



THE ADVOCATE

Fair and Decent Treatment for All

In February of 2002, the AFT became involved in a dispute at NHC between many of the evening custodians and their supervisors after a number of custodians, faculty, and associate deans approached Alan Hall about an issue. In August of 2001, the work hours of the evening shift changed from 3:30 p.m.–12:00 midnight to 6:00 p.m.–2:30 a.m. What initially seemed like a straightforward problem revealed itself to be much more complex. As associate dean Georgia Carmichael, faculty members Steve King and Jack Dixon, and AFT President Alan Hall began exploring the problem, patterns emerged of differing perceptions, low morale, miscommunication, and sometimes ill treatment.

The Administrators over Buildings and Grounds

In a series of meetings with Buildings & Grounds Administrators Pam Dolezal, Jeff Barber, Pat Green, and Steve Megregian, consistent charges of inefficiency and complaints against custodians emerged as the principal reasons for the change. From their administrative perspective, the evening custodians had little work to do during the time of 3:30-6:00 p.m.; then, from 10:00 p.m.-12:00 midnight they had to rush to get their work done. Because most of the janitorial closets are in the men’s restrooms, the custodians did not have easy access to their cleaning supplies until after 6:00 p.m. when most students and faculty were in class or gone for the day. Finally, the later hours after everyone had left the building allowed for greater safety for students and employees, especially when floors were being waxed. To ensure safety for the custodians working such late hours, the supervisors organized them into working pairs; an evening supervisor was always on duty as well.

Besides the problems with inefficiency, this change would also solve the complaints the supervisors had received. One supervisor related an instance of a faculty member’s complaining that the custodian in her area would stop in her office to chat while cleaning. Other supervisors reported that when Dr. Sam met with separate divisions, he had received complaints from faculty and staff about the lack of cleanliness of the buildings.

The supervisors believed they had been sensitive in preparing the custodians for the change. During an initial three-month trial, the administrators allowed the experienced custodians to choose to come in at 4:30 p.m. to see how staggered shifts would work. The supervisors found next to impossible the scheduling of 23 workers in staggered shifts. The administrators then informed the workers that everyone on the evening shift would move to the new evening hours. These meetings were held at least three weeks prior to moving the evening custodians to the new shift to allow for any adjustments in their personal lives. The administrators now believe that the new hours are successful because the custodians are working more efficiently and fewer complaints have been lodged.

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AFT Dues

Table with 2 columns: Category and Amount. Includes 'Full-time Faculty' (\$26.15), 'Full-time Professional Staff' (\$22.60), 'Full-time Support Staff' (\$19.00), and 'Adjunct Faculty & Staff' (\$10.00).

## Fair and Decent Treatment for All (cont'd)

### The Evening Custodians

From their point of view, the evening custodians did not perceive an efficiency problem related to the time of the old shift; in fact, they found they had plenty of work to do between 3:30 and 6:00 p.m., and were not experiencing a “crunch” between 10:00 p.m. and midnight. Many who met with AFT did enumerate several problems with efficiency, but for other reasons: 1) The college failed to add custodians when new buildings opened; 2) Over the last two years, the evening workforce has been reduced by at least two workers, so much of the inefficiency is the result of increased areas of responsibility for a smaller workforce; and 3) The work assignments are not fairly divided. The evening custodians, unlike their supervisors, do not believe that assigning work teams based on equal square footage is the most efficient way to approach their jobs. They have pointed out that cleaning large classrooms with many desks is much harder than cleaning larger open spaces with little furniture to move. For this reason, some people finish their areas more quickly and have little to do; others struggle to get finished. Even then, people who finish early are sometimes prohibited from going to help someone with a more difficult area because the supervisors want to know that each person is in the assigned area. This practice changes if someone fails to show up for work. In this event, a custodian has to be assigned to cover the additional area. This decision about who covers the additional area is based on proximity to the absent worker’s area without regard to the difficulty of her work assignment.

As for the complaints, the custodians showed both distress and confusion about the complaints. From the beginning, Dr. Sam has always praised the custodians in meeting with them and others about the cleanliness of the campus and the pride they take in their work. The evening workers also related that no one has ever come to them to express complaints from faculty or staff, nor do their supervisors ever relate any compliments received. Several custodians related that they have received compliments from faculty and staff that they have gotten to know. They acknowledged that some of their coworkers may have found ways to avoid working from 3:30-6:00 p.m. on the old shift, but they wondered why the supervisors had not confronted those employees instead of changing the work schedule of everyone. Several custodians expressed that a pattern of punishing everyone for the offences of one or two is long standing in their area. Finally, they wondered why they had never been consulted about problems with efficiency since they do the difficult work. They suggested that if the problems had been brought to them honestly, the custodians, working with the administration, might have been able to formulate solutions that would have been more appealing to everyone.

