Todd Ritterbusch, managing director, Tarrant County Commercial Banking, JPM Chase. “And there’s never been a more stable or reliable path to prosperity than a good paying job with the opportunity for advancement.”

In early 2017, TCC was selected to participate in the American Association of Community Colleges Pathways 2.0 project, which helps community colleges design and implement scalable academic and career pathways. TCC is actively building comprehensive educational tracks aligned with career maps using the concept of stackable credentials – specific sequences of degrees and certificates students can earn over time, leading to increased marketability and job advancement. Career success coaches and academic advisers work with each student to develop a personalized educational plan. This pathways model makes it easier for students to obtain training, skills, degrees and certificates that match their career interests and meet crucial workforce needs.

TCC’s career pathway in cybersecurity – the measures used to protect computers and computer systems – is the initial target focus of the grant. Information Technology (IT) is one of several designated career pathways, with input from local businesses, TCC faculty representatives in science, technology, engineering and mathematics (STEM) fields identified a need for cybersecurity training as a high-demand, high-skill and high-wage occupation.

TCC will develop the curriculum for the cybersecurity program with input from local industry to design the pathway from the coursework to a career in the field. The result will be a model that can then be followed as Guided Pathways is brought to scale across the District for all program areas.

Once the cybersecurity career pathway program has been developed and launched, TCC’s Associate of Applied Science degree in Cybersecurity can be completed in just two years.

With the ever-growing frequency and severity of cyberattacks, security specialists are among the most sought-after professionals in the tech industry. The future looks bright for cybersecurity career seekers, with the U.S. Bureau of Labor Statistics (BLS) forecasting an employment growth of 22 percent to 2020 for IT experts involved in cybersecurity. Many employers look for computer network professionals who have earned a bachelor’s degree, but the BLS also reported that a two-year associate’s degree and highly skilled technical knowledge is attractive to recruiters and potential employers. Cybersecurity jobs abound in both the private and public sectors, with salaries ranging from \$57,000 to \$162,000, according to Glassdoor.com.

“This could not be more pertinent,” Ritterbusch said. “Cybersecurity is under threat nationally, locally and internationally. We must have people trained to protect our businesses, our civic institutions, our municipalities and anyone who uses technology. JPMorgan Chase recognizes the value of TCC, which is uniquely positioned to address the needs of students and our area’s workforce.”

Since 2009, JPMorgan Chase has awarded more than \$850,000 in grants to the TCC Foundation, with funding used to support TCC’s Adult Education program, including basic literacy, English language acquisition/ESL instruction, high school equivalency/GED preparation and test completion and workforce readiness training.

THE LOGICAL CONCLUSION

ALUMNI THANKS PROFESSOR WHO MADE A DIFFERENCE

by Kendra Prince

Those who knew Tim Partin when he was a teen may have wondered if he would have much of a future. “I was a bit of a juvenile delinquent,” said Partin. “I earned myself numerous trips to the courthouse for my teenage antics.” When fighting tickets for truancy, violating curfew and speeding, he would show up at the courthouse an hour or two early to observe other cases. “At first, I just wanted to see what I was in for, but eventually, I found myself truly fascinated,” he said. “I remember asking my dad if I could stay a little longer after a court appearance so I could watch a jury trial.”

His time in court paid off. “It didn’t take me long to see the difference a good lawyer and a jury made when it came to getting a fair shake from the criminal justice system,” said Partin.

Finding himself disgusted by how people who represented themselves in trials by judge were railroaded by “gotcha” tactics,” he started trying to learn everything thing he could about the law, both how it was written and applied in real life.

Following a “disastrous attempt” at college in Houston, Partin looked for a fresh start in a new city. He wanted to take another shot at his dream of becoming a lawyer, but was working in a low-income retail job. Enter Tarrant County College. “Not only was the South Campus beautiful and affordable,” he said, “but TCC had tailored plans for transferring to surrounding four-year universities.”

When Partin entered the pre-law program at The University of Texas at Dallas, he transferred 66 hours toward

his bachelor’s degree. “I was delighted to discover how well TCC had prepared me for university level classes,” he said. “The classes in government, math, English and political philosophy were just as good, and in some cases, much better at TCC.”

During Partin’s time at TCC, one professor stood out – Jeremy Byrd, who teaches philosophy at TCC South. Describing Byrd’s classes as “mind opening experiences,” Partin said students were “exposed to what seemed like limitless schools of thought.” He praised Byrd’s ability to “convincingly present the viewpoints of a wide range of philosophical perspectives without tipping his hand as to which he agrees with,” allowing students to look at the world through a variety of lenses.

