



The Advocate

Spring Celebration at Papasito's Cantina

It's Thursday, April 26th, from 4:45-7:00!

Come take a break before the end of the semester--enjoy your union friends, relax, and sample Papasito's legendary Tex-Mex. Food and a beverage will be provided.

Bring your significant other. It is going to be *fun*.

Papasito's Cantina
15280 I-45 North
 (on the east feeder road between Richey and Airtex)



Managers Gone Wild: Facing the Workplace Bully

In our January/February issue, the AFT reported on a Workplace Bullying workshop presented to interested union members by Joe Bontke, Outreach Manager for the Houston District EEOC office. Sadly, we continue to hear reports from faculty and staff of heavy handed and intimidating treatment from their supervisors, so it seems worthwhile to hit this target again. Last time, we turned to the EEOC to help us identify workplace bullying. This time we'll turn to our own administrators.

The AFT received a copy of a training presentation that Lone Star College prepared for managers within the system entitled "Employment Issues in Termination." Basically, the presentation is designed to teach administrators how to fire us correctly. The presentation also includes a couple of very useful slides that outline what our own college leadership feels a supervisor should and should not do in relation to his or her employees.

"A Good Supervisor Never:

- Chastises or corrects an employee in front of others;
- Speaks in a loud, sarcastic or deprecating manner;
- Shares with others his/her displeasure with the employee;
- Refers to the employee in de-

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rogatory terms, in front of or behind his/her back;

- Allows personal dislike to interfere with the employment relationship;
- Violates the Prohibited Harassment, Ethics, or other Board policies;
- “Blackballs” the employee for trying to leave;
- Punishes an employee for expressing a view-point in an appropriate context.”

“A Good Supervisor:

- Works with the employee in good faith to correct problems;
- Praises employees where merited;
- Treats employees equally and as he/she would like to be treated;
- Ensures the employee receives benefits, proper pay, and entitlements and/or assists him in obtaining them;
- Never punishes an employee for appropriately pursuing rights accorded him under law, policy or rule;
- Gives the employee the benefit of the doubt when the employee extends himself on behalf of LSCS;
- Never shows favoritism or harms the interests of an employee in order to further personal interests or those of a friend or a friend of a friend.”

Thinking through these lists, sadly, I can think of violations of nearly every mandate that have been brought to the union’s attention by various employees. Some examples, alarmingly, go even farther. We have heard of supervisors who routinely use profanity aimed at employees. We have heard of supervisors using physically intimidating stances while yelling at employees. A director was reducing a student worker to tears in front of stunned onlookers, some of whom now say they are afraid to enter that work area.

Recently, we have heard of several instances of intimidating practices regarding leave. Some employees have been told they must request sick leave 48 hours in advance or risk having letters put in their employment files. Asking for advance notice of planned absences, for a routine doctor’s

visit, for example, is reasonable. But these supervisors seem to apply the same standards to someone who gets sick. Since most of us can’t tell we’re getting the flu 48 hours in advance, this causes problems. Employees feel they have to choose between being written up or coming to work sick. In addition, some employees are being hassled for using the vacation leave to which they are entitled. They are being told that it puts a strain on their department when they aren’t there and employees who aren’t using their vacation days are held up as being more loyal and dedicated to the institution. Vacation days are a defined benefit for many employees and they should not feel pressured not to make use of that benefit.

If you are reading this article and you are a supervisor doing any of these negative things or failing to do any of these positive things, our message to you is simple: STOP IT! You are in violation of college policies, (possibly) federal regulations, and common standards of decency accepted by people of all faiths and philosophies around the world. You are not only lowering the morale of the employees in your department, but also the efficiency. In short, you are proving that you cannot lead other people effectively.

If you are an employee experiencing any of this mistreatment, we can offer you this advice:

1) Know your rights as an employee and your supervisor’s responsibilities as your employer.

The Lone Star College System policy manual is posted online at www.lonestar.edu/policy.htm. Few of us actually read that policy manual. but for our own protection, all of us should. Pay special attention to Section IV on Human Resources. Notice, in particular, section IV.D.3.01 on Ethical Standards which states, in subsection e, that all employees have a responsibility to “contribute to the creation of a positive and constructive environment that is essential for the success and effectiveness of the workplace and the teaching/learning process, including the responsibility for each employee to:



- i. Subscribe to the judicious use of power vested in his or her position and exercise particular care in relationships of unequal authority, such as that of a supervisor/subordinate or a faculty/student, in which he or she has responsibility for evaluation and decision-making.
- ii. Ensure that each employee/student under his or her direction has the opportunity to work/learn in an environment that is free from prohibited harassment or discrimination and that reflects concern for each individual and respect for each person.”

