

TCCTA MESSENGER

www.tccta.org

A Publication of the TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION

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Uncertainty Looms for 83rd Session

As colleges enter a new school year, many are facing unprecedented budgetary shortfalls. Already cut “to the bone,” as one official told the *Texas Tribune*, schools are trapped with few palatable options.

One reason this year will be especially difficult entails a relatively new technique used to measure enrollment for the funding formula in 2011. The metric is annualized instead of relying on a solitary “base year” in the biennium.

Simply put, if a college grew robustly, the situation might not be so bad. However, if another school grew slightly or perhaps declined in contact hours, trouble may lie ahead as we enter the “out year” of the biennium.

It’s clear that rural schools are in the deepest trouble. Agricultural areas and small towns usually do not possess the tax bases necessary to generate new revenue, especially during a downturn. A dilemma facing colleges in rural areas is the paucity of part-time faculty members who

are qualified to teach under SACS accreditation criteria.

By far the most prominent response by community colleges to the recent financial squeeze involves hikes in tuition and fees. Tax increases have been more problematic in the current anti-tax atmosphere. Some bond elections to improve campus facilities have failed, even in districts where such measures have a history of progressive support.

A number of Texas community colleges, including the giant Dallas County Community College District,

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It’s clear that rural schools are in the deepest trouble.

Conference Planned for Faculty Leaders

The 33rd Annual TCCTA Fall Conference for Faculty Leaders will be held on October 5-6, at the Marriott Austin South Hotel.

Registration will begin at 2:30 Friday.

At 3:30 p.m., two breakout sessions will commence,

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What You Can Do

by Beaman Floyd
TCCTA Lobbyist

I want to take you back to a brief moment on April 1, 2011, during the momentous 82nd Regular Session. We, along with the Texas Association of Community Colleges, supported a floor amendment by Rep. Jimmie Don Aycock (R-Killeen) that placed all impending cuts to community colleges (including those for health benefits) into a single line item—making the total devastation more visible to lawmakers. You may recall a flurry of e-mails. This “grass roots” effort paid off, and the amendment passed unanimously.

I won’t argue that this solved our problem. The cuts were still drastic, but it demonstrated the potential of coordinated action on our part. I was there and it was impressive.

I also genuinely believe in the social good of your profession, and promise to continue engaging lawmakers and their staffs urgently and constructively. Naturally, when visiting with clients, I am asked, “What can I do?”—especially before the Session begins.

First, you can join TCCTA. Your association is respected in Austin, and policy makers pay attention when your professional voices speak in unison, from every campus—and legislative district—in Texas.

Next, get informed. Pay attention to our outstanding communications and contribute to the discussion on the “Blog” feature of the Web site.

Third, get to know your legislators now, while they are “at home.” Invite your representative and senator to visit your campus, ideally in a joint meeting with faculty, administration, and board members. It’s always impressive when all stakeholders are on the same page.

Finally, participate in TCCTA events—especially the Fall Conference for Faculty Leaders and the Annual Convention. I hope to see you there! ☆



Beaman Floyd

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State President Jane England reflects on the challenges and opportunities of the coming year Page 2

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PRESIDENT'S MESSAGE



Welcome Back!

The beginning of the fall semester is always an exciting time filled with new possibilities and opportunities. It is also a time of renewal: a time not only to reacquire ourselves with our students, colleagues and institutions but also to renew TCCTA membership. If you have not already done so, renew or join right away! Now more than ever community college employees need to band together and take an active role in supporting our institutions. The best way to do that is through membership in TCCTA.

TCCTA is the most active and effective organization of community college personnel in the state. There is strength in numbers and the influence of the organization is determined by the size and vitality of its members. You can make a difference and play a substantive role in shaping policies that will determine the future availability of Texas higher education.

As TCCTA President, I am proud and honored to represent our members and to speak on their behalf during this challenging period. The 2012-13 TCCTA theme is "Taking Pride in Our Profession." Despite the current climate of negativity in public policy discussions and in the press, the community colleges of Texas can be justly proud of their ongoing commitment to providing an affordable, high quality education for all students, regardless of the students' academic preparedness or lack thereof. We can take pride in the resilience of our institutions and in the dedication and professionalism of our employees.

With thoughts of the 2013 January legislative session on all of our minds, you may rest assured that TCCTA staff, committee members and lobbyist Beaman Floyd are already working on strategies for addressing the concerns of our members. You can stay informed regarding the issues that affect us all by visiting the TCCTA Web site and subscribing to the Blog. There you will find the latest information on both national and state higher education policies. Additionally members receive current information in the TCCTA *Messenger* and Legislative Updates distributed as the need arises.

You can also get involved on your home campuses by participating in efforts to contact legislators. Beginning with the 2011 Regular Session, our Campus Representatives recruited an outstanding group of First Responders who will be keeping you informed regarding "breaking news." They will call upon you to make personal contact with your legislators and to express your views on bills that move through the House and Senate. As legislators debate the future of developmental education, the possibility of allowing guns in campus buildings, potential changes in community college educators' health and retirement programs, outcomes-based funding, and other proposals, it is imperative that two year college personnel unite to promote constructive policies.

Joining TCCTA is just the first step in experiencing the valuable opportunities that membership makes possible. The next step is to attend TCCTA conferences. The annual Fall Conference for Faculty Leaders will be held at The Marriot Hotel South, in Austin, October 5-6, 2012. There you will meet with colleagues from across the state, participate in best practices discussions, hear about legal

issues pertinent to community college employees, and gain insight into the legislative process. Each fall participants return to their respective campuses energized and eager to share with others the wealth of ideas and information they have gained from attendance.

Most importantly you should make plans to come to the 66th Annual TCCTA Convention, February 21-23, 2013 at the Westin Galleria Hotel, Houston, Texas. With over 150 sessions, there is something for everybody! Additionally the Exhibit Hall features major publishers and technology firms that promote the latest offerings in a variety of fields. The convention is also fun! It is an excellent venue for networking with colleagues, interacting with noted scholars, re-establishing friendships and making new acquaintances.