Now, the custodians have concerns about the new shift that they believe have never been fully or consistently addressed: 1) Many worry about their working down long hallways and in empty classrooms by themselves. Should they encounter a threatening situation, the only real plan is for them to get to an office or office suite, lock themselves in, and then call the police for help. Two custodians related an incident that occurred on the evening of the last conference day when they were cleaning the Learning Center. All the buildings had been closed for some hours. As they were cleaning, someone appeared from hiding and ran across the center to get out. Fortunately, no worker was hurt. They further reported that the response time of the one police officer on duty has not always been good. At times, an officer has not even been available to make certain they get to their cars safely at 2:30 a.m.; 2) Even though the administration has organized the custodians into work pairs, many of the custodians have found this strategy inefficient, obviating the very reason for the shift change. Given the choice to work alone, many have opted to do so to get their work done on time; 3) They have reported problems with the air-conditioning being turned off so that they have to work in sweltering environments; 4) They worry about driving home at 2:30 a.m., just after the bars have closed, fearing too about their cars breaking down. Several reported they do not have the most reliable cars, and even though they had the same concern when they got off at midnight, they still believe they would be more likely to get help at midnight than at 2:30 or 3:00 a.m.; 5) Under the new shift, they find it unfair to be required to attend convocation, conference day, or other college district activities at 8:00 or 9:00 a.m. when they have gotten off work at 2:30 a.m. If they choose not to attend, they have been required to take a half-day of vacation.

#### Call for Ideas



Do you have an idea for a professional development topic that you would like to see offered through the AFT? Would you be interested in being a presenter at an AFT-sponsored workshop? If you answered “yes” to either of these questions, we invite you to contact your campus AFT Professional Development Coordinator, either through campus email or by phone, and share your ideas.

North Harris College: Michael Harman, ext. 5797  
Kingwood College: Rich Almstedt, ext. 1656  
Tomball College: Richard Becker, ext. 1835  
Montgomery College: Bill Geoghegan, ext. 7363  
Cy-Fair College: Heather Mitchell, ext. 5064

## **Fair and Decent Treatment for All (cont'd)**

### **Dr. Sam**

Because of the conflicting reports, Alan Hall and Jack Dixon met with Dr. Sam to find out his position regarding the quality of the custodians' work and his reasons for supporting the change. Dr. Sam supported the custodians' contention that he had praised their work; he went on to describe their work as excellent. He reiterated that he personally had never had any complaints against their work, nor had he received complaints from faculty and staff when he met with the various divisions. He did believe there might be a problem with efficiency because he had received complaints from some of the custodians when he met with them; at least two custodians had told him that some of their colleagues had been neglecting their duties between 3:30 and 6:00 p.m. on the old shift. Further, after talking with VP of Business Administration Steve Megregian, Dr. Sam does not believe enough work exists between 3:30 and 6:00 p.m. to justify a return to the old shift, nor does he believe anything other than a minimal staggered shift is needed during the day.

### **Progress in Addressing the Shift Change**

After months of meeting with all people involved, the AFT has made some progress in addressing the initial problem and related problems, but we are still concerned about the overall treatment of the custodial staff.

First, Dr. Sam and Steve Megregian have agreed to a staggered shift to move at least four people from the evening shift to a 3:30 p.m.-12:00 midnight shift. Two places will be given to interested workers with the most seniority; the other two will first go to custodians wishing to attend school and then assigned on seniority if no one attends class. Dr. Sam has promised that all custodians who want to go to school will be allowed a work schedule that will encourage further education. This plan is a positive move since the best accommodation offered last year was to help one of the custodians enroll in a computerized, independent study course to work on her basic skills.

Dr. Sam and Steve Megregian have promised that the supervisors will be more flexible in scheduling the custodians around special events. The AFT believes that the supervisors should adjust the schedules the day before, the day of, and potentially the day after the event. This schedule flexibility would keep the custodians from having to start their workday five and a half hours after they have gotten off that morning. Dr. Sam and Steve Megregian have also agreed that this flexibility is to include allowing the custodians to attend college events for a reasonable amount of time during their work hours, the same way that administrators, faculty and other staff do now.

