



The Advocate

Lawsuit

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AFT Lone Star College filed suit on June 22, 2010, over LSCS's illegal grievance procedure. The revision of the standard grievance procedure had been proposed by the administration and adopted by the board in December 2009, even though it contained several provisions that did not conform with state law regarding the rights of the employees to bring grievances involving the terms and conditions of employment. More specifically, the policy that was adopted 1) removed the right of employees to be represented by an organization that does not claim the right to strike, 2) prohibited an employee from being represented by an attorney, and 3) restricted the scope of issues about which an employee could file a grievance.

Prior to the first reading of the policy by the board, AFT leaders, who knew the illegal provision was coming up for approval, contacted System administration to see if we could stop it. The administration chose not to meet with the union, giving no reasons, and the first reading occurred. Before the proposed revision became official policy in a second reading, union leaders contacted the Chair of the Board of Trustees to argue against passage. However, at the February 2010 meeting, the Board approved the revision, and in June the union filed suit. (If you are interested, I have placed at the bottom of this article an excerpt from pleadings filed by

the union's attorneys regarding legal standards that LSCS violated.)

After the AFT filed the suit in June, the college overhauled the grievance policy. In pleadings filed by LSCS with the court, it is stated that the policy "has **voluntarily** [bold face emphasis in their document] been revised to meet the Plaintiff's concerns." Here LSCS admits that changing the policy was the direct result of our filing the suit. Under F.10.05 in the Human Resources section, the new policy now includes the following revised language regarding representation: "An employee who files a grievance under this section or an employee who is the subject of a grievance may represent him or herself. The employee may also choose representation by a representative and/or organization ('Representative') that does not claim the right to strike." The revised policy now recognizes the right of the AFT to provide representation and no longer prohibits an attorney providing representation. Additionally, the policy broadened the scope of the grievance procedure so that it can be used by an employee to address any problems and concerns pertaining to wages, hours of employment, or conditions of work arising out of his or her employment.

We are pleased that LSCS has revised its grievance policy to conform with state law. *We wish that it had not taken a lawsuit to make this happen.* AFT - Lone Star College spent a significant amount of our legal defense fund battling the college on behalf of all employee rights. The System spent a good deal of taxpayers' money defend-

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ing an illegal policy that never should have been passed in the first place. It is important that employees know that the union took a stand on behalf of the rights of all employees, not just our members, and that we won significant changes in the grievance policy.

The AFT is also curious about the college's choice of outside counsel, Monty Partners, to represent them in this suit. Jacob Monty, managing partner, lists on his resume the following accomplishments:

- Represented Mexico City grocery store chain during 2 year corporate campaign by the United Food and Commercial Workers Union. Responsible for all responses to the campaign and successfully kept the company union-free during the 2 year period.
- Designed policies and procedures that helped high profile marine companies maintain union-free status despite aggressive organizing by various unions in CA. and TX.

In his resume, Monty also offers training in "Keeping Your Company Union Free."

Mr. Monty's partner, Daniel Ramirez, lists on his resume a focus that includes "drafting employment related agreements and policies that circumvent employee claims."

Although it is tempting to speculate, I will let the employees of Lone Star College draw their own conclusions about the motive behind the college's choice of this law firm.

The AFT remains firm in its belief that employees deserve a voice in their work environment.

Alan Hall, President
AFT - Lone Star College



The following is an excerpt from pleadings filed by the union's attorneys regarding legal standards that LSCS violated:

The legal standards that the College's 2009 policy violated are well established and long-standing. The Texas Supreme Court has held that under Tex. Govt. Code Section 617.005, a public sector employee has the right to have an attorney represent her in a grievance proceeding. *Sayre v. Mullins*, 681S S. W. 2d 25, 28 (Tex.

