



# The Advocate

## MAKING BIG WAVES AT THE SEA CENTER



Editor's note.

At LSC-North Harris, the Center for Teaching and Learning sponsors a complex of tutorial programs called the S.E.A. Center. I have had some personal experience with this new program, spending significant after-noon hours this semester tutoring at the Center. I am most impressed by the quality of work done by the tutor/student collaboration. The students come in with assignments ranging from basic comparison/contrast essays to a literary analysis of Tennyson's "The Lady of Shalott," brought by a young lady just this week. Some days can be a real adventure. The center workers step up to each challenge, however, and the sheer volume of students assisted is impressive. Sometimes two tutors are working individually with 6 to 8 students, moving from table to table and from student to student, all with different assignments, yet each getting the help needed. Most students leave more informed, more confident, and generally satisfied with the experience. *The Advocate* asked SEA Director

Michael McFarland (English faculty) to explain what it is all about and how it began. His remarks are shown below. Pat Gray, editor

The Early Intervention Program (an Achieving the Dream initiative) began during the 2007-2008 academic year. Each of the five colleges was allowed fund-specific AtD money to develop new programs for student success. EI provides a means for instructors to refer struggling students for extra help in tutoring (and other college services affecting their success). When a referral is initiated, callers contact the student and urge him/her to come for tutoring. Hearing a voice other than the instructor's is thought to be persuasive for some students (though the tutoring is still an option, not a requirement).

To honor the instructor's referrals, each college developed its own way of serving the ever-increasing number of students needing tutoring. At LSC-North Harris, President Steve Head fully supported the development of the SEA Center for this purpose. We needed a more expansive program for tracking the students and meeting their instructional needs because the referral program was "scaling up" each semester. This fall EI is serving approximately 250 sections of developmental English courses, English 1301, developmen-

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tal math courses, and three biology courses (1406, 2401, and 2404). Now in our final year of AtD, LSC-North Harris has committed to “institutionalizing” these parallel programs to continue as long as they show the success indicated in the early phases. According to our participation studies, active SEA students are several times more likely to pass their courses with a C or higher—as compared to struggling students referred, but not responding.

The name SEA (“Success Encourages Achievement”) is not just a label—it expresses our core mission. Student success is much more than passing a course. Rather it begins with individual moments of clear understanding—which then build confidence over the weeks, with 1-3 visits each week. This makes for a rising curve of achievement, so that the student begins to feel that “I can do this.” Hence, a bit of success, no matter how small, creates better achievement, and eventually more lasting success.

In the three SEA Center tutoring areas at LSC-North Harris, our tutors (mostly adjunct faculty with CRLA Level 1 tutor certification) completed more than 1700 separate tutoring sessions, and we are on track to complete more than 3000 by the week of final exams. Our goal is for every student to walk away from every session feeling a little bit better about the assignment or the course, knowing a little something more, or being able to perform a skill at a little higher level. This process, we hope, will lead to a “SEA” change.



“Not knowing when the dawn will come, I open every door.”—Emily Dickenson

Pat Grey, editor

## The Proposed Outcomes-Based Funding Model for Community Colleges



I’m a failure. I didn’t even know it until November 10 when I listened to Dr. Carpenter speak to us at an open forum on the Cy-Fair campus. Dr. Carpenter

doesn’t consider me a failure, but the Texas Higher Education Coordinating Board does. The board is pushing Governor Rick Perry and the 82<sup>nd</sup> Texas State Legislature to institute its outcomes-based funding formula starting next year. The formula confines the definition of student success to graduation rates:

*Institutions of higher education must be guided by a fundamental philosophy that if a student is admitted, the institution must have a singular focus on helping that student earn a credential. (Texas Higher Education Coordinating Board’s June 2010 Formula Funding Recommendations 2012 – 2013 Biennium).*

(<http://www.theccb.state.tx.us/>)

The outcomes-based funding formula is based on the State of Washington’s 2007 – 2009 biennium funding methodology.

