

SELF-
ACTUALIZATION

ESTEEM

*Love and
Belonging*

SAFETY NEEDS

PHYSIOLOGICAL NEEDS

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

For comments or address changes, please email tcc.reach@tccd.edu.

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Editor-In-Chief

Suzanne Groves
*Executive Director of
Communications, PR & Marketing*

Managing Editor
& Designer

Sara Tucker
District Manager of Marketing

Editorial Staff

Connie Wiebe, Jody Wasson,
Kendra Prince, Reginald Lewis,
Rita Parson

Photographers

Brandon Tucker,
DeeDra Parrish

Contributors

Alexis Patterson, Betty Dillard,
Bill Lace, Gloria Fisher, Hamed
Madani, Sin (Amy) Yu Wan

.....

CHANCELLOR'S CORNER



Given the ever-increasing tuition rates of four-year institutions and the long-term effects of student debt on the overall economy, community colleges have never been more vital than they are today. For a disproportionately large segment of our population, community colleges remain the one viable path to a college degree or a skills credential, both of which profoundly affect an individual's ability to obtain a meaningful job and live above the poverty line. Consider this: an individual with an associate degree will earn a median salary that is approximately 17 percent higher than an individual with only a high school diploma.

That's why the Texas Higher Education Coordinating Board – the governmental agency tasked with overseeing all post-secondary education in the state – instituted its Texas 60x30 plan in 2015. Under this aggressive, mission-critical plan designed to protect the state's long-term financial vitality through a well-educated, well-prepared workforce, 60 percent of all Texas residents are expected to have a college degree or certificate by 2030. According to the Coordinating Board, “Right now, not nearly enough Texas students are completing the levels of education needed to fill the jobs that will be available.” We call those “new collar jobs” and, in all candor, we probably cannot predict what many of those jobs may look like. We just know that the state has hundreds of thousands of job openings that require training beyond high school, but not necessarily a baccalaureate degree...and that's today. Texas 60x30 tasks us to tackle this challenge while preparing for the future.

Data support what we already know to be true: the sooner we can get children onto the higher education path, the greatest their chances for continued educational attainment will be. As one of 50 institutional members of the Texas Association of Community Colleges, we are keenly interested in how our interests – and by association, the interests of the Tarrant County community – will be protected in the upcoming 86th Legislative Session. First, TACC will request an 8 percent increase in state formula funding – a performance-based model through which community college funding correlates directly with “Success Points” related to student retention and completion. The increased funding will accommodate inflationary increases associated with augmenting and/or implementing programs that help our students persist.

We also will be asking the Legislature to invest in the continued success of dual credit programs – including Early College High Schools – by broadening access to these highly effective “express lanes” to higher education while sustaining program quality. Specifically, we believe establishing a state goal for dual credit enrollment, by which no fewer than 30 percent of the state's high school students will graduate with at least 12 credit hours of college-level classes by 2030, will positively affect the continued educational attainment of our young people. This effort will be enhanced by a requirement that dual credit students declare an academic path, or field of study, so they can stay on a clear track once they matriculate to college, and by a plan to expand student eligibility for the Texas Education Opportunity Grant so that tuition for these courses does not exclude those who cannot afford them. Finally, we will ask the Legislature to expand career and technical education dual credit offerings and workforce continuing education. Increased state investment in formula funding for community colleges will be vital to help us broaden our reach and help more young people prepare to become part of our region's workforce.

As taxpayers and citizens, we all benefit from our state's investment in education and, in particular, programs that get young people on track to a degree or credential that enables them to enter our workforce. TCC remains committed to serving this community and we appreciate your continued support of our work, our programs and our vision for an even stronger workforce.

Eugene Giovannini
Chancellor, Tarrant County College

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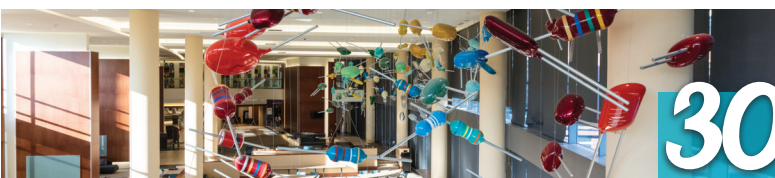
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PUBLIC SAFETY PROGRAMS PREPARE STUDENTS FOR LIFE-AND-DEATH SITUATIONS

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That joint sense of compassion and action is all in a day's work for Onim, who is among thousands of North Texas public safety professionals who prepared for their careers at Tarrant County College. The College is one of the primary educators for first responders in the region, offering fire protection, law enforcement and emergency medical services training. Public safety programs reflect one of TCC's core goals – to serve the community – and be its first choice for partnership.

TCC's Fire Academy is considered by area departments the program of choice for aspiring firefighters. Covering basic fire curriculum set by the Texas Commission on Fire Protection, the Academy offers students 14 weeks of lecture and hands-on experience at the College's Fire Service Training Center (FSTC)—a modern, high-tech facility spread throughout 22 acres at TCC Northwest.

While some students go through training in preparation to apply to various agencies, most cadets – like Onim – are

hired by an area department before they begin the Fire Academy. They learn from 10 full-time faculty and staff; the program also employs more than 130 professional firefighters as adjunct instructors.

“This is invaluable, ensuring that students get the most up-to-date teachings, which is very important given the changing science and technology of fire service,” said Onim, who was the first woman to serve as a TCC class captain. “The instructors bring their expertise to the classroom, but they also make it possible for students to tour their facilities and jurisdictions to see and experience, firsthand, real-world firefighting.”

At the Fire Academy’s conclusion, students are well prepared to take the Texas Commission on Fire Protection Basic Fire Suppression certification exam.

“I believe the lessons I learned could make the difference one day as to whether I make it home to my family,” said Onim.

In addition to the Fire Academy, TCC offers professional development opportunities for area fire departments and an Associate of Applied Science in Fire Protection Technology. The degree is typically achieved by firefighters moving up their departments’ ranks. Fire Academy participants can earn 18 hours of credit toward the associate degree.

Law Enforcement

TCC’s Police Academy prepares students for a career in law enforcement. Over a 19-week period, cadets experience classroom training and real-world scenarios, culminating in the Texas Commission on Law Enforcement Basic Peace Officer licensing exam. Most cadets are sponsored by an area police department.

“The few independent cadets we have are typically recruited early within the academy,” said William Griffith, Police Academy director.

Cadets complete their training at state-of-the-art facilities at TCC Northwest—including a 36,000-square-foot indoor firing range and a National Association for Public Defense-approved driving training course. They also go through specialized programs including active shooter, advanced defensive tactics, K-9 and drug interdiction. TCC’s Police Academy exceeds the minimum state requirements for basic peace officer training, offering additional training hours.


“Within the Academy, skills-based training using scenarios has expanded greatly,” said Griffith. “Now, all areas are practiced many times by the cadets before graduation.”

That scenario-based training makes Academy graduates highly valued by police departments.

“As a graduate of TCC’s Police Academy, I know the high standards they demand from the recruit officers,” said Chief Cody Phillips of the Haltom City Police Department.

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“The officers graduating from Tarrant County College are better prepared and become an extremely valuable asset to any department because of the high standards they are held to throughout the Academy. I have no reservations about Tarrant County College as our primary choice for recruits.”

 **Chief Cody Phillips,
Haltom City Police Department**

Academy resources are so advanced that federal agencies have partnered with the College for training. Personnel from the FBI, U.S. Department of Justice, U.S. Department of Defense, U.S. Department of the Treasury and the U.S. Postal Service all have trained on campus at TCC Northwest.

The Police Academy is just one component of TCC’s law enforcement programs. The College also offers an Associate of Applied Science in Criminal Justice; Police Academy cadets can earn up to 18 hours toward the associate degree. In addition, the Criminal Justice program awards crime analyst certificates and occupational skills awards in security management.

“Public safety and law enforcement opportunities expand rapidly as Tarrant County grows,” said Tracy Hearn, associate professor of Criminal Justice. “Earning a certificate or a degree is a great way to open up higher earning potential and command-level jobs.”

The program includes courses that cover fingerprinting and other forms of hands-on crime scene processing. Criminal Justice also offers internship opportunities and hosts industry professionals as visiting lecturers on topics such as crime scene investigation, the judicial system, juvenile justice, the Drug Enforcement Agency and more. A variety of professionals from law enforcement, the probation system and federal agencies serve on the program’s advisory committee. Students also take part in field trips to locations such as police departments and incarceration facilities.

“There’s no substitute for real-world experience,” said Hearn.

Criminal Justice graduates go on to work as police officers, dispatchers, private security officers and juvenile justice professionals. Many other students continue their education in four-year university programs as well as law school.

Emergency Medical Services


Based at TCC Northeast, the Emergency Medical Services Program trains students as paramedics and emergency medical technicians (EMTs). The EMT Program, the first level of

certification, covers basic life support procedures. EMTs work alongside paramedics to deliver care before a patient reaches the hospital. Paramedic students learn basic and advanced life support procedures, in preparation to be primary care providers in a fire department or advanced-level ambulance.

“EMTs and paramedics never know what the next call will be and have to be ready and prepared for anything, with very little warning,” said Jeff McDonald, EMS Program coordinator.

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“Hands-on experience in the classroom and in clinical settings provides the students with the cognitive tools to make life-and-death decisions at a moment’s notice.”

 **Jeff McDonald,
EMS Program Coordinator**

TCC’s paramedic students complete 256 hours of hospital clinical experiences in emergency departments, intensive care units, labor and delivery wards, surgery/anesthesia and other areas. They also undergo 240 hours of field practicum in ambulances. EMT students complete 80 hours of clinical experiences, split between ambulances and emergency departments. TCC students also have access to portable simulation manikins.

“We do considerable training using scenarios that simulate the real-world experiences they can expect to encounter,” said McDonald.

In addition to partnering with many Tarrant County emergency medical providers and hospitals for clinical experiences, TCC’s program advisory committee is made up of representatives from the Tarrant County medical community.

“As one of the largest EMS and mobile healthcare systems in the United States, MedStar Mobile Healthcare feels that the partnership with Tarrant County College’s EMS Program is invaluable,” said Macara Trusty, education director for MedStar and a member of the advisory committee. “We know that graduates of TCC’s EMS program are well-prepared to provide the best possible patient care from day one on the job.”

Students who complete the paramedic program and additional general education courses graduate with an Associate of Applied Science in Emergency Medical Services. With this degree, graduates can become paramedics licensed by the Texas Department of State Health Services—the highest level of paramedic training. Students who complete the paramedic program without additional coursework earn a certificate and are eligible to become certified paramedics. Those who complete six hours of the EMT program and additional general education courses can become certified as EMTs.

Graduates go on to careers with ambulance providers, fire departments, emergency departments, air ambulances, helicopter rescue services, industrial safety programs and other emergency medical providers. Employment of EMTs and paramedics is expected to increase 15 percent, much faster than average, between 2016 and 2026, according to the Bureau of Labor Statistics.

“Our graduates are easily employed in the Tarrant County community and highly desired by employers,” said McDonald.

Program Successes

TCC’s public safety programs produce graduates ready to take on perilous challenges in the community, and certification exam pass rates reflect that readiness.


The Texas Commission on Law Enforcement reports that between 2008 and 2017, TCC’s 959 graduating Police Academy cadets achieved a 100 percent pass rate on the peace officer licensing exam. Police Academy leaders say the quality of graduates is even more important than the stellar pass rate.

“The TCC program is currently rated as one of the very best in Texas and is frequently used as an example of what a police training program should be,” said Griffith. “The Texas Commission on Law Enforcement has suggested to several agencies that they contact us and tour our facilities to get ideas for improvement.”

First-time pass rates for both EMT and paramedic certification exams typically exceed 96 percent. That is significantly above state and national averages.

The Fire Academy, which has graduated more than 2,000 students since it began in 1989, has a 90 percent certification exam pass rate for first-time testers. With second-time testers, the pass rate rises to 98 percent.

Those strong outcomes reflect first responders’ dedication to their profession.

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“Firefighting is a calling. When I started this job, my mentor advised me firefighting would not make me rich—but if my desire was to go home every day feeling like I changed someone’s life for the better, or that I was present and effective in mitigating the worst day of someone’s life, then I was in the right place.”

..... **Janet Onim,
DFW Airport Firefighter and TCC Graduate**



NON-TRADITIONAL HIGH SCHOOL

CREATING OPTIONS FOR STUDENTS WHILE BOLSTERING THE STATE ECONOMY

by Rita L.B. Parson

When Tarrant County College graduated its first students from three additional non-traditional high schools last spring, the College reached a milestone, producing results from partnerships that now also benefit students in the Arlington, Colleyville-Grapevine and Everman school districts.

These students embraced a new educational option as eighth graders. Although few grasped exactly how their lives would change, they knew life would be different. The extent of that difference was not apparent until their first semester began.

Now, even after experiencing the rarity of earning associate degrees from TCC before receiving their high school diplomas, most still remain unaware of the impact the experience will have on their lives now that they are

poised to increase their collective lifetime earning power by as much as \$72 million.

The success of these nearly 300 students in a rigorous academic environment – previously unattainable for most of them – not only clears the path for their improved individual economic future, but also positions the state of Texas to gain an additional \$6.2 billion – the equivalent of an increase of \$245,000 in lifetime earnings for the more than 25,200 early college high school (ECHS) graduates statewide. This projection is according to Educate Texas in its 2015 report, “ECHS Data Story: Preparing College and Career Ready Students Since 2005.” Educate Texas introduced the Early College High School model to the state of Texas in 2003 with the Texas Education Agency and with the support of a multi-million dollar grant from The Bill and Melinda Gates Foundation.

Although early college high schools have taken root in Texas during the past decade, one of the pillars of the initiative – Middle College High Schools – dates back to the 1970s, according to Kelty Garbee, deputy director of programs at Educate Texas.

Their purpose was to “locate a high school on a college campus,” Garbee said. “Historically, the idea was built on the concept that just being on the college campus would be motivating and would give students exposure to college culture and to college knowledge.”

Incorporating that concept with findings about “college and career readiness,” a term coined in the early 2000s by researcher David Conley, professor and director of the Center for Educational Policy Research at University of Oregon, served as the formula the Gates Foundation used to create the early college high school initiative.

“The idea is when you’re in high school, you can build support structures and gradually release students into college culture. If your family or parents went to college, those are things that are generally taught or are built into the culture of your education,” Garbee said. “If your parents didn’t go to college, these are things you won’t necessarily know. Early college high schools purposefully teach students these skills and offer them the opportunity to earn college credit in high school.”

