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Texas Real Estate Teachers Association Newsletter

From the President.....

Dear Members of TRETA, my greetings to each of you as Fall begins in our wonderful State of Texas.

I would like to announce that we have a new Membership Director Robin Powell. He is anxious to be of service to all our members as am I. If you are aware of an instructor who is not currently a member please invite them to join us and let Robin know you have invited them so that he can follow up with them.



Additionally, we have a new Program Director Candi Cooke. Candi and I are busy working on the Annual conference to be held April 5-7, 2018. In keeping with our theme for 2017-2018 "Together, Teachers Excel", please feel free to contact Candi or myself with program subjects for the conference. Even better volunteer to help us with the planning or keeping things organized during the conference. We need everyone's assistance. Remember working together we will all be better.

Our webmaster, Rachel Cahill, has informed me that we are making progress on our new website and it appears it should be operating not later than December. It will have several new features that will make our work together much easier and more enjoyable.

I spent time last week visiting the event manager for our Annual Conference which will be held in Fort Worth at the Worthington Renaissance. The hotel is across the street from Sundance Square and there are lots of terrific restaurants and plenty of wonderful shops, as well as Basse Hall and other entertainment. It is a great opportunity to come for the conference and spend a little extra time before or after the conference to enjoy this wonderful area. Please plan to be at the conference and learn more about adult education, how to be a better instructor and in addition how we can "live" the theme of our conference, "Together, Teachers Excel". Please watch for more information soon. We will open registration as soon as the new website is up.

The Holiday Season is upon us and I wish each of you a wonderful time spent with family and friends.

Jeanette Black
TRETA President

TRETA Member earns Jack Wiedemer Distinguished Career Award

Jerry Rutledge, DREI, CREI, CMC received the Real Estate Education Association (REEA) – Jack Wiedemer Distinguished Career Award. It has only been awarded to a few people. Many TRETA members also know of Jack Wiedemer's contribution to TRETA and real estate education in Texas.

Jerry has been a mainstay and constant supporter of quality real estate education in Texas, been very active in TRETA serving in many capacities from speaker, Conference Director, Program Director, Treasurer, and President. He has been designated as a CREI by TRETA for 20 years!



He has authored many treatises on mortgage financing and is known across the country as a leader in his field. He has done the mortgage update for TRETA and REEA for several years at the annual conferences and continues to stay actively involved in his teaching career.

On behalf of the President, officers and members of TRETA, we want to congratulate Jerry on this award. If you can please send him a congratulations email to jerry@allianceacademy.org

More about Jerry

Rutledge has previously been awarded the Distinguished Real Estate Instructor, DREI, prestigious designation by the National Real Estate Educators Association where he served on the Board of Directors, Region 4 Vice President and Founder/President of the South-Central Chapter/REEA consisting of TX, OK, LA, AR and MS.

He also previously earned the esteemed "Certified Mortgage Consultant" (CMC) designation from the National Association of Mortgage Brokers which requires years of experience and vast knowledge of residential and commercial mortgage financing. He serves as a Director for the Texas Association of Mortgage Brokers, TAMB, and is also the Legislative Chair for the Dallas Association of Mortgage Brokers, DAMB.

As Owner/Operator, the Texas Savings and Mortgage Lending Dept, TSML, Texas Real Estate Commission, TREC, Texas State Board of Accountancy, CPAs, Texas State Bar, Attorneys and the Texas Rehabilitation Commission have approved him, his Instructors and his statewide Provider School, Alliance Academy based in Dallas, Texas. Rutledge is the Director of Education, Emeritus of the North Texas Commercial Association of Realtors, NTCAR, a Licensed Real Estate Broker and a Licensed Mortgage Broker, a Professional Member of the National Association of Mortgage Brokers, NAMB, the Texas Association of Mortgage Brokers, TAMB and served on the Texas Association of Realtors, TAR CID, Board of Governors.

ABOUT THE JACK WIEDEMER DISTINGUISHED CAREER AWARD:

Recognizes a notable educator who has devoted at least ten years to real estate education. Your nomination must include the following:

1. History of Excellence:

Describe in general how the nominee (an individual who has devoted at least ten years to real estate education) has performed broad based real estate research, publication, service and teaching.

2. Credentials, Recognition, and Leadership:

Describe specifically the nominee's credentials, including degrees, designations, licenses, etc. Describe nominee's reputation at the local, state, and national level as an expert or leader in the field.

