



The Advocate

Playing Post Office with The Advocate: An Afternoon's Odyssey

Given the System administration's new rules prohibiting the AFT from using System print shops, mail service, and individual faculty mailboxes, the AFT had to devise a new system for getting our newsletter to everyone. We printed at a commercial shop which, unfortunately, took a little longer, but we hustled together a faculty-driven individual delivery process which saw that all campuses and centers were served as quickly as possible.

When our previous issue arrived, I was assigned the Fine Arts Building and the bottom floor of Academic here at LSC-NH. It was the end of my second class, about 4 P.M., and I had my usual lower back pain, the result of standing and walking for two 80 minute classes. Given my height, I disappear to the back half of the class when I sit down. Nonetheless, I took my first set and raced off for Fine Arts, then quickly and cheerfully returned for another set for Academic.

Well, I had the best time. I saw friends I haven't seen in ages, found entire office complexes had been re-configured since my last visit, and met any number of new people who proved a real pleasure. It was the end of a typical college day where people were standing up, stretching, and trying to get their muscles, bones, and minds back into early morning shape.

I've always found that time of day to be great fun with folks in good moods, looking forward to supper, and talkative. These same traits proved true once again as I arrived with my new "Here's your brand new Advocate, personally delivered to you with a smile." A fair number of people didn't know about the new restrictions on production of The Advocate, so I was gifted with a number of responses that were pithy to say the least. Some, alas, might be seen as unprintable in our family-friendly newsletter. One unique response I did see was the number of people who didn't lay The Advocate down to be read later; instead the newsletter went into book bags, purses, briefcases, and other reticules to be read that night at home. Some people left the building while reading The Advocate as they walked to their cars. I admired their interest as well as their sense of physical stability. Reading while walking: my, my; I can think of a former president from the 1970s who couldn't do that. I certainly can't do it at my age, probably never could.

Most personally important to me was that I started tired but ended feeling terrific and on an emotional high, a feeling not unlike I have when good friends get together for a social event. The next day, my day off, I came back to campus and volunteered to carry more copies. I discovered that



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my other AFT-toting brothers and sisters had the same experience. Forgive the cliché, but a good time was had by all—both deliverers and the receivers—and at the finish of a work day. To those of you whom I saw personally, let me tell you that I enjoyed seeing each of you, and I hope to see more of you with this issue. Cheers!

Pat Gray, editor

PS. Any faculty member who has the time off and who didn't get the fun of delivering is welcome to join us on our journeys. The AFT vice presidents will have the copies and will happily give you a share. Be sure to deliver during your free time. Come join the fun and visitation. pg

First You Print a Glossy Brochure

Curriculum Development, Dual Credit and LSC-Online

For institutions, good reputations take years to develop but can be lost overnight. The Lone Star College System has an excellent reputation that goes back decades—long before we were known as Lone Star College. LSCS's reputation for excellence in educating a wide array of students with diverse needs and goals is based on many key principles. One of the most important of those principles is that curriculum is driven by faculty. The System has gone to extraordinary lengths to hire instructors who are both experts in their fields and dedicated to student learning. We have empowered such instructors to create freely and to develop curriculum that is well respected nationwide. Supporting teaching at each Lone Star College are the well trained and dedicated staff and administrators who work to create the learning environment necessary to make those programs successful.

For more than a decade, faculty, supported by staff and administration, have developed creative teaching strategies that connect learning with the needs and strengths of contemporary students including a robust program of distance education. Faculty, staff, and administration at each of the five LSCS colleges have done the hard work of connecting

teaching to the specific needs of the local communities we serve, including the challenging and sometimes delicate work of developing relationships of mutual trust and cooperation with the independent school districts in our service areas.

The authors of this article wish to express concern that our college system's relationship with the community and its reputation for quality in education have been stressed by recent initiatives from the System Office that tend to reverse the equation of faculty-driven curriculum. Particularly, we wish to address issues that have risen in regards to the way business is conducted at LSC-Online. There are several similar and interconnected issues that concern us, but we will focus our discussion on one initiative that has been designed by LSC-Online but driven by System Office this semester—Online Dual Credit Courses.

