



# EMPLOYEE FEDERATION

of

North Harris Montgomery  
Community College District

2700 W. W. Thorne • Suite A-217 • Houston, Texas 77073



## ADVOCATE

MARCH-APRIL-MAY

1997

### APOLOGIA OR "RIPENESS IS ALL"

We admit it! This tri-monthly edition of the Advocate is frighteningly fat, palpably portly, even off-puttingly obese. Here's what happened. In March, no one was talking, but by mid-April, everyone had a lot to say. So, this edition of the Advocate is (like a late harvest) plump, juicy, and ripe for the reading. Enjoy!

The Editor



### AN INDELICATE BALANCE

I recently submitted an Open Records request to Human Resources asking for records on employee positions from the Fall 1991 and figures for current and approved, but not yet filled, positions. I asked for faculty, staff, and administrative positions broken down by location. For administrators, I asked for a list of specific positions broken down by title for Fall 1991 and Spring 1997 with any positions new since Fall 1991 indicated. There are also instances where administrators have been given new titles ("promotions"), but no new positions were created, and I asked that they be indicated. I also requested to see the number of students served for Fall 1991, Spring 1992, Fall 1996, and Spring 1997 broken down by location. Following this article, you will find a copy of the information the union requested.

The union recommends a review of the data. Several items are worth particular note. Our administrative positions district wide increased from 57 in 1991/1992 to 100 for 1996/1997, an increase of 59%. Professional/Support Staff increased from 279 to 434, an increase of 54%, perhaps tied, in part, to providing support for new administrators. In this same period, full time faculty increased from 261 to 353, an increase of 28%. Students served for Fall 1992 totaled 19,912, while in Fall 1996 they numbered 21,670, an increase of only 9%.

On the face of it, something appears awry. A 59% increase in administration against a 9% increase in students served raises a flag. How might we account for such a broad gap? One explanation is that the district may not have had optimum support for the services we were attempting to offer in 1991/1992. For instance, a large campus without a director of financial aid makes no sense. Another explanation is that the district now operates Montgomery College and outreach centers, including Carver and Parkway, which require administrative support. The district also offers new programs which require administrative support. Still, it is questionable that a 59% administrative increase against a 9% increase

*"Education for Democracy — Democracy for Education"*

in students served is justifiable. Moreover, several faculty members have received release time to perform quasi-administrative functions. Add in their work and the administrative side of the house has grown beyond a 59% increase. In addition, some new administrative positions make one ponder---for instance, two new vice-presidents at Kingwood for 1996/1997 with 3,499 students served bears scrutiny. Two new vice-presidents bring Kingwood to a total of four. By comparison, North Harris operates with three vice-presidents serving three times the number of students.

The union wants to avoid a sweeping condemnation of the 59% increase in administration in just six years. As new administrative positions are created, consideration should be given to consolidating responsibilities, and each new positions should be judged by whether or not it is essential. With those guidelines in place, we would not quarrel with new administrative positions. However, I am not convinced that the district's powers have been ever mindful of those guidelines. On a final note, it is instructive to review Section D of the report, "New/Vacant Positions in Fiscal Year 1996/1997." There one finds 18 faculty or professional staff positions vacant versus only four administrative positions. This data perhaps reflects a pattern of the district' attentiveness to administrative slots while allowing crying needs for more full time faculty to languish.

**Alan Hall**  
**President**

**Listed below are various statistics**

**A. Operating Budget**

1991 / 92	\$33,317,037	1994 / 95	\$46,730,000
1992 / 93	\$40,180,488	1995 / 96	\$55,185,000
1993 / 94	\$44,751,716	1996 / 97	\$56,868,412

**B. Employee Counts**

1991/92*	Administrative	Faculty	Prof/Support	Adj. Faculty
District	14			
Kingwood	12			
North Harris	23			
Tomball	<u>8</u>			
<i>Sub-total</i>	57	261	279	699
<i>Total (excluding adjunct faculty)</i>		<u>597</u>		
1992/93*	Administrative	Faculty	Prof/Support	Adj. Faculty
District	15			
Kingwood	13			
North Harris	25			
Tomball	<u>10</u>			
<i>Sub-total</i>	63	275	321	625
<i>Total (excluding adjunct faculty)</i>		<u>659</u>		