3. Importance of Work/Programs:

Describe specific contributions to the real estate industry and/or the real estate education profession by leadership roles at the local, state, and/or national level (for example, serving as officer or committee chair; serving on task forces or special governmental committees). Describe specific contributions to the real estate industry or real estate education by developing, providing and/or implementing programs, or by authoring course materials, article, pamphlets, and/or books.

4. Publications and Research:

Describe specific research and/or publications (books, papers, articles) of benefit to real estate or real estate education.

5. Promotion of Real Estate Education:

Describe in general how the nominee has furthered local, state, and national REEA goals and/or mission. Describe participation in REEA. Describe contributions that have developed or enhanced real estate education.

TRETA Member Spotlight – Candace K. Cooke

This quarter member we want to place the spotlight on is Candace K. Cooke, from Round Rock, TX, for graduating in the 2017 REALTOR® University Graduates. She received her Master of Real Estate (MRE) and was awarded her diploma on May 19th at the commencement ceremony held in Washington, D.C., on May 19th.



REALTOR® University is the only advanced online education institution centered exclusively on real estate and is fully accredited by the Distance Education Accrediting Commission, or DEAC, an organization recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

To graduate, MRE students must receive credit for at least 12 courses (36 semester-credit hours), consisting of seven program-specific courses and five elective and concentration courses, while also achieving a cumulative grade point average of 3.00 or higher (on a 4.00 scale). As with any graduate degree program, the MRE at REALTOR® University requires that students complete a final research project—a Capstone project—that integrates the knowledge and skills acquired throughout the program. Research projects must explore an original topic and make a contribution to the field of academic and professional real estate.

On behalf of the Communications Committee, we want to congratulate Candace for her great achievement. If you know a member who we can spotlight, please let us know.





TRETA Certified Real Estate Instructor

Leading Education Forward



CREI Instructor Development Workshop - Basic
Class held at the Country Inn & Suites – Dallas Love Field
July 22-23, 2017



CREI Instructor Development Workshop – Advanced
Class held at the San Jacinto College South Campus
October 13-14



CREI Instructor Development Workshop – Basic & Advanced
to be held in San Antonio in February 2018

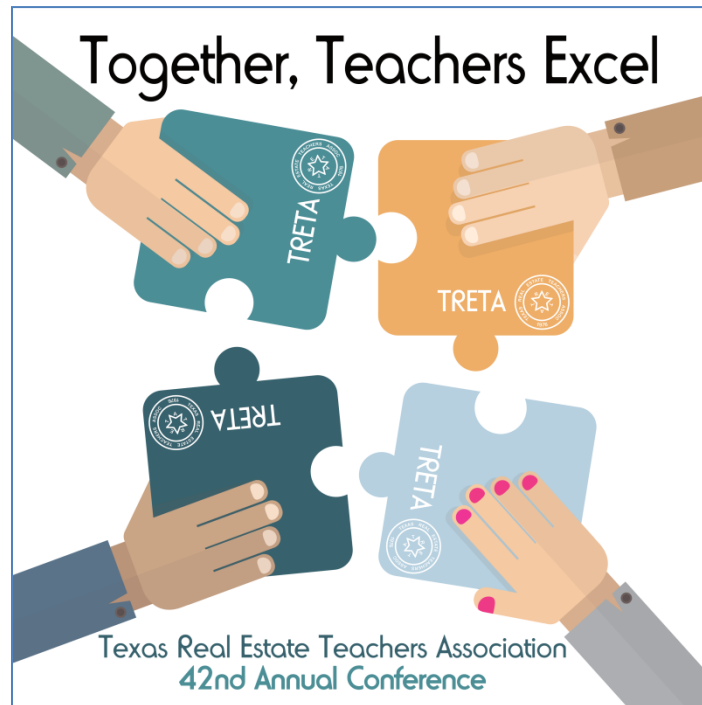
We are exploring some dates in February.

What works for you? Take this survey!

<https://www.surveymonkey.com/r/5MD597L>

Conference Announcement

42nd Annual TRETA Conference April 5th- 7th, 2018



Worthington Renaissance Fort Worth Hotel
Sundance Square,
200 Main St, Fort Worth, TX 76102



What the Compliance Director Wishes Real Estate Students Were Learning

by Bart Stockton, CREI

When I invited TREC Chair Avis Wukasch to speak at our Annual Conference this past April, I asked her to speak on the topic of “What Brokers Wish Real Estate Students Were Learning.” I hope you were present to hear the wonderful talk she gave, based on conversations she had with brokers from around the state and her own experience as a broker-manager. I'd like to expand on that talk in a different direction: what brokerage risk reduction specialists wish real estate students were learning.