The interesting political and economic issues driving this initiative are important to understand, showing why this initiative was implemented with such urgency.

In the last Texas legislative session a bill was passed that allows school districts to contract with whomever they wish to offer dual credit classes to their students, rather than working with the community college in whose service area they reside as was previously the case. This bill had the backing of a corporation called StateU.com that was already designing online early college classes marketed primarily to private high schools, home school associations, and school districts in remote areas. StateU.com contracts with the University of Texas at Arlington and Lamar University to develop the content of courses but operates as a for-profit corporation with political connections and marketing prowess. Upon passage of the bill, StateU.com began aggressively to market their courses as dual credit options to ISDs state wide including those in our area. Some of our local independent school districts expressed strong initial interest in StateU.com's programs.

Apparently, the aggressiveness of StateU.com's



efforts alarmed LSC System Office who didn't want to lose business. This would have been a golden opportunity to capitalize on the existing relationships that have been developed between each of the colleges and the school districts they serve to establish a dialogue, to explore whether online offerings could be of use to high school students in the local areas, and to incorporate the talents of online instructors in those colleges to tailor make courses that serve those students. Given that the independent school districts in our area have varying visions for what would benefit their students and the knowledge that we have already shared to align Lone Star College learning outcomes with the local needs of the ISDs, LSCS was poised to offer services to high school students that would be superior to the cookie-cutter offerings of StateU.com. Of course, developing a quality program with collaboration and buy-in takes some time. Apparently, that was time that leaders at System Office were not willing to invest. So a different approach was taken, one pursued without the knowledge or input of any of the faculty, staff and administration at the five colleges.

First, the System Office ordered the production of a glossy brochure.

Although the original brochure has been edited, the current version may be viewed online at <http://www.lonestar.edu/dualcredit/online.htm>. LSC-Online was instructed to pick a set of courses and promise that we would have them ready for students (and fully aligned to TEKS) as early as Spring, 2010. This brochure was delivered to the superintendents of the local school districts. Although the opportunity to dialogue with the school districts to see which classes would most benefit their students had been bypassed, there was still an opportunity to draw in experienced online faculty and college staff well versed in the special issues of dual credit early this semester. Unfortunately, that opportunity was bypassed as well.

The approach initially chosen by LSC-Online was for their office to hire one faculty member for each course to work with a designer to develop a signa-

ture course and one high school teacher to align TEKS to LSC learning outcomes. LSC-Online would add an advising office to handle dual credit students, rather than using existing staff in the colleges. As a dual credit class would be advertised and filled, LSC-Online would choose which of the five colleges would have the chance to oversee the class and an elaborate scheme was proposed to split the profits from the class among all the colleges.

The problems with this approach were numerous and obvious. Who would select the teachers? How much lead time would colleges have after knowing that they had been chosen to offer a class and how could they plan accordingly? How would the class impact the workload of either an adjunct or a full-time faculty member chosen to teach the class? Why does LSC-Online need to be involved with building sections when the individual colleges can do that? And, more immediately, who are the faculty members and high school teachers chosen to develop the class? How are they selected, and to whom are they accountable?

Complicating the situation further, the decision was made that the classes to be developed would be "textbook agnostic" (designed for use without a textbook). So whoever develops the class would have to assemble enough online materials to substitute for a textbook, all of this in time for Spring semester.

It is regrettable that a top-down centralized approach was chosen, bypassing the expertise of many who could have helped with the process, but the problem was complicated further by a failure to communicate. Well into October, with the courses already chosen and promised to local school districts, even college vice-presidents, deans and department chairs were not informed of the project. The word began to leak out as individuals began to hear about the process. We will skip over the multitudes of phone calls, meetings, and faculty forums that were held over several weeks as faculty, staff, and administration attempted to understand what was being developed and tried to communi-



cate with LSC-Online and System Office the problems with the plan.

After many lengthy and acrimonious meetings across the system, an oversight process seems to be developing that moves responsibility for these classes back to the colleges. But, even now in November, classes are yet to be developed. It is still unclear who is developing them; a system-wide review process is just coming together, and promised opportunities for broader groups of faculty to review possible classes have been postponed until after Final Exams. And, as it now stands, heretofore unknown system-wide committees to oversee dual credit online course development are coming together with very little discussion. In several different venues, faculty members and administrators have asked System Office personnel to delay implementation until all these issues could be resolved properly and effectively, but all such requests have been brushed aside. After all, the glossy brochure promises classes for the spring.