<b>1993 / 94</b>	<b>Administrative</b>	<b>Faculty</b>	<b>Prof/Support</b>	<b>Adj. Faculty*</b>
District	18	0	73	
Kingwood	14	60	48	
North Harris	29	189	134	
Tomball	13	55	46	
Montgomery	<u>4</u>	<u>0</u>	<u>0</u>	
<i>Sub-total</i>	78	304	301	696
<i>Total (excluding adjunct faculty)</i>		683		

<b>1994 / 95</b>	<b>Administrative</b>	<b>Faculty</b>	<b>Prof/Support</b>	<b>Adj. Faculty*</b>
District	21	0	83	
Kingwood	14	57	58	
North Harris	23	211	140	
Tomball	13	57	50	
Montgomery	<u>5</u>	<u>0</u>	<u>0</u>	
<i>Sub-total</i>	76	325	331	644
<i>Total (excluding adjunct faculty)</i>		<u>732</u>		

<b>1995 / 96</b>	<b>Administrative</b>	<b>Faculty</b>	<b>Prof/Support</b>	<b>Adj. Faculty*</b>
District	19	0	85	
Kingwood	14	61	54	
North Harris	24	193	142	
Tomball	12	61	54	
Montgomery	<u>17</u>	<u>44</u>	<u>12</u>	
<i>Sub-total</i>	86	359	347	834
<i>Total (excluding adjunct faculty)</i>		<u>792</u>		

<b>1996 / 97</b>	<b>Administrative</b>	<b>Faculty</b>	<b>Prof/Support</b>	<b>Adj. Faculty*</b>
District	21	0	102	
Kingwood	17	58	63	
North Harris	28	191	209	
Tomball	13	60	60	
Montgomery	<u>21</u>	<u>44</u>	<u>60</u>	
<i>Sub-total</i>	100	353	494	827
<i>Total (excluding adjunct faculty)</i>		<u>939</u>		

\* Do not have data broken out.

**C. Students Served**

**According to the report to the Board on 11/19/92 - students served for Fall 1992**

North Harris College	12,189
Kingwood College	3,428
Tomball College	3,810
Montgomery College	485

**According to the report to the Board on 3/25/93 - students served for Spring 1993**

North Harris College	11,389
Kingwood College	3,225
Tomball College	3,587
Montgomery College	895

*(The reports lists Aldine Center separately with 33 students served.)*

**According to the report to the Board on 11/21/96 - students served for Fall 1996**

North Harris College	9,868
Kingwood College	3,741
Tomball College	4,024
Montgomery College	4,037

**According to the report to the Board on 3/20/97 - students served for Spring 1997**

North Harris College	9,699
Kingwood College	3,499
Tomball College	3,831
Montgomery College	3,810

**Specific Positions (Administrative) - 1992**

Chancellor  
Director of College Relations

Vice Chancellor for Administrative Services  
Director of Computer Services  
Vice Chancellor for Educational Affairs  
Personnel Director  
Director of Plant Operations/Construction  
Assistant Dean  
Director for Food Service  
Division Head, Developmental Studies  
Division Head, Business Technology

Division Head, Comm., Lang., Human  
Director of Learning Resource Center  
Division Head, Mathematics & Engineering  
Division Head, Health Occupations  
Division Head, Management & Business  
Division Head, Social Sciences  
Division Head, Applied Technology  
Director of Business Services

Dean, C.E. and Community Services  
Director of Student Services

Executive Director, Research & Planning  
Executive Director, Finance and Administration  
Director of Academic Services  
Curriculum Coordinator  
Executive Director, Resource Development  
Treasurer  
Division Head, Academic/Development  
Director of Student Service/Register  
Director of Counseling  
Financial Aid Coordinator  
Associate Dean, C. E. & Community Services  
Dean, Student Services  
Division Head, Fine Arts  
Dean of Instruction  
Assistant Dean of Instruction  
GED/ESL Coordinator  
Director of Career Placement  
Division Head, Behavioral Sciences  
Division Head, Natural Sciences & Health & P.E.  
President