The administrators have promised that sufficient air-conditioning will be provided so that the evening custodians can have a comfortable environment in which to work. During some of the times the custodians were complaining about the lack of cool air, numerous evening faculty in the Academic Building complained that freezing classrooms at 6:00 p.m. were sweltering by 8:30 or 9:00 p.m. Given the number of problems with air-conditioning NHC has experienced in the last couple of years, part of the problem may be due to the age of the system. However, the AFT representatives have asked the evening custodians to record the dates and buildings where they experience uncomfortable work environments.

### **AFT's Ongoing Concerns about Disparate Treatment**

As discussions have progressed over the last year and a half, the problem of the shift change revealed itself to be a symptom of a more pervasive problem. In fact, the discussions have led the union representatives to question how quickly the custodians can expect to be accorded the same level of respect and fair treatment every other employee takes for granted.

During the ongoing discussions, the AFT learned that the NHC custodians have always been denied email and voice mail. When informed of this practice, Dr. Sam expressed dismay because he had believed all employees had been given access to email. In follow-up meetings when asked about the rationale, Dr. Sam and Steve Megregian told us the supervisor's rationale for this decision was never clear, but did not go on to specify what the rationale was. Dr. Sam and Steve Megregian have promised that the custodians will have access to voice mail accounts, at least two computers, and the training to set up and access both voice mail and email. The AFT has further gotten the promise that their training will be ongoing, as it is for any employee, and that their training will take place during their normal work day. If the shift does not allow time for training, the AFT believes the custodians should be compensated for training outside their regular work hours.

## Fair and Decent Treatment for All (cont'd)

The AFT applauds the efforts of Dr. Sam and Steve Megregian to address these problems and the positive results achieved. However, union representatives still have concerns about the supervisory decision-making in this area of the college. First, most people involved in these discussions over the last year and a half have finally acknowledged the low morale of the workers, recognizing that a bad situation was made worse because of the overall treatment of the custodians. Common sense flexibility has not been the order of the day. Even now the AFT worries whether the present administrative team can change. During the Christmas holidays, for example, the evening custodians did not move to an earlier holiday shift until Wednesday of the week following finals, even though most students, faculty, staff, and some administrators were gone the entire week. Further, in our meetings, one administrator observed that the custodians should be treated like adults except in those instances when they deserve to be treated like children. Is not this attitude part of the problem? Unfortunately, the present management has missed many obvious opportunities to boost the morale of the custodians—a group who takes great pride in their work and in the appearance of the college.

While the AFT representatives have always been concerned about problems of efficiency, supervisors have never supplied the union with any documentation demonstrating the number of complaints they had received nor the data to support their claims that the new schedule was more efficient. They told us several times that they “believed” and “felt” the new shift was more efficient, but nothing more substantial despite numerous requests on our part. The AFT accepts the possibility that the custodians may be right in their perceptions: rather than addressing problems with specific employees, the supervisors change everyone’s schedule to try to correct the poor performance of one or two. Furthermore, the AFT remains skeptical of management’s desire to be creative in determining ways to assign fair and equitable workloads. Just last week, a member of the custodial staff who is familiar with the day shift told a union representative that her supervisor does not understand that more custodians are needed during the day. She said, “They think we don’t need help during the day because they think we should work nonstop the eight hours we are here. If they ever see us standing around, they tell us we don’t have enough work.”

Two immediate supervisors told us they involve the custodians in decisions because the custodians do the work, but we have no proof that the custodians were consulted in addressing any problems with efficiency. The custodians flatly denied being consulted. The AFT believes that if management had consulted more with the evening custodians when the change was being considered, the morale would have been better even if moving to the new shift were the most viable option. Most of the 14 custodians who have talked with the representatives from AFT do not believe that their supervisors really care about them; instead, they believe management wants to exercise its power.

Finally, the AFT is still concerned about the issue of safety. In previous years at NHC, the dominant view was that no one except the police should be on campus after midnight because of issues of safety and college liability. Granted, each administration has to set its own direction, but given the lack of access to immediate response from the one police officer on duty, the size of the NHC campus, and the hour of driving home, the AFT questions whether the college is doing all it should to protect our evening custodians.

All NHC employees should expect fair and decent treatment. “The custodians have never been treated fairly or well, not in the time I’ve been here,” commented one secretary who has worked at NHC for almost 20 years. If her observation is correct, then the problem is a systemic one based in historical practice. The AFT would hope that the supervisors would change not only this historic practice but also the underlying attitudes that encourage this practice. Perhaps the administration needs to be reminded that it has the power to use common sense, flexibility and decency in supervising staff.