One might think that some of the mistakes made by System Office in general and LSC-Online in particular were understandable oversights resulting from treading uncharted waters. Unfortunately, they mirror mistakes that were made with at least two other initiatives associated with LSC-Online. With both the aborted effort to design “signature online classes” last year and a plan to offer 8 week “rolling start” online classes that preceded the dual credit issue by mere weeks, LSC-Online attempted similar top-down centrally controlled processes without involving or communicating with faculty, staff, or college administrators.

The authors hope that, eventually, some lessons can be learned from this and other experiences. These include the following:

1) Development of curriculum should be driven by the faculty in the colleges, not by administrators in System Office.

2) Key players with expertise—faculty, staff, and administration—should be involved actively in the consideration and development of teaching initiatives from the beginning, not just told later, as an afterthought.

3) LSC-Online has plenty of work to do with supporting online teaching (for example with the coming Angel migration) and needs to leave course development, section building, advising, etc. to those with the expertise.

4) Relating to this initiative in particular, LSC-Online should postpone implementation until previously established shared governance processes and curriculum practices have been followed. Dual credit students who may have already enrolled in online dual credit courses should be offered the opportunity to enroll in one of the already established online courses offered through any of the Lone Star Colleges.

It is hoped that all of these issues will be resolved thoughtfully and effectively. LSC-Online has mentioned in several venues that school districts from all across Texas have approached them about using these Dual Credit Online classes. (The funding for LSCS comes largely from local taxpayers, who voted to join the college district because of its mission to serve the needs of the specific community. We wonder what they will think about their taxes funding state-wide for-profit ventures.) The potential for profit is high, but the stakes to the institution are even higher. New course options, widely marketed but poorly executed, will not only hurt students but endanger the hard won reputation of the Lone Star College System.

John Burghduff, Math Prof., LSC-CFC,
Nancy Kral, Political Science Prof., LSC-TC
Idolina Hernandez, Sociology Prof., LSC-CFC



One Big Happy?

Several employees at LSC-Tomball College, largely faculty and midlevel supervisors, have contacted the AFT concerning an issue they find troubling, both ethically and logistically.

Here is the basic story as explained to us. The Tomball chairs wanted to have their Spring 2010 adjunct in-service at University Park since over 50% of their adjunct faculty will be teaching there next semester and have never seen the facility. They had a meeting with Clay McGovern, their professional development person who is well respected at LSC-TC, to talk about arrangements. Mr. McGovern was told that WillowChase lacks a space large enough to accommodate this group of adjuncts since the building is essentially classrooms.

The group next suggested they go to Lone Star Corporate College since it is right next door and provides plenty of room. They were told that use of that space would cost LSC-TC about \$500 since Corporate College is to be a totally profit-driven enterprise. Of course, the group doesn't have the \$500, so they will have to make other plans, however hurried, makeshift, and inferior. Many people at LSC-TC seriously question how this prohibition reflects on the spirit and intent of a community college. If LSCS belongs to all of us who staff, teach, administrate within the system and to the tax communities which support our efforts, why is one facility off limits to a legitimate enterprise such as an in-service adjunct meeting? When the AFT tried to find the origins of this decision, we were only told that the decision was made "upstairs."

Make of this story what you will. The AFT was simply asked by LSC-TC employees to tell it.

Pat Gray, editor

Adjunct Faculty Always Welcome in the AFT

At a recent meeting I attended at another LSCS teaching facility, I met an adjunct teacher who has worked with us for 7 years. She came up to ask if adjuncts were welcome in AFT. After I tried to recover quickly from a sense of total failure as a communicator, I answered with a resounding YES! We have many adjunct members whose AFT dues are proportionate to their salaries, and we offer the exact same number of benefits, such as discounts for travel expenses, entertainment, computers, and wireless phone service discounts, to name just a few of the many benefits. Adjuncts also have access to legal service, tax assistance, and various insurance packages. I couldn't tell her everything at that time, but all benefits are listed in a packet we distribute at many meetings. If there are any other adjunct colleagues out there who want to know more, just go online to visit www.aft.org/members to read about it all.