**Administrative Position Titles - 1996/97**

Chancellor

\*\*Vice Chancellor for Dist. Services & CFO  
\*\*Assoc. Vice Chancellor for Info. Tech  
\*District Director of Pubic Information

\*Center Project Developer

\*President & CEO of NHMCCD Foundation

\*Director of Resource Development/Grants Admin.  
\*\*Assoc. Vice Chancellor for H.R.  
\*Director of Business Affairs  
\*\*Assoc. Vice Chancellor for Research & Planning  
\*Associate Vice Chancellor for Comm. & Econ.Devel.  
\*\*Associate Vice Chancellor for Curriculum Services

\*General Counsel

\*Director of Program Development

\*\*Vice Chancellor for Education & Stu. Dev.

\* Vice Chancellor for External Affairs

Director for Plant Operations

Director of Learning Resource Center (3)

\*Director of College Relations (3)

Assoc. Dean, Health & Applied Tech.

Associate Dean, Technology

Vice President for Admin. Services (4)

Director of Finan. Aid & Stud. Employment (3)

Executive Director, Deerbrook Center

Assoc. Dean, Fine Arts, Humanities & Math

\*Director of Admissions

\*Executive Director, Carver Center

Assistant Dean of Instruction

Associate Dean, Natural Sciences

\*Executive Director, Parkway Center

\*Director of Career Placement

Associate Dean, Mathematics/Engineering

\*Executive Director for External Affairs

Associate Dean, Business

Dean of Instructional Resources

Assoc. Dean, Bus., Applied & Social Sciences

\*Associate Dean, Humanities

Dean of Community Education

\*Health Occupations Coordinator

\*\*Assistant to the President

\*\*Dean of Student Development

\*\*Vice President of Support & Service

\*\*Dean of Planning & Technology

\*\*Director of Library & Learning Resources

\*\*Asst. Dean of Mathematics, Comm. & Arts

\*\*Dean of Educational Programs

*\* New / Vacant Positions*

*\*\* Upgraded / Retitled Positions*

Director of Instit. Reporting & Records Management

\*Director of Small Business Development

College Coordinator of Technical Services

\*District Director of Financial Aid

President (4)

Dean of Educational Resources

Director of Counseling

Dean of Student Development

\*Director of Nursing Programs

\*Associate Dean, Liberal Arts & Physical Education

\*Dean of Community Education

\*Vice President for Educational Prog. & Resources (3)

\*Director of Technology Support

Associate Dean of Applied Technology

Associate Dean, Counseling

\*Director of Instructional Programs, Parkway Center

\*Vice Pres. for Student & Organizational Dev.

Associate Dean, Fine Arts

\*Director of Business & Auxiliary Services

Director of Facility Operations

Assoc. Dean, Health Occupations & Health & P.E.

Assoc. Dean, Comm., Lang., Human. & Dev. Stud.

\*Vice Pres. for Student & Organizational Dev.

\*Associate Dean, Business & Physical Education

\*Dean of Educational Resources

\*\*Assist. Dean for Stud. Dev., Div of Bus, Comp. Tech

\*\*Assistant Dean of Student Development

\*Associate Dean, Social Sciences & Public Service

\*\*Director of Facilities & Environmental Manager

\*\*Assoc. Dean of Sciences, Health Tech & P.E.

\*\*Assist. Dean of Sciences, Health Tech & P.E.

\*\*Assoc. Dean-Math, Comm, Fine & Perf Arts & Ed

\*\*Assoc. Dean-Bus., Comp. Tech., & Foreign Lang.

\*\*Assist. Dean of Social Sciences & Public Service

D. New / Vacant Positions in Fiscal Year 1996/97  
(Administration, Faculty, Professional)

**District Office:**

**NEW**

District Director - Distance Education  
Training Manager - Distance Education

Programmer/Analyst (vacant)  
Human Resource Analyst  
Purchasing Agent (vacant)  
Accountant - Student (vacant)

**VACANT**

Accountant  
Compensation &  
Benefits Mgr.