While early college high school graduates will reap financial benefits from their intense education at a young age, Educate Texas reports other benefits. “ECHS programs increasingly graduate more college-ready students than the state average.” In 2010, 64 percent of the state’s traditional students were college ready in math compared to 75 percent of the early college high school graduates. Four years later, the traditional student math readiness rate was 67 percent compared to 80 percent of the early college high school graduates.

“ECHS students graduate high school at a higher rate than the state average” at 95 percent compared to 88 percent of traditional high school graduates in 2014. Additionally, “ECHS graduates enroll in college at a higher rate than the state average” at 65 percent compared to 53

percent, according to the 2015 Educate Texas report.

The early college high school experience makes it possible for a broader component of the state’s population to benefit from the intensive educational opportunity. Educate Texas further reports that “ECHS students are more diverse than the rest of the state,” with 88 percent from historically underrepresented ethnicities, 78 percent are Hispanic, 56 percent are at-risk and 76 percent are economically disadvantaged.

Benefits of higher education do not stop there.

“College education is associated with healthier lifestyle, reducing health care costs. Adults with higher levels of education are more active citizens than others and are more involved in their children’s lives,” according to the College Board Trends in Higher Education Series “Education Pays 2016: The Benefits of Higher Education for Individuals and Society.”

Grapevine-Colleyville Superintendent Robin Ryan reflected on the significant role that early college high schools play in school districts during the district’s fall 2018 convocation service in August.

“In 2014, we opened Collegiate Academy at TCC. A few weeks ago, we hosted our first graduation. As a group, 46 of our students earned an associate degree prior to receiving their high school diploma. An additional 12 students will graduate this summer with their associate degree,” Ryan said.

“The thing I love most about the early college high school model is that many of these students are first-generation college attendees. Without our partnership with TCC, these students would not have had the opportunity to attend college at all.”

Robin Ryan,
Grapevine-Colleyville Superintendent

Everman Superintendent Curtis Amos, who witnessed the first 25 Everman Joe C. Bean High School students graduate in May with their associate degrees prior to earning their high school diplomas, also noted the beneficial impact the early college high school experience had on his students.

“Taking college courses helped many of the students to develop a strong work ethic, understand time management and the importance of studying more to gain an advantage.”

Curtis Amos
Everman Superintendent

“The students are more mature and have two years of college credit that sets them apart from others,” Amos said, adding, “This was a very proud day for me because I knew as educators, we had impacted their lives in a meaningful way and prepared them to make positive contributions in society.”

Fort Worth ISD, one of the first districts to partner with TCC to expose students to the early college high school program, now has three early college high schools on campuses throughout Tarrant County. “This year, we have moved our entire Texas Academy of Biomedical Sciences (TABS) to the Trinity River Campus. Consolidating the entire student population will benefit all grades in exposure to the culture of expectation,” said FWISD Superintendent Kent P. Scribner. “Early college high schools are proving to be a focal point of launching our students to meaningful lives in higher education, successful careers and vital community leadership.

“Earlier exposure to the rigors of AP and dual credit courses have set our students on the path to understanding that higher education requires a more demanding expectation. The benchmarks provided in the Texas Education Agency ECHS Blueprint opens much wider opportunities for traditionally underrepresented subpopulations of students to hurdle barriers that might otherwise block their advancement,” Scribner said.

Students in Tarrant County have had the opportunity to overcome some of their barriers by enrolling in an early college high school since 2011. That’s when Marine Creek Collegiate High School (MCCHS) opened its doors on TCC Northwest with about 100 students.

It was one of the concepts that TCC Executive Vice Chancellor and Provost Elva LeBlanc championed when she was recruited to return to TCC in 2006 as president of Northwest Campus. Returning to TCC allowed LeBlanc, a TCC graduate and former dean of instruction, to continue her life’s work of “reaching out to populations that perhaps could easily get lost or who didn’t perceive themselves as individuals who could attend college or didn’t see themselves as college material.”

Her professional commitment grows from her personal experience.

“We were taught by our parents that the way to get out of poverty, which I have lived, was through education. That was the road to the American dream,” LeBlanc said. “We did not take education for granted. We saw it as a privilege.”

MCCHS has since been joined by seven other early college high schools on each of TCC’s five physical campuses. The growth is in keeping with what the state has experienced, going from four early college high schools in 2004-2005 to more than 150 statewide in the 2015-2016 school year, with most located in South Texas.

Of the four early college high school models, TCC currently implements two – the standalone and a school within school. In Arlington, the Tarrant County College

Southeast/Arlington ISD Collegiate High School, located on TCC’s Southeast Campus, is an example of a standalone site while the new Mansfield Early College High School at Timberview is an example of a school within school.

Beginning in fall 2019, some Arlington students will be able to take advantage of another early college high school model in the northern section of the city, dedicated to career and technology education (CTE). It will provide students the opportunity to earn certificates in nursing, hospitality/hotel management and business.

Regardless of the model from which TCC’s early college high school students successfully graduate, when they start jobs or launch viable careers, their contributions to the economy will help to increase the value of the public money invested in their alma mater, Tarrant County College.

“For every \$1 of public money invested in TCC, taxpayers receive a cumulative value of \$4.10 over the course of the students’ working lives. The average annual rate of return is 11.4 percent, a solid investment that compares favorably with other long-term investments in both the private and public sectors.”

Analysis of the Return on Investment and Economic Impact of Education: The Economic Value of Tarrant County College District, November 2016

As TCC works with its partners to provide more Tarrant County students access to the early college high school model, future ECHS graduates not only improve the economic plight for themselves and their families, these industrious students also will help raise the economic well-being of their communities, cities, county and their state for years to come.





SURPASSING THEIR DREAMS

EARLY COLLEGE HIGH SCHOOL
PUT TWINS ON PATH

by Rita L.B. Parson

It was their choice. No arm twisting. No haranguing. The freedom to make a life-altering decision when barely in their teens empowered Andrea and Alondra Aleman to pursue a career they previously did not know existed.

“When my parents talked about early college high school, they told us, ‘If it’s a college course, it’s probably going to be difficult, especially at 15 years old,’ but that we should give it a shot and see what it was like,” Andrea said. “They didn’t put pressure on us, so we said, ‘Let’s give it a shot.’ We never said, ‘No.’ We immediately said, ‘Yes.’”

They also never considered that one of them would try it and the other would not.

“My mom’s always had us very close. Whenever she would notice an opportunity that was given to the both of us she would say, ‘Do it together.’ We would always be together,” said Alondra, born mere seconds after her sister. “The idea of one of us doing it and the other not doing it didn’t feel right. We were able to help each other a lot.”

Together, they mastered the skills needed to successfully maneuver the rigorous academic courses in high school that

earned them an associate degree. When they transferred on scholarship to a four-year institution, they embraced recommendations to volunteer so they could learn more about the medical profession they planned to enter. Seeing firsthand what each job entailed persuaded them to abandon their original career path to strive for a greater challenge.

.....”

“Being exposed to more encouraged me to continue my education. The more I am learning, the more I want to do because I am seeing what is out there.”

Andrea Aleman
..... **TCC Alumna**

“My sophomore year, when I first found out about neuromuscular research, I became very interested in it,” Andrea said.

She will need to earn her doctorate to conduct the research that inspires her. Using the critical thinking skills honed while in high school, she and her sister have charted a new strategy to create a competitive edge. They plan to earn physical therapy assistant certificates so they may work in the field as they work toward higher degrees in the profession they’ve come to love.

“Being in college, you needed to have a plan and it made you hungry for more. With an associate degree, you could do something, but when you learn about more, you don’t want to stop where you are,” Andrea said.

Exposing students to myriad career opportunities is one of the founding goals for the educational initiative that has become known as early college high schools, said Melissa Henderson, deputy director of policy at Educate Texas, a public-private initiative of Communities Foundation of Texas. Educate Texas introduced the Early College High School model to the state of Texas in 2003 in partnership with the Texas Education Agency and with the support of a multi-million-dollar grant from The Bill and Melinda Gates Foundation.

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“We want to encourage students to explore and understand what they want to do. That may mean taking a course in biology, because they want to be a doctor. By taking that course in biology, they realize they don’t want to be a doctor, but they want to be a journalist instead.”

Melissa Henderson
..... **Deputy Director of Policy, Educate Texas**

The non-traditional educational initiative that began to take root in Texas in the early 2000s also continues to improve student outcomes by exposing students to the college culture and college knowledge.

“The idea is when you’re in high school, you can build support structures and provide students a gradual release into college culture,” said Kelty Garbee, deputy director of programs at Educate Texas. “These include skills such as learning to read a college syllabus, understanding scheduling, signing up for classes and knowing how to create a study group.”

Alondra and her sister recall how they became more responsible as their early college high school prepared them for where they are today.

“Our parents weren’t aware of our schedule. You have a syllabus, it’s not something you have in high school,” she said. “Getting the hang of looking at your syllabus, getting your Scantron, reading ahead before the class. Keeping up with quizzes because teachers weren’t going to tell you the day you had a quiz. You had to look at the syllabus.”

Benefits of the experience are apparent, but come with a price that not everyone is willing to pay.

“We saw our college peers leave because of sports. Some were getting signed,” Alondra said.

Andrea added, “We thought those people getting their high school experience was great, but this was for us and it was great too.”

Alondra is not certain the path she and her twin took will be the best one for their 12-year-old sister. “I think it would be difficult for her because I think she has a passion for her sports.”

They believe she and other students should have the same opportunity they had to make up their own minds about their educational paths.

“You can try anything, but if you’re not motivated and determined or your head’s just not in it, you’re going to fail. It’s going to be a lot worse down the road because it’s not something you want to do, you were pressured into it,” Andrea said. “We weren’t pressured into it. School was something that was always our priority.”

She said the important issue is to ensure that students are encouraged to think about the long term and develop a plan. “Having a plan is for your benefit in the long run because at one point you’re going to need to be independent,” she said. “I would say just always be thinking about a plan and thinking two steps ahead.”

Following her own advice, the Aleman twins have done just that. Andrea plans to earn her Parent Teacher Association (PTA) by the year 2020 with Alondra earning hers shortly thereafter.

Andrea’s interest in neuro-rehabilitation is drawing her to a career in a hospital setting. Describing herself as an introvert, Alondra, on the other hand, envisions working one-on-one with patients.

“I don’t like the hospital setting. I like the little facilities and the little clinics,” Alondra said. “We shadowed a PT who has a twin. One works in a hospital while one is in an outpatient facility. That’s probably going to be us.”

FOREVER YOUNG

LIFELONG LEARNERS MAKE THE MOST OF TCC'S SENIOR EDUCATION CLASSES

by Kendra Prince

In the spring of 2018, close to 1,300 students signed up for nearly 5,000 Senior Education classes at Tarrant County College.

According to a 2016 study conducted by the Pew Research Institute, 74 percent of adults are “personal learners,” meaning they have participated in at least one activity in the past 12 months to learn about something that interests them. Eighty percent of personal learners pursued knowledge in an area that interested them because “they wanted to learn something that would help them make their life more interesting and full.”

The study also addressed the variety of psychological and social benefits gained with personal learning. They include making learners feel more capable and well rounded; gaining new perspective about their lives; making new friends; feeling more connected to the local community; and, getting more involved in volunteer activities – all of which are possible through TCC’s Senior Education program.

“It is important to have continued development and learning as you go through life,” said Julian Haber, a retired physician and college professor who teaches in the program at TCC South. “When a person stops learning, teaching or

reaching out, they are, for all practical purposes, in decline.”

Lesia Cook, who also teaches in the program at TCC Trinity River, agrees. “Engaging in lifelong learning stimulates our brains and keeps our most important asset sharp.”

Gloria Levengood sees the value of keeping both the mind and the body active. She teaches physical fitness in the program at TCC Southeast. “I like being able to teach and talk to seniors and improve their quality of life through exercise and all the other programs that are available.”

Robert McCoy, coordinator of special projects in Community & Industry Education at TCC South, believes Senior Education makes a positive difference in the community by giving seniors a place to grow and serve. “If you look at our student population, you will notice it consists of persons well into their 80s and 90s. This population not only takes classes, they also teach the classes!”

Senior Education at TCC has come a long way since the early days, when swimming and a course called “The Technique of Preparing Gift Packages” were the only classes offered. Approximately 140 different courses are scheduled for fall 2018.

Swimming is still offered, along with other physical education courses ranging from racquetball to weight training and yoga. Students with a taste for the arts may take courses in guitar, painting or woodcarving. For those who want to learn another language, courses in French, German and Spanish are available. Additionally, courses in computer and internet security are available.

For \$20 per 10-week session, students who are age 55 and older prior to the start date of the session may take as many Senior Education classes as they like. This fee includes classes at any campus. Lab fees for computer classes and special event fees are additional.

The Senior Education program began in the early 1970s following a meeting with Judith Carrier, Joe Rushing and Don Anthony. At the time, Carrier, who retired in 2011 as president of TCC Southeast, served as a counselor and professor of psychology at TCC Northeast. Rushing, TCC’s first chancellor, and Anthony, who was the Northeast Campus president, came to see her. Rushing and Anthony agreed TCC (then Tarrant County Junior College) needed to have a program for senior adults. By 1991, each campus had a campus-based senior education program with a Senior Education office and an all-volunteer Senior Advisory Committee. Senior Education faculty also are volunteers.

“Senior Education is a well-oiled machine that operates with amazing efficiency thanks to a host of passionate volunteers,” said TCC South President Peter Jordan. “Our Senior Education students have deep roots in the community, and they add an enormous amount of goodwill to the TCC brand.”

Debra Sykes West, director of Community & Industry Education at TCC Northeast, believes that the Senior Education program is “one of the most vibrant community engagement efforts and a stellar model for the promotion of lifelong learning!”

According to Terry Aaron, director of Community &

Industry Education services at TCC Southeast, “Senior Education instructors come from all walks of life. Most are retired professionals who want to contribute their knowledge.” Aaron said instructors include lawyers who teach Estate Planning and Likeable Law and language teachers who teach Spanish and French, among other languages.

“After taking some courses, it seemed like the logical thing to do,” said Heidi Muensterer about offering to teach Beginning German at TCC Northeast. She previously taught English at a language school in Munich and German at Howard County Junior College.

She believes in the value of Senior Education. “The advantages of getting out of our routines as seniors is the key to quality of life,” she said.