The information is also given at the back of every issue of The Advocate. The AFT is here for everyone, faculty and staff. Join us.

Pat Gray, editor



Editor's note: We have been gifted with a number of articles concerning pedagogy and student success. As an editor, I try to vary the articles to keep the reader's interest, but some of these pieces cry out to be together. I hope you will see the thematic cohesion of the following three articles. pg





CLEP and CAPE Shortcuts for Language Credits are a Disservice to our Students

LSC has traditionally produced language students who are competent in the basic skills of oral/aural, reading and writing. At the core of an effective language program are placement procedures. If we place students at a certain level because they have a global understanding of the language, which is what CLEP and CAPE are testing, these students may receive the credits they want, but they are being short-changed. If we are concerned about retention and lowering student attrition rate, these new placement procedures will prove ineffective in meeting LSCS's institutional goals.

This semester, language faculty are having to implement placement procedures that require placing incoming language students according to the raw computer scores of CAPE and CLEP exams. These "one size fits all" language placement procedures do not take into account the complexity of language proficiency nor the effect that these procedures will have on student success, both in the workplace and in upper-level university language courses. The students most affected will be the Heritage Learners, that is—those who have learned a second language at home or in a U.S. neighborhood environment. They often are English dominant and lack reading and writing skills in the second language. They have wonderful abilities, such as an in-depth understanding of culture and the skill to go between cultures. These skills can be fostered and fine-tuned to empower them to succeed in other college courses. A quick computerized placement test does not offer the possibility of being placed in a Heritage classroom, where these skills can be further developed and enhanced while working on the fundamentals, which are at the core of effective communication.

CAPE and CLEP exams, as an initial screening, are practical because the exams are quick and provide immediate feedback. BYU created the CAPE exams to screen its returning missionaries with varying degrees of language com-

prehension and acquisition. At BYU, CAPE exam scores were followed by a set of remedial courses to improve the students' second language skills and fill the linguistic gaps they had. Thus the purpose of the CAPE exams is to assess global understanding of the target language. Most of our French students, coming from formal language classrooms, seldom make the necessary cut-off scores to go to the next level. They have not been surrounded by the language, so the only information they know is what was learned in a French classroom. The Spanish Heritage learners, on the other hand, attain the highest CAPE scores with limited understanding of structures and of correct usage.

LSC language faculty have found that the most effective placement is best accomplished using the CAPE scores as indicators of comprehension followed by the language faculty's assessment on an individual basis. There are several factors that the faculty placing a student effectively must take into consideration concerning how the language level was attained: in a formal language classroom, in a US second-language community or abroad. These factors are important to LSC and to our students because if we don't take these factors into consideration, language students will often find themselves misplaced, being either unable to perform in a classroom or more proficient than the class placement. The language classroom environment is an essential factor in language acquisition. If some of the students are above level, others are on level, and others are below level, the class environment will not be conducive to collective language learning. Equally important, teaching a multi-level classroom will be a challenge for the professor as well.

LSCS's diversity provides many challenges and opportunities, especially for language faculty and students. There are no quick fix solutions to complex language placement issues, and we cannot implement a program that destroys the tremendous potential that our incoming language students have, particularly our Heritage learners, who need to be on a level where they can succeed.