As this article goes to press, union representatives continue to work on a number of custodial concerns which we will report on in the next issue.

Jack Dixon  
NHC, Professor of English

### Upcoming AFT Workshops

AFT will be sponsoring the following workshops on the topics of Social Security and Savings/Investment Planning. Dates, times, and locations are listed below. All employees are invited to attend any of the sessions.

**403B: An Attractive Savings/Investment Plan**

**Monday, March 24: 3:30 pm**  
Montgomery College, Room TBA

**Social Security Updates**

**Wednesday, March 26:**  
North Harris College, CE 100  
12:00 noon - 1:00 p.m.

Tomball College, Teaching Theatre  
2:30-3:30 p.m.

**Thursday, March 27:**  
Kingwood College, ADM 112  
12:30 - 1:30 p.m.

Cy-Fair College, Fairbanks Center, Room 105  
3:30- 4:30 p.m.

## Relativism, Renegades, and Responsibility

If a pair of twins both enrolled at NHC at the same time, who would graduate first? That's a paradox that even Einstein couldn't answer. Time has become relative at our college, as renegade departments have started to invent their own idiosyncratic scheduling models. Of course, not all departments can offer courses that start and end at exactly the same time because of lab components and other factors; however, the standard three-hour-a-week classes no longer have uniform start times, thereby creating no little frustration for our students. We have a responsibility to change what appears to be the unofficial decentralization of class times in order to create some consistency for the sake of our students.

Long ago (it was before my time and I have been told this anecdotally), our then college president, Sandy Shugart, purportedly decreed that all MW classes that meet before 1pm must adopt a MWF format. Meeting three days a week for 55 minutes, rather than two days a week for 1 hour and 20 minutes, would be the most efficient utilization of our resources. In other words, it would be a waste to have a fully air-conditioned and fully staffed college sit empty on Fridays. Since Dr. Shugart's departure, a number of departments have celebrated their emancipation by defying "The Shugart Fiat" and offering MW morning classes. I'm all for fireworks on the Fourth of July, but the chaotic scheduling practices that have emerged from this victory are inadvertently hurting our students.

Here are some examples for comparison taken from the Spring 2003 credit schedule. The English Department, for instance, strictly adheres to the old scheduling model. Here are the times for sections of ENGL 1301:

MWF 7:30am-8:25am  
MWF 8:35am-9:30am  
MWF 9:40am-10:35am  
MWF 10:45-11:40am  
MWF 11:50am-12:45pm  
MW 1:00pm-2:20pm

Compare that with the times for sections of ECON 2301:

MWF 7:30am-8:25am  
MW 9:00am-10:20am  
MW 10:30-11:50am  
MW 12:30pm-1:50pm

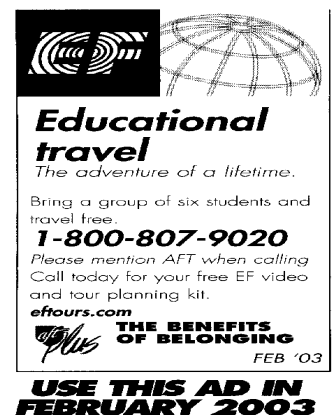
Here we find one MWF section that falls under the Shugart model, while the rest of the sections are offered at non-traditional times under some kind of new model. Patterns similar to this "new model" can be found in the following departments: History, Government, Business, and Art. (1 hour and 20 minute MW morning classes can also be found in Kinesiology; however, Shugart is said to have granted them permission because 55 minutes is not sufficient time for students to change out of their exercise clothes). The most interesting case is the Psychology Department. They are offering MW morning classes that are a strange hybrid of these two scheduling models:

PSYC 2301 MW 9:40am-11:00am  
PSYC 2301 MW 11:10am-12:30pm  
PSYC 1301 MW 10:45am-12:05pm

These classes use the start time taken from the Shugart model, yet they run for 1 hour and 20 minutes instead of 55 minutes. As a result, their own classes conflict with one another! You couldn't take both PSYC 2301 and PSYC 1301 on MW mornings because the schedules don't dovetail.

I think that we are doing a real disservice to our students by allowing scheduling practices like this to continue. Clearly some centralization is needed. But we must also determine which scheduling model is better. Perhaps there are some advantages to the MW 1 hour and 20 minute format. That might explain why some departments have gravitated towards it after Shugart left.