According to Byrd, the focus of his classroom is critical thinking – learning to ask relevant questions and evaluate the quality of the available evidence. “I want my students to leave my classroom prepared to think for themselves,” he said.

Partin credits Byrd’s logic class as a direct contribution to his success in law today. “The concepts he taught mirrored strategies taught by the nation’s top test preparation courses for the logic games section of the Law School Admissions Test,” he said. “The skills he provided me are absolutely crucial to extracting only the relevant information from what is often an unintelligible legislative nightmare and applying it to a client’s unique set of facts to determine what the likely outcomes will be.”

Likewise, Byrd credits Partin for being an excellent student, always engaged and displaying a clear intellectual curiosity. “He wanted to learn, and he was prepared to question and challenge me. In short, Tim was one of those students who make me a better instructor.”

Partin, who has passed the bar exam and holds a provisional law license while waiting to take the Multistate Professional Responsibility Examination, now serves as an associate at Kirkendall Dwyer LLP in Houston. His time at TCC still helps him today at the firm, which specializes in a variety of practice areas including personal injury, commercial litigation, maritime law, product liability and defective medical devices. “Many people would struggle to manage the nuances of such a wide range of practice areas,” said Alexander Dwyer, partner in the firm. “Tim’s versatility is a testament to the strong logical reasoning skills he attributes to his undergraduate and law school education.”

In an email to Byrd, Partin thanked him for his classes. He wrote, “As I look back at all I have accomplished over the past 10 years, I can’t help but recognize that your classes were the foundation of my logical reasoning tool kit which now more closely resembles a war chest.”



DEALING WITH THE *Constant of Change* THROUGH SELF-CARE

by Angela Shindoll, mental health instructor and coordinator,
and Cynthia Savage, associate professor of mental health



Taking Care of Yourself as You Care for Those You Love

When caring for those we love, it is imperative that we recognize the necessity of also caring for ourselves. It is difficult to pour from an empty cup. We can only hope to pour into others if our cup remains full. The following are a few tips on how to take care of yourself as you are caring for those you love:

1. Establish healthy boundaries. This keeps you from becoming enmeshed too deeply in others' problems and will allow you to maintain mental strength. Brene' Brown (2015) said it perfectly in *Rising Strong*, "...we are strengthened by the self-respect that comes from honoring our boundaries."
2. Practice gratitude daily by paying attention to what is right rather than what is wrong. Use apps like "HappyFeed" and "365 Gratitude." Set daily reminders.
3. Maintain balance. It is easy to get out of balance when you are helping those you love, and imbalance negatively impacts our mental health. To maintain

balance, explore where you are in a pie chart. What portion of your time is spent on fun and leisure, work, spiritual well-being, relationships, self-care, learning or any elements that describe the diverse activities you are involved in on a daily basis? Using this visual aid can help you determine what changes you want to make to become more balanced.

4. Engage in self-compassion daily. Reflect on your self-talk and determine to treat yourself with love and compassion. It is difficult to offer compassion to our loved ones when we lack self-compassion. Remember, you matter and you have nothing to prove.
5. Build your resilience. You can build your resilience by bringing yourself to the present using grounding exercises, such as paying attention to five things you can see, four things you can hear, three things you can touch, two things you can smell and one thing you can taste. Another way to build resilience is by cultivating positive emotions frequently by laughing, reflecting on your strengths, visiting with a friend or simply listening to your body and resting when you are tired. Resilience allows us to bend without breaking.

Practicing self-care is not being self-centered. There is a difference and recognizing the difference alleviates guilt and will allow us to care more deeply while avoiding empathy fatigue. Our loved ones matter to us and we have a greater ability to empower them when we are in a healthy state ourselves.

Taking Care of Others Struggling to Cope

Love and connection are the deepest, most meaningful ways to help a family member or loved one in need. The stigma, shame and guilt associated with substance abuse is all too real to your loved ones. It is love and compassion for the family member that breaks the barriers that keep them from seeking help. Respect for them as a human being and remembering their positives rather than focusing on their weaknesses will go a long way.

The following are a few tips to help a family member who may be using substances:

1. Be non-judgmental and do not label the person as an "addict or alcoholic." The user already feels shame and judgment; making them feel worse does not help.

2. Know the difference between enabling and helping. We are enabling when we do something for them that they can do for themselves (i.e. calling in sick for them).
3. If they are hungry, feed them. However, do not give them money.
4. Love them. Put your feelings aside and show them love and acceptance "just the way they are."
5. Let them know you are there for them if they want therapy or treatment.