1984). In that case, the court said that "[p]ersons outside of the [hospital] district's employment, and specifically, attorneys, cannot be denied the right to represent an aggrieved employee." Further, the Texas Supreme Court has held that an employee has an "absolute right" to be represented by a labor organization that does not claim the right to strike. *Corpus Christi American Federation of Teachers v. Corpus Christi I.S. D.*, 572 S.W. 2d 663, 665 (Tex. 1978). See also *Lubbock Professional Firefighters v. City of Lubbock*, 742 S.W. 2d 413, 416 (Tex.App. – Amarillo 1987, writ refused n.r.e.) ("It is now well established that [Section 617.005] gives public employees the right to be represented by a labor organization that does not claim the right to strike.") Further, in *Corpus Christi American Federation of Teachers*, the Texas Supreme Court ruled that the "conditions of work" provision in Section 617.005 is broad. *Id.* 572 S.W.2d 663.

What Student Success Is Not

"How much are students actually learning in contemporary higher education? The answer for many undergraduates, we have concluded, is not much."

Thus write Professors Richard Alun (New York University) and Josipa Roksa (University of Virginia) in their provocative new book *Academically Adrift: Limited Learning on College Campuses*.¹ Using data from the Collegiate Learning Assessment, a standardized test of analytical reasoning, critical thinking, and written communication skills, they examined improvement in scores for a group of 2,300 college students admitted as freshmen in 2003. They discovered that 45% of these freshman "did not demonstrate any significant improvement in learning" during their first two years of college and 36% "did not demonstrate any significant improvement in learning" over four years of college. On average, students improved their scores by less than half a standard deviation over four years.

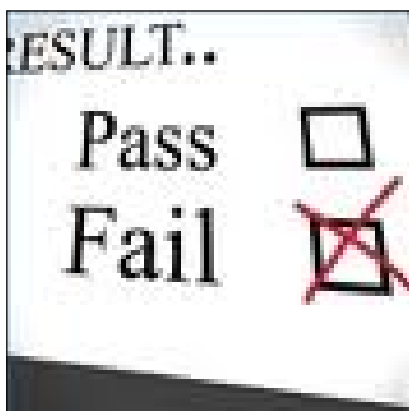
Although the instrument they used was not content specific to any particular discipline, the fact that students across a wide array of majors failed to make much progress in analytic reasoning, critical thinking, and written communication in general over two to four years of college is troubling. After controlling for a variety of socioeconomic factors, the authors concluded that the main culprit in students not progressing was a lack of rigor in the courses they took.



Looking at student surveys, they discovered, for example, that in any given semester, less than a third of the students took a course with more than 40 pages of reading assigned per week and half took no courses that required that they write more than 20 pages over the course of a semester. Furthermore, the average student studied 12 – 14 hours per week; that's for students successfully progressing through their courses. Conversely, the students who improved the most are the ones that took courses that had these more rigorous reading, writing, and homework expectations.

Here at Lone Star, I have the great privilege of serving as chair of a system-wide ad hoc committee on student success. Although all of us want our students to be successful and the system abounds with initiatives designed to promote student success, we haven't always articulated clearly what we mean by that phrase. We are working on a comprehensive statement of what student success means in the context of an open admissions community college and are studying measures that seek to quantify that success in all its diverse dimensions. I hope you have had a chance to read our initial report of basic beliefs. We welcome your comments and observations.

Before we get too far down the road of defining what student success is, it is probably wise to say a few words about what student success is not. **Students who pass classes without the reasoning, thinking, and communication skills as well as the content knowledge they need for the future are not successful.**



Furthermore, Alum and Roksa's work makes it clear that classes that don't sufficiently challenge students will not give them those skills. Thus any discussion of student success must begin with a base understanding that college courses must be rigorous.

Unfortunately, the traditional methodologies we have used to measure student success can, if used improperly, work against us in fostering the classroom environments needed for success. The measures we historically emphasize are graduation rates and pass rates. The Texas Higher Education Coordinating Board and the state legislature also tend to focus on graduation rates. At the local level of our own college system, we focus a great deal of attention on pass rates (the percentage of all students who finish a given course who make grades of A, B or C) even though we were criticized for doing so in our last SACS accreditation visit in 2001.²

Clearly, both pass rates and graduation rates relate to student success, but both have limitations and both (but especially pass rates) can be artificially manipulated without considerable commitment both from faculty and administration. Our committee is exploring broader measures which, we hope, will give a better picture of student success. Gathering that data and analyzing what it means won't happen overnight. In the (hopefully temporary) vacuum, there are steps that both faculty and administration must take to insure that, in trying to measure student success, we don't end up diminishing it.