Jordan said their office receives constant inquiries from retirees who are interested in teaching opportunities. “They represent a wide array of interests and expertise to include doctors, lawyers, CEOs, engineers, pilots, machinists and veterans, to name a few.”

John Ward is a perfect example of bringing expertise to the classroom. He has more than 45 years of experience in manufacturing management in the personal computer industry, which he applies to teaching Computer Basics and Computer Maintenance at TCC Southeast. “There is nothing like having senior students tell you how happy they are with what they have learned,” he said.

Robert McCoy describes the program as “very rewarding to anyone that has been involved. I have never had anyone say to me that it is a waste of time and that they would never return.”

Julian Haber concurs. “Senior Education creates an active style for learning and living that makes each senior feel more alert, alive, vital and worthwhile to their community. The learning, sharing and friendships obtained are an invaluable lifetime experience.”

For more information on TCC’s Senior Education Program, visit tccd.edu/senior-ed.



PURSUIT OF KNOWLEDGE

SENIOR EDUCATION STUDENT TAKES LIFELONG LEARNING SERIOUSLY

by Kendra Prince



According to author and educator William Arthur Ward, “Curiosity is the wick in the candle of learning.” That candle’s flame burns brightly in 92-year-old Izora Jones (pictured) who, as of the spring 2018 semester, has taken more than 170 courses at Tarrant County College. She holds that candle out to others considering Senior Education. “Come and join us,” she urged. “You won’t regret it!”

Jones retired in 1988 after a 31-year career as a food services manager with the Fort Worth Independent School District. She heard that TCC, then Tarrant County Junior College, offered continuing education classes for senior adults and decided to register.

Thirty years later, Jones is still attending TCC. She was shocked to learn that as of spring 2018, she had taken 172 classes. “I had no idea I had taken that many!” she exclaimed.

Jones was born in Mexia, Texas in 1926. Following her graduation from high school, she moved to Fort Worth because she wanted to “get out of the country.” She met and married her husband, Jimmy, an airman stationed at Carswell Air Force Base. They had two daughters, Loretta and Rita.

Rita Sibert considers her mother, an avid reader, to be a “knowledge is power” advocate. Sibert says her childhood was characterized by frequent weekend bus rides for her and her sister to the Fort Worth Public Library downtown because “reading was definitely fundamental in our home and school.” Jones and her husband also gave their daughters the best education they could afford at the time, sending them to parochial schools.

When it came time for college, both Jones’ daughters attended. Jones’ oldest daughter, Loretta Houston, attended Howard Payne University (then Howard Payne College), making history as the first African-American female to attend. A Ph.D. candidate, Houston taught at the high school and college levels before she retired.

Sibert also attended college and eventually, became a business partner in the utility industry with her husband, a former NBA player. Committed to civic involvement, she was the first female NAACP president in Arlington and served as the first chair for the Community Relations Commission. Sibert helped lead efforts to pass the bond election in favor of AT&T Stadium and served as a member of the Fair Share Committee, which provided oversight for minority participation in stadium construction.

Both Houston and Sibert have passed on their mother’s love for education to their children and grandchildren. Three of their children have received their doctorates and

two grandchildren are attending college on scholarships. “I attribute their success to hard work and perseverance,” Jones said.

With 172 classes under her belt, Jones seems to be applying hard work to her Senior Education classes as well. “It means a lot to me that my mother chooses to keep herself busy and active,” said Sibert. Like her mother, she sees the value of Senior Education.

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“By offering a variety of classes, such as swimming, aerobics, dancing, computers, painting, music and so much more, it keeps seniors busy and keeps them engaging with others who may have common interests. There’s no reason to grow older and lonely because you have an opportunity to explore so much to pique your interests.”

“..... Rita Sibert

Jones stays very active with classes in tai chi, power walking and weight lifting. She even learned to swim at TCC. Her favorite class, though, is painting. Her instructor, Olga Burros, said, “Izora is an amazing lady. She is a very good student and follows my instructions.” She went on to say, “Students admire her works and her age has made no difference in her learning process.” Burros, who teaches intermediate painting, described Jones’ work as “very detailed and delicate.” Apparently, judges in local art competitions agree as Jones’ paintings have won first place and honorable mentions from her civic league and the social service organization in which she is involved.

There is no denying Sibert is proud of her mother. “She taught me so much about taking responsibility for your own happiness by taking care of yourself and sharing what you have learned with others.”

After taking so many Senior Education classes, is Jones done? Not hardly. She plans to take oil painting and tai chi during fall 2018. During an interview with NBC 5 – KXAS earlier this year, Jones, who believes one can always learn more, said, “I’m here to stay.”

View Izora’s interview with with NBC 5 – KXAS at tccd.edu/magazine/izora.



CREATING EVERYDAY HEROES

by Jody Wasson

Fill in the blank: “I like working here because _____.” Generally, few will cite “the paycheck” or even “the culture.” People need more, according to Jory MacKay, reporting for INC.com. Existing research shows finding purpose in one’s work can improve performance, commitment, job satisfaction and overall well-being. The world is full of everyday heroes changing the world through careers that stem from their personal commitment to making a difference. In North Texas, many of these everyday heroes got their start at Tarrant County College.

Tammy Arnold, RN

For some people, career choice becomes a family affair, with the children following parents into “the family business.” With Tammy Arnold and Amber Griffith (pictured, above), it is just the opposite. “Both of my daughters left home in 2014, one for college and the other to begin her new nursing career. And I was alone. I’d spent the past 18 years raising my daughters as a single parent and it was time for me to focus on raising myself.” That is when Tammy Arnold made her decision to become a nurse. “With both of my daughters grown, going back to school gave me a new purpose in life,” said Arnold.

She graduated from TCC’s nursing program in May 2018 and began her new job at a local North Texas hospital after passing the National Council Licensure Examination (NCLEX) and gaining her Registered Nurse license (RN). Now working at the hospital full time, Arnold must complete a rigorous, 12-week, on-the-job orientation with classroom time and clinical rotations.

“I appreciate the amount of time spent on orientation because it gives new hires training on specific hospital guidelines, while also focusing in depth on patient safety,” said Arnold. “The hospital’s goal is to make sure all new hires are successful in their training. With the combination of classroom and skills training, I know I’ll feel more confident of my abilities when I step out on the floor as a new nurse,” she said.

“Tammy is a very conscientious individual. She is always striving to be her best for herself and her patients,” said Jessica Cox, assistant professor of Nursing. “It is not an easy road to become a nurse. It is refreshing to see a student who is passionate about our profession. I am proud to call her a graduate of our program.”

Arnold believes coming to nursing later in life gives her greater emotional stability, which she feels is needed to reach a deeper sense of compassion for her patients. “One of my goals is to be a travel nurse. Travel will give me an opportunity to meet other nurses and gain extended knowledge as I travel to different parts of the country.”

The World Health Organization (WHO) estimates a shortage of almost 4.3 million nurses, physicians and other health human resources worldwide—reported to be the result of decades of underinvestment in health worker education, training, wages, working environment and management. Typically, travel nurses can have their pick of jobs, including temporary nursing positions, mostly in hospitals. As Arnold gains experience, international travel also is an option for consideration.

Another of Arnold’s goals is becoming a labor and delivery nurse. “I want to be there to help introduce babies to their new parents,” she said.

Amber Griffith, RN

Tammy Arnold’s daughter is a highly skilled emergency room (ER) nurse with six certifications beyond her registered nurse license and her Bachelor of Science in Nursing.

For Griffith, the fast pace of the ER, in addition to the adrenaline she gets when treating trauma patients, reinforces that she is indeed right where she wants to be – right in the middle of the madness of the ER where she feels her abilities are best at use.

Griffith has begun an online master of nursing degree through the College of Nursing at the University of South Alabama. “With my new studies, I’ll be learning to become a family nurse practitioner and an adult-gerontology acute-care nurse practitioner,” she said. “I also plan to continue my work in an emergency department, ideally at a Level I trauma facility.” Her long-term goal is eventually to teach nursing while continuing to work in an emergency department.

With a mother and daughter both having pursued the same degree at TCC, naturally, there was some crossover with instructors. Assistant Professor of Nursing Bekki McKintosh remarked on her experience with Arnold and Griffith as students. “I had the pleasure of having both Amber and Tammy for their final clinical rotation, Complex Concepts of Adult Health. The content is primarily critical care nursing and the semester is incredibly intense.

“Amber and Tammy always behaved professionally, demonstrated exemplary critical thinking skills and possessed a fabulous sense of humor that made them a joy to work with. I truly enjoyed having both Amber and Tammy in my classes. This mother-daughter duo has proven that ‘exceptional’ runs in the family!” It is also clear when, in the presence of this duo, that they are equally proud of each other, as well as being proud TCC graduates.

Ian Moak, EMT

Imagine looking in your rearview mirror and seeing the flashing lights of an ambulance screaming behind you. In North Texas, it is likely that the crew in that ambulance, the emergency medical technicians (EMTs), paramedics or both hold credentials and/or degrees from TCC. The intensive, two-year EMS program at TCC Northeast results in an Associate of Applied Science in Emergency Medical Services. TCC also offers two Level I certificates for paramedic certification and training as an emergency medical technician (EMT).

EMT Ian Moak is enrolled in the two-year, 33-hour Paramedic Certificate Program. Moak, who was born in Germany, is participating in the selective admission-based program that teaches basic and advanced life support procedures. Paramedics are the primary care providers in

advanced ambulances and fire departments. “Because I’m young, I feel like I can take my time to see what opportunities become available to me once I complete my paramedic certification,” said Moak, who is 22 years old.

In Moak’s current job at American Medical Response Arlington, he is an EMT-B and typically one of the first responders on the scene when an ambulance is required. Moak loves to keep busy and loves the work he does. “With this job, I see and do new things every time I clock in at work. I like the excitement and the challenges that my job puts in front of me,” he said. “I never get bored and I’m learning transferable skills that will help me down the road. It may sound corny, but I genuinely like helping those that are in need.”

First responders learn to expect the unexpected. “EMTs and paramedics never know what the next call will be and have to be ready and prepared for anything, with very little warning,” said Jeff McDonald, coordinator of TCC’s EMS Program. “Hands-on experience, in the classroom and in clinical settings, provides the students with cognitive tools to make life-and-death decisions at a moment’s notice.”

Moak knows he chose well with TCC. “Hospitals, fire departments and ambulance services know the quality of TCC EMTs and paramedics and tend to hire them. If I know someone who wants to go down this career pathway, I recommend TCC without a doubt,” said Moak.

“Everything I do in working for this certification has a reason. Everything we learn in the classroom, the practice scenarios and the clinical rotations in hospital emergency departments and the field practicums in ambulances, all fit back together. It’s like a puzzle and all of these things combine to make TCC the best choice of the other local options. I couldn’t have made a better decision than coming to TCC,” said Moak.

As the number of jobs in the health sciences, police, fire and rescue, along with hospitality services and logistics and supply chain management, continue to grow, so will the need for high-skilled workers. TCC’s Director of Talent Acquisition Ebony Alexander stresses the importance of considering exploring different academic areas to find the best fit. “Nursing may not be for everyone, but if you have a head for numbers, engineering, architecture and construction may be areas to explore. It never hurts to do some investigation into the fields you think you might be interested in. You may find something completely different that suits your inner drive,” said Alexander.

According to the job site, indeed.com, there are approximately 1,300 RN positions open in the various medical fields in Fort Worth. Likewise, indeed.com shows more than 150 open EMT and paramedic positions in Fort Worth. North Texas is growing exponentially and so will these types of jobs. The Bureau of Labor Statistics (bls.gov) sets the May 2017 annual mean wage from RNs in Texas at approximately \$72,000 and for paramedics at approximately \$37,000.

For additional information on nurses, paramedics and EMTs, visit tccd.edu/nursing or tccd.edu/ems.

HEAD OF THE CLASS

PROFESSOR RECOGNIZED WITH
ELITE TEACHING AWARD

FOCUS
FOR OUR CAUSE UNITE AND STAND

by Alexis Patterson

Murray Fortner learned an important lesson about the education profession from his uncle, a career teacher.

“He once told me that the difference between a bad doctor and a bad teacher is that a bad doctor can destroy only one life at a time,” Fortner recalled. “I appreciated then the importance of good teaching.”

Fortner, department chair and professor of psychology and sociology at TCC Northeast, took those words to heart, and he has long been recognized for his work in the classroom. In 2018, Fortner earned a pinnacle accolade: The Minnie Stevens Piper Foundation named him as a Piper Professor. The statewide award recognizes superior academic, scientific and scholarly achievements and dedication to teaching.

Fortner began his career as a professor after earning his bachelor degrees in English and journalism and a master degree in composition and rhetoric. Over the next four

years, Fortner honed his skills as a teacher before deciding it was time to return to school. In 1987, he became the first African-American admitted to the University of Kentucky’s doctoral program in communications.

“After receiving my Ph.D., I came to a proverbial crossroad. I could either pursue a career at a major university and focus on research, or I could follow the path of a man who made a major difference to this country and the world, Dr. Martin L. King,” said Fortner. “Other than my father, grandfather and uncles, he was the man who inspired me most. He was the consummate teacher; he tried to school a nation.”

Fortner wanted to become an agent of change and decided he could best accomplish that in a classroom.

“I chose the community college because I felt that the emphasis on teaching was there. I chose the community college because I believed I would encounter more students who needed to know that those who work hard can sometimes surpass those with more talent who won’t,” said Fortner.

Fortner began his career at TCC Northeast as a professor of English. Over nearly three decades in the classroom, he has taught thousands of students in both the Humanities and Social and Human Services divisions, organized annual symposia, published scholarly works and served on numerous academic committees. He works to create seamless pathways from TCC to Historically Black Colleges and Universities, and each summer, Fortner serves as a teacher in TCC’s Adult Education program.

“I enjoy helping people realize their full potential,” said Fortner. “I have helped many students move from getting a GED to enrolling in my college classes.”

Fortner also is dedicated to helping young students prepare for success. He founded a nonprofit called FOCUS (Future Outstanding College and University Students), which puts students on the pathway to higher education at an early age.

“More students from challenged backgrounds needed to know about college and I, along with my colleagues, wanted to be that voice,” he said.

In fall 2017, TCC Northeast’s Social and Recognition Committee took on the task of nominating an individual for the Piper award. Fortner quickly came to the forefront of the discussion, and those who work alongside Fortner were eager to share their perspectives.