You can help. The world is full of ambiguity and substance use disorder can be most ambiguous for families and caregivers. Remember, labels can prove more harmful than helpful. Everyone is unique and what works for one person will not always work for others. Treatment isn't the be-all and end-all, but treatment coupled with love and connection will prove to be most advantageous. Keep in mind that ambivalence is normal. Life is truly a series of experiments so don't give up and don't lose hope in the process.



TCC NORTHEAST PRESIDENT ALLEN GOBEN SHARES HIS FAVORITE DISHES

Recipes and tips from Katrina Warner
and Alison Hodges, instructors of culinary arts

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This is an upscale version of President Goben's go-to-favorite, the simple ham and cheese sandwich, made "fancy" by our culinary staff. "Because it tastes good," said Goben.

HAM SANDWICH (CROQUE MONSIEUR)

Makes 8 sandwiches
Preheat oven to 400°F

SAUCE

- 1 oz. unsalted butter
- 1 oz. all-purpose flour
- 1 pt. hot milk
- Salt and ground white pepper, to taste
- Pinch of ground nutmeg
- ½ cup finely shredded Emmentaler cheese (or Swiss)
- ½ cup finely shredded or grated Parmesan cheese

In a sauce pan on medium heat, melt butter. Add flour to butter while stirring with a whisk – allow to heat for a minute while continuously stirring.

Slowly whisk in hot milk until all mixture is incorporated, leave on heat while stirring until thickened. Remove from heat, add salt and white pepper and slowly whisk in cheese to melt. Add nutmeg to taste and adjust seasonings as needed.

SANDWICH

- 16 slices white or wheat sandwich bread
- 6 tbsp. dijon mustard
- 1 lb. Parma ham, sliced
- 5 cups finely shredded emmentaler cheese (or Swiss)

Toast bread in toaster or lay on pan and place in oven for 5 minutes; turn over and toast another 2 minutes.

After toast has cooled, spread about 1 teaspoon of mustard on each slice, and 2 oz of ham on 8 slices. On the remaining 8 slices, sprinkle with shredded cheese. Close the 8 sandwiches on the pan, ladle 2oz of cheese sauce over the top and sprinkle any remaining cheese.

Bake sandwiches for 5 minutes, and then broil the tops for another minute to brown the cheese.



CHOCOLATE CHUNK COOKIES

Makes 3 dozen cookies
Preheat oven to 375°F

INGREDIENTS

- ¾ cup granulated sugar
- ¾ cup packed brown sugar
- 1 cup butter, softened
- 1 tsp. vanilla
- 1 egg
- 2 ¼ cups all-purpose flour
- 1 tsp. baking soda
- 1 tsp. cinnamon
- 1 tsp. ground ginger
- ½ tsp. salt
- 1 cup coarsely chopped walnuts, pecans and/or pistachios
- 3 bars (12 oz.) semisweet Ghirardelli chocolate baking bars cut into chunks

METHOD

Cream sugars into butter with paddle on mixer until light and fluffy. Add vanilla and egg and continue beating until incorporated. Stir in flour, baking soda, cinnamon, ginger and salt (dough will be stiff). Stir in nuts and chocolate chunks.

Drop dough by rounded tablespoonfuls about 2 inches apart onto ungreased cookie sheet.

Bake 8 to 10 minutes or until light brown - centers will be soft. Cool slightly; remove from cookie sheet. Cool on wire rack.



TCC NORTHWEST PRESIDENT ZARINA BLANKENBAKER SHARES HER FAVORITE DISHES

with tips from Katrina Warner, instructor of culinary arts

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"My home has always been where our large extended family has gathered for the holidays throughout the years," said Blankenbaker. "A dish, which has now become a family tradition, is coconut curry pumpkin soup. This soup combines the unique flavors I grew up with as a child and have become the source of my comfort – coconut milk and curry. In this soup, these ingredients are paired with pumpkin, which in many cultures symbolizes abundance and prosperity."