One of the many hats that I wear is Compliance Director for a brokerage of about 90 agents in Dallas. As part of that role, I review every transaction file before closing for completion, accuracy, and trouble-spots. Because I have a heart for education, I treat this as an extension of our training program and delight in educating the agent on why something is wrong and how to fix it now or do it better next time. It's my job to educate them on all the ways what they did could have gone very wrong. Whenever an issue seems widespread or pervasive, we target specific training on it at our weekly office meeting or craft a class around the larger topic - what TRETA member Susan Hilton so aptly called “In-the-Trenches Teaching” in our newsletter several years ago.

In addition to continuing problems with advertising, team/group names, confidentiality and disclosure, I've developed over the years a list of pervasive problems common to both new and experienced agents. I am sharing the list in hope that it might help both our qualifying education providers and brokerage trainers pinpoint issues in the active market. In no particular order:

- **Lead-Based Paint Addendum** – confirm all appropriate checkboxes for both buyer and seller; buyer always receives the EPA pamphlet; all signatures and dates in the proper order and before the contract is executed to fulfill the rules; I hate enforcing it as much as they hate complying but E&O insurance often does not cover these hefty governmental fines.
- **Comparative Market Analysis** or Broker Price Opinion - before every listing, every time, no matter what, without exception (residential, commercial, and leases); TREC disclaimer; submitted in the name of the broker and not just the agent; keep a copy of it.
- **Intermediary** - pre-authorized in listing and buyer/tenant rep; give proper notice when appointments are made; It's in the TREC-required CE classes every edition because agents continue to do it wrong.
- **Legible documents** - keep the marked up “war copy” (term courtesy of Jim Wiedemer) but also generate a clean copy so that every word on every page is legible. Agents tend to believe that you only need to be able to read what they've written into the blanks - and in my experience the title companies are not requesting clean copies. “Well, the title company took it!” is not going to be a good excuse if it goes to court.
- **Exclusions in the contract** – memorize the list of Improvements and Accessories in the contract; consider turning them into a checklist to be filled out with the rest of the listing documents; make sure the exclusions from listing make it onto the contract.
- **License holder disclosure** – know the situations requiring disclosure both under the law and NAR Code of Ethics, if applicable; disclose in writing prior to the contract; why not disclose anyway even if not specifically required?
- **Seller's Disclosure Notice exemptions** – even experienced agents are continually incorrect in assuming that “seller never lived there” is an exemption.
- **Borrower approval vs. property approval** – different approvals with different timelines.

- **Work File** – keep every single thing, including emails, text messages, and notes from phone conversations.
- **Practicing law** – re-using something from an attorney on a previous transaction; routinely inserting provisions without specific instruction of the client.
- **Missing Effective Date** – several revisions ago, they added a box around the Effective Date, rendering it invisible to some agents; Effective Dates on Amendments are also important.
- **Notices paragraph** – notices aren't effective if not put in writing and sent according to the paragraph; don't leave it blank; consider not putting the agents' info.
- **Naming the escrow agent** – the “escrow agent” for contract purposes is usually not the name of the individual person with whom you want to work, it's the title company or law firm, etc.
- **Importance of legal descriptions** – sell the wrong property or only part of what you intended to sell just once and you'll pay closer attention to the legal descriptions for the rest of your life.
- **Additional option fee** – case law says that an extension of the option is a new option being purchased and needs an additional fee; actually deliver the additional fee.
- **Appraisal special provisions** – is it even necessary? Also you've probably written it wrong to do what you want it to do.
- **Variable rate commissions** – model MLS rules require disclosure by listing agent and by buyer agent to client.
- **Homeowners insurance** – getting quotes during the option period based on past claims; confirming coverage during temporary leases or conversion from owner-occupancy to rental unit.
- **Treating the contract as laminated** – once executed, stop writing on it – use an Amendment.
- **Adjusting commissions** – commission adjustments don't belong in the contract or amendment but in a separate agreement between the brokers.