First of all, it is obvious that students prefer classes that meet only twice a week; the enrollment of our TTH sections is a testament to that. Students sometimes have other obligations that don't permit them to be on campus three days a week. Likewise, the adjuncts in my department prefer commuting to campus only twice a week. This would also facilitate in section management.



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## Relativism, Renegades, and Responsibility (cont'd)

I can share with you some of the enrollment figures from Philosophy classes offered last spring. We offered three sections of equally popular classes (two PHIL 1301 and one PHIL 2306) on MWF mornings for a combined enrollment of about 61 students. In the same semester, we offered two sections PHIL 1301 on TTH mornings for a combined total of over 70 students; we had more students in the two TTH sections than in three MWF sections. Simply put, we could put more students in two sections that meet twice a week than in three sections that meet three times a week. In sum, the MW morning format might be easier to staff with adjuncts, create uniformity in our section enrollments, and save the college some money.

On the other hand, the traditional MWF model has its strengths. For instance, some departments might like the MWF format for pedagogical reasons. Or perhaps what matters most to the college is the number of sections that are offered rather than the total number of students enrolled. You could offer three sections in a single room on MWF, whereas you could only offer two on MW. There is also Sandy Shugart's initial concern that the college classrooms would sit empty on Fridays if we switched to a MW morning schedule. I don't think that the evidence makes me prefer one model to the other. It's all going to depend on what our college values more. My main concern is that we orchestrate a centralized scheduling model that all 3-hour-a-week classes must adhere to. Otherwise, as it stands, our students are suffering from our haphazard scheduling practices. Returning to Einstein, simplicity and order were always two important scientific values for him. When he was presented with an interpretation of quantum mechanics that rendered the world chaotic, he said "God does not play dice!" Neither should we.

Nick Oweyssi  
NHC, Professor of Philosophy

## The Thirty-five Hour Week Victory

As AFT president, I meet and confer regularly with Dr. Pickelman. One issue of concern for the union that I have discussed with him in the past has been the requirement that faculty be on campus thirty-five hours per week. I brought up the issue a couple of years ago and was pleased to find that the Chancellor agreed with the union's position that faculty are professionals who may perform their job functions, class preparation, evaluation of student work, and the like, at locations other than on campus. As long as faculty are reasonably accessible to students, it is ridiculous to insist that faculty adhere to a thirty-five hour campus rule. As a matter of fact, most faculty put in far more time weekly. At the Fall 2001 convocation, Dr. Pickelman announced that he was changing this practice, using some of the union's language as part of his rationale for the change. However, after a year the union discovered that many supervisors were ignoring the Chancellor's announcement. They insisted that there was still a policy in place calling for thirty-five campus hours, and they were going to enforce it in spite of Dr. Pickelman's declaration of the college's intent that faculty be treated as professionals.

I continued to receive complaints from faculty and this past fall urged Dr. Pickelman to help get the policy changed, and he did just that. At its December 2002 meeting, the Board of Trustees had its first reading of a proposed new policy, and, after the required second reading at its February 2003 meeting, they approved this new policy. For the convenience of faculty and supervisors, the union is proud to present the "Teaching Faculty" section of Board Policy DBC:

Teaching faculty are expected to meet the contact hour requirements for each of the courses assigned in their respective work loads. These requirements include both synchronous and asynchronous instruction. Teaching faculty are expected to have regularly scheduled on-campus office hours of a minimum of five hours per week, preferably one hour per day, for the purpose of assisting students with coursework and advisement. Office hours should be scheduled at reasonable times that are convenient for students, e.g., before and/or after class meetings. These office hours will be posted and included in course syllabi. It is recognized that teaching faculty may accomplish certain aspects of their teaching responsibilities off-campus, e.g., course preparation, evaluation of student work, computer-based instruction. Therefore, no specific work week hourly requirement shall be assigned to teaching faculty. However, to maximize faculty accessibility for students, it is expected teaching faculty will be on campus a minimum of four days per week and preferably five days. To facilitate the calculations of negotiated workloads, a thirty-five hour faculty work week will be the general guideline. Teaching faculty will allot sufficient time within their work week to fulfill other provisions of their workload, e.g., instructional service, committee work, and professional development.