COCONUT CURRY PUMPKIN SOUP

Serves 6

INGREDIENTS

- 1/4 cup coconut oil
- 1 large white onion, chopped (approx. 1 cup chopped)
- 1 clove garlic, minced
- 3 cups vegetable broth
- 1 tsp. curry powder
- 1/2 tsp. salt
- 1/4 tsp. ground coriander
- 1/4 tsp. crushed red pepper flakes
- 1 (15 oz.) can 100% pure pumpkin
- 1 cup light coconut milk

METHOD

- Heat coconut oil in a deep soup pot over medium heat. Stir in chopped onions and garlic; cook until onions are translucent, about 5 minutes.
- Mix in vegetable broth, curry powder, salt, coriander, and red pepper flakes.
- Cook and stir until the mixture comes to a gentle boil, about 10 minutes. Cover, and boil 15 to 20 minutes more, stirring occasionally.
- Lower heat and whisk in pumpkin and coconut milk, cook another 5 minutes.
- Top with shredded chives, toasted pumpkin seeds and/or a drizzle of coconut milk.
- Serve hot paired with bread and salad of your choice.



PEACHES AND CREAM PIE

Preheat oven to 350°F

"Another family must-have is a peach pie with cream cheese," noted Blankenbaker. "Invariably, there is a family member who remarks that our gathering isn't complete without this signature pie. I frequently make it ahead so that I can enjoy their company when we are together."

INGREDIENTS

- 3/4 cup all-purpose flour
- 1/2 tsp. salt
- 1 tsp. baking powder
- 1 (3 oz.) package non-instant vanilla pudding mix
- 3 tbsp. butter, softened
- 1 egg
- 1/2 cup milk
- 1 (29 oz.) can sliced peaches, drained and syrup reserved
- 1 (8 oz.) package cream cheese, softened 1/2 cup white sugar
- 1 tbsp. white sugar
- 1 tsp. ground cinnamon

METHOD

Grease sides and bottom of a 10-inch deep-dish pie pan.

In mixing bowl, mix together flour, salt, baking powder and pudding mix. Then mix in butter, egg and milk. Beat for 2 minutes.

Pour mixture into pie pan. Arrange peach slices on top of the pudding mixture.

In another mixing bowl, beat cream cheese until fluffy. Add 1/2 cup sugar and 3 tablespoons reserved peach syrup. Beat for 2 minutes. Spoon mixture over peaches to within 1 inch of pan edge. Separately, mix together 1 tablespoon sugar and 1 teaspoon cinnamon, and sprinkle over top.

Bake in preheated oven for 30 to 35 minutes, until golden brown. Chill before serving.



JOIN THE CONVERSATION!



@TCCCollege: Stop by our horticulture students' Annual Plant Sale today from 9 a.m. - 5 p.m. at #TCCNorthwest!



@TarrantCountyCollege: Dietetic Learning Lab Manager Amy Wan prepared sweet potato mash during a visit to @wfaa8 today!



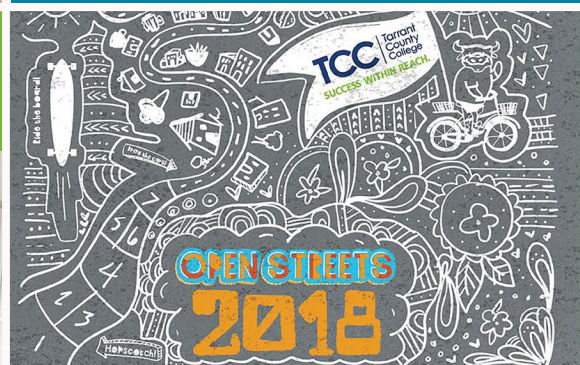
@TCCCollege: Very pleased to sign the articulation agreement with @midwesternstate today!



@TCU_CAC: TCC students will soon have a free option for getting around town. Thanks to an agreement between TCC and the Fort Worth!



@TarrantCountyCollege: Join us at Open Streets on Sunday as a 30' x 30' chalk art "coloring sheet" celebrates TCC's support for all things creative.



@TCCCollege: Applications for College for Kids 2018 are now available! Have you registered?



@TarrantCountyCollege: Lunar New Year celebration at SE Campus today! Origami, calligraphy, cultural celebrations and food.



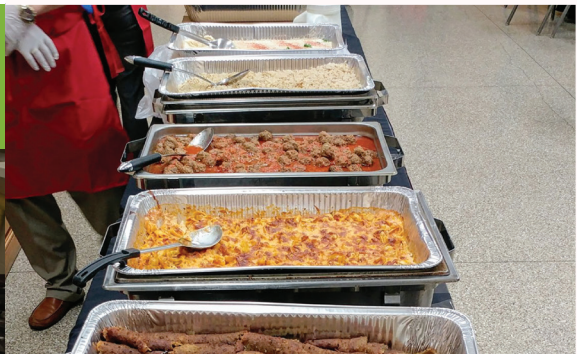
@TCCCollege: Happy first day of Spring Break! Where are you today? #TCCtravels



@TarrantCountyCollege: Join us for the Trinity River Film Club Festival in the Energy Auditorium today! 3-6 p.m.