Also, read carefully the following sections that relate to employee rights: Section IV.F.10 outlining the College’s Review and Grievance Policy, Section IV.F.11 on Corrective Action and Discipline, and Section IV.F.13 on Discharge of Employees. As described more thoroughly in the article, “Leveling Disparity of Power” in the November/December 2011 issue of *The Advocate*, the Lone Star College grievance policy offers significantly fewer protections for employees than many of our benchmark institutions. Also, we live in a state that is not known for being employee friendly. Nevertheless, it is important to know what rights you have and what responsibilities you can expect your supervisor to follow.

2) Get everything in writing or get witnesses.

Most misbehaving supervisors are at least wily enough to realize that, if they get you alone and put nothing in writing and if you file a grievance, it will be a matter of your word against theirs. If your supervisor tells you something that makes you uncomfortable, see if you can get him or her to put it in writing. One technique that may work is to go back to your desk and write up a summary of your meeting and email it to the supervisor asking for a verification of whether you have captured his or her message correctly.

If you believe you are being called into a meeting that is going to go badly, ask if you may bring a third party to help you be clear in your mind about the message of the meeting. Similarly, if a meeting

that is underway begins to go in an uncomfortable direction, ask if you can adjourn the meeting until a third party can be brought in. Unless you are already at the stage of a formal grievance, your supervisor is under no obligation to grant this request, but it is worth a try, and, at least, you might at least buy some time to gather your thoughts and let your supervisor calm down.

Keeping a log or journal of your interactions with your manager can be useful if the relationship is not positive. This will help you keep your facts straight and could be useful evidence in a hearing.

If a negative communication is not put in writing, look to see if there are any witnesses that would be willing to step up and verify the events that concern you. In a possible grievance procedure, the administration is obligated to research the circumstances, and witness testimony can help.

3) Get help.

If you are a member of the AFT, one of your campus officers (listed on the back page of this issue) can represent you in a grievance by advising and attending meeting with you. If necessary, the union will even provide legal counsel. Whether or not you are a member of the AFT, we’ll be glad to offer advice and point you in the direction of additional support. Form a network of trusted friends at work and away from work who can provide you support and encouragement.

Many of those in administrative roles within Lone Star College are excellent supervisors for whom it is a joy to work. We hope that those who are not will reconsider and change their approaches. Perhaps bringing some of these issues to light and helping employees to be more aware of their rights and what they can do will also help.

John Burghduff, Professor of Math, LSCS-CF



Something Must Have Happened to the Memo

Student success is a major focus at LSCS. AFT Vice President for faculty at LSCS-CF, John Burghdoff, wrote an article in the April/May 2010 issue of *The Advocate* in which he argued that student success is a complicated issue that goes far beyond simply looking at grade distributions. His article was, in part, a response to a powerpoint shown at the August 2009 System Convocation. This powerpoint set off a whirlwind of speculation and implied accusation. Why were students more successful on one campus than another? What was wrong with the teachers and their teaching methods? The blame game began.

Impressed by John's article, Dr. Carpenter appointed him to chair a taskforce looking at student success. The resulting report from the taskforce took the position that an array of measures is needed to encourage success, addressing the wide variety of student goals and the challenges students face. These measures include students identifying and completing individual goals and succeeding in future classes and academic settings. Furthermore, the committee emphasized that student success requires a partnership between administrators, faculty, staff, and students and that all must meet their responsibilities to the learning process. Teachers only control part of that process. Dr. Carpenter accepted and praised the report and indicated that he would pass it along to the Completion by Design steering committee to be incorporated into their work on student success.

John also made a presentation on behalf of the AFT at the March, 2012, meeting of the System's Board of Trustees. In that report he presented data on grade distributions collected by the English Department at LSCS-NH. He recognized the department for realizing several years ago that student success was an issue and beginning to study the issue. The hard work of Professor Robert Miller in gathering data and Professor Steve Sansom in helping coordinate the effort had yielded information unavailable anywhere else in the system. The data showed that many students who make Fs or Ws in English 1301