As faculty members, our first task is to make sure that we maintain the standards and expectations that, in our informed, professional judgment, are necessary to prepare our students for the future. Personally, I am concerned about several conversations I have had with colleagues both in the fall and so far this semester. I have had good instructors ask me whether I thought they should adjust their grades so that more students pass. I have talked to others who are not testing their students on some of the harder learning outcomes in their courses, worrying that their pass rates would go down if they do.

I have even heard of an entire department that has made a collective, albeit hesitant, decision to reduce the number of reading and writing assignments in their courses for the same reason.

Fear of (real or imagined) retribution for low pass rates must not drive our decisions about curriculum. So, what must we as faculty members do? We must be sure that our students read relevant work that challenges them to think and stretches their reasoning. We must



have them write and expect that writing to be clear and accurate, no matter what discipline we teach. We must have them solve problems that are hard. We must lead them to discuss, to debate, and to interact thoughtfully with one another and with us in collaborative ways.

We must teach our students what professional behavior means (show up on time, finish one's work by the deadlines, treat others with respect) and hold them to that standard. We must underscore that life is not a multiple choice test with four simple options for every situation (two of which can be easily eliminated) and that, therefore, our tests will not look that way either.



We must do all these things with compassion and provide the support, the help, and the encouragement our students need to rise to the occasion. In short, faculty members must have the courage to stand together to say "These are the standards of excellence in our fields. We will do all in our power to show our students how to reach the bar, but we will not lower it." What must administrators do? First of all, administrators must affirm clearly, publicly, unequivocally and often that, at Lone Star College, our students are successful when they can transfer to the university of their choice, take desired jobs in the workforce area, and seek or pursue whatever goal they have in mind to compete and excel in that setting. Furthermore they must empower faculty, individually and in departments, to set standards in their classes that will be rigorous enough to help students achieve this outcome. They must have the courage to back the faculty when others (whether students, parents or public officials) complain that classes are too hard. They must understand that some students will choose not to participate in behaviors that stretch them and that passing such students does them a disservice.

Administrators should be very, very cautious about what they do with grade distribution data. The continued distribution of this data to faculty without explanation and without context, as is happening in various places

throughout the system, is leading instructors to feel pressured to raise pass rates at all cost, rather than to truly prepare students. Our data will be informative only when we implement more comprehensive measures of success, such as objective measures of achievement of learning outcomes, success in future courses, success at universities to which students transfer, attainment of workforce credentials, and successful placement in employment. Does that mean that, until we have more meaningful data, faculty cannot be evaluated for effectiveness? Not at all. Administrators can hold faculty accountable for their actual behavior as has always been the case. By studying syllabi, observing classroom teaching, and looking at assignments, administrators can see if instructors are doing the work (described above) that successful faculty always do. They can observe whether faculty work with students in supportive and helpful ways that help them reach a higher standard. Ultimately, if these behaviors are in place, successful students will be the result.

I read somewhere recently that "A-" is the new "C." I suppose that means that "C" is the new "D-" or worse. Students who pass a class without the rigorous preparation to succeed in their future endeavors are not successful. Students who are challenged, however, and rise to the occasion will be successful by all measures.



Footnotes:

1. Alum, Richard & Josipa Roksa. *Academically Adrift: Limited Learning on College Campuses*. University of Chicago Press, 2011. Reviewed by Jaschik, Scott, *Inside Higher Education*, January 18, 2011.
2. Roueche, John, McCabe, Robert, McClenney, Byron, McClenney, Kay, *Highlights of the SACS Consulting Team Report* (for the NHMCCD accreditation visit special project on Student Success in Developmental Education), Spring 2001.