@TCCCollege: #TCCNortheast hosts International Festival today with food from around the globe, a Capoeira Demo and entertainment in NSTU!



@TarrantCountyCollege: Congrats to TCC aviation adjunct Steven Humphry for being honored with the FAA Wright Brothers



@TarrantCountyCollege: February meeting for the #tcctrinityriver Student Government Association!



@TCCCollege: TCC is a proud sponsor of Panther Island Ice. Discounts available for TCC students, faculty and staff!



@TCCCollege: Dianne Suarez, TCC English instructor & Air Force vet is discussing the history of women in the military at the #TCCSoutheast library.



@TarrantCountyCollege: Trinity River students explored the National Cowgirl Museum and Hall of Fame today as part of Women's History Month



@trellshaw: Congrats to #tccsoutheast student Sara Martinez on acceptance to @UNTadmissions. Our students are university bound!



@TarrantCountyCollege: Thanks to the James Bowie High School "Lady Souljahs" Step Team for performing at Celebrating Strides tonight!



@TCCCollege: The 4th Annual Job Fair is happening at #TCCNortheast until 4:30 in NSTU. Over 60 employers are here to meet with candidates.



@TarrantCountyCollege: We had a great time judging the costume contest at Modern Til Midnight at The Modern Art Museum of Fort Worth!



@TarrantCountyCollege: Happy Valentine's Day from TCC! Feel free to use one of our Valentines featuring Toro with your Valentine today.



TURNING A DREAM INTO REALITY



by Gloria Fisher

Hugo Munoz knew from a young age that he wanted to become a teacher one day. After high school, he attended TCC South, but due to lack of money and motivation, he decided to take a break from education and enter the workforce full time. For many years, he worked in railroad construction and as a jujitsu instructor.

One day while teaching jujitsu, he shared with the father of one of his students his desire to go back to school to become an elementary school teacher. The conversation opened the door to making Munoz's dream a reality. "He told me about the Men of Color Mentoring program at TCC and how being involved in the program could help me get back into the swing of going to school; I knew I had to check it out," Munoz said.

After meeting with mentors from the program, he promptly signed up for classes. As a nontraditional student at TCC, he felt very comfortable assimilating. "There is a mixed age range at TCC; I looked around and I saw young and older students; I didn't feel out of place," he said.

As Munoz continued to pursue his degree in Early Childhood Education, he learned about a fast-track program

offered to TCC students transferring to Texas Tech University. After graduating from TCC, he immediately transferred to Texas Tech and within a year and a half, he completed a bachelor's degree in education.

Currently, he teaches fourth grade at Diamond Hill Elementary School. He takes great pride in showing his students how easy math and science can be. "I want to remove the misconception that math is hard; math can be easy since it is not open to interpretation -- there is always an answer," said Munoz. He attributes his educational success to the help and support he received while at Tarrant County College. His approach to teaching is to motivate and energize his students as his professors at TCC did for him.

When he is not teaching at Diamond Hill Elementary School or coaching the wrestling team at Fort Worth Country Day, he enjoys spending time with his daughter, Sophia, and his wife, Valarie, who is currently a TCC student, studying accounting. "I want my wife and daughter to know that education can open a world for you, and I am an example of that," Munoz said.

OFF TO A *Great Start*

PHILANTHROPIC GIVING SPARKED
BY DAUGHTER'S EXPERIENCE

by Liz Sisk

I've seen the impact of Tarrant County College on my own daughter," explains TCC Foundation donor Renee Ware. "Samantha's projected field of studies and ultimately her career path were altered and redirected while she was at TCC. I'm grateful for that and so is she."

Ware's daughter, Samantha, entered TCC in 2006 with the intent to pursue studies in science. "After I'd worked and studied so hard my first semester to get a mere 'C' in my Biology for Science Majors course, my English professor challenged me to rethink my field of study," recalls Samantha. "He saw something in my composition work and my overall engagement in his class that suggested pursuing an English major might be a more satisfying direction to take." Samantha took stock in the suggestion and then enrolled in every available English class this professor taught.

Upon graduating from TCC in 2008, she finished her bachelor's degree at the University of North Texas and now serves as the English as a second language liaison at Huffines Middle School in Lewisville ISD. "Samantha is in a career she loves and is so well suited for her, due in large part to the intense interest of her TCC English professor," said Ware. "That's why I support TCC Foundation scholarships; I want other students to have the opportunities and the same tremendous and positive experiences that Samantha had. It's important."