For the proposed outcomes-based funding model for Texas community colleges, 90% of the funding for the community colleges received from the state would be based on student enrollment, as is currently the case. What’s new is that 10% of the base funding will be dependent upon individual student achievement reaching specific annual (3 semesters) milestones, called Momentum Points. There are a total of 10 potential Points per student:

1. Completing developmental education in math and/or English (receives up to 2 points)



2. Completing 1<sup>st</sup> year college level math and/or English (receives up to 2 points)
3. Completing 15 or 30 semester credit hours (receives up to 2 points)
4. Earning a degree or certificate (receives 2 points)
5. Transferring to a 4-year university (receives 2 points)

As I did not understand how Momentum Points figured into the 10% base funding, I spoke with Jim Pinkard, Program Director, Finance, at the Texas Higher Education Coordinating Board. Pinkard explained that according to the proposal, the state would give the Texas Higher Education Coordinating Board the annual total lump sum allocated to the 50 Texas community college districts. The Coordinating Board would distribute 90% of the funds to the community colleges, based on attempted contact hours (enrollment on the 12<sup>th</sup> class day). However, 10% would be withheld by the Coordinating Board till the end of the year (3 semesters). At the end of this time period, each community college system would have to tally, for the Coordinating Board, all the Momentum Points that were met for each student during that time period. The Coordinating Board would then divide the remaining 10% of the funds by the number of students attaining Momentum Points and distribute the funds accordingly. The higher the number of Points achieved by each college, the more of the pot it will receive. Some colleges will receive more; some will receive less. Pinkard said that he crunched the numbers many times and didn't think that the funding level for an individual community college would change more than + or - 2%. But 2% of what? We don't know how all the variables will translate into Momentum Points.

Contact hours in critical fields, identified as computer science, engineering, mathematics, physical science, nursing, allied health, life sciences, and teacher education and certification, will cause a community college to receive more funding. Will humanities and social sciences courses suffer as a result?

I asked Pinkard about potential problems that could arise from this model with community colleges competing against each other for funding: How would this model take into account the different types of student populations each serves, resulting in some having higher transfer rates and achieving a higher number of Momentum Points? Will community colleges attempt to restrict who enrolls, showing preferential treatment to those aiming for 10 Momentum Points, rather than potential students who want/need only several courses to increase their skill level in certain subjects and who have no intention/need to receive an Associate's degree or certificate or transfer to a 4-year institution? Why would the Coordinating Board want to submit a proposal that will likely decrease funding for many community colleges when funding is already going to be drastically slashed by the state legislature? Why doesn't the Coordinating Board consider the positive impact that community colleges have on their local economies? Unfortunately, I forgot to ask Pinkard if a disastrous consequence might be a kind of social promotion, that faculty might be pressured by their administration to pass 100% of their students. If so, would this be accomplished by the dilution of the quality of instruction, and what would the reverberations of dilution be? Also, how do the colleges plan their annual budgets when they don't know how they'll fare in this competition process against the other institutions every year? What increased programs, services and funding will be needed to help developmental, ESOL, trailing and failing students achieve graduation? Does the model necessitate the reduction or elimination of non-credit courses?

The essence of his answers was that the funding for Texas community colleges must be tied to graduation rates, as student success equals graduation.





In answer to my question regarding the economic impact of community colleges, Pinkard said that the Texas Higher Education Coordinating Board together with the Texas State Comptroller is conducting a study on this very question. The results should be out by mid-December and posted on both websites. I should have asked Pinkard if the study was conducted to prop up the proposal and if the results were timed to sway legislators towards acceptance of the outcomes-based funding model.

In October 2000, the Coordinating Board adopted the "Closing the Gaps by 2015" measure, designed to close educational gaps in Texas and between Texas and other states.

(<http://www.thecb.state.tx.us/index.cfm?objectid=858D2E7C-F5C8-97E9-0CDEB3037C1C2CA3>).