In the coming months the community colleges of Texas will face some daunting challenges. But I have every confidence that by working together through TCCTA we can honor our professional responsibilities, fulfill institutional missions, preserve the integrity of academic standards, and meet the needs of our students and communities.

Don't hesitate to bring your concerns to the attention of any of our officers or the state office in Austin. TCCTA is Your Organization. Join Us!

TCCTA COMMITTEES TO MEET BEFORE CONFERENCE

The TCCTA Legislative, Membership Services, and Publications Committees will meet at 1:30 p.m. on Friday, October 5, in conjunction with the Conference for Faculty Leaders, at the Marriott Austin South Hotel. The Professional Development Committee will meet at 1:00 p.m.

Members of these committees are also urged to stay for the conference.

Agendas and other information will be distributed by the chairs of the four committees.

NOMINATING COMMITTEE SEEKS RECOMMENDATIONS

Lola A. King, Trinity Valley Community College, chair of the TCCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as nominees for officers for 2013-14.

Recommendations should be submitted soon in order to be considered by the Nominating Committee in its November meeting.

Recommendations should be sent to:

Lola A. King
 Trinity Valley Community College
 P.O. Box 668
 Terrell, Texas 75160
king@tvcc.edu



Fall Conference to Focus on Important Issues

(continued from page one)

offering attendees a choice of programs.

One session will feature a group discussion on "Faculty Senate Best Practices." Previous meetings on this subject at TCCTA conferences have garnered much interest, as college governance remains an issue on every campus.

Also at 3:30, a panel discussion will explore "Great Ideas for TCCTA Campus Representatives." Panelists will include Larry Allen, Panola College, Pandora Freestone, San Jacinto College, and Fred Newbury, Richland College. Modeled after the highly popular Great Ideas for Teaching Students (GIFTS) sessions during the TCCTA Annual Convention, the informal meeting will provide opportunities for sharing tips on how to recruit new and sustaining members in TCCTA.

All attendees are invited to both sessions.

Registration will continue at 5:00 on Friday, followed at 5:30 with an informal social hour and light dinner.

The evening program will feature "An Update on Higher Education Legislation." Scheduled to speak is Beaman Floyd, a professional contract lobbyist who represents TCCTA.

Mr. Floyd specializes in legislative issues relating to insurance, including teachers' health insurance and retirement, workers' compensation, public education, and financial institutions. He has worked with the Texas Legislature since 1993, and will address the inner workings of the legislative process, including the challenges and opportunities for community and technical colleges in the months ahead.

Saturday morning, at 8:00, registration will continue and a sponsored breakfast will be served for all participants.

At 9:00, a special program will feature, "Resilient Students, Resilient Campuses," presented by Jessica G. Hartung, founder and CEO of Integrated Work Strategies. The speaker has spent 20 years focusing on the relationship between individuals, their work, and how professional goals can be achieved successfully while enjoying the process.

Ms. Hartung holds a Master of Science in management from Regis University, a Bachelor of Arts in sociology from the University of Michigan, and is a Certified Professional Behavioral Analyst (CPBA). She is a member of the International Coach Federation, which is recognized nationally for maintaining the highest standards in the coaching profession, as well as the Institute of Management Consultants, part of the global community that certifies management consultants in accordance with international standards.

Much of Ms. Hartung's clientele includes government agencies and public employees.

At 10:30, attendees will learn about "The Faculty Role in College Decision Making," with Richard Moore, executive director of TCCTA.

Mr. Moore has held this position since 2001.

"With all the pressures community colleges are facing these days, effective communication between faculty and administration needs to be a top priority," he says. "Faculty involvement in college decision-making helps

the college avoid problems and make the most of opportunities by bringing the faculty into the process early."

He adds, "Each campus environment is unique, but it's always useful to gather and discuss this subject openly. While there are no easy solutions, members from any college in the state can benefit by hearing about common challenges and opportunities."

(Please note an article on this subject on page eight of this issue of the *Messenger*.)

During the Saturday luncheon session, longtime TCCTA attorney Frank Hill will discuss "Current Legal Issues in Higher Education." The speaker is often retained by the association, representing clients who find themselves in legal difficulty in connection with their employment as community college educators.

Mr. Hill received his law degree from Southern Methodist University. Founded in 1972, the firm of which he is the senior partner now includes 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers. Time for questions and answers with Mr. Hill will also be allowed.

The conference will adjourn at 1:45 p.m.

While designed primarily for leaders of local faculty organizations, the conference is open to all interested TCCTA members and faculty leaders. College presidents and other administrators are also encouraged to attend and participate.

REGISTRATION FEE—\$75, payable on arrival (includes light meal Friday evening and Saturday's breakfast and lunch).

CONFERENCE REGISTRATION—To register for the Fall Conference call, 512-328-2044 Ext. 11 or email Carol Fricke at, *cfricke at tccta.org*.

HOTEL INFORMATION—The recently remodeled Marriott Austin South is just moments away from the heart of downtown and Austin Bergstrom International Airport, at 4415 South IH-35. TCCTA has a flat Group Rate of \$129, which can be reserved by phone at 512-441-7900.

DIRECTIONS to the Marriott are available on the TCCTA Web site at *www.tccta.org*. ☆



Beaman Floyd



Frank Hill

For the latest information on any changes or program updates, please visit www.tccta.org.

Humanities Section Added to 2013 Program

Humanities will be among the discipline-specific Section Programs offered to members attending the 2013 Annual Convention in Houston. Organizers Jane England, North Central Texas College, and Karen Marcotte, Palo Alto College, successfully obtained the signatures required for new sections under TCCTA bylaws.

Programs will offered on Friday and Saturday during the convention. Humanities as a subject will likely appeal to teachers in a variety of disciplines.

Precise details of the presentations will be posted on the TCCTA Web site, along with other Section Programs, as they are finalized.