Ware, a computer analyst at Lockheed Martin since 1986, has been a loyal donor to student scholarships since 2014 and has utilized her company's very generous matching-gift program to double every gift she makes. "It is incredible how quickly the amount adds up when every contribution is matched," she said. "I would certainly encourage all donors to investigate their respective companies' philanthropic giving policy; I'm gratified to add even more support to scholarships because of Lockheed Martin's gift match."

Attending TCC Foundation scholarship dinners where she has been able to meet and visit with different scholarship recipients (some of whom are pictured, right) has been a highlight for Ware. She is accompanied to the dinners by her mother, who also is an ardent scholarship supporter. "I listen to the students discuss their studies, their career goals and dreams, their next steps and also the obstacles they are facing to complete their education. I am touched to feel that in a small way, my contributions are helping them reach their goals and complete their coursework at TCC. I hope each one of them finds meaningful and gratifying work and becomes a productive member of society just like my daughter has done," she reflects.

Recognizing the value of TCC, Ware says she would recommend TCC to anyone looking to start their educational journey. "There are amazing instructors and wonderful opportunities for all at TCC. You would be off to such a great start!" she said.



FACULTY AND STAFF BRAGS

A'lisha Malone, *Speech Instructor*,
Cindy O'Neil, *Associate Professor of Dental Hygiene*,
Leigh-Anne Regenold, *Assistant Professor of Government*,
Linda Braddy, *Vice President for Academic Affairs*,
Raymond Bengé, *Associate Professor of Astronomy and Physics*,
& **Raymond Nelson**, *Support Technician*
Northwest
Recipients of the 2017 John & Suanne Roueche Excellence Award.

Alison Hodges
Instructor of Culinary Arts,
Southeast
Regional semi-finalist for the American Culinary Federation's 2018 Pastry Chef of the Year Award. Won Pastry Chef of the Year at the Texas Chefs Association June 2017 meeting in Dallas.

Alison Hodges, *Instructor of Culinary Arts*
& **Katrina Warner**, *Coordinator/Instructor of Culinary Arts*
Southeast
Demonstrated recipes for WFAA Channel 8's Midday News and on the Celebrity Chef's Stage at the State Fair of Texas.

Allison Gillies,
Adjunct – Art,
Northwest
Created graphite drawing chosen for cover of science-fiction novel, Gallantry in Action, by John Spearman.

Amy Jennings, *Associate Professor of Dance*

& **Brandy Niccolai-Belfi**, *Associate Professor of Dance*,
Northwest & Southeast
Performed for the Fort Worth Fall Gallery Night at the dead WEST: GALLERY AND STUDIO.

Anne Boleyn Hampton
Administrative Assistant,
Northwest
Elected interim state director for the SkillsUSA Texas College Postsecondary Board.

Bill Coppola
President,
Southeast
Chosen to serve on the Texas Higher Education Coordinating Board's Negotiated Rulemaking Committee on Dual Credit Course Limitations.

Brian Johnson
Professor of Government and History,
South
Named chairperson of the Tarrant Regional Transportation Coalition.

Building Services Department
& **Student Activities Department**
Southeast
Campus won Mayor's Award at the Arlington 4th of July Parade for designing a Texas-style float.

Cara Walker
Coordinator of Student Activities,
Northeast
Named officer-at-large for Clayton Youth Enrichment's Board of Directors.

Communications, Public Relations & Marketing Department
District
Received Gold for What's Stopping You? Bus Bench Ad from the Collegiate Advertising Awards; Gold for both Economic and Workforce Development Electronic Advertising and *REACH Magazine* (Digital Version) from the Educational Digital Marketing Awards; Gold for *REACH Magazine* (both Print and Digital Versions) from the MarCom Awards.

Cynthia Hurt
Professor of Art, Drawing and Painting
Northeast
Invited to jury the 12th Annual Visual Arts Society of Texas 125-Mile Exhibition.

Cynthia Savage
Assistant Professor of Mental Health,
Northeast
Named Professional of the Year by the Fort Worth Chapter of the Texas Association of Addiction Professionals.

D. E. Staats
Academic Advisor,
Northwest
Brewer High School named their GRIT scholarship for Staats, who is a Brewer High School alumni.

Des Robinson
Associate Professor of Psychology/Behavioral and Social Sciences Department Chair,
Southeast
Selected to serve on National Committee for the American

Psychological Association's Division 2 – Society for Teaching Psychology for re-envisioning “Introduction to Psychology”.