Bertha Ibarra Parle,
Professor of Modern Languages, LSC-NH



PLACEMENT

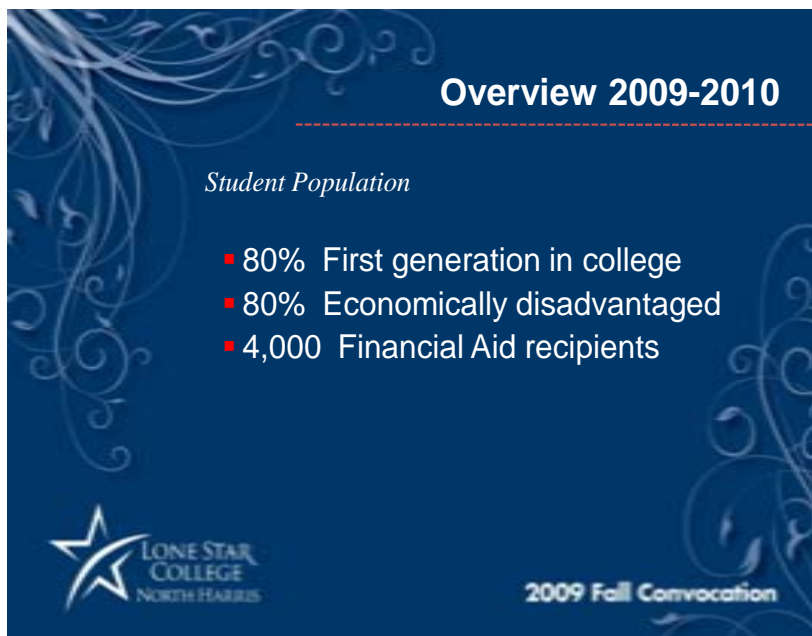
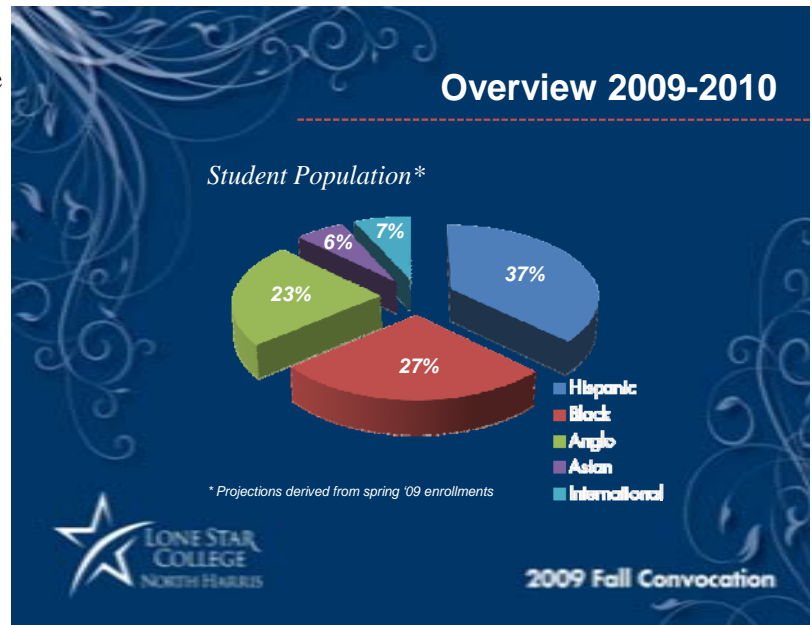
Community colleges differ from four-year universities in a number of ways. I don't mean to imply that either post-secondary institution is better than the other. Most of us at Lone Star College are well aware of them. In fact, a number of us are here because of those differences. The educational characteristics of Lone Star College students is one major difference.

A respected linguist at the University of Houston told me that he admired colleagues who teach at LSCS. He pointed out that UH faculty teach students who meet its admission requirements whereas LHC-NH faculty teach students who choose open-admission requirements; that is, students enter LSCS with a wide range of educational preparation while all UH students have met a predetermined minimum educational standard.

Indeed, LSCS's challenge is to meet each student where she is educationally at entry and prepare her to meet her goals. One of our strengths is meeting students where they are and accompanying them to greater heights. To continue accomplishing this feat demands we determine as accurately as possible the educational entry point for each student.

Recent decisions concerning placement in languages such as French and Spanish make placement for some of our students into the appropriate language course only slightly more precise than blindly firing a shotgun through a closed door. How did we get into this situation? In a sense, it isn't all that surprising. Before, as is too often the case with different focal centers in a large organization, each of LSC System's 5 colleges had developed its own version of placement procedures for languages. While many of the elements were the same, they were nonetheless sufficiently different to cause concern. The current placement procedures are the result of an

effort to once again re-establish uniform placement procedures in languages at the 5 Colleges which comprise the Lone Star College System. They may be uniform, but they don't meet the needs of all our students. Let me add that Lone Star College has been officially designated "an Hispanic serving



institution," so which students do the new placement procedures serve least?