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Bart Stockton is an associate broker and the Director of Compliance & Contract Review at Dallas City Center, REALTORS®. A third-generation real estate agent, he has been active in the industry since 2001, working for brokerages and a proprietary real estate school. He holds the designations and certifications of ABR, CRS, ePRO, GRI, SFR, and – most proudly – Certified Real Estate Instructor (CREI) from the Texas Real Estate Teachers Association, for which he was the President for 2016-2017. Bart is approved by the Texas Real Estate Commission to teach qualifying and continuing education courses; he has authored numerous courses and manuals on a variety of topics including contracts, marketing, getting started in real estate, open houses, multiple offers and back-up contracts, residential leasing, and contract-to-closing procedures. He holds a BAAS degree with concentration in real estate from Lamar University in Beaumont, TX. He may be reached at bart@bartstockton.com.

Blog 36: How to Master the Balancing Act

by Gip Erskine

Life is far from simple. We all have multiple responsibilities at home and at work. Add to that, our relationships and our bodies need to stay healthy—if we value them.

That's the key.

We make time for what we value. By setting aside time for the things that are most important, we will master the balancing act of life.

Think of the various dimensions in your life. Your professional, personal, financial, physical, relational, mental, spiritual and charitable worlds all need your attention.

Like you, I've got my 9-to-5 job in commercial property management (professional). But I also have my EverSmarts platform where I get to serve you (entrepreneurial).

Then I've got my care of my father and daughters to think about (relational). And, as many of you know, I'm pursuing my life as an amateur triathlete—which means hours in the pool, on my bike, and in my running shoes each week (physical).

In addition to volunteering time at my church (charitable), I stick to a solid morning routine of meditation, affirmations, appreciations and prayer (mental, emotional, and spiritual).

What I value goes in my calendar.

When you put what you value in your calendar, you don't have to decide whether or not to do it. It's already there. It's just like making an appointment with someone else. An appointment made with yourself is just as important as an appointment made with a client. You do not break it.

Once you've scheduled an activity, there's no negotiation. You're on automatic pilot. You don't have to step back and decide if it's the right thing. You don't have to continuously question its priority.

A friend of mine schedules everything. First, are her daily disciplines—meditation, writing time, exercise. Then, there's time with her friends and family. She doesn't fight with herself about whether or not she should do something. She schedules what she values.

Her non-negotiables are her daily disciplines. But if a conflict arises that prevents her from doing them first thing in the morning, she puts these activities back on her calendar for later in the day.

This keeps her balanced and prepared for when she has to do some heavy lifting with clients throughout the week.

The same goes for me. When I've made a decision to put something on my calendar, I've already weighed its importance. I don't have to wonder if it's the right thing to do at the right time.

When we schedule the right things for the right reasons, it's time to honor them.

This is how life flows.

When we're out of balance, we usually bump up against obstacles and frustrations. When we spend too much time in one area at the expense of another, we're out of flow.

We may experience more stress and irritability—and we definitely suffer a lot of guilt about not exercising, not checking in with the family, forgetting a friend's birthday—and falling short on a client deliverable.

To keep my life in the flow and balanced, I take everything that's in my Outlook calendar for the week and write it in my Day-Timer®. By glancing at the week ahead, I can see how time spent doing what I value leads to more fulfillment and more favorable outcomes in all my life dimensions.

And best of all, I have the peace of mind that comes after I've made room for all of the things that matter to me.

Remember, if you don't value it, you won't make time for it. So, identify what you value, schedule it in your calendar, and then strap yourself in and know you're heading toward the future you designed...all by scheduling it. That's balance.

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Ready for what's next? If you liked this post, you're really going to love my [newsletter](#). It's where I go deeper on issues that matter to you most, personally and professionally. It's truly my best work and you won't find it anywhere else. Click [here](#) to sign up now.



Gip Erskine knows the life of a property manager is stress-filled, which is why he's all about designing and living the ideal life for himself and his colleagues.

He founded **EverSmarts™** in 2013 to become an informative, inspirational platform to share universal truths and experiences with the property management community and help property managers bring out their best selves in their career and in their personal lives.

His flagship program called **Change Course** is an advanced online training experience for property managers enabling them to determine their life purpose, set ambitious goals and achieve them through goal-getting strategies.

His most recent program called **Master Your Calendar**, equips uber-busy property managers with tools and techniques necessary to optimize time and restore a healthy work-life balance.

Gip is the National Director of Transwestern Experience, responsible for training all employees on exemplary customer service. Prior to assuming this role, Gip was a property manager and has worked in the commercial real estate industry since 1984. He recently managed a 34-story office building in downtown Dallas and oversaw an 80-acre redevelopment.