Piper Professors Named for 2012

Two Texas two-year college educators have been selected as 2011-12 Piper Professors. McLennan Community College business instructor Nancy Ray-Mitchell and Lamar State College–Port Arthur government professor Mavis Triebel were among the outstanding teachers picked from public and private colleges and universities in Texas.

Since 1958, the San Antonio-based awards have been given annually to Texas professors for outstanding academic, scientific, and scholarly achievement and for dedication to the teaching profession. Each two- and four-year college and university in the state may submit one nominee annually. Piper Professors receive a certificate of merit, a gold pin, and a \$5,000 honorarium.

A selection committee from the academic community reviews the nominations to choose the professors to be honored. More information about the program is available at the TCCTA Web site (www.tccta.org) under “Links.”

Nancy Ray-Mitchell joined the MCC faculty as an adjunct instructor in 1985 and became a full-time instructor in 1987. She says what she loves most about teaching is the opportunity to make a difference in each student’s life.

“My goal is to help them to see the value of lifelong learning and to realize the impact they can have every day. That is the bottom line,” she said.

“What we talk about in my management courses can be applied by the students immediately—whether it is on their job, with their family, or participating in community services.”

“I am shocked, overwhelmed, and very humbled,” she added. “At MCC, I am surrounded by many hardworking and dedicated individuals. It is a privilege to accept this award in honor of my colleagues.”

Mavis Triebel is celebrating her 25th year as an Educator in the liberal arts department at Lamar State College–Port Arthur.

“I teach for the love of sharing and having a life that is fulfilled,” she said. “Teaching is exciting, with every day new and a challenge. Students are a stimulant and allow me to grow mentally every day.”

“I’ve worked with at least five Piper Professors at two other colleges and know several others pretty well,” Gary Stretcher, vice president for academic affairs at Lamar State, said. “Each of those people truly possesses accomplishments and attributes that have set them apart. Mavis is no exception to that. Mavis has never indicated an interest to be a department chair or dean. Teaching, working with students, and promoting this college are her passions.”

Prior community college Piper Professors are listed below:

- 1958 R. W. Lee, St. Philip’s College
Henry B. Webb, San Antonio College

- 1960 Katharine Evans, Del Mar College
Inez Grant, South Plains College
Bertie Warren, Amarillo College
- 1961 Marjorie Morris, Odessa College
*Margaret Pannill, Navarro College
*Marjorie Walthall, San Antonio College
- 1962 *Paul McFerran, Texarkana College
- 1963 Mazella Arnold, Temple College
B. E. Schulze, Del Mar College
- 1964 S. L. Canterbury, Kilgore College
- 1965 Arthur Chesley Bowman, San Antonio College
- 1966 P. Eugene Smith, Del Mar College
- 1968 Jack R. Harvey, Weatherford College
Robert E. Hoffman, Amarillo College
- 1970 Clarence W. Norris, St. Philip’s College
Barbara Warburton, Texas Southmost College
- 1971 Lucille M. Boyd, Navarro College
Aileen Creighton, Del Mar College
- 1972 *Joe F. Taylor, Amarillo College
- 1973 Hoyt J. Burnette, McLennan Community College
- 1974 Frances P. Dushek, Del Mar College
John N. Igo, Jr., San Antonio College
Duane Chad Morrison, Grayson County College
- 1975 James A. Hankerson, El Centro College
- 1976 Theron Wilford Kirk, San Antonio College
- 1977 Annie Lou Winton Ballard, Kilgore College
David Lloyd Petrash, Grayson County College
Gary Alan Smith, Tarrant County Junior College–Northwest Campus
- 1978 Geraldine Johnston, Navarro College
Carolyn Oliver Perry, San Jacinto College
Helen Starr Roberts, South Plains College
- 1979 Dolores C. Villarreal, St. Philip’s College
Mary Cecilia Wylie, Alvin Community College
- 1980 Harley Davis, Paris Junior College
- 1981 Betty Jo Graber, Weatherford College
Anne Dean Turk, Kilgore College
- 1982 William Samelson, San Antonio College
- 1983 Rosemary Valladolid, El Paso Community College
- 1984 *David J. Clinkscale, Tarrant County Junior College–Northwest Campus
Costas Katsigris, El Centro College
Ronald J. Williams, Del Mar College
- 1985 M. Duane Gage, Tarrant County Junior College–Northeast Campus
Joseph J. Granata, San Jacinto College–South Campus
Katherine E. Staples, Austin Community College
Robert W. Wylie, Amarillo College