But if part of that goal is to increase enrollment by 630,000, especially for minority students (<http://www.statesman.com/news/local/prospect-of-more-budget-cuts-worries-texas-higher-731084.html?printArticle=y>), how do we accomplish this while decreasing the budget? Could the proposed outcomes-based funding model also affect financial aid to all students, and to the target Closing the Gaps group? I forgot to ask so many things.

The Texas Faculty Association

(<http://www.insidehighered.com/news/2010/11/02/texas>) has argued that this funding model would hurt low-income students who may have to continually interrupt their studies to work. In addition, I wonder how the model would impact the non-traditional student, such as I, who doesn't want any more degrees but only wants to take specific courses that either interest or help one gain new skills?

This situation is why I am considered a failure according to the proposal. Based on this model, during my years taking classes at a community college, I would have garnered only 2 Momentum Points out of 10, having acquired 30 semester credit hours. 2 Momentum Points would not have helped put my community college in the best competitive stance for the outcomes-based funding.

Why did I need the community college system? Despite the fact that I have degrees from Northwestern

University and the University of Wisconsin-Madison, plus professional certificates from Cornell University and the Gemological Institute of America, I received my Masters Degree in Library Science in the prehistoric days of card catalogues, stamped due dates and ancient, shushing librarians. After working for two years in the field, I left it and trained and worked as a goldsmith and gemologist for 17 years on Rodeo Drive and in Japan. But when I left the jewelry industry, I was virtually unemployable in any other field as I had no knowledge of computer technology. Thanks to the community college system I was able to take night classes for 5 years, beginning with the Microsoft Office Suite, progressing to graphic and web design, and then re-enter the library field. I never took enough credits to receive an AA because I didn't need the degree. I just needed the knowledge that the college faculty taught me. Without the computer knowledge, I never would have had the competitive skills even to be granted an interview for, let alone get, my current position at LSC-CF, the best job I've ever had.

According to the Texas Higher Education Coordinating Board's June 2010 *Formula Funding Recommendations 2012 – 2013 Biennium*, college students who do not become credentialed within six years are viewed as a (2009) financial loss to the state, including:

- a loss of \$713.2 million in state and federal financial aid dollars
- a loss of \$330.3 million in state general revenue appropriated through the formulas to institutions of higher education (e.g., in 2009, 599,282 semester credit hours were dropped at public universities, which cost the state \$62.3 million in formula funding); and
- a loss to the students who on average incurred a student loan debt of \$10,800 at a public university and \$6,700 at a public community or technical college.



Sadly, students who are not graduated are not seen as cost effective to the state.



I thought it would be interesting to include the data for the points below from the LSCS Office of Research and Institutional Effectiveness, but there wasn't enough time for the request to be fulfilled before the deadline for this article:

1. The number of LSCS students who transfer to another institution without graduating – neither receiving a certificate nor AA degree from us.
2. The number of LSCS students, especially older students, who enroll and take courses at our campus with the intention of enrichment and not receiving a degree/certificate.

At the open forum Dr. Carpenter told us a story about a recent LSCS student who received her Associate's Degree and then transferred to Columbia University in New York. He asked rhetorically if the student would still be considered a success if she had attended LSCS without being graduated but had still transferred to Columbia on a full scholarship.

I asked Pinkard if he thought the state legislature would approve the 10% outcomes-based funding proposal. He said he wasn't sure and that ultimately the distribution methodology would be up to the state legislature.

Who's the failure? I guess we will have to wait and see what happens in January and the years beyond if the outcome-based funding model proposal passes.



Elise Sheppard  
LSC-CF

## Access and Excellence: Advocating for Support of LSCS Honors Programs

At a regional conference Jessica Basa and Flora Ositelu offered a multimedia presentation on interpersonal communications in China. At the same event Jorge Alatorre analyzed Gustave Flaubert's use of Madame Bovary's husband as a debased Christ figure. That same month Mary Faler traveled to the National Collegiate Honors Council Conference in Kansas City and attended panel discussions with talented students from around the country. Add to that meetings, book clubs, and other on-campus events such as the first annual HSO Leadership Conference—at which students from throughout the system met to develop student leadership and promote collaboration across campuses—and you have a typical fall semester for students in LSCS honors programs.