“Quite simply, Murray Fortner is one of the most gifted teachers I have known in my career,” wrote Social and Human Sciences Division Dean Linda Wright in a letter supporting Fortner’s Piper nomination. “Observing him in his classroom is a joy. He is engaging, enthusiastic and always positive. One can’t help but leave his class feeling uplifted.”

“Throughout his entire career, [Fortner] has been a champion of education as the impetus for positive change,” wrote Joan Johnson, chair of TCC Northeast’s Department of Government and Paralegal Studies, to the Piper awards committee. “He is inspiring and motivational, and his passion for teaching shines through in everything he does.”

The proof is in the words of his students.

“As he teaches the subject content, he never misses a chance to teach us skills that translate into success far outside his classroom,” wrote Alice Muhindura, who took Fortner’s Introduction to Sociology and Social Problems classes. “Dr. Fortner provides guidance and encouragement, which, to some of us, might be equally or more important than the material covered in the textbooks.”

The Piper committee agreed with the high praise, naming Fortner one of just 10 Texas college and university professors to receive the award for 2018. He received a \$5,000

honorarium and a gold pin to commemorate his selection.

“The TCC Northeast president, dean, vice president of academic affairs and my faculty and staff colleagues make this an environment conducive to achievement,” said Fortner. “I am honored to be a part of this team, as well as honored to receive the award.”

Fortner’s future plans include growing FOCUS to impact more young lives.

“At some point, I will reroute all of my energy to this project,” he said. “I want to reestablish education’s place on the agenda of African-American families in particular. I want to steer black communities away from being an ‘entertainment industrial complex’ and move masses back to classes. Entertainment and sports can change one family’s life temporarily. Education can change many families’ lives forever.”

For Fortner, that change is what matters.

“I have a brother who has a bachelor degree in business. He once told me that I have all the paper on the wall, but he has all the paper in the bank,” said Fortner. “I responded that he has spent his adult life trying to get rich, but I have spent my adult life trying to enrich the lives of others. I am a teacher. My reward is immeasurable.”

For more information about FOCUS and how to become involved, contact murrayfortner@yahoo.com.

TCC Piper Award Honorees

Fortner is the eighth TCC professor to receive the Piper Professor recognition since its establishment in 1958. Others include:

1977: Gary Alan Smith, Associate Professor of Biology, TCC Northwest

1984: David J. Clinkscale, Associate Professor of Government, Coordinator of History and Government, TCC Northwest

1985: M. Duane Gage, Associate Professor of History, TCC Northeast

2001: Laura Matysek Wood, Professor of History and Government, TCC Northwest

2004: Eduardo Enrique Aguilar, Sr., Professor of Visual Art, TCC Northwest

2007: Joel David Price, Associate Professor of Mathematics, TCC Southeast

2010: Elise Ann Price, Assistant Professor of Mathematics, TCC Southeast

2018: Murray Ablone Fortner, Department Chair and Full Professor of Psychology and Sociology, TCC Northeast



SOCIALLY CONSCIOUS + STUDENT-READY

HELPING MEET STUDENTS' BASIC NEEDS
SO THEY CAN REACH FULL POTENTIAL

by Reginald Lewis

Tarrant County College has earned its reputation for being one of the county's leading economic engines, to the tune of approximately \$1.7 billion annually, but it is the College's genuine willingness to serve the community that endears it to people throughout the region. TCC's six campuses consistently look for ways to enhance the community, providing opportunities for people at every level of the organization to weave service into their work. Whether it is feeding the hungry or providing tax assistance to low-income families, TCC understands that helping people overcome obstacles to education and job readiness contributes to the greater good of Tarrant County.

Food Pantries

Each year, TCC serves more than 100,000 students, some of whom struggle financially and need assistance. Nationally, the number of people turning to food banks and other resources to keep food on the table is growing, raising concerns about food security for students attending colleges and universities. This quiet epidemic threatens millions of students each year, according to researchers.

The comprehensive "Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education" report found that 67 percent of community college students face food insecurity as they pursue their education. These numbers tend to be slightly

higher in the South, and this problem also affects a percentage of students enrolled at TCC.

Led by Cheryl North, sociology instructor and food pantry sponsor at TCC Northeast, the Hurst campus launched its food pantry in 2016 to help students without enough food to eat. North and her colleagues were pleasantly surprised by the campus community's response to this problem.

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"Since opening its doors two years ago, the Northeast Food Pantry has served more than 3,000 students in need. Our food pantry not only allows our students to pursue their education free from hunger, but also provides an ongoing opportunity for students to actively practice curriculum goals of civic responsibility and global citizenship."

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Cheryl North
Sociology instructor

An engaged campus community has supported work of the food pantry in myriad ways. During the 2017-2018

academic year, for example, the math and drama clubs both held canned food drives to help stock the pantry. “Some commonly collected canned goods were tuna, canned meat, canned meals, stew, chili, soup, pasta, rice and canned fruit,” North explained. Generous donations from the Community Food Bank in Fort Worth also help the shelves remain stocked throughout the year.

Students needing food can visit the food pantry in NCAB 1136A for non-perishable grocery items that can help nourish them through the difficult times. Simply bring a copy of the current course schedule to access food pantry services. Sack meals also are available at the library when the food pantry is closed.

The food pantry’s important work and sustained success has garnered the attention of others in the community. “As consultants, we have assisted three other TCC campus locations and Texas Wesleyan University, plus we have coordinated with the national College and University Food Bank Alliance on some future initiatives,” North explained.

With the food pantry currently serving thousands of students from a small space, North hopes to move into a larger location on campus once space becomes available. There also have been conversations about expanding the pantry, either by incorporating a community garden or a clothes pantry, in the future.

TCC Southeast in Arlington was one of the campuses that reached out for North’s help. Established in 2017, their campus food pantry was the second facility to open its doors for students. “Not only did I hear students express concern that their last meal was 48 hours ago, but the school health services heard similar stories from students experiencing headaches and abdominal pain,” said Sharon Wettengel, associate professor of sociology and food pantry sponsor. “It became clear there was a need for a food pantry.” TCC Southeast’s Food Pantry provides grocery items to the campus community with help from Arlington Charities.

Wettengel credits TCC Southeast President Bill Coppola for fully supporting a food pantry on the campus. A \$1,000 mini-grant from Coppola initiated the opening of the food pantry in March 2017. “Originally, we were located in a small section of what the Student Activities department used as its storage closet, serving students two days a week.” During off-hours, including the summer, people could go to the Library or Health Services and Counseling to get bags of food; however, things changed during the fall 2017 semester.

“We were surprised when the food pantry was moved to a half-section of a portable on the east side of the campus,” Wettengel said. “Now, students can come and get bags of food on a weekly basis.” Additionally, she said the new location allows the food pantry to offer food demonstrations led by members of the Dietetics program. People can take a bag of food home with typical things like canned foods, rice, pasta, along with laminated recipes based on what was in the bag. Creative student committee members came up with the





>>VOLUNTEER

idea to create recipes for the bagged groceries and it has been a huge hit. Additionally, the campus successfully hosts two food demonstrations each year, though Wettengel hopes to host them monthly during the 2018-2019 school year.

As more people visit the food pantry, it will be important to have adequate staffing to handle students in need. “During the summer, we started holding orientations for students, faculty and anybody else ready to volunteer in the food pantry,” Wettengel said.

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“I want everyone to have a good understanding of what food insecurity is. It’s not just missing a meal or two. It’s really having to make tough choices. ‘Do I buy a tank of gas to get me to school or do I buy some groceries and maybe not be able to go to school.’”

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Sharon Wettengel
Associate Professor of Sociology,
Food Pantry Sponsor

Wettengel added that hungry students can visit the food pantry, email a pantry volunteer and meet that person somewhere or volunteers can leave the bag in the nurse’s office, Health Services or Counseling areas during off-peak hours. To participate, students are asked to fill out a short form that captures demographic data and a United States Department of Agriculture form that needs to be completed just once a year.

“Hunger can affect so many things. When you think about the students that we have, if they’re healthy, they feel good and they’re alert. All of those things that we want in a student, we know that they have to feel that way in order to be successful,” said Wettengel.

Brittany Vieira, who is working on a second associate degree, says the food pantry at TCC Southeast has helped her family navigate some difficult times, especially during her most recent pregnancy. “When my husband left the military, we didn’t have much money, so I went by the food pantry for assistance,” Vieira explained. “The food pantry had a lot of quick food, snacks and toys that my young daughter enjoyed. I was able to stock up on diapers for my newborn.” Vieira, who is on target to graduate in May 2019,

plans to visit the food pantry for help until she graduates, at which time she’ll be able to start working full time.

At TCC South, which is located in what food banks describe as a “food desert,” the campus community knew it was time to address the growing problem of hunger on college campuses. “There is ample research on the correlation between food insecurity and the student’s ability to be successful in their academic studies,” said Jared Cobb, director of Student Services at TCC South.

Launched in September 2017, the food pantry served 229 students with 972 total visits during its first six months of operation. Cobb expects those numbers to remain consistent or grow over the coming months. Often, hungry students won’t seek assistance due to feelings of shame or embarrassment, yet students don’t have to struggle in silence.

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“It is a very daunting task for students to try to focus on their academic pursuits when they are malnourished and worried about their next meal.”

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Jared Cobb
Director of Student Services

Since most students eat between classes and have limited access to cooking appliances, the South Campus Food Pantry needs more ready-to-eat or microwaveable items to accommodate the demand. Donations typically come from several community partners and the campus community, including student clubs and organizations.

For the past 15 years, Architectural Technology students at TCC South have participated in CANstruction, an international competition organized by local chapters of the American Institute of Architects and the Society of Design Administrators. Competing teams design and build structures made of food cans, with the food being donated to the Tarrant Area Food Bank when the competition is over. People interested in donating items to the food pantry at TCC South or who need assistance can visit SSTU 1104A-S.

Located in the Marine Creek area of Fort Worth, TCC Northwest has taken a different approach to eradicating hunger. The campus partners with Community Link food bank to host the monthly Community Food Market, a farmer’s market-style experience that is open to all

community members at no cost. Families are responsible for bringing their own bags and wagons to transport items. More than a canned food drive, the Community Food Market offers a variety of fresh foods, including meats and produce.

“TCC Northwest is located in a food desert and it is difficult for many in this area to make it to a food pantry,” said Lisa Benedetti, Northwest dean of humanities. “We wanted to create an event with dignity to help serve students, staff and the community.” Data show the need is great. More than 11,000 children in Community’s Link’s service area are at risk of hunger. In Tarrant County, more than 113,000 children live in poverty, with more than 130,000 experiencing food instability.

Before kids headed back to school in August, TCC Northwest joined forces with Saginaw-based Community Link food bank to present the Back 2 School Bash, providing supplies and services to more than 2,000 children in northwest Tarrant County. Children received backpacks, school supplies, books, haircuts and health screenings. After collecting school supplies, families shopped in the Community Food Market.

Campus leaders at TCC Trinity River and TCC Connect, both located in downtown Fort Worth, are discussing the possibility of launching a food pantry in the future. In the meantime, students in need can get referrals to outside resources for assistance. Throughout the year, both campuses partner with Tarrant Area Food Bank by collecting non-perishable items for distribution to the community.

Food pantry workers understand the significance of their work. “The assistance we give to our students spreads to their families and can have far-reaching effects,” North said. “If we promote student success by assisting our students to get these basic needs met as they pursue their education, we are providing a pathway to elevate their personal success and productivity for years to come.”

Touching Lives

As TCC’s student population becomes even more diverse and inclusive, the College has become even more intentional about cultivating a community of servant leaders. In addition to giving food, clothing and school supplies, TCC employees and students get involved by mentoring students in the community.

Each holiday season, TCC staffers kick into high gear, bringing Christmas cheer to thousands of people in the community. For example, during last year’s Christmas season, the campuses successfully hosted several charitable

giving projects. TCC Northwest collected items for 6 Stones' New Hope Center in Euless, which provides emergency assistance of food, clothing and other resources to people facing emergency situations.

At TCC Northeast, the campus community presented The Giving Tree Contributions, allowing each identified student to receive a \$100 gift card. The Phi Theta Kappa chapter on campus collected 100 holiday thank-you notes for active military personnel and veterans. Earlier this year, faculty and staff donated gently used work attire for a Mission Arlington clothing drive benefiting members of the community as they transition to jobs that require professional attire.

The Student Veterans Association and VetSuccess Center at TCC Trinity River collected coats and other winter items to donate to homeless veterans. In Arlington, TCC Southeast's Culinary Arts program and other members of the campus community hosted a special holiday event for approximately 50 residents from the Arlington Life Shelter.

Family Empowerment Center

Another valuable resource available to Tarrant County residents is the Family Empowerment Center (FEC), located at TCC South. Started in 2013 as part of the mission and vision of the late Chancellor Erma Johnson Hadley, the FEC collaborates with community partners to promote and support economic stability through education.

During its first two years of existence, the center partnered with United Way of Tarrant County and Catholic Charities to provide services to those in need. Today, the FEC partners with the City of Fort Worth to provide an array of resources, including financial coaching, health and wellness workshops, immigration services, job preparation and General Education Development (GED) preparation offered in English and Spanish.

"The Family Empowerment Center is a place where students can come and talk about life issues, including food insecurity, transportation instability and affordable childcare. We assist students who may not have the same resources as some others," said Peter Jordan, president of South Campus.

One of the amenities at FEC is the child activity room, a space where children ages two to six years old can read and play games while the adult waits for services. Parents can watch the children on a monitor mounted just above the reception area. There is also a training room for community partners to hold educational sessions and meetings for up to 16 people. TCC also hosts live demonstration to teach community members about nutrition, preparing food and eating healthy.

Jordan credits the hard-working team for the center's

success. "The work we do matters, so we are all fully vested," he said. "When you are committed to something, you make it a priority, and that's what we do every single day."

A Jobs NOW! Partnership with The Women's Center helps unemployed or underemployed women and men improve their marketability for future job opportunities. FEC provides a coach/trainer for a cohort that attends a week-long training at the facility, during which participants learn how to develop a personal "elevator speech," conduct online job searches, hone their soft skills and participate in a mock interview.

"When I started the program, I was really struggling with being unemployed," said Carolyn Johnson Harris, who completed the program in 2017. "I have a college degree and certificates. So when I got into the program, the young lady who taught the class made me feel like I was worth it. We covered computer skills, we did communication skills, we did job readiness things. I believe that everyone should take this program."