John Burghduff, Professor of Math
LSC-CF



My Reasons for Writing: The Long Struggle For Equal Rights For Workers

Please allow me to introduce myself. My name is David Davis, and I have been teaching History at LSC-NH for about 4 years. It's a great job, and I love what I do. I joined the AFT soon after coming to LSC-NH for a number of reasons. First, it was the right thing to do. Many of the rights and privileges we take for granted were won by labor activists who worked hard and sacrificed a lot for them. I knew the AFT was working diligently for my rights, and it wouldn't have been fair to make them go it alone. Second, my own story is one that illustrates the need for a strong labor movement and respect for labor rights. Before I became a history professor, I was a high-school dropout working in a tool-and-die shop in Northern Alabama. Pay was low; accidents were frequent, and the bosses didn't respect us at all. I would have given a lot for a union to help us back then, but there wasn't one. This is my first union job. Finally, when I looked around at the people I admire here at North Harris, they largely all seemed to be in the union. So when I was asked to write a quarterly column on the labor movement, I jumped at the chance. This column will be devoted to bringing news of the larger labor movement home to us.

When unions were first getting organized in the late 1800s, working conditions were brutal. Children worked long, long hours in coal mines and clothing factories. Like all children, they tended to get tired and sleepy in the afternoon, and they sometimes fell into the machines. In New York the bosses of the Triangle Dress factory had all the exits closed off to prevent the young female employees from sneaking out for breaks. One day, the building caught on fire, and 146 women were killed from the fire or from jumping out of the building. In addition, companies owned by men such as Rockefeller, Carnegie, and Vanderbilt paid such low wages that every member of the family had to work all day just to pay for rent and food. Sometimes, they had to rent their homes from the company and do their shopping at the company store. The Peabody Coal Company, like many others, paid their workers in script that could only be spent at the company store. It took many years of harsh, unrelenting turmoil to change those conditions. The labor movement was born out of these decades of suffering. They organized for benefits

like the 8-hour day, Workers' Compensation, overtime pay, and health insurance, along with workplace safety regulation, and a decent wage. It took many years to realize these goals, and those early organizers had to settle for slow, incremental changes. Many of them did not live to see the fruits of their labor, but we all benefit from their efforts today. Indeed, we stand on their broad, tired shoulders.

LABOR UNIONS:
THE FOLKS WHO BROUGHT YOU THE WEEKEND.
CHILD LABOR LAWS, OVERTIME,
MINIMUM WAGE, INJURY PROTECTION,
WORKMENS COMPENSATION INSURANCE,
PENSION SECURITY, RIGHT TO ORGANIZE . .ETC.

The AFT is connected to a deep, powerful and ongoing tradition of labor organizing, and this column is intended to help make that connection more visible and relevant to readers of the *Advocate*. My reasoning is simple: labor rights are human rights. In the long history of the struggle for equal human rights, the labor struggle has carried our civilization a long way.

Labor Rights = Human Rights

Dave Davis, Professor of history
LSC-NH

AFT Lone Star College Celebrates Its 30th Anniversary

This Spring semester, the AFT is celebrating the 30th anniversary of operations. Our roots are tied to Martin Luther King and the March on Washington, Nelson Mandela in South Africa, Lech Walesa and the Solidarity Movement in Poland, and human rights on so many other fronts. The college's first administration was relatively oppressive and wanted to rule with an iron fist. Several faculty members came together to discuss how to deal with the administration. We all shared a common belief: the value of a collective voice in helping individual employees deal with the establishment.



Kevin Bailey became the president, and we formed an executive committee. That committee went to address the college's Board of trustees. I'll never forget that moment. Kevin made a generously conciliatory presentation. He noted that we had organized, wanted to work with them in addressing issues, and hoped for a positive relationship. In response, a Board member removed from his suit pocket a piece of paper and read its contents into the record. It was an anti-union resolution indicating that unions are a bad idea and that it was not in the employees' best interest to join. The Board then voted on the resolution, and it became part of Board Policy. The AFT had offered an olive branch, and the college response could not have been more hostile. Our olive branch was shredded.