As one community college administrator remarked, "If you have a strong honors identity, it's good for everybody" (qtd. in *Vise*). Supporters of LSCS honors are not alone in recognizing the value of promoting such programs; more than one-third of U.S. community colleges offer honors programs (Moltz). According to the *Washington Post*, that number is growing as recession-driven surges in enrollment cause two-year college administrators to market their honors programs to academically talented students looking for affordable, quality higher education.

Offering sections and contracts, LSCS honors programs provide academic challenges and enriching life experiences to bright, highly motivated students. While fostering a sense of intellectual community, these programs promote critical thinking and leadership skills as well as offer a wide range of benefits—including scholarships, admission to cultural events and guest lectures, and opportunities to present student work at local, regional and national conferences. LSCS honors programs help meet the needs of our academically prepared students, arguably an underserved sub-



population of community college students, and, thus, further the college's mission to function as a resource for all segments of its diverse population.

To make our programs' advantages known to our students—and faculty—we print fliers and send out what email blasts we can. We use Facebook. We tweet. However, the driving force behind our programs' success has always been LSCS faculty. In order to sustain our programs in a climate of looming budget cuts, we need faculty support. We greatly appreciate the dedicated honors faculty teaching sections and mentoring students (and we would love to hear from those of you interested in joining their ranks), but serving as honors faculty or on your college's honors council is not the only way to help. The effectiveness of fliers and social networking as recruiting tools cannot compare with the impact of faculty members promoting honors in their classes, sending in recommendations, or informing talented students about the programs. In fact, most students enrolled in honors signed up because of input from their professors.



For those who doubt the academic rigor of our programs or the success of our honors students, your skepticism will be dispelled after attending, for example, end-of-semester presentations on Honors Day or the leadership conference that our system's honors student organizations are putting together this February.

For those who have always thought that honors is a nice idea but haven't had an opportunity to support the programs, consider checking in with your college's honors directors to find out how you can help. Of course, the easiest way to support honors is to help us identify those motivated students succeeding in your classrooms.

### Works Cited

- Vise, Daniel de. "More of the Best and Brightest Heading to Community College." *The Washington Post*. 30 Nov. 2009. Web. 20 Oct. 2010.
- Moltz, David. "2-Year Honors Boom." *Inside Higher Ed*, 2 Feb. 2010. Web 20 Oct. 2010.

—Katie Caruso and Shae Adkins

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## Salary Chess Pieces

Last year, Dr. Carpenter made good on a commitment to the AFT to continue to improve salaries, likening the changes to moving pieces in a calculated chess game, a slow process. Two significant chess pieces moved last year were increasing entry-level faculty salaries 10 % and providing an overdue and well-deserved 15% increase in police officers'





salaries. There were other areas of concern regarding salaries that we discussed with the chancellor that were not corrected, but Dr. Carpenter committed to continue his effort eventually to move all of the chess pieces. This year, those same concerns went unaddressed again.

With the State of Texas' continual reduction in funding, these are challenging times for institutions receiving state funds, including Lone Star College and its employees. Fortunately, our Board of Trustees did approve a 2% raise. This raise was delayed until January 2011, contingent upon the System's hitting a targeted enrollment figure, something we managed to achieve. While 2% is not a huge increase, we are far better off than many community colleges employees in the state whose colleges offered no salary increase this year.

The raise will be applied to base salaries; however, it will not work out to be a full 2% for this year since the System will not implement the raise until January. There will be an \$800 minimum, and employees who are at the maximum of their salary grade will receive a lump sum payment of \$533, the equivalent of receiving eight months of the minimum increase, a sum which does not apply to their base pay. Unfortunately, the Board did not provide any increase for adjunct faculty (see John Burghdoff's article, *The Advocate*, Aug.-Oct. 2010). Increased medical costs (co-pay, deductibles, etc.) will disproportionately burden those at the lower end of the pay scale, an issue the System will have to address in the near future.