Nancy Ray-Mitchell



Mavis Triebel

- 1986 H. McAfee Daniel, Navarro College
Lewis M. Fox, San Antonio College
Ray Kenneth Robbins, Western Texas College
- 1987 Ann Cartwright, San Jacinto College—Central Campus
- 1988 Diane Martin, Eastfield College
- 1989 Ida M. Blanchette, Alvin Community College
Elwyn Jeanette Bone, Kilgore College
Hazelyn D. Lewis, St. Philip's College
Wayne Hartman McAlister, The Victoria College
Richard E. Miller, Navarro College
Robert H. Schlieker, Temple College
Jerry D. Thompson, Laredo Community College
Joan Laveson Weston, Brookhaven College
- 1990 Beatrice M. Burke, Howard College (Southwest Collegiate Institute for the Deaf)
Mark D. Hettle, Mountain View College
Marylin Sue Kelly, McLennan Community College
*Marilyn J. Lancaster, Western Texas College
Renate True, College of the Mainland
- 1991 Jane Aycock Bouterse, Texarkana College
Brian David Earle, Cedar Valley College
Gary Bruce Hodge, Collin County Community College
Tommy Kaye Kinney, Brazosport College
Ronald R. Roberts, Grayson County College
Lucy A. Scarbrough, El Paso Community College
Olive Jensen Theisen, Northeast Texas Community College
- 1992 Sam W. Hawkins, San Jacinto College—Central Campus
Thomas M. Hobbs, North Harris College
- 1993 Michael N. Donahue, Temple College
Barbara R. McGregor, Weatherford College
Claudia E. Neeley-Plog, El Centro College
Robert K. Peters III, Tyler Junior College
Charles E. P. Simmons, Midland College
Mary Seals Thorpe, Del Mar College
- 1994 Tommy W. Stringer, Navarro College
- 1995 Dennis J. Cravens, Vernon Regional Junior College
Sandra S. Shumate, San Antonio College
- 1996 Vivian Ruby Brown, Laredo Community College
Norman C. Delaney, Del Mar College
Shelley Denise Lane, Collin County Community College
Elroy Smith, Palo Alto College
Charles Dennis Spurlin, The Victoria College
- 1998 *Emmeline Dodd, College of the Mainland
Bettye Craddock, Kilgore College
- 1999 Mattie J. Collins, Angelina College
Gary D. Swaim, North Lake College
Warren Taylor, Midland College
- 2000 Luke Barber, Richland College
Hanhphouc (Happy) Vu Buu, North Harris College
- *Patsy W. Goss, San Jacinto College—Central Campus
Vivian Dennis-Monzingo, Eastfield College
Bill O'Neal, Panola College
- 2001 J. Paul Matney, Amarillo College
Laura Matysek Wood, Tarrant County Community College—Northwest Campus
Randal Scott Yarbrough, Collin County Community College—Spring Creek Campus
- 2002 Peggy Lambert, Kingwood College
Andrew Preslar, Lamar State College—Orange
Linda Ridgway, Cedar Valley College
- 2003 Elizabeth Dollie Hudspeth, St. Philip's College
Kenneth Lee Weatherbie, Del Mar College
- 2004 Eduardo Enrique Aguilar, Tarrant County College—Northwest Campus
L. Alan Barnes, Tyler Junior College
Mary Jean Osentowski, Richland College
Lincoln C. Rolling, Jr., Cedar Valley College
- 2005 Kenneth Gerald Alferts, Mountain View College
Jennifer Annette Black, McLennan Community College
*Susan H. Edwards, Cy-Fair College
Jacqueline Ann Ganschow, Del Mar College
Sycily Ann Gregory, South Plains College
O. Rufus Lovett, Kilgore College
Rebecca Lynn Tate, Tomball College
Doris Phillips Wilson, El Centro College
- 2006 Ray F. Attner, Brookhaven College
Dalton C. DeHart, San Jacinto College—Central Campus
- 2007 Jeff D. Edwards, Cy-Fair College
Samuel R. Germany, Cedar Valley College
Donald R. Lucas, Northwest Vista College
Joel D. Price, Tarrant County College—Southeast Campus
Kathryn C. Wetzel, Amarillo College
- 2008 Rosemary Karr, Collin College
Ruth Pitts, McLennan Community College
- 2009 Peggy Chittenden Brown, Collin County Community College District
Nancy Ellen Cole-Masterson, Southwest Texas Junior College
Julia De Foor Jay, San Jacinto College—Central Campus
Richard Lee Pullen, Jr., Amarillo College
Susan Skinner Wyatt, Eastfield College
- 2010 Randy Conine, Richland College
Manoucher Khosrowshahi, Tyler Junior College
Elise Price, Tarrant County College—Southeast Campus
- 2011 Gerald Busald, San Antonio College
Joan Mathis, Paris Junior College
- 2012 Nancy Ray-Mitchell, McLennan Community College
Mavis Triebel, Lamar State College—Port Arthur

Nominations for awards are requested annually from all accredited public and private institutions of higher education in the state.

* Asterisk denotes past president of the Texas Community College Teachers Association

Uncertainty Looms

(continued from page one)

implemented early retirement incentive programs, in response to the last Regular Session.

Class sizes have increased and selected programs have been eliminated at virtually all Texas two-year schools.

As for the future, there is at least one sign of improvement. Tax revenues flowing into state coffers have increased recently, according to Comptroller of Public Accounts Susan Combs. If this trend continues, lawmakers may have a bit more breathing room by the time the Regular Session begins.

There are a number of wild cards in the mix. It is unclear how several law suits now pending against the state over public school finance will affect appropriations in the future. Public education is, by far, the most expensive sector of the state budget. A crisis is also brewing over Medicaid, the program that pays for the health care of poor individuals, especially children and persons in nursing homes.

Class sizes have increased and selected programs have been eliminated at virtually all Texas two-year schools.

College Leaders Proclaim “New Era”

In invited testimony before the quarterly meeting of the Texas Higher Education Coordinating Board, the Texas Association of Community Colleges recently unveiled a major shift in emphasis and funding strategy, in anticipation of the next Regular Session.

The meeting was held on July 26.

Testifying were TACC president Rey Garcia, Kilgore College president Bill Holda, and Lone Star College chancellor Richard Carpenter.

The panel presented a summary of a new initiative called Texas Success. The Web site (txsuccess.com) contains important details of TACC’s strategy, as well as abundant and useful background information. (Please view the various components of the “Five-point campaign” on the right of the home page.)

Dr. Holda said the site and its evolving contents will become the centerpiece of future policy discussions involving his organization.

College faculty members will particularly notice TACC’s new explicit endorsement of outcomes-based funding.

According to the proposal, ten percent of college funding would depend on student progression along various thresholds. The strategy is based generally on funding concepts introduced last Session in HB 9, a law passed in 2011 setting up a proposed regimen of outcomes-based funding.

A comparison between the provisions of HB 9 and the TACC proposal is found on the opposing page.

TCCTA opposed HB 9 in testimony. The bill was supported by a variety of business-oriented groups, as well as the governor and House and Senate leadership.

Any new mechanism must be passed by both chambers of the Legislature in 2013 for it to take effect in the next biennium (2014-15). The Legislature, not the Coordinating Board, determines appropriations.

TCCTA leaders will work with lawmakers and other officials to insure that any prospective plan is consistent with academic integrity.

“Guns on Campus” Measures Likely to Return

The so-called Guns on Campus bill introduced during the last Regular Session failed in the final days before adjournment, but advocates insist they will press the issue again in 2013.