One important reason students enroll in languages is to meet the humanities and multi-cultural core requirements for the Associate of Arts, Science,



and Applied Science degrees. The third and fourth semesters of language study (for example, SPAN 2311 and 2312) meet both the humanities and the multi-cultural core competencies. Students who successfully complete the second semester of a language (SPAN 1412) in the language classroom should be prepared for success in 2311 as the outcomes of 1411 and 1412 prepare students for the next course in the sequence. Students who have prior knowledge of the second or foreign language may take a placement test and may place immediately into the 2311 or 2312 course. Completing the placement course with a C or better entitles the student to receive credits for the courses preceding that placement course. For example, by successfully completing SPAN 2311, a student earns 3 credits for that course and the 8 credits for SPAN 1411 and 1412 or 3 credits for SPAN 2312 and 11 additional credits for the 3 prior classes; that is, a student earns 11 or 14 credits by enrolling in and successfully completing a single 3-credit class.

LSC uses the computer CAPE exam for placement. The CAPE has a multiple choice format and evaluates the student's vocabulary, reading, and grammar knowledge from a recognition perspective. It does not assess the students' conversational and writing abilities, skills necessary for success in the 2311 and 2312 language courses. Previously, students placing into 2311 or 2312 met with a language faculty member for an interview and the opportunity to demonstrate their writing ability to assure placement in the appropriate language class (usually 1412, 2311, or 2312) for success. The new placement process does not include any follow up to the CAPE results other than direct placement into the class based on the CAPE numerical score. Placing students into 2311 and 2312 without such assurances will often result in increased unsuccessful efforts to earn a C or better in the class by those students most in need of individual attention by language faculty.

Students who grew up in Spanish-speaking countries and attended Spanish-medium schools through high school are the best prepared for success in these classes. They may enroll in Spanish

classes at LSCS, wait to enroll in Spanish at a four-year school, or never enroll in Spanish classes. The CLEP option is available, but that option is usually dependent on the university's policy with CLEP scores. L1- English speakers don't need the CAPE, and they should enroll in Span 1411. The students most at risk with the new placement procedures are students who have limited educational experiences in Spanish and/or speak Spanish as a result of growing up with Spanish-speakers but have not formally studied Spanish—often referred to as Heritage learners. Their unique language background has prompted the State of Texas to approve special classes in Spanish for them: SPAN 2313 and 2315. These students usually achieve scores near the top of the CAPE scale but often need special assistance with formal grammar and writing the language. The current CAPE procedures ignore their needs.

I understand the Language Curriculum team is working on placement procedures for this group of students, but in the meantime, these students will place into classes for which they are unprepared. Failing the class may be a minor element of the consequences.

David Dahnke, ESOL Prof., LSC-NHC

Short-Circuiting the Dream: Student Placement Scores, the Culture of Evidence and the Demise of Academic Review

The Achieving the Dream Initiative, with which the Lone Star College System has been involved for several years now, was advertised as a process that would be driven by data to find ideas to improve student success. One of the many task forces that were part of the initiative focused on success in mathematics. Based on data gathered over several years, the task force discovered that students who barely placed into math classes, based on test scores near the low end of placement



ranges we were using, were very unlikely to pass the classes.

The team applied logistical regression analysis to historical data to determine a student's probability of passing a given course with an A, B or C based on his or her test scores. Following a suggestion from our AtD "coaches" (consultants from the Lumina Foundation), the task force decided to set cut off scores at levels that corresponded, as close as possible, to a probability of passing of around 70% - 75%. As a result, they recommended that most placement test scores should be raised.

These recommendations went through the usual review process and were approved for implementation on September 9, 2008. Most students who registered for math classes in Spring, 2009 were placed using the new scores although students who had tested before September 9 were placed based on the older scores. Thus, at this point, we have success data based on one long semester only. But Fall, 2009, will probably be the first semester during which we can be fairly certain that nearly all students were placed based on the new scores.

The increases in cut off scores have, as expected, pushed more students into developmental classes. This has not been all together popular with students. Even more so, this has not been at all popular with officials of the independent school districts in our service area. Everyone can understand that it is an uncomfortable situation if one's students graduate from high school and are not ready for college level classes. But hard to hear facts can lead to useful dialogue.