After that meeting, Mr. W.W. Thorne, President of the college, sent a letter to every employee's home expressing his desire that employees not join the union. Later in the year, when contracts were mailed to faculty members' homes, the packet included a copy of the Board's anti-union policy.

Next, the union executive committee was called to the president's office, and we were informed that the AFT was forbidden to meet on campus during working hours, defined as 7:00 a.m. to 10:00 p.m. We were further prohibited from using the campus mail system, discussing the union in employee offices or other locations where work was conducted, and reading union material on campus. I always believed that if the administration could have figured out how to get the Thought Police after us, we would have been forbidden to think about the union. Curiously, these prohibitions were not applicable to any other similar organizations. When we pointed that out, the response was, "You're a different kind of organization."

President Thorne and Board members also traveled to Florida to attend a seminar on how to break unions. So impressed were they that they paid the presenters to come to campus to teach the administration how to break the union—all at taxpayers' expense, using public funds. The AFT began to feel a bit like Lech Walesa and Solidarity up against an oppressive regime. Ironically, the college administration and Board were all for Solidarity—in Poland.

Ultimately, the union filed suit in federal court for First Amendment violations. Astonishingly, we lost the suit, appealed to the 5th Circuit, and lost there as well. Our

state and national affiliates were astounded as well, and we thought we might be done for. If these prohibitions could stand, how could we operate? Then the biggest irony of all occurred. The college administration began removing all of the prohibitions that had been placed on the AFT. We never understood what caused the new direction. Had the administration never implemented those restrictions, that whole ugly episode, with its attendant grief and expense, could have been avoided.

Given the opposition we faced, it is remarkable what the AFT has accomplished. Over three decades, we have dealt with monumental issues regarding employees' rights and privileges. Regular readers of *The Advocate* know them well. The union's story is told in these newsletters. AFT Lone Star College is proud of its thirty-year history. We have helped a lot of people. We have made the college a better place. We have provided a collective voice on behalf of college employees. We have no intention of stopping.

Alan Hall

Welcome

AFT Lone Star College welcomes Janet Moore to the union's executive committee. Janet will serve as AFT staff Vice President for Tomball College. We look forward to working with her.

AFT Lone Star 30th Anniversary Celebration

AFT will celebrate its 30th anniversary at an event on April 9, 2011. Members, please mark your calendars and watch for announcements.





Campus Updates

NORTH HARRIS COLLEGE

Union representatives at North Harris continue to offer advice, assistance, and representation to our members on a variety of issues. We will hold a campus meeting soon, and we encourage members and interested non-members to attend.

Bruce Machart, AFT Faculty VP

CY-FAIR COLLEGE

The AFT at Cy-Fair continues to grow. Welcome to our new members! Our doors are always open to welcome even more. If you would like to know more about us and what we do, please contact me any time in HSC 117 R or 281-290-3915.

Like employees all through the system, we are extremely pleased that the System has restored employee rights to representation in the grievance procedure as a result of the AFT lawsuit. We firmly believe that most conflicts within the workplace can be resolved through open and respectful communication and that a third party in the room can usually facilitate that process. The AFT is currently assisting several Cy-Fair employees with issues they are experiencing, and this tool may be useful in achieving resolutions satisfactory to employees and managers alike.

Several faculty members at Cy-Fair have expressed concern about the grade distribution data they received, comparing their pass rates with those of their departments and system averages. They are worried that the message is to inflate grades to make students look more successful. Be sure to read the article "What Student Success Is Not" pages 3-5 in this issue for information for both faculty and administrators to consider.

On Texas Independence Day, a group of AFT members and friends met at Husky's to celebrate and to learn more about the union. We will have another get together later this semester. If you're a current member, I will contact you with an invitation. If you are not, we'd really like you to come, too! Contact me or any other union member and we'll make sure you don't miss out on the fun.