The 2011 bill would have allowed licensed carriers of concealed firearms to bring their weapons into campus buildings. Sponsors of this and similar measures testified that recent tragedies involving shooters on U.S. campuses could have been prevented, or at least mitigated, by trained individuals nearby who could respond as needed.

In Texas, licensed carriers must be 21 years old (or have military experience) and must receive training in the use of handguns.

TCCTA President Fred Newbury, Richland College, testified in opposition to the measure, pointing out that colleges wished to make their own decisions based on geographic and physical distinctions. Local discretion was not allowed under the bill as filed. Dr. Newbury also pointed out that TCCTA conducted a survey of its membership, which revealed that 80 percent of respondents opposed allowing licensed carriers to bring guns on campus.

Challenges Continue for Developmental Education

Developmental education will continue to be a hot topic in the forthcoming Regular Session.

In 2011, the Legislature passed HB 1244, authored by Rep. Joaquin Castro (D-San Antonio), and sponsored by Sen. Royce West (D-Dallas).

The bill requires the Coordinating Board to prescribe a “single standard or set of standards for each assessment instrument designated by the agency to effectively measure student readiness as demonstrated by current research.”

The law also requires schools to offer a range of coursework “or instructional support that includes the integration of technology to efficiently address the particular developmental needs of the student.”

Currently several Texas schools are engaged in pilot programs designed to become templates for an “overhaul” of developmental education.

Another interesting development involves the proposal by Commissioner of Higher Education Raymund Paredes to place students with extremely low math and reading scores into Adult Basic Education, rather than developmental education.

TRS and ORP Programs to Face Scrutiny in Session

In 2011 a bill was introduced to gradually convert TRS from a defined benefit program to a defined contribution plan. TCCTA, along with other organizations, opposed the measure in committee testimony and the bill failed to pass.

However, there is a nationwide political movement to abolish defined benefit pension plans for public employees, and such an effort will likely develop in Texas again.

Until the 2011 Regular Session, community colleges were treated like state employees regarding retirement benefits, based on the percentage of employee compensation. In the recent Session, however, the appropriation

was based on the portion of “unrestricted revenue.” Hence the state contribution to TRS and ORP employee retirement at community colleges was reduced by \$97.6 million, a 48 percent decrease.

TCCTA, in concert with the Texas Association of Community Colleges and other organizations, will work to restore college retirement programs to their previous status.

Health Benefits Remain a Top Priority

As with retirement plans, the last Regular Session slashed appropriations for health benefits for community college educators. Current funding covers only 42 percent of insurance costs for these employees.

TCCTA is working to help lawmakers understand that these funds must be replaced with revenue taken from the educational mission of two-year schools, negatively affecting opportunities for student success and the Closing the Gaps program.

Community and technical college educators were treated as full participants in the Group Benefits Program administered by the Employees Retirement System of Texas, until the 2011 Regular Session drastically reduced the state’s contribution.

By way of an interesting comparison, current funding covers 85 percent of employee premium costs for state university employees within the ERS system, and 83 percent for University of Texas and Texas A&M System employees. However, state funding now covers only 42 percent of insurance costs for community college employees.

The Texas Association of Community Colleges proposes that this should be rectified. However, due undoubtedly to the sheer amount of revenue involved, the organization says the fix should come in two stages. The 2013 Regular Session is requested by TACC to restore funding to 60 percent of cost, and the 2015 Session should bring it up to 84 percent.

Obviously the Legislature can choose to ignore these requests. However, two strong arguments that community college educators can make include: (1) the need to recruit and retain talented faculty members, who want to know if the state is committed to their health benefits, and (2) the simple fact that revenue taken from community college benefits must be replaced with dollars that should be used for educational purposes.

Outcomes-Based Funding Plan Draws Attention

Now that the Texas Association of Community Colleges has been added to the list of advocates for outcomes-based funding (see “New Era” on opposing page), we can expect plenty of discussion.

A recent article in the *Corpus Christi Caller-Times* by Rhiannon Meyers (August 2) gets right to the heart of the matter. While the educators cited in the piece are from a nearby university, it is not difficult to see the impact upon the forthcoming debate involving community colleges.

College readiness is obviously part of the discussion, too, regarding efforts to improve student success in college. Commissioner of Higher Education Raymund Paredes says in the article, “K through 12 in Texas is too easy.”

Here is a key passage from the article:

If funding is tied to a university’s graduation rates, professors may feel pressure from their deans to pass students who may not deserve to pass, [Texas A&M University-Kingsville professor of animal sciences] Doreen Kinkel said.

[Dr.] Paredes said that wouldn’t happen. Good teachers don’t teach to the test and professors would not pass unworthy students, he said.

“I don’t know faculty that would compromise their integrity,” he said. “I wouldn’t. If a dean told me to graduate more students, I’d tell him to go to hell.”

[Dr.] Kinkel disagreed, saying Texas college professors already are getting pressured. She said while her tenure protects her, younger professors still seeking tenure may feel forced to pass students on the border of passing.

Funding Plans Compared

Outcomes-based funding is the cornerstone of HB 9, the bill passed by the Texas Legislature in 2011, directing the Coordinating Board to develop a new way to distribute revenue to higher education institutions.

At the July quarterly meeting of the Coordinating Board, the Texas Association of Community Colleges officially unveiled its own proposal for outcomes-based funding. The proposal was greeted warmly by board members and Commissioner of Higher Education Raymund Paredes.

It might be useful at this point to directly compare the two proposals. Below are key elements of each.