do so because they do not attend class regularly or turn in assignments. Additionally, among the students who do attend and turn in assignments, the LSCS-NH students have about a 70 % success rate of C or better. The high percentage of students who are not successful does not result from poor teaching. The high percentage of Fs and Ws is caused by issues unrelated to academic performance: excessive absences or failure to complete or submit assignments. Developmental math, developmental English, and English 1301 instructors at LSC-North Harris use Early Intervention (via MyLoneStar) to refer struggling students (those who have stopped attending or have missed/failed grades). These students get a call to start tutoring at the SEA Center (Success Encourages Achievement), where LSCS-NH professor Michael McFarland directs an outstanding adjunct faculty tutoring program. In English 1301, those who get tutoring ("responders") have a 20% increase in success rate over those who do not, but it is those "non-responders" who pose the biggest challenge—their work hours change, transportation poses an unforeseen challenge, a family member has a health issue, or the rigor of college studies just requires a sustained time commitment that many do not anticipate when they register.

***Email us at:
aftlonestar@yahoo.com***

These outside circumstances have been recognized as a major challenge to student success. The Chancellor has acknowledged that looking at grade distributions is only a portion of the picture. Why, then, do campus administrators continue to focus primarily on grade distributions? At LSCS-NH, faculty members have been confronted about their grade distributions being unacceptable. On Thursday, April 5, a vice president at LSCS-CF met with the math faculty and began with a powerpoint slide showing that their success rate had fallen a couple of percentage points to 69% (substantially above the national average of approximately 50%, by the way) and wanted to know what they were going to do about it.



Something must have happened to the memo for there to be such a disconnect between the System Office and the colleges. Perhaps the memo needs to be sent again so that the college administration will start to join forces with the faculty to address the issue and stop blaming them. The union encourages everyone to work cooperatively and creatively on the issue.

Alan Hall

Academic Credentials: Fixing a Flaw in Procedure

Events over the past year or so have uncovered a serious flaw in the process whereby the college determines minimum academic credentials for faculty.

The generic minimum qualifications for teaching an academic transfer course are a master's degree with 18 graduate hours in the teaching field. Our accrediting board, the Southern Association of Colleges and Schools (SACS), gives each institution the responsibility of codifying exactly what that means in each discipline. This allows the institution to address special cases that arise in some disciplines. For example, graduate courses in Statistics are counted toward Math teaching requirements even if the course rubric on the person's transcript is STAT rather than MATH. Credentials for teaching workforce and developmental courses vary widely, often guided by discipline-specific accrediting boards. The details of all of these standards across all disciplines, academic, workforce, and developmental, are contained in a System Faculty Credentials Table. Traditionally, curriculum teams for each discipline have been consulted and asked to make recommendations as the table is revised, but as we have learned, system policy does not require that.

Sometime during Spring Semester, 2011, LSCS biology faculty noticed that the chart that describes minimum educational credentials for teaching BIOL 1406 and 1407 had been changed to require a course in Molecular Biology. The Biology Cur-

riculum Team had not recommended this change. In general, curriculum teams make academic recommendations of all kinds and then forward them to the Dean's Council for review. No record was found of the Dean's Council approving this change either.

Over the next several months, biology faculty, faculty senates, and the union made numerous inquiries to find out who had made the change. Strangely, none of us could get definite responses to our inquiries. In November, 2011, we discovered that the change had originated with the Vice Presidents of Instruction Council at a meeting held April 12, 2011, when that information was found in their minutes.

The union takes no position on the academic credentials for biology faculty. The faculty representatives to the AFT executive board include English faculty, historians, a mathematician, a political scientist and others. None of us have the academic background to determine which graduate courses qualify a person to teach BIOL 1406 and 1407. Only experts in the field can make that determination. The genius of the curriculum team system is that, usually, academic decisions relevant to a given discipline originate with faculty members in the field. Furthermore, these decisions have to be approved by a plurality of instructors from all of the colleges in the system. Any one person can miss the implications of a decision. Many eyes increase the probability of a good decision. Once experts in the field make a recommendation, of course, it is relevant that the administrative team review it for compliance with system policies and accrediting board standards.

Shortly after their discovery of the extra course requirement, the Biology Curriculum Team proposed that the decision be reversed. They faced numerous hurdles and delays in administrative approval. Finally, in March of this year, the Vice Presidents for Instruction approved a new, concise, and well-written policy advanced by the curriculum team that reflects the professional consensus of the biology faculty system-wide. However, as



of the writing of this article, implementation has been delayed.