Gip serves as co-chair of the Programs Committee for BOMA's Dallas chapter and is an active member of BOMA, IREM and CCIM.

Gip is an amateur triathlete, avid runner and father of two daughters. He lives in Dallas, Texas.

He looks forward to answering your questions, and sharing ideas on how you can create an exceptional property management career and exceptional life.

Gip Erskine, CPM®, CCIM®
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FACULTY FOCUS

HIGHER ED TEACHING STRATEGIES FROM MAGNA PUBLICATIONS

September 11, 2017

[Helping Students Make the Right Call on Cell Phones](#)

By Pete Burkholder, PhD

Much has been written, both in *Faculty Focus* and elsewhere, about cell phones in the classroom. Such pieces typically break into two categories: whether to ban or not to ban, and techniques for using devices productively for educational purposes.

As helpful as those discussions are, conspicuously absent most of the time are *students'* views. Do they even want their phones available in class, or are the devices simply attractive nuisances? Is a classroom without cell phones desirable from their standpoint—and if so, what would it take to achieve such an environment? Last spring, I decided to find out.

In full disclosure, I'd been in the "ban them at all times" camp for many years, and I had stringent policies and enforcement to that effect. Past experiences did little to mollify my stance. On the contrary, a 2015 article by Berry and Westfall confirmed what I'd long suspected: private classroom cell phone use has a negative learning impact not only on the person employing it, but on those distracted by the user as well. Measurements showed this was true, even if students felt they were not affected by others' use. The authors found that students saw direct confrontation and concrete repercussions as the key deterrents to cell phone violations, concluding that "faculty should consider adopting more assertive or punitive policies if they are serious about curtailing phone use in the classroom" (68).

Yet, even having anticipated and enacted such policies, students' furtive texting, emailing, and surfing remained an endemic, if minor problem in my classrooms.

Fortunately, a colleague alerted me to an interesting article that turned the usual cell phone policy approach on its head. What if, instead of *punishing* students for bad behavior, we *rewarded* them for good conduct? This reversal undergirded the study by Katz and Lambert, who offered extra credit to those willing to surrender their cell phones at the start of each class. Their results looked encouraging and the protocol was simple, so I decided to give it a try.

My protocol, which was very similar to that of Katz and Lambert, ran as follows. Sheets of blank paper were laid out on a table at the front of the classroom. Students had the option—again, none of this was mandatory—of writing their names on the paper and placing their deactivated phones over their names. Devices would be in full view of everyone and easily retrieved at the end of each session. In exchange, students would receive token extra credit for each surrender date.

I enacted the procedure not knowing what would happen. Most worrisome was, what if no one took me up on my offer? To my surprise, nearly everyone in two different classes sprang to their feet and surrendered their phones the first day, even before I informed them how much extra credit was at stake.

Yes, there's the ethical dilemma of offering an incentive for expected, normative behavior. Isn't this simply a bribe for common decency? But I controlled the amount of extra credit, and it wasn't much—just a fraction of a point for each day. In the end, a student could raise his overall course grade by just two percent, assuming that he attended every meeting and surrendered his device each day. And for those who chose not to give up their phones? The in-class ban still applied, with penalties being enforced, as necessary.

But enforcement and punishment ceased to be an issue. In one course ($N = 19$), students voluntarily surrendered their phones with 87.7% frequency, a number that was driven down mostly by two individuals who opted never to participate. In the second class ($N = 20$), the participation rate was a whopping 98.5%. If removing a source of distraction from the learning space was a main goal, this method had succeeded beyond my expectations.

End-of-semester surveys of the protocol were likewise revealing. For example, consistent with Berry and Westfall's findings, most of my students were convinced that cell phones were not distractors. Yet, despite that view, about half of each class admitted that giving up their devices had a positive effect on their own learning (some were unsure, and a small minority disagreed with that proposition). Even less ambiguous were students' assessments of the impact on classroom environment: combined, 69.2% detected a positive effect, while no one saw a downside (the remainder were ambivalent). The only discernable gripe concerned the small amount of extra credit awarded: predictably, students thought they should receive more points. But as seen in the statistics above, this seems to have had little impact on actual participation rates. A token incentive will do.

So maybe it's not about monitoring and penalties, not about harsh syllabus policies and calling students out. Positive behavior modification is attainable at minimal cost, and classes appreciate the better learning environment. The implications for such aspects as attendance and participation are likewise intriguing. And if you're wondering whether you should give this a try, let me offer one last

statistic. When asked if they wanted their other professors to enact a similar phone surrender policy, 79.5% of my students responded in the affirmative.