Approximately 90 percent of the men and women completing the program are placed in higher-paying jobs than when they first started the program, with people securing jobs at public and private entities throughout the region.

FEC is free and open to the community at-large. The goal, according to Jordan, is to establish a Family Empowerment Center on each campus to further serve the residents of Tarrant County.

Tax Preparation

One of the more popular services offered at FEC is the tax preparation offered by the Volunteer Income Tax Assistance (VITA) program. FEC is one of the only VITA sites that provides full-time employee support, with each worker certified by the IRS to conduct intake forms. Because the partnership has been so successful, VITA now has a permanent spot on the TCC South campus.

Data show that 487 tax returns were completed during 2018, with a \$588,667 in refunds generated for clients. Filers were able to save \$146,100 in preparation fees as well, based on an average of \$300 charged by for-profit tax preparers. Overall, there was a 10 percent increase in tax refunds versus the previous year. Each year, the number of people served and refunds issued grows. When TCC South first became a VITA site in 2013, roughly 152 households had their taxes processed for free.

At TCC Southeast in Arlington, the VITA site assisted 541 Tarrant County individuals/families with their 2017 tax returns. A partnership between the campus and Foundation Communities, the VITA site generated \$767,012 in total refunds, with \$394,710 in total EITC (earned income tax



credit) and CTC (child's tax credit) dollars back into our community. Eight families/individuals were able to add \$19,737 to their savings accounts.

"Since 2014, Foundation Communities Volunteer Income Tax Assistance (VITA) program has partnered with the TCC Southeast campus to provide free income tax services for hard working families & individuals who earn \$56k or less," said Michelle Beltran, Foundation Communities community services director.

.....”.....

"With dedicated Volunteer Income Tax Assistance staff and volunteers, 2,732 families/individuals have been assisted and \$4,251,169 has been generated back into the community."

Michelle Beltran
..... Community Services Director, Foundation Communities

Ride On!

Another way TCC is helping students is through the EasyRide program, a partnership with Trinity Metro, to provide free bus rides to eligible TCC students, including Mobility Impaired Transportation Service (MITS) passengers. TCC is picking up the tab, thanks to TCC

Chancellor Eugene Giovannini's vision for removing one of the greatest barriers students have when achieving their educational goals.

With TCC's EasyRide Program, student IDs double as a free pass on all Trinity Metro buses and the Trinity Railway Express for routes to any of the six campuses, the Tarrant County College Opportunity Center located in the Stop Six area and the Erma C. Johnson Hadley Northwest Center of Excellence for Aviation, Transportation and Logistics. All students have to do is visit the campus copy center to get an activated ID.

Since the program's launch in May, thousands of students have taken advantage of the program. Students enrolled in TCC's 2018 summer term were the first ones eligible for the EasyRide Program, many of whom were excited about the College taking care of their transportation needs.

In August, Trinity Metro added bus routes to TCC Northeast in Hurst and TCC Southeast in Arlington to help students travel to and from campus. More importantly, TCC built new bus shelters and strengthened the roadways to accommodate the additional traffic. Learn more about TCC's EasyRide Program by visiting tccd.edu/easyride.

The entire TCC family, from senior administrators to new hires, remains committed to serving the community and being the first choice for partnerships that will impact the region. To learn more about any of the programs listed in this article or to find out how to partner with TCC, visit tccd.edu/community.



by Jody Wasson

Anyone wondering just how important cybersecurity is to the nation's future need only visit the U.S. Department of Homeland Security's website. There, in bold print, the federal agency makes the case for a clear and present danger...well beyond the likes of anything Tom Clancy might imagine. "Our daily life, economic vitality and national security depend on a stable, safe and resilient cyberspace." This declaration is validated by the sobering statistics one finds in Symantec's 2018 Internet Security Threat Report: 71 percent of all targeted cyberattacks started with "spear phishing" to infect their victims.

Malware implanted into the software supply chain has increased by 200 percent – remember "Petya"? And, the prevalence of mobile malware continues to surge, though the average ransomware cost in 2017 had dropped to \$522 per event. Experts believe this drop in price signals that "ransomware has become a commodity." Drop the ransom price, but increase the number of targets and bingo! Major profits for the cyberattackers. As cyberspace criminals become more creative and more brazen, the need for trained information security professionals has never been greater, which is why Tarrant County College now offers an Associate of Applied Science degree in Information Technology: Cybersecurity, along with a Level 1 Cybersecurity Specialist certificate and a Level 2 Ethical Hacking certificate.

To create the Cybersecurity curriculum, newly introduced in the fall 2018 semester, TCC faculty and staff engaged in intensive planning. According to Associate Vice Chancellor for Academic Affairs Nancy Curé and District Director of

Curriculum and Educational Planning Candy Center, the focus for new program development will be on high-demand, high-wage and high-skill programs. They further offered that District offices will facilitate the work of campus academic teams in determining the appropriate facilities and resources to support new programs. "TCC's goal in this new, more thoughtful planning is to help students find new ease in charting their educational plans and navigating their time as students from day one on campus, through commencement, with clearly structured approaches to program completion," said Curé.

According to the Forbes Coaches Council at Forbes.com, corporations seeking to close the middle-skills gap are looking less for applicants with bachelor degrees and leaning more strongly toward students who have been exposed to various career pathways including apprenticeships, certificates and two-year degree programs that better align with their career aspirations and current workforce needs.

Introducing the new curriculum to those outside the field, Cybersecurity Team member Jeffrey Koch, of TCC Northeast, finds he's asked the same question over and over. "To answer the #1 question I get from people outside the computer field: No, 'ethical hacker' is not an oxymoron! Ethical hackers use the same skills as black-hat hackers (the bad guys) to find problems with computer systems and networks before the bad guys do. Unlike black hats, they have permission to do it, and unlike black hats, they don't do anything malicious," said Koch.

TCC has become an EC-Council Academia partner, and now its Ethical Hacking class is an official Certified Ethical Hacker class. Students who finish the new class can take the Certified Ethical Hacker exam at a lower price without going

through an expensive boot camp or demonstrating two years of computer security experience.

TCC student Justin Ward found it extremely difficult to find a job in information technology (IT) without some sort of certification or degree. "I have a friend working in IT and he began teaching me the ins and outs of computers. He helped spark my passion for computers and now I'm pursuing a formal education. I couldn't be more thankful that TCC helped open my eyes to a new world right under my nose," said Ward.

Assistant professor of Computer Science John Kidd, a member of TCC's Cybersecurity Team and the representative for faculty teaching the new security and hacking curriculum, quips, "All I care about is cybersecurity."

Kidd addressed the increasing divide between jobs that demand digital skills and jobs that do not. Interestingly, it's those that do not that are falling behind.

"In searching for meaningful work in the IT world and given the ubiquity of cyber skills, needs are more unique. In Tarrant County and North Texas, for every two jobs open, there's one qualified employee. With the skills being less common, it's harder to fill those jobs."

John Kidd

TCC Cybersecurity Team

Graduates from two-year degree programs and those with specialized advanced security and ethical hacking skills will be able to command high salaries and other benefits. The U.S. Bureau of Labor Statistics has reported not only students earning bachelor degrees, but also graduates from two-year degree or certificate programs and those with highly skilled technical knowledge, are attractive to recruiters and employers. Across Texas, cybersecurity jobs abound in both the private and public sectors, with entry-level salaries starting from \$59,000 for those with certifications and perhaps an associate degree, according to payscale.com, the market leader in compensation platforms.

TCC South Department Chair of Business, Computer Science-IT Shalha Durany said there has been a significant increase in cybersecurity job openings in the past three years. "There are approximately 200,000 positions in the cybersecurity area that are unfilled, and this number is expected to rise. As a community college, we have to make sure that we are actively involved in educating students for careers in high-demand technical fields," said Durany.

"I live and breathe for information technology. I am looking forward to receiving my certifications, entering the IT world career path and basing my future goals on knowledge and experience I gain. There are hundreds and hundreds of high paying IT jobs that are going unfilled," said Ward.

"It turns out that many other colleges are also seeking to accomplish similar goals and designations that we are seeking to gain in order to help prepare our students to develop leading-edge practices, gain skills and learn to tackle the latest threats in cybersecurity," said TCC Northeast Dean of Technology Eli Mercer. "The 3Cs Conference proved a great introduction to a community of likeminded professionals and a network of colleges and companies working together to tackle an emerging national challenge in cybersecurity," Mercer added.

"I'd say I'm far from a cybersecurity expert at this point, though I'm working to reach that point. There will always be a constant need to improve in cybersecurity. It is a never-ending battle to secure private information and the fight against cybercrime is always going to be interesting, changing and challenging," said Ward. "I may not be an expert now, though I hope I will be one day."

This fall, TCC began offering students six new Associate of Applied Science degrees and 16 new level I and II certificates, in addition to more than 70 other Associate of Applied Science degrees and certificate programs.

Associate of Applied Science Degrees

- Anesthesia Technology, Health Science
- Automotive Service Technology: Toyota Technician Education Network
- Information Technology: Cybersecurity
- Electrical Line Technician
- Nuclear Medicine Technology, Health Science
- Surgical Technology, Health Science

Associate of Applied Science Credit Certificates

- Toyota General Service Technician, Level 1 Certificate, Automotive
- Toyota Service Technician, Level 2 Certificate, Automotive
- Computer Support Specialist (Customer Service/Call Center Teleservice Operations), Level 1 Certificate, Information Technology
- Horticulture Business Management, Level 2 Certificate, Horticulture
- Beverage Management I, Level 1 Certificate, Hospitality Management
- Beverage Management II, Level 2 Certificate, Hospitality Management
- Animation for Game and Simulation, Level 1 Certificate, Information Technology
- Cybersecurity Specialist, Level 1 Certificate, Information Technology
- Ethical Hacking, Level 2 Certificate, Information Technology
- Ground Technician, Level 1 Certificate, Electrical Line Technician
- Line Technician, Level 2 Certificate, Electrical Line Technician
- Medical Assistant, Level 1 Certificate, Health Science
- Healthcare Leadership, Enhanced Skills Certificate, Health Science
- Conversational ASL for Healthcare Workers, Occupational Skills Award
- Central Sterile Processing, Level 1 Certification, Health Science
- Surgical Technology, Level 2 Certificate, Health Science



CAMPUS OR MUSEUM?

A LOOK INTO THE TRINITY RIVER ART COLLECTION

by Bill Lace

Tahita Fulkerson, founding president of Trinity River Campus, remembers well the first group of high school students who toured the facility. “One little girl got off the bus, walked in, looked up and said, ‘It’s a museum.’”

No, it’s a corporate headquarters turned community college campus, but the error is understandable. After all, what other campus greets visitors with a vision of twinkling, multicolored lights wafting along a series of delicate disks before swooping up to crisscross the ceiling of the story above?

Where else can one be confronted in a staircase by a 10-foot, DNA-like spiral of small panels with green LED numbers blinking randomly and hypnotically? And what better setting for lunch than under a ceiling hung with dozens of electrical components – diodes and transistors – each about five feet long?

These works, *Gossamer Galaxy* by Michael Hayden, *Counter Spiral* by Tatsuo Miyajima and *Extravagance of Electronics* by Kristina Lucas (pictured, above) are centerpieces in Trinity River’s art collection growing out of TCC’s purchase of the Radio Shack complex in 2008.

Prior to the sale, Fulkerson took some tours of the property, but her eyes were on possible conversion to a campus, not art. She didn’t realize that TCC would buy not only the buildings, but everything in them, including the art. She also wasn’t aware that an informal agreement would stipulate that Radio Shack would retain pieces specifically Radio Shack-themed. “Had I known, I probably would have asked someone to record every single thing on those walls,” she said.

As soon as TCC took possession, Fulkerson assembled an evaluation team of art faculty and staff from across the College including Devon Nowlin from TCC Southeast.

Nowlin, now on the staff of the Amon Carter Museum of American Art, knew immediately the collection was something special when she saw *Counter Spiral*. “That was a sign to me that, ‘Oh, this is serious,’” she said. “He (Miyajima) had been featured in an exhibition at the Modern that was very memorable.”

Not all of the more than 70 works, mostly scattered around the Trinity building, are so serious in tone or monumental in scope. Some, like the one with toy vehicles affixed to a rectangular surface like insects in a collection (pictured, right), seem intended to elicit laughter rather than deep introspection.

Nina Petty, TCC’s vice chancellor for facilities, was a Radio Shack employee when the complex was being built. The collection and its quality, she said, grew out of the company’s determination to create “a learning and growing environment.” She worked closely with architects and artists to place the art, especially the larger objects, in such a way as to impart that vision to employees as they entered from the parking garage. “It was to be the active energizer and driver of business strategy,” she said. “It was about creating a culture. Every day you’d look at that artwork and be inspired by some great artist.”

Extravagance of Electronics, she recalled, was dubbed “Mother” by Radio Shack employees because the electrical gizmos represented the company’s foundation, the basis of much of what it made and sold. Later, she viewed the work through other eyes, this time as the person whose team was responsible for cleaning all those high-flying pieces.

Maintenance is an ongoing challenge. One of the best-loved and most valuable works, *Wooden Mirror*, consists of 936 wooden pixels manipulated by a camera and computer to form a portrait of the viewer. It was mounted on a wall near the campus bookstore, but now lies in storage because, Fulkerson said, “the students couldn’t keep their hands off it,” and some of the pixels were damaged. Similarly, the whimsical *Hamster Super Lair* lost several components before acquiring a glass case, and some of *Gossamer Galaxy*’s disks don’t light up.

Another question has been uncertainty as to the exact extent of the collection. Scott Robinson, art historian, TR academic dean and the principal person tasked with caring for the collection, said, “It was never clear what art belonged to whom when Radio Shack was still here.”

Some pieces were recovered, thanks to the work of Ray Smalley and his campus maintenance team, who had access to the entire complex and would occasionally find gems stuck away in closets or even designated as trash. “We found a piece one day in a dumpster,” Smalley said. “That particular piece was worth about \$5,000, I believe.”

Now that Radio Shack is no longer a tenant, Robinson can work on completing the first two phases of his three-part plan for the collection. “We’ve spent the last seven years, first, trying to find and identify everything,” he said, “and, second, trying to stabilize and protect the pieces that are in danger.”

It’s more than appreciation of the art that fuels Robinson’s concern. “After I had an appraisal done, I



realized, ‘Oh my gosh, this is an asset and, just like a building, needs maintenance.’