A system-wide committee has been formed to review the process by which the Faculty Credentials Table is revised. It is possible that the recommendations of this committee will already have been announced by the time you read this article. The AFT hopes that new policies will codify that credentials decisions originate with the curriculum teams, aligning this process with other academic review processes. Also, we urge that whatever steps necessary to begin implementing the new biology credentials be completed quickly. Decisions regarding teaching assignments are waiting.

To address one final concern, we ask that the system-wide committee review and possibly clarify this statement from the preamble of the Faculty Credentials Table: "Vice Presidents of Instruction are responsible for verifying credentials and reserve the right to review the degree course content for alignment to appropriate courses." This statement is probably meant to simply mean that the Vice President of Instruction is the final line of defense in detecting mistakes in review of new applicants. However, some believe this line gives the Vice President of Instruction the right to overrule or supplement the approved requirements. We hope any new process would guard against any such abuse.

John Burghduff, Professor of Math, LSCS-CF

Important Milestone

On May 8, 2010, Linda S. Good was elected to LSCS Board of Trustees Position 7. She ran with an endorsement from AFT Lone Star and won a landslide victory with 53 percent of the vote in a three-person race. In the last two years, Ms. Good has proven herself an excellent asset to the college system, never missing a board meeting or board retreat. Her experience as a legal aid attorney makes her particularly sensitive to the needs of LSCS students and the management challenges of a large non-profit organization.

An expert on women's issues, Ms. Good attended the Women's Conference at North Harris College both years she has been on the board, serving as keynote speaker this spring. She has attended as many GED graduations as possible, managing to squeeze four into her busy schedule this year alone. She also attended two commencements last year and plans to attend two this year. As a Phi Theta Kappa member, and a mother of two Phi Theta Kappa members, she attended four of the five induction ceremonies this March. Ms. Good has also attended many plays, speaking events, and countless building opening ceremonies. In fact, she is on LSCS campuses so frequently, many students and employees have commented on her openness and accessibility.

Additionally, Ms. Good has brought new vigor to discussions of adopting potential Board policies, has shown a willingness to vote independently, and has articulated reasons for doing so. Considering the poorly-written policies that have been enacted recently, such as the social media policy that had to be abandoned as soon as it was passed, the union encourages all board members to think more critically before they vote.

The AFT congratulates Ms. Good on the completion of her first two years of service to our System.

Alan Hall

Time and Labor

The Elephant in the Room

In the last *Advocate*, I wrote about the effect of poverty on standardized high school test scores, such as the Texas Assessment of Knowledge and Skills (TAKS). In this issue, I would like to bring that subject closer to home by looking at poverty and TAKS scores in the main feeder high schools of LSCS campuses. Websites, such as SchoolDigger, collect this information and then provide it to the public on search engines that also advertise consumer products. SchoolDigger calls itself "The Web's Easiest and Most Useful K-12 Search and



Comparison Tool for Parents.” Using data from the National Center for Education Statistics, the U.S. Department of Education, and the Texas Education Agency, SchoolDigger rates schools by averaging their reading and math scores across all grades and then ranking them against those of other schools.

The top ten percent receive a rating of five; the 70th-90th percentile receive a rating of 4; the 50th-70th percentile receive a rating of 3; the 30th-50th percentile receive a rating of 2; and the 10th-30th percentile receive a rating of 1. SchoolDigger also compares teacher/student ratios, ethnic make-up, and poverty among different schools, information that can be very important to parents who are making a decision about where to live and raise children. This information is also relevant to ongoing conversations about student success at community colleges.

According to Lone Star College’s Office of Research and Institutional Effectiveness (ORIE),¹ North Harris College leads the system in the percentage of students receiving financial aid. Thirty percent of LSCS-NH students receive financial aid.

College	% Enrolled Students Receiving Pell Grants	Main Feeder H.S. ²	% Free or Reduced Lunches at Main Feeder	SchoolDigger Rating of Main Feeder H.S.
North Harris	30	Aldine H.S.	80	1
Cy-Fair	23	Cypress Falls	35	3
Kingwood	16	Kingwood H.S.	4	5
Montgomery	16	Montgomery H.S.	20	4
Tomball	14	Klein H.S.	13	4

LSCS-CyFair is a distant second at 23 percent, followed by Kingwood and Montgomery at 16 percent. From this, we can conclude that North Harris students, on average, are significantly under-resourced in comparison with the other colleges. This pattern continues if one examines the main high school feeders of colleges across the system. As an indicator of poverty among a high school service community, we can compare the percentage of students who receive free or reduced-priced lunches. The ta-

ble below indicates systemic poverty in some areas. It further suggests that systemic poverty is concentrated in the North Harris service community. Finally, it is clear that high school TAKS scores (reflected in the SchoolDigger rating) follow the poverty line.