After all this time and debate, who would've thought that students actually wanted to give up their cell phones all along?

References:

Berry, Michael and Aubrey Westfall (2015). "Dial D for Distraction: The Making and Breaking of Cell Phone Policies in the College Classroom." *College Teaching*, 63: 62-71.

Katz, Louise and Warren Lambert (2016). "A Happy and Engaged Class Without Cell Phones? It's Easier Than You Think." *Teaching of Psychology*, 43/4: 340-345.

Pete Burkholder is a professor of history at Fairleigh Dickinson University. He also serves on the Teaching Professor Conference advisory board.

WE ARE TEACHERS

By Dr. Johnnie Rosenauer

The last two weeks of August means a couple of things in my neck of the woods. First, it is usually still plenty hot, and second, it is time for convocation and the start of the Fall Semester at San Antonio College. I recently attended my 44th start of the school year kick off. I promised my friend, Director Bill Price a contribution for this TRETALK, and had been contemplating what to address in the submission. Most of my writings tend to “muddle around” in my brain for a bit until something clicks. It was during our convocation that these thoughts were solidified. I am hopeful they came together in a meaningful way for our readership!

I am a big believer in helping my students use the memory aid of acronyms. Our discipline has lots of terminology to master, and being the set in my ways old German that I am, students **must write** when taking my tests. It has been 35+ years since a Rosenauer Exam had a single True/False or Multiple-Choice question on it. Other instructors that I respect greatly make effective use of that format, but that is not my chosen approach. Being able to write about the material covered is essential for success for those taking classes with me. Consequently, the creation of made up words to help students remember terms can be a useful. Like other tools used in teaching, some class members swear by the technique and others simply swear at it! My view is that it is better to have a resource available and not need it, than to need it and not have it.

While reviewing the term TRETALK, the key word, at least to me, is **Teacher**. In my backwoods cowboy Aggie way of thinking, we are a collection of folks who come together in order to learn how to teach our discipline better. So if we ARE teachers, what does that mean?

I think the A stands for **Approachable**. If our students do not feel they can come to us for clarification, guidance, or whatever else they might need, we are simply dispensers of information. Personally, I would rather be a teacher and hire other teachers with average content knowledge, but superior student focus than the other way around. From the GED students to the Certificate in Real Estate candidates to the Graduate School folks seeking Masters and Doctoral credentials, I have been honored to experience the entire audience over a long career in higher education. In my opinion, there are more similarities than differences in this wide student range. Most of them need a little bit of extra help now and then. Whether they actually come for help or not is up to them. Knowing they are welcome to come and be well received is up to me!

The R is for **Relevant**. In my simple vernacular this is the “SO WHAT” factor of teaching. I can tell a story and/or spit out terminology and data fairly well. But that is not automatically being effective. Helping the students understand the importance and consequences of their actions and practice is far more important in my mind. Any teaching approach or technique, irrespective of how well done, that fails to have the impact of relevance is incomplete and leaves the learner with less than the complete offering they need and deserve. People come to our classes for a variety of reasons and with a wide range of past experiences. All of them should leave with a better understanding of how to apply what they gain from us, no matter how the information is to be used in their future plans.

The E is for **Encouraging**. My dictionary says this term means offering support, confidence, and hope. Early on as a teacher, there were instances when I thought this or that student is a “no way” or a “can’t miss”, and my assessment often was proven completely wrong. So my method has become an approach of attempting to offer an honest and clear evaluation of the classroom performance and not one of the person. Just like in sports or many other situations, none of us can consistently evaluate the “heart/want to”, or lack thereof, within those we serve. If you have a way of accurately diagnosing the full potential of students, send it to me

and I will promptly pay you for such a valuable teaching aide! In my mind, to say to a student, “You can do better than this...how can I help you be more successful” is just as much an encouragement as saying “You did great. I am proud of you.” I do not mean to convey the implication of flattery anywhere with these thoughts as that implies an insincere and dubious intent on the part of the teacher.

Some of the talented members of TRETA can likely expand my simple acronym presented here into something more comprehensive. But as you reflect on these three letters, I would respectfully ask you to consider how you ARE being a positive reflection of this great organization and the incredible privilege of being a teacher.