At the October 28 meeting of the Executive Council, per the minutes of the meeting, "Donetta Goodall said that the AtD coaches had been onsite today and that they had discussed cut off scores. . . . Cut off scores will revert to what they were two years ago." When AtD began several years ago, our "coaches" were very emphatic that new initiatives need to run for three years before one can consider the data conclusive. Apparently, the decision to lower cut off scores could be made based on one

semester's data—imperfect data at that.

More disturbingly this decision was made with no consultation with the task force or with the math curriculum team and did not go through usual review processes. Sadly, this appears to be another example of a top-down mandate from System Office ignoring the expertise and experience of faculty. And it would appear that, this time, the driving force was political expediency instead of a careful analysis of data. So much for the "culture of evidence." So much for Achieving the Dream of improving student success.

John Burghduff, Math Prof., LSC-CFC

GOOD JOB, LSC-NH FACULTY SENATE

Recently, the LSC-North Harris Faculty Senate published a study concerning our System's declining full time/part time faculty ratio and the potential problems it could create. The report was full of history, statistics, and, most importantly, suggestions as to how this ratio can be improved. If you have not read President Dorothy Reade's report, we suggest you contact her for a copy. It's very relevant to the continued fine reputation of LSCS.

Pat Gray, editor



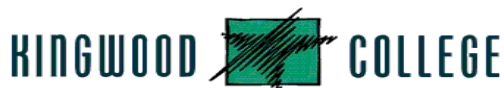


Campus Updates



Last week, we had a standing-room-only campus AFT meeting at which Alan Hall gave a state of the union address. He addressed the AFT's strong, pragmatic response to several recent challenges. It was noted that the AFT grievance with regard to the change of faculty contract language served its purpose, prompting the administration's legal team to put in writing that faculty rights and privileges have not been altered. On another note, because Alan's course release time was unilaterally reduced by the administration, we are actively and successfully organizing second and third tier leaders and volunteers to chip in with all levels of union activities and duties. Among other recent challenges is the restriction of the AFT's use of the college mail system, which *includes* use of employee mailboxes. As a result, invitations to the union's Fall Celebration and the last two issues of *The Advocate* have been hand-delivered "off the clock" by a dedicated (and much appreciated) group of volunteers. If you know of a division or department that is NOT regularly receiving these publications, please send me a message so that I can ensure that the oversight is remedied. Frankly, I find it heartening and inspiring that we have, yet again, come together in the face of inconvenience and adversity. "The state of the union," Alan said, "is strong." From where I stand, it seems to be getting stronger, and whether that growth is precipitated by necessity or an enduring commitment to fairness or both, it is a most welcome development.

Bruce Machart, AFT Faculty VP



Laura Codner and I would like to welcome the many new members that have joined the AFT Lone Star College this semester. You have joined a group of faculty and staff leaders that have been long time members at Kingwood. We both appreciate the thanks we have

received for serving our membership. We will continue to serve our members by advocating for their interests and the interests of LSC – Kingwood. We would also like to give a special thanks to Alan Hall and Kat Kupelian for visiting LSC-KW in October. We were pleased to have so many members attend this meeting on a Friday afternoon!

I know that many of you are working on Angel Certification, the change over *iStar* and initial steps preparing for SACS. With the end of the semester rapidly approaching I hope you can find time to catch your breath and enjoy the upcoming Holiday Season.

Rich Almstedt, AFT Faculty VP



As the saying goes, "Times, they are a changin'." AFT faculty members continue to be concerned about the issues of Angel migration and the required Faculty Web Pages. We appreciate the efforts made by Dr. Lane and Dr. Leidig to address these concerns and for arranging more face to face training. We also appreciate the efforts made by some of the deans to organize additional help. Most of all we appreciate our members helping faculty whether it's through discussions in the hallways or special help sessions being held on campus. It's all about working together.