The table above suggests three important conclusions. 1) Students in certain service communities are chronically under-resourced, and these pockets of poverty are concentrated in the North Harris service community. 2) Students from under-resourced service communities tend to be academically less prepared for college than other LSC students. 3) These factors are likely to depress student success rates in service communities dominated by concentrations of systemic poverty and under-performing high schools. Poverty is the elephant in the room.

LSCS is making valiant efforts to raise student success. Some examples of interventions underway at North Harris include the Peer Learning Academy, TRIO, Supplemental Instruction, extra labs and tutoring. No doubt, the other LSCS colleges are making similar efforts. However, the data suggests that results from these efforts will be marginal unless steps are also taken to help improve access to these programs for impoverished students. Students are especially in need of improved access to affordable childcare and transportation, along with increased financial aid. These are hard problems. They are budgetary and political in nature. Yet, if we are to significantly improve student success rates, the elephant in the room must be acknowledged and addressed.

¹ Percentage of enrolled students receiving Pell Grants—Fast Facts, System-wide—ORIE.

²To determine the Main Feeder H.S., I located the main feeder ISD at “Students by ISDs,” ORIE Fact Books, <http://lonestar.edu/15595.htm>. To determine which high school within the designated ISD is the Main Feeder H.S., I located the high school (H.S.) with the highest absolute number of dual credit students and the highest absolute number of high school graduates who attended the hosting Lone Star College. If those numbers were both higher than contributing dual credit or high school graduates of the other high schools within the Main Feeder ISD, I designated that high school the Main Feeder H.S.

David Davis, Professor of History, LSCS-NH



Letter to the Editor: Response to John Burghduff's Article on Adjunct Pay

Prof. John Burghduff's analysis of the adjunct-pay issue is dispassionate, objective, and data-filled—a first rate job; however, there is one conspicuous omission: raising tuition. Students at LSC get better than a bargain for the tuition they pay and the quality of services they get—from both an absolute and a relative perspective, given what community-college students pay in other states. As for the \$1,814 salary for adjuncts, even Charles Dickens would agree that such a meager salary violates Victorian child-labor laws.

So where to get the money for salary raises for adjuncts? The state is cutting back funds, and trustees are not likely to turn to county taxpayers anytime soon. Perhaps somewhere internally money is available, but where? The remaining alternative is a substantial increase in tuition from students, who, after all, are served by that tuition.

Trustees, I suspect, are not eager to raise tuition—for two reasons: One, they want to keep college as inexpensive as possible, especially for low-income students. Understandable. Two, a substantial increase in tuition would bring a truckload of angry mail to them. It's much more enjoyable as a trustee to be a cheerleader than a governor making tough, even unpopular decisions. As C. S. Lewis observed, "Courage is the most difficult virtue because it is all virtues at the testing point." Trustees demonstrate a curious contradiction. When it comes to adjunct pay, they follow the principle of the market, of laissez-faire: If adjuncts will come for \$1,814, let them; it's their choice. But for students, trustees become Keynesian, following not the market but the principle of subsidization. Meanwhile, a lot of adjuncts are suffering financially.

I would ask Prof. Burghduff how much tuition would have to be raised to enable adjuncts to earn, say, \$2,000 a semester, or \$2,200, as at Blinn?

I tell my own students that they are subsidized too much. They don't want to hear it, but almost none object. We should not let the trustees off the hook on this one.

Ronald L. Trowbridge, Ph. D.
Adjunct, English

cc: Trustees [Dr. Carpenter: Please copy trustees. Thanks. Grampa Ron]

Writing on the Wall

At LSCS-North Harris, elegantly scripted quotations have been painted on the walls, replacing pictures of students and faculty. Here is a quotation we'd like to see painted on a wall at LSCS-NH:

I CONSIDER IT IMPORTANT,
INDEED URGENTLY NECESSARY,
FOR INTELLECTUAL WORKERS
TO GET TOGETHER, BOTH
TO PROTECT THEIR OWN
ECONOMIC STATUS, AND,
ALSO, GENERALLY SPEAKING,
TO SECURE THEIR INFLUENCE
IN THE POLITICAL FIELD."

—ALBERT EINSTEIN

(Einstein became a charter member of the American Federation of Teachers local number 552 at Princeton University in 1938. His comment was in response to a question about why he joined the AFT).