“Momentum Points” from HB 9

“The success measures considered by the [Coordinating] board under this subsection may include” achievement in:

- developmental education in mathematics
- developmental education in English
- the first college-level mathematics course with a grade of “C” or higher
- the first college-level English course with a grade of “C” or higher
- the first 30 semester credit hours at the institution
- transfer to a four-year college or university after successful completion of at least 15 semester credit hours at the institution
- the total number of associate’s degrees and certificates

TACC “Student Success Points” For Ten Percent of Funding (www.txsuccess.com)

- Complete Math DE, 1 point
- Complete Reading, Writing DE, 1 point
- Pass First College Math Course, 1 point
- Complete 15 Credit Hours, 1 point
- Complete 30 Credit Hours, 1 point
- Degree/Certificate Awarded, 2 points
- STEM, 2.25 points
- Transfer to University after Completing 15 Semester Credit hours, 2 points

“K through 12 in

Texas is too easy.”

Two Governance Models in the Academy: An Analysis of the Differences

by William J. Simcik
Lone Star College–Tomball



*“Despite the problems
and obstacles,
shared governance is
the best choice for the
academic world.”*

The type of decision-making employed by institutions of higher education is a topic worthy of discussion and debate. Some administrations and their boards of trustees favor a top-down, business model form of governance where decisions made by the upper administration are then handed down to lower level administrators as well as to faculty members who are expected to accept and implement the decisions—often without question. This type of governance is, in effect, an oligarchy, where a small but powerful group of individuals makes the important decisions with little, if any, broad-based input from the rank and file members of the institution. Because this type of governance in higher education uses the business sector of American society as its exemplar, it tends to focus on the required components for a successful and competitive business, such as cost efficiency, quantifiable outcomes, and elaborate systems of measurement designed to evaluate quality or success.

On the other side of the debate are those institutions which favor shared governance, a term used to describe institutional operations and the decision-making process wherein faculty members and the administrators have equal roles. Advocates of shared governance realize that it is time-consuming, but they are not willing to sacrifice the process of mutual discussion and discovery in exchange for expediency. Moreover, more democratic in nature than the business model, shared governance allows both faculty and administration to work in tandem to make decisions focused on student success. However, it is important to note that the advocates of shared governance work with a broader, more philosophical, definition of success than used by their top-down counterparts. It is this more encompassing definition of success which influences their perception of what the words “cost” and “value” mean in higher education along with their understanding that a successful education is not always easily measurable.

Despite the external forces that often lead to top-down governance, many institutions of higher learning actually prefer mutual decision-making, but one reason for not embracing shared governance is the reality of today’s economic problems. In these times of economic hardship, taxpayers and voters are concerned, rightfully, about how their tax dollars are spent, and they have become exceedingly vocal in expressing their expectations to their legislators. College boards of trustees are also feeling the pressure from their constituents who often vote based on their economic concerns. And when monetary concerns come to the forefront, the business model of top-down governance appears to be more efficacious than shared governance because it employs a simple, numerical method of evaluating success. So when people outside academe start demanding efficient use of their tax dollars, then the conversations in the town halls, the legislature, and the boardrooms turn to the topic of accountability as determined by number-driven outcomes since in the popular view, numbers are the language of accountability.

Another reason that shared governance is sometimes not embraced by institutions of higher education and their faculty alike is because of time constraints. Administrators have a lot on their plate in the day-to-day management of

the institution, and getting faculty input takes precious time and slows down the process of decision-making, mostly because faculty input is solicited primarily through committee. And sometimes getting faculty together for a meeting is like herding cats, primarily because their disparate teaching schedules cause headaches when trying to find a common meeting time. The problem is sometimes compounded when busy faculty members, who are first and foremost dedicated to their students and their instruction, are reluctant to give up their preparation time to attend the many committee meetings that are their primary vehicle for input into the shared governance process. Plus, sometimes consensus is hard to come by in an environment peopled with well-educated individuals who are clearly able to articulate their diversity of opinions and who are willing to engage in debate in pursuit of the best decision.

Despite the problems and obstacles, shared governance is the best choice for the academic world. One reason is that shared governance gives the faculty, the credentialed instructors who are at the heart of the education process, a central role in the decisions that affect the institution, the learning environment, and the intellectual and professional success of students. As a result, the governing body will make better academic and administrative decisions that impact student learning. For example, when an institution’s senior faculty are included in problem-solving, the administrators, which as a group tend to change institutions more frequently as they move up the administrative ladder, can take advantage of their faculty’s experience since faculty are often the keepers of institutional memory. And we are well aware of the adage that those who don’t know history are doomed to repeat the mistakes. Moreover, giving the faculty a major role in the decision-making process increases their buy-in to the decisions and their commitment to the institution. In addition, shared governance creates mutual respect and understanding as both groups develop an appreciation of the other’s constraints, issues, pressures, goals, and concerns. Finally, shared governance, which keeps the faculty active in the decision-making process, prevents institutions from focusing exclusively on the financial aspects and the quantifiable “known” outcomes prevalent in the top-down governance model of business.

It is important to understand that at the core of the governance debate in higher education is a major philosophical difference in defining student success and determining how it can be measured—never mind the complicating factor that accepted “academic standards” or measures for quality, productivity, and accountability have yet to be identified, much less adopted, nationwide or even statewide. The business model defines success in numbers of graduates, numbers of “completers,” numbers of students passing a class with a “C” or better, and numbers of students per class (with the preferred density of 23.6). But the simple truth is that much of what happens in institutions of higher education is often intangible and frequently not quantitative. It is difficult to quantify the student’s development of tolerance, social and personal responsibility, cultural sensitivity, and

open-mindedness—all which, ironically, are some of the measures of a truly successful education. In fact, the desire to govern institutions of higher learning based on numbered data becomes increasingly dubious when we acknowledge that sometimes the efficacy of a person's education is sometimes not revealed until years after the formal education is over and the degrees completed; some might even argue that the real success of an education may be truly evaluated only by the life a person has lived. At a person's memorial service, very few people will eulogize the deceased's sizeable paycheck, his excellent grades, and his completed degrees.