**North Harris:**

**NEW**

Intramural Supervisor  
Director - Art Gallery

Director of Instruction

**VACANT**

Faculty - Biology  
Faculty - Foreign  
Language  
Faculty - ESL  
Faculty -  
Chemistry  
Faculty - OFAD  
Faculty - Nursing  
Faculty - EMT  
Dean of  
Instruction  
Assessment  
Center Director  
LAN/WAN  
Administrator

**Kingwood:**

**NEW**

V.P. - Community/Corporate Education

V.P. - Student Development

**VACANT**

Dean - Student  
Services

**Tomball:**

**NEW**

**VACANT**

Faculty -  
Accounting  
Faculty - Math  
Faculty - CSCI  
Coordinator -  
Outreach

**Montgomery:**

**NEW**

System Specialist

**VACANT**

Faculty - Physical  
Education  
Faculty - Spanish  
Faculty - Speech  
Supervisor -  
Learning Lab  
Librarian

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# In Memoriam

## Albert Shanker

We never counted Albert Shanker out of any fight, but on February 22, 1997, the national president of the American Federation of Teachers succumbed to a three year battle with cancer. His was a colorful career which began in 1952 as an elementary math teacher for \$38 a week and ended as the single-most powerful voice in American education. The New York Times called him "a respected thinker on educational issues" recognized by educational leaders as one of the "brash, most persuasive and most respected voices in American education."

Shanker devoted his career to educational reform and professional rights of teachers. In 1964, Al was elected president of the United Federation of Teacher, which represents employees in New York City public schools. He quickly became a major player in controversies plaguing NYC schools, including leading a strike in 1968 and getting jailed twice. Sandra Feldman, current United Federation of Teachers president, said, ". . . he helped create for NYC's teachers professional training opportunities and benefits that they had never had." She added, "He could be passionate about his beliefs . . . yet at the same time he had the rare ability to rethink issues and come up with fresh approaches as times changed."

Shanker was elected president of the national union, the AFT, in 1974, moved to Washington, and turned his attention to national educational issues as well as larger issues. An AFT publication notes, "Shanker also saw the ties that bind unions to great human struggles, particularly the civil rights movement and the global fight for democracy. As leader of the AFT and the national union, he . . . mobilize[d] the union to fight segregation, exploitation of migrant workers, apartheid and attacks on voting rights. Unions in Poland, South Africa, Chile, and other nations often looked to the AFT and Shanker, who headed the AFL-CIO's International Affairs Committee, as they struggled for democracy and human rights." Most recently he championed "higher and more uniform national standards for both students and teachers." Diane Ravich, a former Assistant Secretary of Education, characterized him as "a voice of common sense. 'This field is consumed with trends and fads and people get carried away with the newest thing, and he never gets carried away.'"

Union leaders are sometimes mistakenly viewed as enemies of the establishment; leaders of teacher unions in particular are too often seen as enemies of students and education in general. Shanker helped dispel those views, recognizing that negotiation and cooperation are keys to progress: "You don't get much done through conflict." He put his money where his mouth was. In 1975, he was willing to "put \$150 million of his union's pension funds at risk to save [New York City] from defaulting on its debts." He used the union funds to bail the city out of bankruptcy by buying city bonds. Those of us who might describe ourselves as members of the loyal opposition to the establishment often take our lead from Shanker's example, one capable of taking firm stands modified by common sense.

In the late 1980's, Shanker came to Houston to speak at the Houston Federation of Teachers' luncheon. I needed to talk with him about some higher education issues here in Texas, so Gayle Fallon, president of the HFT, kindly arranged for me to take Al to the airport following the event, insuring a lengthy one-on-one conversation. It was akin to having God in my car. Al was thoughtful and attentive, and the trip was highly productive. The demands on the time of this national leader were heavy, so this was a rare opportunity.

It is impossible to describe fully the legacy Al Shanker has left. He left the nation focused on rigorous educational standards; he left teachers with increased professional status and rights. This principled and passionate man left the state of education better than he found it. We all owe a lot to Al.