P.S. Take your thoughts and write them down to share with your fellow real estate teacher colleagues. If you are apprehensive of committing your words to writing for TRETA TALK, thinking they are not “good enough”, feel free to send them to me for a confidential edit. If the net result is a published article, YOU are the author and can add that to your credentials. Even more importantly, the rest of us will learn something new or look at something differently. And that would be a good thing. Have a great fall season everyone!

WHY PUBLISH

by Dr. Johnnie Rosenauer

After an article I was fortunate enough to get published had been recently highlighted in a news release for our campus, one of my colleagues asked me: “Why do you regularly publish”? The question had not ever been asked of me before and I had not given it much thought. After some pondering, I began by developing some reasons that I **do not** write.

1. For promotion. At the community college, there is no “publish or perish” mentality. And truth be told, I am way too vested as a teacher to seek a “promotion” out of the classroom. At our college a faculty is evaluated first on student success, and that is a good fit for my mentality.
2. For recognition. There is no chance somebody with my limited writing skills and aspirations will ever “get discovered” and asked to develop a Pulitzer Prize winning best seller book. And that is okay, because the motivation to publish is about the reasons listed below.
3. For money. As any of the many authors within our organization can tell you, fortune does not come with creating books or articles with an academic focus in our industry. Calculated on a per hour basis, most fast food employees are likely doing about as well or better than most writers I know.

Enough already you may be thinking. The real question is why do you publish? In no way should my attempt to answer be a statement on behalf of others, although I suspect the reasons listed below are not unique to a particular small town south Texas Aggie turned college teacher. I like to publish because:

1. It forces me toward greater clarity. I know a few Phi Beta Kappa folks, but my level is more closely akin to the Barely Gotta Out group. Like Garth Brooks says: I’ve got friends in low places. Well I’ve got some great colleagues who are really top notch intellectuals, including, in my opinion, several TRETA members. But never in my own mind do I fit into that category. As my Coordinator of Special Education bride of nearly 3 decades likes to remind me, I have been one of her best Internships throughout her career! Writing makes me consider the message in a much more focused manner. Wordsmithing sharpens my thinking, and Lord knows that is necessary and a good thing all wrapped up in one package.
2. Generates thinking in others. Over the years, one of my students will say to me, “I know your book/article says this, but have you thought about it in this other way”? And that brings me satisfaction because it means they are considering the material in a meaningful way. My strong preference is for serious evaluation of the information and not blind acceptance among the readership. Working out of your own product in the classroom puts you in a different “cross hairs” position as any of the other TRETA writers can verify. Somehow you just cannot get by with the statement...“I am not sure what the author meant by that”!
3. It is a documentation of personal growth and understanding of the practice of teaching. My journey has proven the old adage that if you really want to learn a subject, attempt to teach it to someone else. Teaching has been a humbling venture at times, and an awe inspiring one at other moments. Both the ups and downs, the success and failures have been memorable and I would not want to have avoided either part over this 44 year journey as an educator.

Writing is a risky business because it puts a person “out there”. But the discipline and forethought that are by-products of “creation by words” can be a very satisfying experience. I respectfully encourage you to put your own ideas down and have someone you trust review it for you. Don’t take suggestions for improvement personally. Just forge ahead and make it the best you can. Then send it to our Treta Talk Director, Bill Price, for possible inclusion in our publication. You will find personal pleasure in the effort and we all will be glad for you sharing!

TRETA Talk Communications Director and Committee Members

Just over a month ago, our state was hit with Hurricane Harvey that effective many of our TRETA members, family, and friends. Homes were flooded, cars missing, loved ones displaced and roads closed. In light of all of this, the world came together during this time of need to show their support through rescue operations, volunteer efforts and an overwhelming amount of donations. There still very much to do to get us back and we will make it. There is a great amount financial help available for those who need it. Check, NAR, TAR, and many associations maybe help. Certainly, the Government, city, state and the Red Cross have programs available. I want to personally thank all those TRETA members who reached out to my family and me. If TRETA can be of any help, please contact us.



Bill Price

TRETA 2017 Communications Director

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Final Thoughts

We welcome our members input! Please email any suggestions you may have about TRETA to the officer responsible for that function.

We also want your contributions to TRETA Talk. Whether you are a new instructor or a long-time educator your view, knowledge, and voice is essential to our organization. Please send any articles, ideas, or thoughts that you would like to appear in TRETA Talk, as well as a short bio, to tretatalk@treta.org.

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