Sandy Shugart, 3rd President of NHC, Brings Major Prize to Valencia College

Valencia College, located in Orlando, Florida, won the 2011 Inaugural Aspen Institute for Community College Excellence bringing with it a cash award of \$600,000. This prize is awarded to the community college judged by the Aspen Institute as the very best in the country. The criteria by which almost a thousand community colleges were judged were: graduation rate, highest rate of transfer to four year colleges, rate of high-level employment after leaving the college, extraordinary college/employer joint training relationships. Valencia topped the list.

To those of us who knew Dr. Shugart when he served as President of North Harris College, 1991-99, the award comes as no surprise. He was and is an incredibly talented leader whose mind imagines worlds not yet conquered and who inspires in others the compulsion to try harder, see larger, and give more. On a personal note, I'll admit that I've known three truly charismatic individuals in my life, and Sandy is certainly one of them. Here are some of his ideas from his acceptance speech following the award presentation, remarks which may illustrate the essence of the man. Speaking of the long national practice of open enrollment and the increase in student population, Dr. Shugart said, "to my mind it is a shift from volume to value, so that the students who come receive not only opportunity, but opportunity that works. We can offer true excellence without exclusivity and expensive-ness."

Dr. Shugart admitted that he sort of 'stumbled into the community college world' and never meant to stay, but he has come to see that it 'was a wonderful, happy day' when he realized the national community college effort is "a movement that is so true to its core, not ossified, not yet rigid, and still able to nourish the servant ethic" which is its essence. He says he "has never been more hopeful" than during the last ten years when he "has seen a dramatic change in student performance." He admits that the



leaders have also made a major discovery; "we have begun to define the college not as how we experience the students or the budget, public policy, or even our own rhetoric. THE COLLEGE IS WHAT THE STUDENTS EXPERIENCE. IT'S THE ONLY THING THAT COUNTS [capitalization mine]." He continues, "it is essential that we access everything we do in terms of how the student experiences us."

He speaks of the "seasonal moment, the great excitement of the beginning of the semester." He believes that in "any class there is the possibility of someone extraordinary... and that it's a good idea to treat all students as potential geniuses because "we can't tell by just looking. Genius is not signaled by race, gender, parental concern, or any typical signifier, but genius is there waiting to be raked up and shown the way."

Watching the video of the Aspen presentation, I admit to a feeling of hope, even inspiration, that's been long missing in my professional life. Congratulations to "our Sandy," from those of us who love him. To my mind, The Aspen Institute for Community College Excellence got it right the first time.

Pat Gray, editor
Professor of English, LSCS-NH





AFT President Alan Hall Honored as First-Ever Distinguished Alumnus Award by local Alpha Alpha Rho Chapter

According to Laura Dupree, this award “recognizes an alumnus who has distinguished himself in either a professional or humanitarian capacity.” Alan Hall received this award, the first ever given, at the Spring 2012 Alpha Alpha Rho induction. At the ceremony a brief biography was read, detailing Professor Hall’s life and career in higher education.



Alan Hall was a community college student from 1968 to 1970 at College of the Mainland where he was academically successful and thereby inducted into the Sigma Delta Chapter of Phi Theta Kappa. Thereafter, Alan graduated *summa cum laude* with a Bachelor’s degree from Sam Houston State University in 1972. He then earned a Master’s in Spring of 1974, and has subsequently earned an additional 30 hours beyond a Master’s Degree.

Lone Star College-North Harris, then known as North Harris County College, was fortunate to hire Alan in the first round of English teachers in 1974, and thereafter he has faithfully served his students for 37 years as a Professor of English.

It did not take long for Alan to make his mark on the campus, and in November of 1974, he was largely responsible for chartering the Alpha Alpha Rho Chapter of Phi Theta Kappa right here on campus, serving as the first advisor of the chapter. Alan has also served as President of the American Federations of Teachers at Lone Star College since 1985, demonstrating his commitment to the entire college community.

In 1993, Alan received a Teacher Excellence Award, and in 2005 he was honored with the LSCS-North Harris Star of Excellence for his overall contributions to the classroom, college, and community at large.

We have a few words from his community college.

“On behalf of the Sigma Delta chapter we would like to extend our congratulations to our fellow chapter member, Alan Hall, for being honored with the Alpha Alpha Rho Chapter Distinguished Alumnus Award for his many contributions to Phi Theta Kappa including the chartering of the Alpha Alpha Rho chapter at Lone Star College-North Harris.”