And, although it borders on blasphemy in the business world, I can additionally make a strong argument that the benefit of higher education can be present even when degrees and certificates are not completed. Sometimes a person who takes just a few college classes can develop a broader worldview and change his way of thinking in a positive, life-altering way. In fact, I will go so far as to say that students can learn important lessons even when they don't complete courses or even when they fail them. For example, most students who are in my class, even if only for a week or even if they fail, still learn that unless they can prove their opinions are correct and universally true, they must accept that they are touting only an opinion, not a fact; thus, with disarmed egos, they are better able to consider others' opinions without interference from their own conviction that they are right and everyone else is confused.

The business management model of governance becomes further unreliable when industry standards of data and productivity are applied to dollars spent in education. In fact, there is an inherent flaw in using a profit-based model when the goal is not to create profit but to provide a rich environment for fostering intellectual curiosity and a commitment to life-long learning. For example, funding band programs, performing arts departments, creative arts magazines, or honors programs might not make sense in the business world because of the cost of the equipment, facilities, or product, or because the student-to-instructor ratio does not provide enough "density" for a course to justify an instructor's salary or to earn substantial legislative dollars.* But under the shared governance model, faculty and administration can work together, carefully balancing benefit to budget dollars—keeping in mind that cutting costs can bring with it another type of cost.

As the debate continues, institutions find themselves increasingly pulled between these two models of governance. Driven by a difficult economy and slashed budgets, will community colleges turn more and more to the business model of top-down governance in order to provide the cost effectiveness and numbered accountability expected by the tax-paying public? Or in response to the philosophical demands of the academy, will community colleges practice shared governance in order to produce a better kind of student success—but, admittedly, one that can be more expensive, time-consuming, less tangible, and not so easily measured? This is no easy choice when state governing structures, funding needs, and accountability metrics all cast a business-like aura over the less structured, innovative, and boundary-pushing world of academics where an education and a degree represent much more than a piece of paper or a set of credentials entitling one to a good job and a nice paycheck. But I, like Thomas Paine in "The American Crisis, No. 1," agree that "the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is the dearness only that gives everything its value." In other words,

shared governance isn't easy, but it is worth it.

True, some may view me as a Pollyanna, given to impractical, pie-in-the-sky thinking, as I live in my proverbial ivory tower—if I might be permitted to mix my metaphors. But I also know that many of the most precious things in life are not quantifiable and have very little to do with the business world's definition of success. So if we in the academy want to achieve meaningful success for our students, we have to commit to educational experiences that sometimes carry no inherently quantifiable measure or that may not come to fruition until years or even decades later. And if we want this kind of success for our students, then shared governance is more likely to produce it.

*See "Budget Cuts and the Arts" in the December 2011 TCCTA *Messenger* for a fuller treatment of this topic: www.tccta.org/news/messenger/Dec12.pdf. ☆

Courts Consider Anonymous Evaluations

A Florida case is attracting the attention of college and university faculty—for good reason.

A lawsuit brought by adjunct instructor Darnell Rhea, at Santa Fe College in Gainesville, Fla., claimed his contract was not renewed because a student sent an e-mail complaint against him. The e-mail "complains of Rhea's classroom behavior, his humiliating remarks to students, and his unorthodox teaching methodologies," according to an article in the *Gainesville Sun* (July 19) by Joey Flachas.

The instructor, who happens to be former chair of the Alachua County School Board, lost the first round, after the college refused to reveal the identity of the student. However, on appeal, the teacher won a temporary reversal.

From the article:

Patti Locascio, general counsel for Santa Fe, said that while the school respects the court's opinion, officials are considering requesting a motion for rehearing. She said the school's main concern is for the students. "We go to the mat for our students," she said. "We feel very strongly about protecting the privacy of our students."

One of the cardinal principles of civil liberties is the right to confront one's accusers. This isn't a criminal case, of course, but nonetheless noteworthy.

Since the instructor in the case is a part-timer, he probably has very few, if any, procedural rights. Most adjuncts are "at will" employees.

But full-timers should pay attention to this issue, too. Some have suggested that it is an inevitable result of the student-as-customer movement. It might also be a by-product of digital communication, which makes it much easier for students to complain anonymously. (However, since the college refused to reveal the student's identity, the institution apparently knows it.)

The aggrieved student in this case presumably could have complained in person to the teacher's supervisor, but most students are less likely to pursue this avenue, regardless of the merits of the accusation. E-mail, even if sent from a college account, is easier—and hence exponentially more problematic for the instructor. ☆

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We Are TCCTA!



My membership with TCCTA introduces me to **friends and colleagues** from across the state, as well as keeps me up to date with the **issues** facing two-year colleges in Texas. As a new faculty member, my activity with the association has helped me to quickly learn the ropes of how community colleges work as a whole!

—Chad Cryer
Austin Community College

“friends and colleagues”



As chair of the TCCTA Legislative Committee, I know how vital our efforts and support in the Capitol are. That's why our team includes the services of a **professional lobbyist**, Beaman Floyd. Also, as an educator in the health care field, I can take advantage of abundant opportunities offered by TCCTA for **professional development** in my discipline.

—Irma Rodriguez
South Texas College

“professional lobbyist”



As a college president, I appreciate the efforts of TCCTA with the Legislature to educate them on the issues that matter to all colleges. In addition, TCCTA offers outstanding **professional development** for faculty and staff, especially at the **annual convention** where discipline specific opportunities are available.

—Glenda Barron
Temple College

“professional development”



I joined TCCTA because, as an adjunct/part-time faculty member, I appreciate the **programs and support** that the association offers.

I also look forward to participating at the annual convention in Houston.

—Patrick Gilbert
Blinn College
Lone Star College

“programs and support”



As a librarian, I appreciate TCCTA's frequent **communications** regarding matters that are relevant to community colleges in Texas. The association's **advocacy** role ensures members have a voice in higher education decision making. The association also offers affordable **liability insurance**, publishes an informative quarterly, and conducts an annual conference that has relevant programs and helpful **networking opportunities**.

—Sharon Kenan
McLennan Community College

“advocacy...insurance...networking”



I joined TCCTA because my colleagues dragged me along to the conference, and am I glad I did. It is the place to be if you are serious about teaching, because you share with **enthusiastic teachers** and experience the **latest developments in pedagogy and technology**. TCCTA informs about political decisions and makes sure that **teachers' interests** are protected. TCCTA is where I meet dedicated educators.