At the Fall 2010 Convocation, Dr. Carpenter reviewed the financial challenges faced by the System and the information regarding the cost of living increase. He noted that one reason for the delay until January is that, with all the challenges the System faces, "... everyone should have some skin in the game." His focus in this comment appeared to be that the state cuts have produced a good deal of hardship for the System and we should all feel it. That sentiment is certainly understandable, and perhaps it sends a good message to the public that the System is doing all it can to hold down costs. How-

ever, the amount of skin employees have in the game largely depends on their position in the System. Many employees at the lower end of the salary scale lose far more skin in the delay than upper level administrators.

As I say every time I address salaries, the administrators work hard for their salaries, and the AFT does not begrudge them their compensation. However, it is also a fact that they earn significant salaries. Members of the System's Executive Committee earn approximately double the highest paid faculty member's salary and additionally receive car allowances and deferred compensation. I suspect that the delay of the salary increase until January will not be acutely noticed by the highest paid employees. When just the annual administrative allowances and deferred compensation, alone, are not far from the annual salaries of many employees at the lower end of the pay scale, one cannot help but ask, Who has the most skin in the delay of the 2% until January? Who must make the most sacrifice?

Looking at the situation like a math teacher, it is obvious that if  $X = \$100K + \text{car allowance and deferred compensation}$  and  $Y = \$30K + 0$ , then Y is far more anxious about his/her increasingly flat wallet.

We all have "some skin in the game." However, employees at the lower end of the scale clearly have more skin in the waiting game and are more skinned up with larger scabs on knees, elbows, and elsewhere, a fact that must not be forgotten.

In the 1930's Depression, our parents and grandparents used to say that they had to tighten their belts. Many of our lower paid employees are feeling that this next year we may have to tighten our seatbelts to survive what will likely be a bumpy ride.



Alan Hall



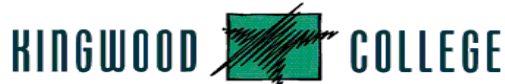


## Campus Updates



As the fall semester rushes relentlessly to an end, about half of the Lone Star College-Montgomery community is involved in the preparations that are taking place for "The Great Move" or "Migration" to the new buildings on campus, and we are really excited! We are thrilled at the prospect of starting a new year in magnificent, brand new classrooms, brand new labs, and brand new offices! Construction on the three new buildings is right on schedule for completion in January, or so we have been assured over and over again, all of which should mean that those of us fortunate enough to be migrating to a new building and those relocating to a newly renovated existing building as a result of the migration by the former are currently in a packing frenzy of sorts because we have to meet a December 17 deadline. If this last sentence sounds convoluted, think of it as similar to our lives as portable employees. I'm sure life holds lots of sanity and order in other places. Right now, however, these blessings seem to exist largely in the world just outside the classroom doors.

Martina Kusi-Mensah, AFT Faculty VP  
Cheri Barlow, AFT Staff VP



I must first apologize for not getting a VP report in on time for the first issue of this year's Advocate. While I visited offices delivering the issue, I asked for forgiveness, and it was graciously given. This has indeed been a trying semester at LSC-Kingwood. The increased enrollment led to more luxury cottages acting as classrooms, parking on the grass became an accepted practice and two way access roads became one-way. Faculty not arriving before 9:00 AM have increased their exercise by hiking from their far distant parking spots to their offices. "Angel" started off with the usual on /again- off again problems, frustrating both students and faculty. iStar training and learning outcomes have been topics of much discussion and some frustration. In spite of all these pressing issues I have not heard as many complaints as I expected. Maybe the "Complaint Free World" concept is gaining roots on campus.

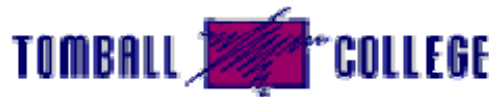
I have visited with several members on possible issues, but there is nothing to report at this time. I would like to wish everyone a Happy Holiday Season and a smooth end of the semester!