(Background sources: The New York Times, February 23, 1997; The Houston Chronicle, February 24, 1997; Action, an AFT newsletter, March 14, 1997)

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### **Sarah Locander**

The union faced sad news locally with the death of Sarah Locander, wife of Dr. Robert Locander, Professor of Government at NHC. Bob is a charter member of our union and a longtime member of the executive committee. Union membership often makes demands on our time, and union leadership always makes heavy demands. The support of significant others in our lives is invaluable in this work. Sarah believed strongly in the union's efforts here at the college and was always supportive. She was bright and funny, a fine conversationalist, and always a delightful person with whom to work. Perhaps her greatest assets were her strength and courage. In 1991, she nearly died from Gullain-Barre's disease, but she fought valiantly and recovered, only to be stricken six years later by a different viral infection which attacked her heart. After a three week battle, she died on Tuesday, March 4. Sarah touched many of us with her courage and sheer will. In her honor, the union will make a contribution to the Gullain-Barre Syndrome Foundation International, of which Sarah was the Houston Chapter Liason. If you would like to participate in this contribution, please contact Dr. Allen Vogt at NHC.

**Alan Hall**  
**President**

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## **SOME ETHICAL CONCERNS ABOUT DISTANCE LEARNING PROGRAMS**

### **Does Anyone Care About "Education"?**

I have been at North Harris College for seventeen years, and over this period of time I have noticed changes in the administration, in faculty, students and curriculum. Change is sometimes beneficial, but sometimes suggestions for changes need to be challenged.

In the past year, we have seen a dramatic increase in classes being offered as "Independent Study," or "Telecourse," or "by Computer Modem." I have taught a General Psychology course as an Independent Study course, and I can see where a small minority of students can benefit from such offerings. The students who benefit are highly motivated, independent students who have excellent student and critical thinking skills. Not all students who take these kinds of courses benefit. However, a message I continue to hear from Administration is that what is important is "numbers." Students may find Independent Study or Telecourses attractive, because on the surface they appear to involve less effort and less work. This is unfortunately a mistaken idea, and the grades in my classes seem to reflect that misunderstanding; they are either A's, D's, or F's. Rarely are students' final grades in the middle range.

Furthermore, documentation shows that the drop rate in Independent Study and Telecourses is higher than 50%, and I have experienced a high drop rate in my own Independent Study classes. Just last semester, eight of the twenty students who enrolled in General Psychology: Independent Study completed the course. From an instructor's point of view, I find this troubling. On the other hand, from the administrative point of view, this could be a boon. Students who take these courses often take them two or three times, while many may return to the more traditional classroom. So, students may pay double or triple tuition to take one class. Is this ethical? Under current conditions students may receive no advice as to the efficacy of taking classes independently.

Are these modes of delivery (distance learning courses) effective? If so, effective for whom? What is the overall educational philosophy that drives the decisions to offer courses in an independent format? Do we have any data to show that this is a successful way to educate students? I hear that we have done these studies at NHMCCD. If so, "show me the data!" (Sorry, I couldn't resist.) I think businesses want students with critical thinking skills, problem solving abilities, and the ability to work as part of a team. Do independent study courses help to develop and refine these skills?

Having taught for over twenty years, I have come to realize that the learning process involves more than delivering information and assessing retention. The majority of the learning process comes from the interpersonal interactions that occur between students and instructors, and students and students. The classroom offers opportunities to develop ideas, challenge the students' thinking process, provide

immediate feedback regarding the validity of ideas and beliefs, and apply material to current events and issues. Can we really do this effectively within the "independent" format?

Recently, in our department, an "administrative" decision was made to offer a Psychology class as an Independent Study class. The department was not consulted about this decision. Previously we, as a department, had discussed this issue and decided that this course would not be effective in the "independent" format. Our associate dean was not consulted nor informed of this decision. By the time I heard of this decision, it was already on the books.

It has also been reported to me that an administrator who is highly involved in distance learning has an ultimate goal of videotaping each instructor, and placing the videos in the library so that students can simply check them out and watch them at their leisure. Is this "education"? Has education become such an impersonal process that we can take the human interaction out of the process and still be effective? The root of the word education means to draw forth or bring out. Can a simple textbook or the written word accomplish this goal?