—Grace Megnet
Lamar State College-Port Arthur

“developments in pedagogy and technology”

Join Us! See Form on Back Page
or Enroll Online at tccta.org

Make Hotel Reservations Now!

TCCTA members planning to attend the 2013 annual convention are encouraged to reserve hotel accommodations early. A block of rooms has been reserved, but it is likely that members who wait until the last minute to make reservations will be disappointed. With the exception of a few special functions, all convention activities will be held at the headquarters hotel.

In addition to secure online reservations on the TCCTA Web site, accommodations may be reserved by completing the form below and mailing it to the hotel, by fax, at 713-960-6551, or by phone, at 713-960-8100. Reservations will be processed on a first-come, first-served basis. Reservations received after January 29 will be subject to availability.

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

Tentative Convention Schedule Released

(Program details will be posted as they become available under "Events" at www.tccta.org.)

THURSDAY—FEBRUARY 21, 2013

7:30 a.m.–5:00 p.m. Special Meetings (to be announced)
 12:00 Noon–6:30 p.m. Convention Registration
 1:30– 3:30 p.m. Committee Meetings, as called by Chairs
 4:00– 5:00 p.m. Meeting of Executive Committee and Chairs
 6:30 p.m. Banquet
 7:15 p.m. General Session

9:30– 11:00 a.m. Section Meetings
 11:15–12:45 p.m. Section Meetings
 1:00– 2:15 p.m. Professional Development Seminar
 2:30– 5:15 p.m. Technology Seminars
 5:30 p.m. Refreshments, Entertainment, and Raffle

SATURDAY—FEBRUARY 23, 2013

8:00–11:30 a.m. Convention Registration
 8:00–11:30 a.m. Exhibits Open
 8:00–9:00 a.m. Financial Planning Seminar
 8:00–9:00 a.m. TCCTA Book Club
 9:00–10:15 a.m. Section Meetings
 10:30–11:45 a.m. Section Meetings
 11:45 a.m. Adjournment
 12:00 Noon–3:00 p.m. Special Meetings (to be announced)

FRIDAY—FEBRUARY 22, 2013

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

Use the form below or make secure hotel reservations online.

Click on "Events" at www.tccta.org.

TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION

66th Annual Convention
 The Westin Galleria Hotel — Houston, Texas — February 21-23, 2013

HOTEL RESERVATION FORM

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

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

RESERVATION CUT-OFF DATE: January 29, 2013

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

Check accommodations desired:	Rate
___ Single Room (One person)	\$125
___ Double Room (Two persons)	\$135
___ Triple Room (Three persons)	\$150
___ Quad Room (Four persons)	\$165

Arrival Date: Feb. ____, 2013

Departure Date: Feb. ____, 2013

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

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

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

Credit Card _____ Number _____ Expiration Date _____

Signature _____

IMPORTANT INFORMATION: The Westin Galleria Hotel is unable to grant individuals direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment by cash, money order, cashier's, institutional, or traveler's checks. All checks should be made out to The Westin Galleria Hotel. Credit information will be required at time of check-in.

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

School or Company _____ E-Mail _____

Address _____ City _____ State _____ ZIP _____

ROOM(S) WILL BE OCCUPIED BY:

Name (please print) _____ Address _____ City/State/ZIP Code _____



TCCTA

TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION

5113 Southwest Parkway, Suite 185
Austin, Texas 78735

PERIODICAL



A Special Invitation

Please send in the completed form below, or give to your Campus Representative.
You may also join online securely at www.tccta.org.

TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION

Membership Enrollment Form

Dr.
 Mr.
 Mrs.
 Miss
 Ms.

First Name Middle Name or Initial Last Name

College _____
 Preferred Mailing Address: _____
(If more than one campus, indicate your campus.)

Street Address or Post Office Box

City State ZIP Code

Instructional
 (Subject taught: _____)
 Administrative/Library/Media
 (Position: _____)
 Classified/Retired/Adjunct
 (Specify: _____)
 Unaffiliated/Student
 (Specify: _____)

If you wish to make a tax-deductible contribution to TCCTA's foundation, please send separate check, payable to the Foundation for Professional Excellence in the Community College.

E-MAIL (IMPORTANT!):

CHECK HERE TO PURCHASE THE OPTIONAL LIABILITY INSURANCE PROGRAM, AND ADD \$50 TO THE AMOUNT OF YOUR PAYMENT. MEMBERS MUST PURCHASE INSURANCE TO RECEIVE TCCTA LEGAL ASSISTANCE. Insurance rate: \$26. State surplus lines tax @ 4.85%: \$1.26; State stamping fee @0.06%: \$0.02; Association administrative fee: \$22.72.

CHECK ONE OF THE FOLLOWING FOUR CATEGORIES OF MEMBERSHIP:

- PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community or technical college)—Dues \$45
- ASSOCIATE MEMBERSHIP (Classified employee, retired, or adjunct (part-time) educator at a Texas community or technical college)—Dues \$35 (Retiree may join as Professional or Associate Member.)
- STUDENT MEMBERSHIP (Graduate student in community college education)—Dues \$30
- UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues \$35
- CHECK HERE to receive the TCCTA Messenger and subscribe to the TCCTA Blog at no additional charge.

Membership Period: September 1, 2012–August 31, 2013.

ENROLL ONLINE SECURELY at www.tccta.org.

IF PAYING BY CREDIT CARD USING THIS FORM: Visa MasterCard

Name on Credit Card _____

Billing Address _____

Account Number _____

Expires ____ / ____ CVV (3 digit code) _____ Amount \$ _____

IF PAYING BY CHECK: Give enrollment form and check (payable to TCCTA) to your campus representative or mail to: TCCTA, 5113 Southwest Parkway, Suite 185, Austin, Texas 78735.