Julie Alber, AFT Faculty VP
Cheri Barlow, AFT Staff VP



Campus Updates continued



Ahoy Maties,

The winds of change have been a'blowin around the HCS LSC-Tomball during the last few moons. Thar were a gret soundin of the pipes as we watched a changing of the Vice- and Rear Admirals fer the ol ship. Vice-Admiral Hawkins said his farewells as the new Vice-Admiral Carr bespoke her grittens. About the same time the Fleet Admiral sent us a temporary Rear-Admiral Brock from the HCS LSC-North Harris til we git our own. Thet said, things on deck air bout as hunky-dory as usual. Thar be a spat er two bout work schedules fer sum a the Lt. Commanders and Lieutenants thet be a ongoing concern, but it'il ventually git worked out. As to communications, it peers thet er signalmen wer told thet ther signals were not gud enuff ta be sent along with the reg'lar communications anymore per the Fleet Admiral's orders. Don't know whet bee got in his bonnet bout the union flags, but seems round the HCS LSC-Tomball all other signals is allowed ta be sent, but not ourin. O' well, gess we'll jus be stuffin news in bottles and korkin em up and floatin em out to you-uns on the currents. Scuttlebutt has et thet the LSC Vice-Admirals ken let the news be sent out, but it seams ar own Vice-Admiral still be too new ta be settin her own true course bout fetterin ar not fetterin information.

One thing we be bout doin is tryin ta gather the faithful fer a get together before we reach Port Finals. It all depins on wither ar not we ken figger out a time and git a room. Hopefully thet hasn't been fettered. We'll let ya kno more bout thet threw the floatin bottle currents. So fer the squalls have not blown up, but it seems the temp'tur be a bidden up and twount s'pries me none ta see some pop up in the next few months.

Til your next Captains log, keep your socks dry, your holystones a polishin, yer citrus ripe, and the water barrels full.

(HCS – His Chancellor's Ship) (Fleet Admiral – the Chancellor) (Lieutenants and Lt.

Commanders – Asst. & Full Professors)

(Holystone – thet be a scrubbin stone used ta keep the decks clean, but kept one on their knees in a prayin position to use – sometimes called a Bible. Holystones a polishin – keep a workin et what ever you be doin)

Richard Becker, AFT Faculty VP



This has been a semester for “learning the ropes” for me as the new AFT rep for Cy-Fair. It has been a joy to get to know our members better, and I'm looking forward to welcoming more members, too. I am honored to have the opportunity to serve you! This semester we were very pleased to have a very large faculty response to the contract letters AFT designed to clarify contract issues. We are also pleased to welcome a large number of new members to our union family. Anytime anyone wants to talk about the union and what we can do for the college and for you, please give me a call at 290-3915 or drop by my office in HSC 117 R.

John Burghduff, AFT Faculty VP



Happy Holidays! Save some Money!

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Monthly AFT Dues	
Full-time Faculty	\$31.30 (per mo.)
Full-time Professional Staff	\$26.75 (per mo.)
Full-time Support Staff	\$23.15 (per mo.)
Adjunct Faculty & Staff	\$11.25 (per mo.)

Membership Eligibility

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

AFT Local Union # 4518

Strong, Active, Vocal: A Union of Professionals



American Federation of Teachers

Texas AFT

AFL - CIO



Join Today!



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.

Join us today!

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



A Union of Professionals

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

Full-time Faculty \$31.30/mo. or \$373.60/yr.

Full-time Professional Staff \$26.75/mo. or \$320.50/yr.

Full-time Support Staff \$23.15/mo. or \$277.30/yr.

Adjunct Faculty \$11.25/mo. or \$134.50/yr.

Part-time Staff \$11.25/mo. or \$134.50/yr.



A Union of Professionals

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**, NHC, ext. 5545 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
Magali Reyes	North Harris College	CE 102	281-260-3157
Rich Almstedt	Kingwood College	FTC 100-G	281-312-1656
Laura Codner	Kingwood College	SFA 113-D	281-312-1414
Catherine Olson	Tomball College	S 153 - H	281-357-3776
Richard Becker	Tomball College	E 271-D	281-401-1835
Julie Alber	Montgomery College	E 205- E	936-273-7241
Cheri Barlow	Montgomery College	C 100-C	936-273-7370
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
Deidre Darnell	Greenspoint Center	109-A	281-260-3506

Membership Has It 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 say that 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