Rich Almstedt, AFT Faculty VP



Lone Star AFT hosted an information meeting for new and prospective members on November 12. Alan Hall, union president, and Kat Kupelian, Texas AFT staff member, visited with a number of us about what our local is doing to contribute to the life of Lone Star College and about the benefits of union membership. Thanks, Alan and Kat. We continue to welcome new members into our fold. Several efforts are still underway to assist members with issues within the college. If you are a new or continuing member of AFT and have not yet gotten your member packets for the year, please contact me by email or at 290-3915. Here's wishing you all the best for Happy Holidays and a great new year.

John Burghdoff, AFT Faculty VP



Ahoy Maties,

Tis just a shurt jaunt from pier to open waters and back to pier since last we spoke, but whill we be out fer a shurt spin of tha sails, there hes been several maties cum furth ta spek abot tha yelling they been tha receevin end of. We be a gatherin infermasuhn bout such behaviours en will let ya kno whet heppens in tha next episode of tha water berrell watch!

Til nex twe meet, wetch out fer tha flyin fish an don let cher baet fall offn yer huuk.

Richard Becker, AFT Faculty VP



At North Harris, we have had a busy semester offering advice to AFT members on various issues from problems with students to conflicts with supervisors. The supervisory conflicts include issues of disparate treatment, unequal work assignments, and unprofessional behavior. We currently have at least two situations that potentially will result in grievances.

Bruce Machart, AFT Faculty VP





# AFT - Lone Star College

## AFT Local Union # 4518

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**National:** [www.aft.org](http://www.aft.org)

### Monthly AFT Dues

### Membership Eligibility

|                              |         |
|------------------------------|---------|
| Full-time Faculty            | \$33.20 |
| Full-time Professional Staff | \$27.53 |
| Full-time Support Staff      | \$23.93 |
| Adjunct Faculty & Staff      | \$11.74 |

Membership in the American Federation of Teachers (AFT) is open to full and part-time faculty and staff up through the dean level. If you would like to join or find out more information about membership, please contact any of the officers listed on page 16 of this newsletter, or check out our online information and application at:

**[www.aftlonestar.org](http://www.aftlonestar.org)**



# AFT-Lone Star College

## GOALS

- To promote academic excellence
- To protect academic freedom in higher education
- To preserve and protect the integrity and unique identity of each of the institutions of higher education in Texas
- To protect the dignity and rights of faculty against discrimination
- To ensure that faculty have an effective voice on all matters pertaining to their welfare
- To secure for all members the rights to which they are entitled
- To raise the standards of the profession by establishing professional working conditions
- To encourage democratization of higher education
- To promote the welfare of the citizens of Texas by providing better educational opportunities for all
- To initiate and support state legislation which will benefit the students and faculty of Texas
- To promote and assist the formation and growth of Texas United Faculty chapters throughout Texas
- To maintain and promote the aims of the American Federation of Texas and other affiliated labor bodies

## BENEFITS

- \$8,000,000 Occupational Liability Insurance
  - provides security while teaching
  - protection against litigation
  - malpractice protection
- \$25,000 Accidental Death Insurance
- Legal Assistance
  - Free consultation and representation on grievances and job related problems
  - Services of leading labor attorneys
  - Legal Defense Fund protection
- Political Power
  - Texas AFT lobbyists in Austin
  - AFT lobbyists in Washington
  - Representation at the Coordinating Board
  - Support for local electoral work
- Affiliations
  - Affiliated with the Texas AFL-CIO
  - Affiliated with the American Federation of Teachers and Texas AFT
- Staff Services
  - Professional representatives to assist and advise in processing grievances
  - AFT research facilities
  - Leadership Training
- Savings and discounts on goods and services with AFT PLUS Benefits
- Free \$10,000 term life insurance policy for first year of membership

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# American Federation of Teachers -Lone Star College Membership Application