Eddie Brassart
Assistant Director for Student Development Services,
Trinity River
Selected to participate in the 2017 Walter G. Bumphus Leadership Institute, sponsored by the National Council on Student Development.

Fred Spaulding, *Associate Professor of Art*
& **Trish Igo**, *Associate Professor of Art*
Northwest
Exhibited with other artists in Barbara Koerble's curatorial project, “Recombinant Abstraction,” at the Fort Worth Community Arts Center.

Janice Smith
Divisional Dean of Mathematics & Sciences,
Northwest
Elected as chair-elect for the Consortium Leadership and Renewal Academy Advisory Council.

Jo Klemm
Director of Library Services,
Southeast
Selected to participate in the Texas Higher Education Coordinating Board's Negotiated Rulemaking Committee on Open Educational Resources.

John Hartley
Associate Professor of Art,
Northwest
Artwork featured in a number of exhibitions: “Once Upon a Time,” a solo exhibition featuring 17 paintings at Artspace 111; “Preservation is the Art of the City,” invitational exhibition with two of his paintings at The Community Arts Center; Faculty Show, faculty exhibition with one of his paintings and “Forged Paint,” curated paintings by Lee Hill shown at Gallery 14.

Jonathan Perez

Coordinator, Intercultural Student Engagement & Academic Success, South

Received the 2018 Texas Association of Chicanos in Higher Education (TACHE) Distinguished Community College Staff Award.

Joshua Goode

Art Department Chairperson, South

Participated in group art exhibition titled, “Good Morning Tis of Thee.” The exhibit hosted more than 65 artists from around the United States at DEMO Gallery; work featured in a solo exhibition, “Pegasus Armor,” at Ro2 Art Gallery in Dallas.

Joshua Tarbay

Kinesiology Department Chairperson, Northwest

Elected as Texas Association for Health, Physical Education, Recreation & Dance College Administrators Division Chair.

Julie Lantrip

Government Professor, Northwest

Elected to the board of the Southwest Association of Pre-Law Advisors.

Karen Hutto, Child Center Administrator & Michelle Walsh, Child Center Teacher Northeast

Received Spirit Awards from TCC Trinity River for their work with students touring the Children’s Center.

Karmien Bowman

Associate Professor of Art, Ceramics Northeast

Artwork included in the Lewisville Medical Center Grand Gallery “Fall 2018 Cross Timbers Artists Guild Exhibition” and the Texas Association of Schools of Art (TASA) “One Foot Exhibition.”

Kelly Ingleright-Telgenhoff

Adjunct – Art, Northwest

Artwork in two shows at the Fort Worth Community Art Center: “Art in the Metroplex” and “Women Only Texas Artists Coalition.”

Laura Escamilla

Coordinator, Transfer Center, Trinity River

Selected for the inaugural Texas Christian University Counselor of the Year Award after being nominated by the TCU Office of Admissions.

Mark Hicks

Computer Science Instructor, South

Won first place at the Hackathon Competition sponsored by Cisco Academy.

Mary Cinatl

Instructor/Coordinator, ESOL Program, Southeast

Nominated as a 2018 Piper Professor by Southeast Campus faculty.

Oscar Dressler

Music Professor, South

Invited to perform as a soloist and collaborate with other musicians in a celebration of the 500 years of the Reformation.

Patricia Richards

Associate Professor of Photography, Northeast

Work featured in “Culture/Nature” at the Amon Carter Museum of Art; “Urban,” Lastriko and Alchimia Club, Poland. Work to be published in Urban Unveils the City and Its Secrets, Vol. 3.

Roger Shewmake

Adjunct – Kinesiology, Northwest

A fellow of the Academy of Nutrition and Dietetics, he was honored by the Research Grant Awards Initiative Program peer reviewers for volunteering his time to support the grant review process at the American Academy of Family Physicians Foundation. Featured in an article in The Educator’s Resource Fall 2017 issue, highlighting his work in the field of nutrition as a member of the Nutrition Education for Health Professionals and as an instructor at TCC.

Sean Madison

President, Trinity River

Elected to the board of March of Dimes, Fort Worth. Selected to participate in Leadership North Texas, Class 9.

Sharron Crear

Director, TRIO Programs, South

Invited to serve on the Education for Reach Texans Leadership Board.

Sin (Amy) Wan

Dietetic Learning Lab Manager, Southeast

Demonstrated “Sweet Potato Hash” recipe on WFAA.