I'm disturbed by these trends. While the McDonald's concept may be acceptable in the fast food business, I don't believe "fast education" is a workable concept. Are there others with these concerns?

More importantly, how can the faculty become involved in curriculum decisions when the faculty is not asked to participate? We know our fields. Knowledge and awareness of delivery techniques is also our concern. I assume this is why we were hired.

When it comes to educational decisions, money should not be the bottom line.

**Don Stanley**  
**Faculty Member**  
**North Harris College**

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**Congratulations to union member, Jim Nixon on being The District Star of the Month.**

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## **IMAGINE**

Imagine you have just finished your dissertation. You get your first full-time teaching job ever at a brand-new state of the art college. Your classes are going well. Your student evaluations are going well. You love your job. Yes, there was the fact that almost all faculty were new probationary employees at risk for being non-renewed for no stated reason, but the folks here are reasonable. Yes, the administration at this college, in particular, seems to have a rather corporate mentality when it comes to college affairs, but, that's ok. You are a good teacher. Your students like you.

You show up for work. You do your job. That's all corporations really care about, isn't it, whether you do your job?

Then the innuendoes begin. Maybe it's you, and maybe you're just being over-sensitive, but it seems that your supervisor takes a very different approach with handling female faculty and staff than with males. You ignore it. You hope it will go away. You decide you can live with this.

Then something happens. You are now very upset. Although the incident took place in the privacy of your supervisor's office, where there were no witnesses (as is usually the case), you feel strongly enough to file a complaint. You understand that just keeping quiet and putting up with it would be the "smart" thing to do, and filing a complaint over an incident to which there were no witnesses or third party accounts while on probation is a potentially dangerous thing to do.

Nonetheless, you do the right thing. Suddenly, everything changes. This same supervisor against whom you have filed a complaint begins evaluating your work in a very negative fashion. Upper administration doesn't back you up either. The complaint is found to be inconclusive. They didn't say you made it up. They didn't say it didn't happen. They just said there isn't enough objective evidence to confirm or deny the incident.

Well, you knew that. You were hoping that, at the least, someone would put an arm around your super and counsel them that person to be a little more sensitive or a little more careful about handling these things. Instead, nothing happens. To be safe, you insist on third parties accompanying you to any and all meetings in which your supervisor is involved. This becomes a sore point with both your supervisor and top administration. They don't seem to understand why this is necessary. You understand only too well why it is necessary.

And just when you think it can't get any worse, you're terminated. Or, rather, in the legal vernacular, you have been non-renewed. Your supervisor's negative evaluations and your insisting on third parties accompanying you to meetings have now become the basis for the decision to "non-renew" you.

Again, you do the right thing. You fight the "non-renewal". You go to a board meeting to have your case heard, your case is heard, and then the board unanimously votes to uphold the non-renewal without discussion. Two of the women on the board are the ones who make the motion and second the motion.

And now it finally hits you: You thought you were working for a human institution, an institution centered around people. But this is not the case. You are working for a machine. Rather than the corporate paradigm, the administration, you find, operates instead on a mechanistic paradigm. A mechanist, by definition, is a person who believes in or employs in his/her work or thinking the philosophical doctrine of mechanism. The mechanistic paradigm is one in which machines are seen as superior to people, and people are, in fact, to emulate machines, in style and function.

You have not been behaving like a machine. You have behaved like a human. That's not allowed anymore. You thought you were working for a college. Instead, you have been working for a diploma mill. You see, the goal of a college is to shape and enhance and improve the working minds of everyone involved. A diploma mill's goal is to hand out as many college credits to as many customers as possible within a finite period of time. You weren't teaching in a college classroom, you were a cog in the assembly line. And when your actions threatened to upset the efficient operation of that assembly line, you were replaced faster than a bad water pump on a '64 Chevy.