The collection is, indeed, an asset. And a large one. An evaluation done in 2008 placed the total value at \$1.12 million. Another, in 2012, came up with a value of \$1.75 million. Today, the replacement value, Robinson said, is well north of \$2 million. “Gossamer Galaxy (pictured, right) is priced at \$465,000, Extravagance of Electronics at \$275,000 and Counter Spiral at \$148,820.

But the art, said Robinson, should not only be protected – it should be shared. That’s Phase Three of his plan.

“My hope is to get the collection to where it’s ready for the public. It would be something we could promote, to let people know that if you come downtown to view the Sid Richardson collection walk a couple of blocks and here’s a great corporate collection.”



Scott Robinson
Academic Dean, Art Historian

However, getting the collection to that point, he said, requires considerable expense for restoration. Repairing Wooden Mirror would be costly. Gossamer Galaxy requires annual cleaning at a cost of \$3,000.

Then there’s the question of staffing. Robinson and Arts Department Chair Irene Thrower have only so much time to give aside from their regular duties. Robinson and Fulkerson had discussed the possibility of a full-time position to oversee art works, not only at Trinity River, but also at other TCC campuses. “And that’s kind of where we are,” Robinson said.

But the collection, even if a bit faded from its former glory, continues to impress visitors and serve as a valuable educational tool for Trinity River Campus. “We’ve used the collection in a number of ways,” said Angel Fernandez of the art faculty. “My art appreciation students have put together presentations and given guided tours of the collection much like is done at the Kimbell or the Modern. And I have many of my advanced students draw works from the collection.”

Fernandez, who helped arrange the loan of some pieces, including Richard Bagget’s The White Light of the Gradient, a gigantic metal sculpture resembling a cocklebur, is as awed as his students by the works and their creators. “It’s a point of pride for me to talk about the caliber of artists in this collection,” he said. “Miyajima (Counter Spiral) is world

renowned. Tim Prentice (2 Stage Curtain Wall, a delicate metal on the fourth floor near the police office) is amazing. Daniel Rozin (Wooden Mirror) is in every art class text I look at. It’s a pretty surreal gift our campus has.”

Not all students, however, are as enthusiastic. David Dominguez is ambivalent. The May graduate said he got a lift from seeing Gossamer Galaxy each morning, but thinks much of the collection is “weird and outdated.” He’s particularly critical of the three large cartoonish panels in the Action Room, Trinity River’s principal area for large events. “It kills me going in there for a formal event and seeing that anamie artwork,” he said. “Those are hideous.”

But Jacklynn Green, a new employee in the campus Idea Store who was accompanying Dominguez around the campus hunting available wall space for displays, was more philosophical. While she agrees that the collection is outdated, she nevertheless thinks it appropriate from a historical standpoint. “Students coming in may not know that this used to be Radio Shack’s headquarters and what Radio Shack was,” she said. “It’s nice to have them learn about what now is a piece of history.”

Meanwhile, the collection continues to serve its original purposes – to inspire, embolden, encourage and challenge – all of them fundamental to the missions of a corporation, or a museum ... or a college.



Healthy HOLIDAY FEASTING

TIPS FROM THE DEPARTMENT OF CULINARY ARTS, DIETETICS AND HOSPITALITY

by Sin (Amy) Yu Wan, Dietetic Learning Lab Manager

During traditional holidays, when people get together and express gratitude for family and friends, traditional foods like turkey and dressing, green bean casseroles, sweet potato casseroles and pies of all sorts are unavoidable. However, the traditional dishes often bring up the dilemma of serving excess calories to everyone.

Slash Calories

In your traditional dishes, you may consider the following to substitute calorie-heavy ingredients:

Instead of ... Green bean casserole with canned soup and fried onions
Serve ... Green beans with almonds

Instead of ... Sweet potato casserole with marshmallows and butter
Serve ... Baked sweet potato mashed with plain fat-free yogurt, light butter and a dash of cinnamon and sugar as toppings

Instead of ... Sweet potato/pumpkin pie
Serve ... Pear, apple and cranberry crumble

Instead of ... Cornbread dressing with butter
Serve ... Oatmeal bread dressing with turkey and fresh herbs

Veggie Your Plate Up

Fill your plate with healthy side dishes like salad and steamed vegetables before heading to the entrees. Liven up your salads by adding a variety of fruit, such as strawberries, apples and tangerines, with a hint of tasty vinaigrette dressing. Go for desserts that are decorated with fruit or enjoy a bowl of fresh fruit in lieu of pie.

Be Mindful, Not Mindless

As portion sizes continue to grow in our society, our consciousness of satiety is no longer the same. We tend to eat more and more mindlessly during and in-between meals. Try to avoid mindless snacking, like bowls of nuts, chips or sweets. During meals, focus on the size of your dishware, which has a big impact on how much you eat. Serve food on smaller plates, drinks out of tall thin glasses and serve desserts out of coffee cups instead of large bowls. This can significantly minimize your portion sizes and control overeating, especially when holiday meals tend to be buffet style and encourage multiple helpings.

For healthy
substitute recipes
and a cooking
demonstration, visit
[tccd.edu/magazine/
holidays](http://tccd.edu/magazine/holidays)



MIDTERM ELECTIONS MATTER



VOTING IS A PRIVILEGE, A RIGHT AND A
MORAL DUTY FOR EVERY AMERICAN CITIZEN

by Hamed Madani, Professor of Political Science

With the 2018 midterm elections just around the corner, political pundits like to make educated guesses as to how the American electorate will respond. Because it is not a presidential election year, history shows that voter turnout likely will be lower than it was in 2016. Yet, enough noise is being made about the importance of the midterms – and what color the wave will be – that it’s important to take it very seriously. Through their participation, American voters honor the concept of popular sovereignty as part of the Social Contract, originated by John Locke, the philosopher of the American Revolution, which is based on the notion that government derives its power from the consent of the governed. In order to satisfy the meaning of popular sovereignty, all elections matter. But here’s where things get tricky.

The Social Contract supports representative democracy in which politicians are subject to recall by voters, and voters exercise power at the ballot box to decide who should represent their interests in government. That was the Founding Fathers’ view of popular sovereignty in theory. In practice, participation was the exclusive domain of upper class, rich, property owner, white and male.

Since its formation, the United States has come a long way to ensure the rights of all adult citizens to vote, because so many segments of the population had been disenfranchised for so long. While signing the Voting Rights Act of 1965, President Lyndon B. Johnson said, “The vote is the most powerful instrument ever devised by man for

breaking down injustice and destroying the terrible walls which imprison people because they are different from other people.”

Yet, voter turnout in national elections has declined since 1960. The U.S. may be the oldest continuous democracy, but experience does not equal enthusiasm. Decline in voter turnout can be attributed to general apathy, the influence of money in politics, the Electoral College and gerrymandered congressional districts. Regardless of an individual’s reason not to vote, however, failure to participate represents a breach of the very Social Contract on which this country is based.

So, the midterm elections matter.

Voters will choose all 435 members of the House of Representatives and 35 of the 100 seats in the U. S. Senate. In the current Congress, there are 236 Republicans, 193 Democrats and six vacancies. Democrats need a net gain of 23 seats to take control of the House of Representatives from the Republicans in the 116th Congress. Texas has 36 representatives in the U.S. House of Representatives: 11 Democrats and 25 Republicans.

The U.S. Senate consists of 51 Republicans and 49 Democrats, including two Independents who caucus with the Democrats. To gain control of the Senate, Democrats need to pick up two seats. Unlike the House of Representatives, whose entire membership is up for re-election every two years, the Senate is a continuing body and every two years, only one-third of the Senate is up for re-election, according to Article I, Section 3 of the U.S.

Constitution. But in this midterm election, 35 seats are up for election, including special elections in Minnesota and Mississippi, due to vacancies. One of those 35 senators is Texas Senator Ted Cruz. He is completing his first term in the U.S. Senate.

Besides electing one senator and 36 U.S. House members, Texas voters also will elect candidates to the three elected branches of state government.

Executive

Governor, five executive offices, railroad commissioner and 15 members of the State Board of Education. Since 1995, all 29 statewide elected offices are occupied by Republicans and most members of Board of Education also are Republicans.

Legislature

The Texas Legislature has 150 House members and 31 Senate members. In the current legislature, there are 95 Republicans and 55 Democrats in the House and 20 Republicans and 11 Democrats in the Senate.

Judiciary

Three members of the Texas Supreme Court, three members of the Criminal Courts of Appeals, most members of Courts of Appeals and all state district court judges. All the current members of Texas highest courts are Republicans, nine Republicans in each state highest court.

Why the 2018 Midterms Matter

Midterm elections always are considered to be a referendum on the sitting president. President Donald Trump has reason to take notice, because the election outcome will play a key role in shaping the last half of his term – not to mention, the shaping of America’s political landscape for many years to come. According to the Pew Research Center, a larger percentage of respondents say the President will be a factor in their votes in the midterm elections more than in the past midterm elections. Pew also reports that liberal Democrats are far more enthusiastic about casting their votes than in previous midterms. Therefore, voter turnout most likely will be higher among Democratic voters in this midterms.

Voting is a privilege, a right and a moral duty for every American citizen. By choosing to sit on the sidelines, non-voting citizens substitute oligarchy-- a government of the rich, by the rich and for the rich –for democracy. They will have no one else to blame for the outcomes they dislike, and that may affect them quite personally.

To learn more about the candidates running for office in your district, visit:

>> sos.state.tx.us/elections/index.shtml

>> lwtarrantcounty.org



INTERNATIONAL STUDENTS WORK TO OVERCOME CHALLENGES TO HIGHER EDUCATION IN THE U.S.

by Kendra Prince

With the tenets of diversity, equity and inclusion woven into its cultural DNA, Tarrant County College welcomes students from around the globe. In the 2018 spring semester alone, students from 71 different countries were registered here.

According to Rebecca Griffith, district director of Admissions and Records, there are many types of international students at TCC. “Some are seeking or have a student visa; others are living here under other visa programs and some have immigrated to the United States International Admissions serves students seeking or holding visas that permit them to study in the U.S.”

International students often face significant challenges. For many of them, however, getting here was no easy feat. Vivian Lu, enrollment associate in International Admissions,

can relate. Lu immigrated to the U.S. in 1994 to pursue her Master of Education degree with an English as a Second Language (ESL) concentration.

According to Lu, challenges international students face in coming to school in the U.S. include language barriers; navigating federally mandated admission and registration requirements; deciding which major to pursue; how to start classes and, once classes begin, understanding assignments and how to perform research.

Mary Cinatl, coordinator of the English for Speakers of Other Languages (ESOL) program at TCC Southeast, considers admission, testing, registration and financial need to be the greatest challenges. “There are myriad documents some students need to have in order to proceed and language is a consistent thread running through these processes that make them even more challenging,” she said.

“Every international student has a story; some of our students had to go through a lot of obstacles to make it into the United States to pursue their education,” said Sheila Addo, an academic advisor at TCC Southeast, who specializes in advising international and English for Speakers of Other Languages (ESOL) students.

“It was a risk to come to the U.S.,” said Junjie Hao, a Computer Science major from China. Hao said it was scary for a young man who just graduated high school to start a new journey alone in a foreign country. His father encouraged him to come to America “because the U.S. has the best college-level education in the world.”

In addition to facing the normal challenges of moving to a new school in a new country, Hao also struggled with stress and depression related to the language barrier and homesickness. “I could not handle the stresses of taking classes and doing homework in English,” he said. “Suddenly living without my parents’ control gave me a chance to lose myself.”

To handle his stress, Hao immersed himself in video games, which he said became like drugs to him and cost a lot of time. He was attending a four-year university then. “Because of language obstacles and poor self-management, I got some ugly grades.”

When he decided to get his life back on track, he applied to TCC. During his application process, he said Vivian Lu encouraged him most. “She knows what I have been through, and she understood,” he said. According to Hao, Lu built his confidence to take the Texas Success Initiative (TSI) Assessment test and offered “tons of helpful suggestions on choices of courses and managing relationships around me.”

Since coming to TCC, Hao’s grades have improved significantly. In fact, at TCC, he has a 4.0 GPA.

Hao plans to transfer to The University of Texas at Arlington in 2019 and work as a computer programmer in the United States after graduation.

.....”.....
“I left the comfort of where I grew up and came to a foreign land not knowing how I would make it and what would happen.”

Mawunyo Makebi
.....TCC Student

“It was risky and full of uncertainties,” said Mawunyo Makebi, who attends TCC Trinity River. At the time, Makebi

was pregnant and also had twins. She fled her home country of Ghana due to an abusive relationship. “I lost a pregnancy at 32 weeks because of the abuse and stress. From the way things were going, I knew if I did not escape, I would lose the baby and likely my life as well.”

After she came to the U.S., Makebi worked for about a year. She believed she had the capacity to do more if she went to college. She wanted to pursue a medical career “to help families, especially single moms, who were going through difficult situations and needed care and encouragement.”

Makebi learned about TCC from a co-worker and applied. She appreciates the cost savings and said TCC encourages success, which she seems to be finding at TCC.

“Coming from a different continent, a different culture and a totally different world, I could not have asked for more than TCC,” she said. Makebi worried about keeping pace with her studies, but found help where it was needed. Now, she is more confident and helping other international students. She plans to study Nursing at TCC and then work on her bachelor’s degree, after which she will stay in Fort Worth and “work to serve others.”

Just as every international student has a story, each one has value, not only to TCC but also to the community as a whole. “The wealth of experiences and unique perspectives each student brings can enhance global education, intercultural awareness and competency for employees and students at TCC,” said Andrew Duffield, TCC’s chief diversity officer. “Accepting international students at our colleges and universities has traditionally been one of the most important ways America continues to emphasize its values to be globally engaged,” he said. “Also, international students who have spent some time in the U.S. become ambassadors for change upon returning home, sharing an appreciation for common values, offsetting stereotypes about the U.S. and enhancing respect and dignity for all cultural differences,” Duffield added.

Addo agrees. “International students bring immeasurable cultural, academic and economic value to TCC and to our communities,” she said. “NAFSA: Association of International Educators 2018 data show that Texas community colleges saw 15,882 international students bring in \$318.3 million and 1,896 jobs into our economy; this financial gain would not have been feasible if not for the international students we have enrolled in our colleges and within our communities.”

TCC recognizes international students during commencement ceremonies with flags representing the students’ countries of origin draped around the arena. “It is touching to see them posing near their flag just after completing their goal at TCC,” said Griffith.