Steve Gomez

Adjunct – Law Enforcement, Northwest

Performance as an instructor in the academy recognized by U.S. Peace Officer Academy Class 183 cadets with the Nick Fowler Award.

Suzanne Groves

Executive Director of Communications, Public Relations & Marketing, District

Won Platinum for “Everyday Heroes” video; Platinum for both

the “Mouths of Babes” radio spots and the “Mouths of Babes – Debt” television spot and Gold for both the “Mouths of Babes – Expensive” and “Mouths of Babes – Bad Choices” television spots from the AVA Digital Awards. Won Gold for both the “Mouths of Babes – Bad Choices” television spot and “Mouths of Babes – Expensive” radio spot from the Educational Advertising Awards.

Trish Igo

Associate Professor of Art, Northwest

Sculpture chosen for the juried exhibition, “eerie, creepy, scary, spooky,” in Las Laguna Gallery in Laguna Beach, Calif.

Vanessa Steinkamp

Adjunct – Government

One of only five people appointed by Governor Greg Abbott to the State of Texas Task Force for Academic Credit and Industry Recognition.

Wafeeq Sabir

Assistant to the President, Northwest

Elected president of the Tarrant County Chapter of Texas Association of Black Personnel in Higher Education.

Web Communications Department

District

Received Platinum for Tarrant County College Website Redesign from the MarCom Awards.

This is not an exhaustive list of the many distinguished awards received recently by TCC faculty & staff. Please submit your awards to pr.marketing@tccd.edu.

CHANCELLOR'S EMPLOYEE EXCELLENCE AWARDS

At the annual recognition event, faculty and staff were honored for their dedication and commitment to their students and to TCC's institutional excellence.

Exemplary Teacher Awards

Receiving recognition for the Chancellor's Awards for Exemplary Teacher were (pictured left to right): Northeast Professor of Dance Kihyoung Choi; Northwest Associate Professor of Biology Ramiro Thomas Sosa; South Professor of Mathematics Yolanda Parker; Southeast Instructor of Dietetics Christina Liew-Newville and Trinity River Instructor of Spanish Janet Piedra Rodriguez.



Employee Excellence Awards

Receiving recognition for the Chancellor's Employee Excellence Awards were (pictured left to right): Northwest's Back2School Team for Service to Community; Southeast's New Mathways Project Team for Forward Thinking; TCC's Human Resources Team for Innovation & Creativity; Trinity River's Student Accessibility Team for Access & Diversity and Trinity River's Veteran Week Team for Student Success.



STUDENTS RIDE FREE



PROVIDING TRINITY METRO BUS RIDES FOR TCC STUDENTS

Tarrant County College students will soon have a free option for getting around town. Thanks to an agreement between TCC and the Fort Worth Transportation Authority, students will be able to ride any of the 38 bus routes in Tarrant County and TCC will pick up the tab. The transit agency, formerly known as The T, recently rebranded as Trinity Metro.

Starting May 15, TCC students will be able to use their student identification cards to access any of the bus routes in Trinity Metro's system. The rides will then be paid by TCC.

As part of the EasyRide agreement, Trinity Metro will provide new bus service to TCC Northeast and TCC Southeast campuses beginning in August, prior to the start of the fall semester. Trinity Metro currently serves TCC's other locations: Trinity River Campus, South Campus, Northwest Campus and the Erma C. Johnson Hadley Northwest Center of Excellence for Aviation, Transportation and Logistics.

"This agreement exemplifies a partnership designed for the future of Tarrant County," said Paul Ballard, president/CEO of Trinity Metro. "Having an educated workforce strengthens

the roots of a community and helps it grow and prosper in the future. Transportation is essential to the economic growth of our region. We are delighted to continue our partnership with Chancellor Giovannini and TCC as we help students achieve their goals by increasing their mobility in Tarrant County."

Students enrolled in TCC's 2018 summer term will be among the first students eligible for the EasyRide Program. Students issued TCC identification cards after May 15 will be automatically activated with EasyRide eligibility. Students with TCC identification cards issued prior to May 15, 2018 must have their cards activated for the EasyRide program. They will need to take their ID card to a TCC Copy Center for activation.

"Our students report that access to transportation is one of the greatest barriers they face when achieving their educational goals," said TCC Chancellor Eugene Giovannini. "By partnering with Trinity Metro to cover the cost of a student's transportation to campus, TCC is continuing to fulfill its mission of providing affordable and open access to quality teaching and learning."



**BEE
HIVES**

RECYCLING

CAMPUS GARDENS

AQUAPONICS

MONARCH HABITAT

RENEWABLE

ENERGY

COMPOST