John Burghduff, AFT Faculty VP

KINGWOOD COLLEGE

Ice and snow and early closings at LSC-Kingwood sum up how hectic things have been this semester. In my thirty-five years with the LSC-System I have only experienced a hand -full of closings and early dismissals, but we managed to see two in less than a week this semester, the last coming on Wednesday, February 9th at 4:00 P. M. I have an off campus class at 4:30 P.M., and half of my students showed up because they did not get the message. This was not a problem because I had told several students on campus that they could come to class if they desired. The sun was peeking through the clouds by 5:30 P.M.! I appreciate the concern for everyone's safety, but I lost another opportunity to meet with my T-TH 9:30 A.M. class because of the delayed 10:00 A.M. opening on Thursday the 10th. The communication with students and employees was not the greatest. I would hope that in the future the System posts that classes will start late and students should show up for their 9:30 classes thirty minutes late.

I would like to take this time to thank all of the LSC-Kingwood Faculty and Staff that have been working with iStar and Angel. Many of you have been away from campus, and others have been picking up the slack in their absence. You have all really stepped up to the plate! We are all anxiously looking forward to spring break and some time away from iStar! Based on attendance in several of my classes this past week, it seems that our spring-like weather has encouraged many of our students to take an early holiday. Everyone have a great spring break and don't hesitate to contact me with any issues or concerns.

Rich Almstedt, AFT Faculty VP





Campus Updates, Continued



Ahoy Maties,

Tis that time again to speak of things goin on an things a not goin on at Port Tomball and its fine ship of education, the HCS LSC-Tomball. What with all of the new faces a showin up and the constant shift of the sea breeze, why tis enough to stress evin the most seasoned of crew and officers. Due to increases in the number of landlubbers desirin ta make pasage on our annual Fall cruise to Port Thanksgiving and Port Winter Finals there have been some issues about which courses some of our Lt. Commanders wer a gonna be teechin, leddin to sum last minute miscummunikashun about courses.

While thet got werked out, it peers thet ther be a new style of supervision called bullying by yellin. Ifn a Chief Petty Officer (Staff supervisor) wants to git the attenshun of a Petty Officer or Seaman try yellin at em. The prublum thet be thet yellin is "Bullying" and "Bullying" results in a "hostile work environment," which iz not a guud theng ta be heppinin. (The one positive aspect of "bullying" employees by yelling at them is that there is a definite path to address this type of behavior if it continues.) We will be keppin a lookout in the birdsnest fer any continuashun of this type of activity.

Other then thet, we are still in our shakedown trial runs as aur new Captains (Deans for the uninformed) settle into ther jobs an roles. We ar still luukin fur a new Rear Admiral of instrucshun. Purheps bye the nixt report one will have ben selekted.

Til nixt we post, keep your keel in the water an the wind in yur sails,

Richard Becker, AFT Faculty VP



No report. Martina Kusi-Mensah is on sabbatical.

Planning a summer trip? Use your AFT PLUS travel benefits to save money!



Time to get away?

(you pick the dates—we'll help with the plans)

For more information about these and other savings, go to:

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The Community Advantage

Save an additional 20 percent off the "best available rate" at more than 6,400 participating hotels in locations worldwide when you book online or call using the AFT discount code. This offer is available at participating locations of the Wyndham Hotels and Resorts, Days Inn, Ramada, Super 8, Wingate by Wyndham, Baymont Inns & Suites, Howard Johnson, Travelodge, Knights Inn and Amerihost.

- Best available rate defined as the lowest rate publicly available to consumers on the Internet.
- Advance reservations required.
- Offer is subject to availability at participating locations, and some blackout dates may apply.
- Discounts may vary by location and time of the year.



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	\$33.20
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



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 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.

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 <i>(Updating information and/or payment method)</i>		<input type="checkbox"/> New Member	
Choose method of payment:					
		<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



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**, LSC NH A 217 or e-mail: 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
Janet Moore	Tomball College	E 210 -E	281-401-1871
Martina Kusi-Mensa	Montgomery College	SSC-209 J	936-273- 7276
John Burghduff	Cy-Fair College	HSC 117-R	281-290-3915
Brenda Rivera	Fairbanks Center	119	832-782-5068
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