International Students interested in TCC can get more information at tccd.edu/students/international



PREPARING THE WORKFORCE

TCC A DRIVING FORCE IN GM ARLINGTON'S MAJOR EXPANSION

by Betty Dillard

The new Arlington Logistics Center, a 1.2 million-square-foot space built by General Motors Co. for suppliers to its Arlington assembly plant, is well on track to bring 1,400 jobs to the North Texas region, and Tarrant County College is helping steer support for the workforce and training needs for the automaker's massive expansion.

The supplier park is part of the \$1.4 billion expansion GM started in 2015 of its Arlington complex, which rolls out the Chevrolet Suburban, Tahoe, GMC Yukon and Cadillac Escalade sports utility vehicles. GM began operations in Arlington in 1954 and has a current workforce of more than 4,200. The sprawling industrial park consists of two manufacturing and warehouse buildings at the former 83-acre Six Flags shopping mall that are now home to a number of GM's primary suppliers.

The new park is expected to create improved logistics efficiency and coordination, while bringing significant new employment opportunities to the area.

TCC Corporate Solutions & Economic Development and TCC Workforce Services are partnering with GM, working alongside the company and its suppliers in the expansion of operations and creation of new jobs. Corporate Solutions works with businesses, community and economic development organizations and industry associations to develop the workforce needed to grow and succeed. Corporate Solutions provides training classes in computer technology, management and leadership, language, safety and specializations such as machining, electronics, logistics, call center and welding.

"It's a great partnership," said City of Arlington Economic Development Manager Bruce Payne.

"TCC is helping with training of new labor interested in these industries who may not have the specific skills needed. They're being trained and are getting on board early."

Bruce Payne

Economic Development Manager, City of Arlington

One of GM's major suppliers benefiting from TCC Corporate Solutions is Flex-N-Gate Corp. (FNG). Founded in 1956, the Michigan-based company manufactures metal and plastic original equipment components and mechanical assemblies in the global automobile industry. Components range from bumpers and hinges to pedal systems and instrument panels. Careers at FNG include opportunities in product engineering, project management, testing, stamping, welding, molding, painting, plating, assembly and shipping.

Flex-N-Gate (FNG), ranked No. 59 on Forbes' list of America's Largest Private Companies, boasts 64 manufacturing facilities worldwide – including seven North American testing facilities – with more than 24,000 employees. The company posted revenue of \$6 billion in 2017.

Earlier this summer, FNG relocated its Texas manufacturing operations and corporate offices from Arlington to Grand Prairie in a \$175 million expansion. The company plans to employ 800 people by early 2020. Just over 600 of these 800 jobs are new jobs being created, according to Don Cumming, director and general manager of the Flex-N-Gate Texas facility. These positions run the gamut from production operators to manager-level jobs.

Cumming said FNG is identifying individuals with the correct aptitude for certain fields, yet lacking specific training, and partnering with TCC to get these individuals trained for success in the workplace.

"TCC has been a key partner in preparing our workforce for this expansion," Cumming said. "They assisted in curriculum selection, grant writing, scheduling and training. With the current job market here in the DFW area, we are not going to be able to hire externally for all of our trades jobs that we need to fill. This is allowing us to develop our current workforce to take on higher skilled jobs."

TCC received a \$97,436 Skills Development Fund grant through the Texas Workforce Commission to provide training for 53 current FNG employees working as assemblers, quality technicians, maintenance workers and forklift drivers. The existing employees are now prepared for advancement opportunities into maintenance or quality careers.

Workforce Solutions for Tarrant County is providing FNG assistance in both English as a Second Language and Adult

Education courses. In addition, the company is working with Arlington's Dan Dipert Career and Technical High School to identify workforce training opportunities and internships for both current and future employees.

"Workforce morale is very high and the team is excited about the future opportunities. As our workforce grows, I expect the partnership to grow with it," Cumming said.

"This tight job market makes training even more important as it becomes more and more difficult to hire an experienced individual for a skilled trades job."

Don Cumming

Director and General Manager, Flex-N-Gate Texas

The partnership between FNG and TCC has produced a positive impact, Cumming added.

"As far as our community is concerned, we have the opportunity here to give individuals training while continuing to work in their current roles at Flex-N-Gate and affording them the opportunity to take on higher skilled and higher paying jobs, which I would expect in turn have a positive impact on our community," Cumming said.

Another ongoing collaboration involves TCC Corporate Solutions, TCC Workforce Services and GM supplier International Automotive Components (IAC). Headquartered in Luxembourg, IAC is a global manufacturer of automotive components and systems including instrument panels, console systems, door panels, headliners and overhead systems. IAC has 50 locations in 16 countries with 22,000 employees and had sales of \$4.4 billion in 2017.

IAC's new Arlington facility will bring more than 400 new jobs that will depend on individuals with a range of diverse skills, backgrounds and experiences.

TCC Corporate Solutions and TCC Workforce Services are acting as a bridge between IAC and individuals seeking new employment, education and training opportunities, according to Eric Sams, plant manager of the new IAC Arlington site. Together, IAC and TCC will collaborate to discover skilled, local talent and to develop and provide a thorough and comprehensive training and onboarding program to all new hires that will familiarize new IAC associates with the operations IAC will be executing in its Arlington facility.

"IAC is very excited to partner with TCC and looks forward to discovering more ways that it can cultivate a long-lasting partnership that positively impacts IAC, TCC, the City of Arlington and Tarrant County," Sams said.



TCC TRINITY RIVER PRESIDENT SEAN MADISON SHARES HIS FAVORITE DISHES

With recipes from Katrina Warner and Alison Hodges, instructors of culinary arts

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"Salmon croquettes are a family tradition. My grandmother was from New Orleans, and she moved to West Palm Beach, Fla. in the 1940s. With that move, she brought her children, her love of music and her love of Creole cooking. On special occasions, she would convene family and friends for breakfast. One of her favorite breakfast dishes was salmon croquettes, and I had the distinct pleasure of watching and learning to make them. My grandmother passed in September 2016, but I continue to remember her lasting impact on me in so many ways. When I cook salmon croquettes, that process conjures up so many fond memories," said Madison.

SALMON CROQUETTES

INGREDIENTS

- 1 lb. salmon filet, boneless, skinless
- 1 lemon, juiced
- 1 tbsp. salt
- 1 bay leaf
- 3 c. water
- 2 eggs, beaten
- ¼ c. bread crumbs
- ¼ c. sweet onion, diced
- 2 tbsp. cornmeal
- Salt and pepper, to taste
- Oil for frying (avocado, vegetable, etc.)

METHOD

1. In a pan, heat water, lemon juice, salt and bay leaf to 180°F. Add salmon filet and poach until opaque, about five to 10 minutes.
2. Remove, allow to cool and flake with a fork.
3. Heat skillet, add enough oil to coat bottom and heat.
4. Mix salmon with remaining ingredients in a bowl – add salt and pepper and cook off a small amount in a pan to taste and adjust as needed.
5. Portion mixture into four large or six smaller patties. Place patties in pan and cook until brown, flip to other side and cook until brown, remove from pan.
6. Drain on paper towels.
7. Serve with lemon slices and tartar sauce, if desired.

"Now, my grandmother did not bake carrot cakes. She liked to 'pie,' as she would jokingly say. Her good friend, Mrs. Laura B., held the title for the best carrot cake in town, and I would conveniently show up at her front door when I discovered that she baked a carrot cake. Last year, I was attending an event for the March of Dimes – Fort Worth, and was presented with the opportunity to taste a whiskey carrot cake, which reminded me of Mrs. Laura B.'s carrot cake. Mrs. Laura B. passed earlier this year, but I remember her, too, when I have the opportunity to delight in a slice of whiskey carrot cake. I'm not a baker, but I know how to scout out the perfect slice," said Madison.

WHISKEY CARROT CAKE

Preheat oven to 350°F

DRY INGREDIENTS

- 2 c. all-purpose flour
- 2 tsp. baking powder
- 1 ½ tsp. baking soda
- ½ tsp. salt
- 2 ½ tsp. cinnamon
- ¼ tsp. nutmeg
- 1 c. sugar
- ¾ c. roughly chopped pecans, toasted

WET INGREDIENTS

- 2 tsp. vanilla
- ½ c. vegetable oil
- 2/3 cup plain nonfat yogurt or applesauce
- 4 eggs
- 2 c. shredded carrots; wring out excess liquid in clean dishcloth or cheesecloth
- 1 8 oz. can crushed pineapple, drained
- ¼ c. whiskey

METHOD

Spray a 13 x 9 x 2-inch pan or two 9-inch rounds with cooking spray.

1. Mix together all dry ingredients.
2. Separately mix together all wet ingredients until thoroughly well blended.
3. Add wet ingredients to the dry and mix just until flour has been absorbed.
4. Pour batter into pan and bake at 350° for 35 to 40 minutes for a 13 x 9 x 2-inch pan or 25 to 30 minutes for two 9-inch rounds. Cook until a toothpick inserted into center of cake comes out clean.
5. Cool completely before icing cake.

WHISKEY CREAM CHEESE ICING

This recipe makes a thin glaze of frosting for the cake.
For a thicker frosting (as pictured, right), make a double batch.

INGREDIENTS

- 2 tbsp. butter, softened
- 2 oz. cream cheese, softened
- 8 oz. powdered sugar
- 1 tbsp. whiskey

METHOD

1. Blend together the softened butter and cream cheese on low speed.
2. Mix in the powdered sugar.
3. Add whiskey.
4. If desired, top with extra chopped pecans





TCC CONNECT CAMPUS PRESIDENT CARLOS MORALES SHARES HIS FAVORITE DISHES

With recipes from Katrina Warner and Alison Hodges, instructors of culinary arts

.....

“This is the main dish I grew up with while living on a Caribbean island -- very nutritious and high-protein/high-energy meal that has been a local custom for more than a century. The rice and beans date back to the Pre-Colonial Era and were introduced by Spanish explorers in 1493. When I was a teenager riding bicycles during the summer, my mother prepared this dish as the fuel that kept my friends and me going for the entire day,” said Morales.

CHULETAS DE PUERCO FRITAS (FRIED PORK CHOPS)

Makes 4 servings

INGREDIENTS

- 4 boneless, center-cut pork chops
- ¼ c. oil (avocado, olive or vegetable)
- 2 tbsp. white wine vinegar
- 1 tbsp. minced garlic
- 1 tbsp. adobo all-purpose seasoning
- ¼ tsp. dried oregano
- Salt and pepper, to taste
- Oil for frying

METHOD

1. In a plastic, gallon-size bag, mix oil, vinegar, garlic and seasonings. Add pork chops, seal bag and toss to coat. Allow chops to marinate from two to 12 hours in the refrigerator. Pull 30 minutes before frying to bring to room temperature.
2. Heat skillet, add oil, then add pork chops. Fry for five minutes or until golden brown. Turn and fry on other side. Remove and serve.

ARROZ BLANCO (WHITE RICE)

INGREDIENTS

- 1 c. white rice, uncooked
- 2 c. water
- Salt, to taste

METHOD

1. Bring water to a boil. Add rice and stir.
2. Bring back to a boil, turn down to a simmer and cover.
3. Simmer for 20 minutes until liquid is absorbed.
4. Remove from heat, fluff with fork and season with salt.



FRIJOLES ROJOS (RED BEANS)

INGREDIENTS

- 1 can small red beans, rinsed, drained
- 2 tbsp. oil (avocado or vegetable)
- 1 onion, minced
- 3 green onions, minced
- 1 tbsp. chopped garlic
- 1 red bell pepper, minced
- 1 green bell pepper, minced
- 1 c. canned diced tomatoes
- 1/2 tsp. achiote powder
- 1 tbsp. ground cumin
- 1/2 c. finely chopped cilantro
- Salt and pepper, to taste

METHOD

1. Heat pan on stove, add oil to heat. Add onion, green onion, garlic and peppers – sauté until soft.
2. Add tomatoes, achiote and cumin, simmer for 20 minutes.
3. Add beans and cilantro to mixture. Heat and serve over white rice.

TEMBLEQUE* DE COCO (*MEANING JIGGLY OR WIGGLY)

“Tembleque is made out of coconut, which was plentiful around the Caribbean islands. While it is mostly associated with the Christmas holiday, every time I see it outside of the season I automatically gravitate to it no matter what else is around.” said Morales.

Makes 4 servings

INGREDIENTS

- 4 c. coconut milk
- 1/2 c. cornstarch
- 2/3 c. sugar
- 1/2 tsp. salt
- 1 cinnamon stick
- ground cinnamon, for garnish

METHOD

1. In a saucepan stir together cornstarch, coconut milk, sugar, salt and cinnamon stick.
2. Cook at medium-high heat, stirring constantly. As it thickens, lower heat until mixture comes to a boil.
3. Once it boils, remove cinnamon stick and pour immediately into eight 6 oz. custard cups.
4. Cool and then cover and refrigerate for at least two hours, preferably overnight.
5. Carefully separate tembleque from cup using a knife. Cover cup with plate and turn over to unmold.
6. Sprinkle with cinnamon to garnish.

Beyond a Set Curriculum

AMON G. CARTER FOUNDATION HELPS STUDENTS THINK BIG

by Gloria Fisher

In December 2016, the Amon G. Carter Foundation awarded a \$95,000 grant to Tarrant County College Foundation to establish the Senior Capstone Program of the Texas Academy of Biomedical Sciences (TABS) Early College High School at TCC Trinity River. The program provides the opportunity for senior TABS students to examine and research issues within the community related to science and technology so they may design and implement a solution (Capstone Project) to a specific challenge/issue. After six months of planning, procuring equipment and preparing TABS teachers, the Senior Capstone Program became operational during the 2017-2018 academic year. This past May, the first class of Senior Capstone Program students graduated with a high school diploma and many with an Associate of Science degree.

The Senior Capstone Program is modeled after the NuVu Studio in Cambridge Mass., where students have the opportunity to explore their interests beyond a set curriculum. The studio design allows coaches (instructors) to guide students in thinking “outside of the box,” and to imagine endless possibilities to solving problems. “There were no rubrics or teacher-enforced checkpoints. Our projects relied on intrinsic motivation to complete, allowing us to think freely and find innovative ways to complete our projects,” said Rebeca Galindo, Senior Capstone Program participant and May 2018 TABS graduate.

Jay Kurima, science instructor at TABS, presented the idea of incorporating this program and style of learning environment to the school’s administrative team. After gaining approval from the TABS



principal, Kurima – along with Liz Sisk, senior donor relations officer at the TCC Foundation, developed a proposal to fund the program.