AFT-Lone Star College is an affiliate of the American Federation of Teachers and the Texas AFT and accepts membership from all non-supervisory employees of the Lonestar College System. Indicate below whether you are a new member or a current member wishing to update your contact information. Membership with AFT-Lone Star College provides each member with an \$8 million Professional Occupational Liability coverage policy, legal defense coverage and access to representation for work-related issues. In addition, AFT-Lone Star College members are entitled to special savings and discounts through our AFT PLUS benefits program. **If you have questions about joining, please call AFT- Lone Star College President, Alan Hall @ 281-889-1009. You may also visit our website: www.aftlonestar.org**

- 1) Fill out the application below and choose your method of payment
- 2) Remit this application to AFT-Lone Star College President, Alan Hall

By US mail: AFT - Lone Star College P.O. Box 788 Spring, Texas 77383-0788 OR Interoffice mail: Alan Hall @ A-217, North Harris



**2010-2011 Monthly Membership Dues rates:**  
*Based on your position with the Lonestar College System, please select your appropriate dues rate.*

Full-time Faculty \$33.20/mo. or \$398.40/yr.

Full-time Professional Staff \$27.53/mo. or \$330.36/yr.

Full-time Support Staff \$23.93/mo. or \$287.16/yr.

Adjunct Faculty \$11.74/mo. or \$140.88/yr.

Part-time Staff \$11.74/mo. or \$140.88/yr.



**IMPORTANT NOTICE:**

Payroll deduction allows members to pay union dues in monthly installments. If you prefer to write a check to pay for your union dues, be advised that AFT requires the full yearly amount in one payment. Exceptions to the rule apply for Part-time Staff and Adjunct Faculty only.

|   |                      |   |                      |  |                      |
|---|----------------------|---|----------------------|--|----------------------|
| <b>First Name:</b>                      | <input type="text"/> | <b>Middle Initial:</b>  | <input type="text"/> | <b>Last Name:</b>  | <input type="text"/> |
| <b>Home Address:</b>                    | <input type="text"/> |   |                      |  |                      |
| <b>City:</b>                            | <input type="text"/> | <b>State:</b>   | <input type="text"/> | <b>Zip code:</b>   | <input type="text"/> |
| <b>Home Phone:</b>                      | <input type="text"/> | <b>Email Address:</b>   | <input type="text"/> |  |                      |
| <b>Employee ID #:</b>                   | <input type="text"/> | <b>Campus:</b>  | <input type="text"/> |  |                      |
| <b>Position:</b>                        | <input type="text"/> | <b>Room #:</b>  | <input type="text"/> | <b>Referred by:</b>  | <input type="text"/> |
| <b>I am paid:</b>                       |                      | <input type="checkbox"/> Bi-weekly  |                      | <input type="checkbox"/> Semi-monthly  |                      |
|   |                      | <b>Paid over:</b>   |                      | <input type="checkbox"/> 9 months <input type="checkbox"/> 9.5 months <input type="checkbox"/> 12 months |                      |
| <b>Are you a current or new member?</b> |                      |   |                      |  |                      |
|   |                      | <input type="checkbox"/> Current member <i>(Updating information and/or payment method)</i> |                      | <input type="checkbox"/> New Member  |                      |
| <b>Choose method of payment:</b>        |                      |   |                      |  |                      |
|   |                      | <input type="checkbox"/> Payroll Deduction <i>(Complete the union dues agreement below)</i> |                      | <input type="checkbox"/> Cash/Check <i>(Make full yearly payment payable to AFT-LSC)</i>                 |                      |

## Union Dues Deduction Agreement

"I hereby authorize Lone Star College System to deduct each pay period an amount equal to the dues in the amounts fixed in accordance with the Bylaws of AFT including any increase in dues in future years and pay same to said Union in accordance with the terms of the agreement between Lone Star College System and American Federation of Teachers. This agreement will remain in effect until Lone Star College System receives a written notice of cancellation from me, AFT or at the time of my termination, whichever occurs first. This authorization is subject to sufficient wages being available to comply with all other required deductions and existing federal and state laws."