*Sincerely,
Kadi Maxwell, District IV V.P. Representative
Dr. Chris Allen Sigma Delta Chapter Advisor
and The Sigma Delta Chapter at College of the Mainland”*

This first-ever Alpha Alpha Rho Chapter Distinguished Alumnus Award recognizes Alan as an alumnus who has distinguished himself/herself in either a professional or humanitarian capacity and clearly he has done both for many years. Those of us who have had the privilege of working with Alan Hall over the years are well aware of his contributions to the college and our own lives. The AFT salutes him and his many achievements.

Pat Gray, Editor
Professor of English, LSCS-NH



“Where free unions and collective bargaining are forbidden, freedom is lost.”

Ronald Reagan, Sep. 1, 1980



Campus Updates



Officers continue to work on issues affecting both faculty and staff and are hopeful for reasonable solutions. We are looking forward to another AFT Executive Board meeting with Dr. Carpenter on May 4th.

Our campus will hold the next "Union Friday" get together on April 20th at noon and on the 27th at 4:30. We will be meeting, as usual, at La Cabana on 1960. Come and talk.

Steve King, AFT-Faculty VP



No report at this time.

Martina Kusi-Mensah, AFT-Faculty VP



By the time you receive *The Advocate* we will have had our first AFT Happy Hour at El Rancho located at 24551 Loop 494 in Kingwood, TX. We will try to host a monthly get-together starting in the fall 2012 semester. Please feel free to bring a friend to these gatherings.

I would like to publicly thank Dr. Lee Topham for taking my place at the Executive Committee meeting with Dr. Carpenter. After the last AFT-Executive Committee meeting I walked away feeling good about LSC-Kingwood. There is some angst on campus about the Core Learning Objectives, The Funding Formula, Healthcare, and facilities usage, and we are not unique in our concerns. I really appreciate the efforts by Dr. Rebecca Riley and Dr. Katherine Persson to keep the faculty and staff posted on developments and involved in planning when appropriate. If you have questions about Healthcare or Benefits, Jessica Pena will squeeze you in to her busy schedule and find the answers. If you are not serving on a hiring committee at LSC-Kingwood, you are in the minority. With retirements and new positions, it is a very busy time!

After last year's drought, it has been nice to see rain on campus. We have lost over thirty trees just around the Fitness Center, and there are at least another dozen marked to come down. Thanks to Richard Mietschin and the grounds staff for planting new trees and keeping LSC-Kingwood a beautiful campus. Everyone have a great summer and feel free to contact Laura Codner or yours truly with any concerns.

Richard H. Almstedt, AFT-Faculty VP

If you are interested in membership or would like to discuss a work-related issue, our AFT Faculty and Staff Vice-Presidents are here to assist!

Please don't hesitate to contact them!



Campus Updates



Ahoy Maties,

Tis the time of the season fer chekinthacondicion of the sails as we head to Port Finals. While it still be a bit of sailin to get there, its time to chek the levels of tensuns in the ropes and sheets. Last time I menchunedtha matter with HR bout tally sheets and I want ta let you know that the HCS LSC-Tomball HR is tryin to work with the mainland HR and Payroll (Thetbein Systems Office fer you land-lubbers) to come to a resoluchun to tha matter.

I also menchunedsum otherin smaller concerns and I am glad to report that the Vice-Admiral of Student Concerns spoke with me bout sum of the problems that had come to our attenchion and thet she was aware of them. Kudos go out to the Vice-Admiral as she was the one thet called me to talk about the concerns. It is nice to work with sum Admiralty (which is all of them here on the HCS LSC-Tomball) thet understands thettha Union is here ta help resolve difficult matters and not here to be a stumbling block. Whilst talkin does not mean everthinis goin ta be alright, at least it means thettha concerns of the Petty Officers (thet be the staff crew) and Officers (the faculty) are known and will be heard.

There still be sum matters thet need sum attenchun, an fer those on board thet be wunderinifin any thin be happenin about their issues and concerns, the answer is yes and I will report on it later when it be more approbeate.

We will be havin a short meetin this month and as soon as I get a date and room set I will let everyone know which deck we will be a meetin on and on which bell ta meet.

Til next we meet, keep yer socks dry, yer holy-stones a polishing, yer citrus unspoilt, antha water barrels full.

Richard Becker
Captain of the Watch

The big change on everyone's mind at CyFair this spring is reorganization. Plans are under way for a massive shift in divisions effecting deans, faculty and staff. In the existing structure, division staff members have been particularly overburdened. So we hope that, as a result of the reorganization, each division will have two coordinators and a full slate of other staff.