When the Amon G. Carter Foundation approved the funding request, it was time to put all the pieces together and set it in motion. “This grant established the Senior Capstone Program at TABS and has been a game-changer for the program. We are so pleased to offer the senior TABS students a robust, independent research and design project; this grant has allowed TABS to create one of the best makerspaces in the area, for use by all TABS students. We could not be more grateful for this support that has served to enhance and strengthen the TABS program,” said Kurima.

Senior Capstone Program participants learned innovative maker technologies like 3-D printing, laser cutting, micro controllers and CNC. Students in the program have the opportunity to build relationships with their community, as they collaborated with companies and employees to solve real-world problems. “The IDEAS class (Senior Capstone Program) allowed me to think independently and work through projects. This was extremely valuable because it was modeled after real-life situations,” said Galindo. This past year, students from the Senior Capstone Program created the light and color exhibits at the Fort Worth Museum of Science and History; they also worked with the Tarrant Area Food Bank. According to Kurima, students in next year’s program will have the opportunity to work with Gamestop and MHMR to develop alternative input devices for gamers with disabilities.

The future looks bright for Galindo, who continues her education at the University of North Texas majoring in Public Health, and for all Capstone program participants. “The support of the Amon G. Carter Foundation helped us think big,” said Kurima. “And the students are the beneficiaries.”

EQUIPPING WORKERS FOR NEW-COLLAR JOBS

by Gloria Fisher

William H. Bonner, Jr. was born into the HVAC business. His parents owned an air-conditioning company for many years, so he was able to learn from hands-on experience and understands the importance of having real-world training. He has been in the refrigeration business for more than 46 years and, together with his wife, Kristi, owns and operates Texas Refrigeration.

The Bonners, like many other employers today, are looking to hire “new-collar job” seekers. The term “new-collar job” originated from IBM’s CEO, Ginni Rometty, and refers to positions that require some specialized education, typically in a technical field, but not a four-year college degree. This is the community college’s wheelhouse.

As more and more people relocate into the DFW area, the need for skilled workers continues to increase; the growth of the Tarrant County community depends upon on trained and job-ready individuals prepared to enter the workforce. In previous decades, high school graduates could enter the workforce and make sustainable wages without additional education or training. However, today’s “new-collar job” market requires job seekers to have specialized training before applying for a job.

In an effort to assist students with financial needs in “new-collar job” programs at TCC, the Chancellor’s Award initiative was created. Funding for the Chancellor’s Award is made possible from the support of individual and community gifts, as well as contributions from TCC Partners (distinguished

businesses/individuals that provide services and expertise to Tarrant County College), like Texas Refrigeration. “The Chancellor’s Award is a wonderful opportunity for people of all ages to be able to learn a trade and gain employment in Tarrant County and the surrounding area. So, when we were asked by the TCC Foundation to invest in the Chancellor’s Award initiative, we jumped at the opportunity to do so,” Kristi Bonner said.

The Bonners, inspired by TCC’s commitment to the community, decided that in addition to their contribution to the Chancellor’s Award, they wanted to start their own scholarship through the TCC Foundation. The scholarship will help students in the HVAC program complete their education. This fall, the first recipient of the Texas Refrigeration HVAC Technology Scholarship will be awarded. “An employee of our company took courses at TCC in HVAC and basic electric; he has such a solid foundation and knowledge of the field that we have entrusted him with his own service truck, and he is on his way to being a lead technician for Texas Refrigeration,” William said. The Bonners hope to attract and offer a student in the HVAC program an opportunity to work part time with their company in order to gain real-world knowledge, in addition to the hands-on training provided at TCC.

For more information about scholarships available through the TCC Foundation, or to become a TCC Partner, please visit foundation.tccd.edu



FACULTY AND STAFF BRAGS

Adrian Cook

*Associate Professor of Humanities,
Northwest*

Poem, "The Road at Dusk," named as a semi-finalist at the Poetry Nation National Poetry Contest and was published in an anthology this summer.

Alison Hodges,

*Instructor of Culinary Arts,
Southeast*

Inducted into Chaine des Rôtisseurs , an international gastronomic society founded in Paris in 1950, and dedicated to fine cuisine.

Ann Nguyen

*Academic Advisor,
Southeast*

Received Outstanding Academic Advisor Award for the State of Texas at the 25th Annual Texas Academic Advising Network Conference for her outstanding service and commitment to academic advising.

Belinda Lopez

*Coordinator of Student Support,
South*

Re-elected as state board treasurer for the Texas Association of Chicanos in Higher Education (TACHE) for the 2018-2020 term.

Bill Pearson

*Chief, Fire Service Training Center,
Northwest*

Received Texas Association of Fire Educators (TAFE) Training Officer of the Year Award 2018.

Bryan Douglas

*Instructional Associate of Drama,
Northwest*

Three shows nominated for Best Lighting Design, two for Best Lighting Design of a play (equity) and one for Best Lighting Design of a Musical (non-equity) by the Column Awards, a local organization that recognizes excellence in theatre.

Bryan Ericson

*Associate Professor of Emergency Medical Services,
Northeast*

Elected incoming board chair for a one-year term for National Association of EMS Educators.

Carrie Tunson,

*Vice President,
Southeast*

Received Women of Excellence Award at Trinity River Campus during Women's History Month.

Charles Overstreet

*Professor of Psychology,
South*

Appointed to Social Work Field of Study Advisory Committee for Texas Higher Education Coordinating Board.

Chasity Alexander

*Coordinator of TRIO,
South*

Received 2018 Staff of the Year Award at Campus Celebration of Excellence Ceremony.

Cindy Hasio

*Adjunct of Art,
Trinity River*

Article, "Interpreting Visual Semiotic with the Music Video Man in the Mirror," published in national academic journal, *Art Education*, Volume 71, issue .

Communications, Public Relations & Marketing Department

District

Received Platinum Award for REACH Magazine (Digital Version) and Culinary Program Video, and Gold Award for Dara Young – Graduate of TCC Police Academy Video from the dotComm Awards; Gold Award for REACH Magazine from the Hermes Awards and Gold Award for What's Stopping You? Campaign from the Muse Creative Awards.

David Herndon, *Administrative Lieutenant,*
Melanie Gonzalez, *Police Compliance Program Specialist,*

Mary Jo Meloy, *Administrative Assistant,*
Kateeka Harris, *District Title IX Compliance Officer,*

& Caitlin Graves, *Student Success Initiatives Coordinator,*
District

Received 2018 Most Improved Clery Compliance Program Award from National Association of Clery Compliance Officers and Professionals.

Donovan Hufnagle

*Associate Professor of English,
Northeast*

Released his book, *The Sunshine Special*, a poetic narrative, which follows a traveling 18-year-old in the summer of 1920 from Fort Worth to Los Angeles.

Dorothy (Tina) Jenkins

*Adjunct of Music,
Northwest*

Elected to serve a two-year term as president of Fort Worth Piano Teachers Forum; will also serve as a member of Van Cliburn Board of Directors.

Jeremy Byrd

*Professor of Philosophy,
South*

Selected, along with his wife, to write the entry on the Socratic method for the print and online editions of The Sage *Encyclopedia of Higher Education*, edited by Marilyn J. Arney and Miriam F. David.

Jesus Balderrama

*Student Support Services,
South*

Selected to participate in the online experience of NASA Community College Aerospace Scholars.

John Hartley

*Associate Professor of Art,
Northwest*

Exhibited two works at Artspace 111 during Spring Gallery Night 2018; curated a show at Gallery 414 titled, "Well Dressed Secrets."

Jonathan Perez

*Coordinator, Intercultural Student Engagement & Academic Success,
South*

Received the 2018 Distinguished Community College Staff Award during the TACHE conference.

Katrina Warner

*Instructor of Culinary Arts,
Southeast*

Placed fourth in the American Culinary Federation Competition as part of the Ben E. Keith Foods DFW Food & Equipment Expo held at the Fort Worth Convention Center.

Kimele Carter

*Coordinator of Student Accessibility,
Trinity River*

Elected to the State Board of Directors of the Texas Association of Black Professionals in Higher Education.

LeeAnn Olivier

*Assistant Professor of English,
Northwest*

Her poem, “Necromancy,” alongside an interview, was published in April 2018 issue of *Driftwood Press*, a print literary journal.

Liz Lounsbury

*Instructor of English,
Northwest*

Sold an article, “Debunking the Muse” to the professional journal of the Romance Writers of America.

Mayra Olivares-Urueta

*Vice President for Student Development Services,
Northeast*

Recognized as one of the remarkable Women Under 40 through the American Association for Women in Community Colleges.

Melissa Evans

*Professor of Kinesiology,
Southeast*

Co-authored an article, “Effectiveness of a Required Health-Related Fitness Course on Dietary Behaviors among Community College Students,” published in *The Journal of Health Education Teaching*.

Michael DuPont

*Vice President of Student Development Services,
Southeast*

Recognized and honored by the Epsilon Chapter of the National Sorority of Phi Delta Kappa, Inc. for his service provided to the community in the area of education.

Murray Fortner

*Professor of Sociology,
Northeast*

Selected as one out of 10 professors to receive Minnie Stevens Piper Professor Award for superior teaching at the college level.

Peter Martinez

*Adjunct Instructor of History,
Northwest*

Dissertation won 2018 NCCS Tejas Foco Dissertation Award by the National Association for Chicana and Chicano Studies.

Patricia Richards

*Associate Professor of Photography,
Northeast*

Published work in the book, *Borrowed Light*, by Ian Berry and Jack Shear.

Shelly Pyron

*On-Call Registered Nurse,
Trinity*

Received 2018 John Peter Smith Excellence Award for placing needs of patients front and center at the JPS Center for Cancer Care.

Shereah Taylor, *Professor of Education,*
Jeremy Byrd, *Professor of Philosophy,*
& Brian Johnson, *Social Science Chair,*
South

Honored at League for Innovation Conference in Maryland with John and Suanne Roueche Excellence Awards for outstanding contributions in teaching and leadership at the community college level.

Suzanne Groves

*Executive Director of Communications, Public
Relations & Marketing,
District*

Received Gold Award for “Mouths of Babes” radio spots from the dotComm Awards; Platinum Awards for “Mouths of Babes” radio and video spots and “Everyday Heroes” video from the Hermes Awards; Gold Award for Mouths of Babes Campaign and “Everyday Heroes” video from the Muse Creative Awards; Gold Award for Mouths of Babes Campaign from the Educational Advertising Awards and Platinum Awards for Mouths of Babes Campaign and “Everyday Heroes” video; Gold Award for “Mouths of Babes” television spots from AVA Digital Awards.

Traci Stonum-Parker

*Instructor of Kinesiology,
Southeast*

Selected to speak on the radio show, *Police Talk 101*, on the topic of health and wellness issues.

Tracy Stone Johnston

*Adjunct Instructor in Math,
Northwest*

Honored as Educator of the Year at Saginaw Area Chamber of Commerce’s Annual Awards Banquet.

Web Communications Department

District

Received Gold Award for Tarrant County College Website and Honorable Mention for the TCC Website Homepage from the dotComm Awards; Honorable Mention for the TCC Website from the Hermes Awards.

William Griffith

*Director of the Criminal Justice Training Center,
Northwest*

Became Life Member with International Association of Chiefs of Police, an organization dedicated to the advancement of professionalism in law enforcement.

Yonina Robinson

*Instructional Associate in Academic Learning
Center,
Northwest*

Appointed to TCU AddRan College of Liberal Arts Board of Visitors for a three-year term, to advocate for and support liberal arts.

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

#TCCFIRSTWEEK



TO KNOW US IS TO **NEED US.**



Since our first campus opened in 1967, TCC has conferred nearly 120,000 degrees and certificates upon people who, mostly, have established themselves in this same region.

Creating everyday heroes who enhance our community...that's what we do.

AT TCC, THERE IS SOMETHING FOR EVERYONE.

VARIETY

- More than 70 fields of study
- 82 associate degree programs
- 200 technical programs
- More than 70 Community & Industry Education programs
- College for Kids
- Early College High Schools
- Senior Education
- Adult Basic Education
- Developmental Education
- Corporate Workforce Training

EXCELLENCE

- Ranked fifth nationwide in number of associate degrees conferred
- 348 instructors with doctoral degrees
- Average pass rate of 90 percent for our 29 state licensure programs

CONVENIENCE

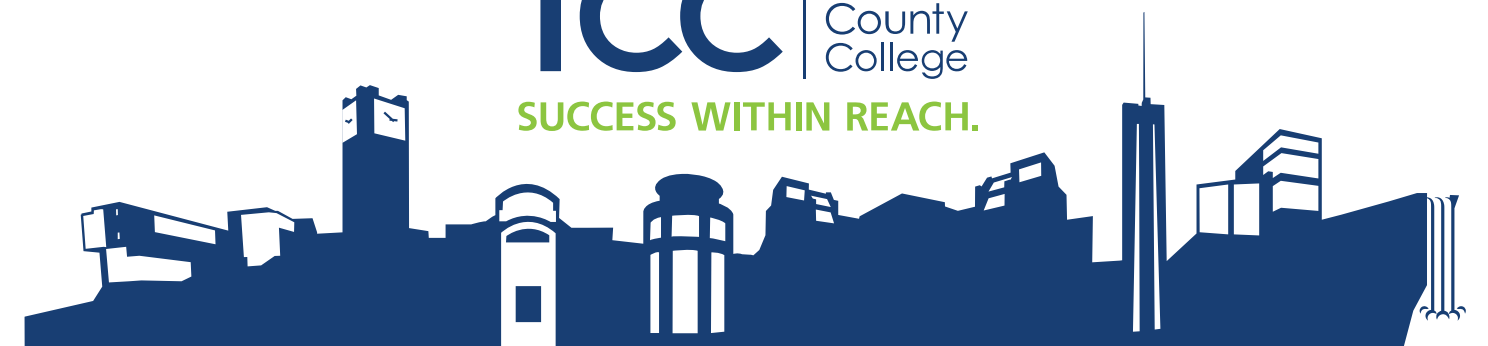
- Six campuses
- Five fully online degree programs
- Weekend College
- Eight-Week Courses
- Monthly Starts
- Maymester and Wintermester

VALUE

- County resident tuition: \$59/credit hour
= \$885 for a 15-hour semester



TCC | Tarrant
County
College
SUCCESS WITHIN REACH.



*Life's Most
Persistent
and Urgent
Question Is,
"What Are You
Doing for Others?"*

- Martin Luther King, Jr.