**Signature:** *(Print this form and sign here)*  **Date**  [Click here to print form](#)

*For AFT-Lone Star College office use only. Do not write in this box.*

Position verified: YES NO *(Initials)* \_\_\_\_\_ NOTES: \_\_\_\_\_  
 Dues Class: FTF AF FTFS FTSS PTS C \_\_\_\_\_



P.O. Box 788 Spring, Texas 77383-0788

**We're on the Web!**  
[www.aftlonestar.org](http://www.aftlonestar.org)



**CALL FOR ARTICLES**

We invite all employees to send us their opinions, news, questions, and so forth. *The Advocate* is a forum for information and free interchange of ideas. Send your articles to **Pat Gray, Editor, NHC**, ext. 5545 or e-mail: [patsy.gray@lonestar.edu](mailto:patsy.gray@lonestar.edu), or submit to any of the other following officers:

|                      |                      |            |               |
|----------------------|----------------------|------------|---------------|
| Alan Hall, President | North Harris College | ACAD 217-G | 281-618-5544  |
| Linda Dirzanowski    | North Harris College | WNSP 180   | 281-765-7760  |
| Bruce Machart        | North Harris College | ACAD 217-A | 281-618- 5542 |
| Bob Locander         | North Harris College | ACAD 270   | 281-618-5592  |
| Allen Vogt           | North Harris College | ACAD 264-C | 281-618-5583  |
| Rich Almstedt        | Kingwood College     | FTC 100-G  | 281-312-1656  |
| Laura Codner         | Kingwood College     | CLA 110    | 281-312- 1414 |
| Catherine Olson      | Tomball College      | S 153 - H  | 281-357- 3776 |
| Richard Becker       | Tomball College      | E 271-D    | 281-401- 1835 |
| Martina Kusi-Mensah  | Montgomery College   | SSC-209 J  | 936-273- 7276 |
| Cheri Barlow         | Montgomery College   | C 100-C    | 936-273- 7370 |
| John Burghduff       | Cy-Fair College      | HSC 117-R  | 832-290-3915  |
| Brenda Rivera        | Fairbanks Center     | 119        | 281-782-5068  |
| Earl Brewer          | Fairbanks center     | S - 13     | 832-782-5029  |

**Membership Has Its Benefits**

The union encourages employees to join because they believe that college employees should have a voice in their professional lives. We don't encourage employees to join because they anticipate conflict or are already engaged in a conflict. In fact, if they are already embroiled in a situation, we are unable to help them. It is all too common for someone to approach the AFT and say something like, "I've been an employee for the district for several years, and I've just recognized the importance of joining." Typically, following that comment is, "I'm in trouble and need help." I finally lost track of how many times in the last year I've had to say, "I'm sorry, but member benefits don't cover anything that pre-dates membership." The individuals to whom I had to give this message were invited to join and provided some advice on

how to proceed with their situation, but assistance ended there. Were they members, a host of benefits would have been available. The AFT provides its members with advice and guidance as well as representation in conflict resolution and grievances. We have our own local attorney and can seek legal advice and counsel for members. We maintain a local legal defense fund. In addition, membership dues include, at no extra charge, \$8 million in professional liability insurance for claims arising out of professional activities. Most of our members don't join because they believe that they may need the AFT's help in a conflict. They join because they believe in the values of the AFT—that employees should be treated with dignity and respect, that employees should help each other, that employees should have a voice in their

professional lives, that employees deserve fair pay and good working conditions, and that the district needs a system providing checks and balances. They join because they want to support an organization that helps others in so many ways. A nice benefit is that, if they do need help, it's there for them.

If you believe in these values and are not a member, now is the perfect time to join. The AFT advocated effectively for the raise employees received this year. The annual membership dues are a small percentage of the raise. If you believe in our values, take action now and join the AFT.

Alan Hall