We've had an incidence of the administration getting a bit off message with the vision of student success adopted by the college system. Please see another article in this issue for details. Some other specific problems are still in progress. We are grateful that most of our supervisors have the best interests of employees at heart. If a few others would take a look at the article on workplace bullying in this issue, we could get that up to 100%.

In the meantime, membership in the AFT is continuously growing and we have been able to offer support and advice to more employees each semester. We have one more AFT Happy Hour scheduled for the year on Thursday, May 10 from 5:00 – 7:00 PM at Huskie's on West Road at Telge. Whether you are currently a member or not, whether faculty or staff, fulltime or part time, please come join us, learn about what we've been doing lately, how we can help you and how you can work with us.

Best of wishes from the AFT for a great end-of-semester and Summer.

John Burghduff, AFT-Faculty VP



AFT - Lone Star College

AFT Local Union # 4518

Strong, Active, Vocal: A Union of Professionals



American Federation of Teachers
Texas AFT
AFL - CIO



Local: www.aftlonestar.org
281-889-1009

State: www.texasaft.org

National: www.aft.org

Monthly AFT Dues

Membership Eligibility

Full-time Faculty	\$33.75
Full-time Professional Staff	\$27.81
Full-time Support Staff	\$23.21
Adjunct Faculty & Staff	\$11.88

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



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

Professional career protection and a
united voice at work

www.aftlonestar.org

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 @ 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



2011-2012 Monthly Membership Dues rates:
Based on your position with the Lonestar College System, please select your appropriate dues rate.

Full-time Faculty \$33.75/mo. or \$405.00/yr.

Full-time Professional Staff \$27.81/mo. or \$333.72/yr.

Full-time Support Staff \$24.21/mo. or \$290.52/yr.

Adjunct Faculty \$11.88/mo. or \$142.56/yr.

Part-time Staff \$11.88/mo. or \$142.56/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 payable in 2 six-month installments. Exceptions to the rule apply for Part-time Staff and Adjunct Faculty only.

First Name:	<input type="text"/>	Middle Initial:	<input type="text"/>	Last Name:	<input type="text"/>
Home Address:	<input type="text"/>				
City:	<input type="text"/>	State:	<input type="text"/>	Zip code:	<input type="text"/>
Home Phone:	<input type="text"/>	Email Address:	<input type="text"/>		
Employee ID #:	<input type="text"/>	Campus:	<input type="text"/>		
Position:	<input type="text"/>	Room #:	<input type="text"/>	Referred by:	<input type="text"/>
I am paid:	<input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi-monthly		Paid over:	<input type="checkbox"/> 9 months <input type="checkbox"/> 9.5 months <input type="checkbox"/> 12 months	
Are you a current or new member?	<input type="checkbox"/> Current member <small>(Updating information and/or payment method)</small>			<input type="checkbox"/> New Member	
Choose method of payment:	<input type="checkbox"/> Payroll Deduction <small>(Complete the union dues agreement below)</small>			<input type="checkbox"/> Cash/Check <small>(Two 6 month payments payable to AFT-LSC)</small>	

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



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 ideas. Send your articles to **Pat Gray**, Editor LSCS-NH A217, or email patsy.gray@lonestar.edu, or submit to any of the following officers.

Alan Hall, President	North Harris	ACAD 217-G	281-618-5544
David Davis	North Harris	ACAD 264-G	281-618-5543
Linda Dirzanowski	North Harris	Health Professions Red Oak	281-943-6819
Jim Good	North Harris	ACAD 264-F	281-618-5573
Stephen King	North Harris	ACAD 162-H	281-618-5530
Allen Vogt	North Harris	ACAD 264-C	281-618-5583
Rich Almstedt	Kingwood	FTC 100-G	281-312-1656
Laura Codner	Kingwood	CLA 110—D	281-312- 414
Catherine Olson	Tomball	S 153 - H	281-357-3776
Richard Becker	Tomball	E 271-D	281-401-1835
Janet Moore	Tomball	E 210 -E	281-401-1871
Van Piercy	Tomball	S 153-J	281-401-1814
Martina Kusi-Mensah	Montgomery	G 121-J	936-273-7276
John Burghduff	Cy-Fair	HSC 117-R	281-290-3915
Brenda Rivera	Fairbanks	119	832-782-5068
Earl Brewer	Fairbanks	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 pro-

vided 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