Alan Hall  
AFT President

## National First: Reminder on Adjunct Rates

We reported in the last issue that the AFT national convention in Las Vegas last summer passed a constitutional amendment providing a reduced dues rate for "contingent employees, such as adjunct employees, making less than \$10,000 per year." The amendment allows this reduced rate for two years and required application and approval by the national AFT executive committee. Our local applied and was the first AFT union in the nation to be approved. Local president Alan Hall sees this lowered dues rate as an opportunity to involve more part-timers in the union, noting, "We've often highlighted issues affecting both part-time faculty and staff. at NHMCCD. The level of their salaries has sometimes made it difficult for them to join in spite of their appreciation for our support for them. This lowered dues rate of \$10.00 per month should provide an opportunity for more part-timers to become active members and help us focus on their interests."

Advocate Staff

## Letter to the Editor

With regard to the recent The Advocate article, "Is The Student A Customer?", I'd like to whole-heartedly agree with was written. At the same time, I'd like to look at the issue from the perspective of, not an "academic", but an "industrial" model. I can do that, because I spent a significant number of years "in the real world" before changing careers - and I teach in an area that imparts the technical skills and knowledge that the student will need in order to survive in that "real world".

I view the student as a "raw product" (or semi-finished by either the K-12 "industry", or work experience/training) that we as faculty (both academic and occupational/technical) turn into a finish product that is beneficial to an employer. In industry, Quality Assurance practices will eliminate that which does not pass certain specified standards or specifications. If it does not, that corporate entity will suffer in term of lost sales, sooner or later.

We are doing our student no favors by treating them as "customers". There are far too many examples of a diminishing work ethic, just doing what is needed to get by, or expectations of a free ride.

Larry Brillhart  
NHC, Professor of Engineering Design Graphics

## AFT shares Higher Education Act concerns with Congress

In a letter sent to congressional committees working on the reauthorization of the Higher Education Act, AFT legislative director Charlotte Fraas laid out the union's interests and priorities relating to this law for the process that begins in the new session. The House and Senate committees had asked interested parties to submit their concerns by the end of 2002.

A long-term priority for AFT members has been ensuring that students with the greatest financial need receive enough help to get to college. Thus the AFT has always focused attention on Title IV of the act, and this reauthorization round is no exception. But the union also is viewing other sections of the act as ripe for improvement and innovation. Specifically, it has made proposals for teacher education, distance education and technology, institutional aid, and issues related to early childhood education and child care.

The AFT Is advocating that the maximum award amount of Pell grants be increased and that the program become an entitlement to avoid fights with other programs when the inevitable funding shortfalls occur.

The union also would like to see less emphasis on loans as a student aid resource. Student loan debts as a disincentive to college graduates considering careers in teaching or public service.

## AFT share Higher Education Act concerns with Congress (cont'd)

In the area of teacher education, the AFT is proposing measures to strengthen teacher preparation programs, build partnerships and improve accountability. In addition, the union is focusing attention on addressing the needs of children from the earliest years. Ensuring a well-educated early childhood education workforce, and postsecondary education programs to train these workers, is a priority of the union.

Technology and distance education are important tools for expanding the reach of higher education. The act should strengthen measures created to ensure quality and accountability in programs that rely heavily on these tools.

### ***Don't rob Perkins to pay Pells***

One idea floating around Capitol Hill in December elicited groans from education organizations. The Bush administration let it be known that it was considering eliminating the \$1.2 billion budget for the Carl D. Perkins Vocational and Technical Education Act with the goal of using the money to alleviate chronic Pell grant program shortfalls.

Perkins funds go to two-year colleges and high schools to help pay for equipment, staff development, developmental classes and curriculum design. The funds support students who are pursuing careers in the trades.

Shortly after rumors that the administration wanted to end the program began to spread, Sen. Hillary Clinton (D-N.Y.) addressed the issue in a speech she delivered at the Borough of Manhattan Community College. According to the *Chronicle of Higher Education*, Sen. Clinton said she had written to the president beseeching him not to rob "Perkins to pay or Pell."

The president's budget plan is expected to be released in February. (*Reprinted from February 2003 of AFT On Campus. Used by permission*)

### **The AFT offers Professional Development opportunities throughout the year.**

February's offering:

True Colors: "Diversity in the Classroom"

During Conference Day February 20<sup>th</sup>

Future events TBA:

Writing Across the Curriculum

Computers Across the Curriculum

## CALL FOR ARTICLES

We invite you to send us your opinions, your news, your questions and so forth. The Advocate is a forum for information and free interchange of ideas. Send your articles to Dawn Baxley, Editor, MC, or e-mail: dawnb@nhmccd.edu, or submit to any of the other following officers:

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