Never mind written board policy that the district and its member colleges will seek to serve the best interests of the students. Never mind the fact that state law requires open meetings, and yet, as stated in a local paper, district representatives are quoted as having said, "the board made their decision on another occasion." Laws and student interests can get in the way of the smooth operations of the machine.

And so do faculty. Much too often, as far as the machine is concerned. So, in conclusion, the lesson to be learned from this incident is feed the machine. Worship the machine. Be the machine. If the machine wants to hand out college diplomas to high school students who have simply paid the tuition for it, so be it. If academic standards must be lowered in order to keep diploma production numbers up, so be it. If we must trick people into attending classes who lack the skills necessary to succeed and do well, so be it. We are not a college anymore. We are a machine. If we can teach the same number of students and minimize the number of faculty required to do it, through embedded credit, distance learning, the machine is more efficient, and the machine is happy.

Imagine that there is a way to stop the machine. Imagine that it's still possible to stop the machine, and make this place a human institution once again. There is a way. Join the union and fight the machine. It's not too late. I used to believe, naively, that it was still possible to reform the machine from within. I don't think so anymore. The machine must be attacked from a more independent position. Through zealous and stringent advocacy measures, we can stop the machine.

**Tim Howard**  
**Faculty member**  
**North Harris College**

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**"I was satisfied with the money. . .didn't care about the benefits. .  
.loved being ignored by the system. . ."**

**In Response to "Less Is Expected"**

I have read with great interest the Advocate articles regarding the "plight" of the adjuncts. Before coming to teach full time in 1988, I was on the adjunct faculty of two other community colleges in Texas. I taught for one of the colleges for five years and for the other one for four years. The issues that are being brought up in your articles were never issues for me at any time during those years. While I love teaching full time, and have a deep commitment to my students, my program, and the college, there are many days when I yearn for the freedom and the simplicity of teaching as an adjunct. At these two particular colleges, there was simply no hassle for the adjunct. My textbooks and checks came in the mail. I mailed my gradesheets. Since I taught at several different extension sites such as public school cafeterias, prison units, etc. I only had to go on campus at the first college I taught for. At the beginning of each semester, I would get a phone call from a supervisor I had met once or twice. It was beautiful. No political quagmires, no committees, no endless meetings, no interference, no demoralizing bureaucratic processes. I was happy, the students were learning, the college was happy. These times were among my most creative ones. Particularly by "expecting less of me" the students and the college got more.

The only negative about the whole situation was that I didn't have access to office services, and so had to do those tasks on my own. I was satisfied with the money. I didn't care about the benefits. I loved being ignored by the system because that allowed me to do the work that I cared about. I didn't equate being ignored with being undervalued. On the contrary, I felt that the college was placing a great deal of value and trust in me as a professional.

I know that there are unhappy adjuncts. There are no unhappy adjuncts in my program. I would like to poll all adjuncts at the colleges to determine how many unhappy adjuncts are represented by the dissatisfied ones. That would be valuable information to have. You may find that most find value in the relative freedom that they have. There are absolutely things that are worth more than money and insurance

**Stephen Haberman**  
**Faculty member**  
**Tomball College**

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**WELCOME**

The AFT welcomes Mark Dial to our Executive Committee. Mark was recently appointed AFT Staff Vice-President at the District Office.

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## **CONGRATULATIONS**

The AFT would like to take this opportunity to recognize those employees who are being honored with excellence awards this year. Congratulations to all.

### **Faculty excellence award winners**

Kim Ackerman	Debra Harper
Debbie Adams	David Jenson
*Cher Brock	Vivian Colias Jones
William Clark	Craig Livingston
Judy Dickson	John Mayer
Bob Flynn	*Bertha Parle
Megan Franks	Rebecca Tate

### **Staff excellence award winners**

*Joan Bailey	Susan Johnston
Diana Bancroft	Carol Lucas
Debbi Bell	Joyce McQueen
Maria Castro	Dolly Rasco
Pat Ellis	Connie Rogers
Sylvia Ellis	Josie Self
Deirdre Hayes-Cootz	Scott Souba
Deborah Isreal	Barbara Thomas
Leo Jackson	

\*AFT members

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## **CALL FOR ARTICLES**

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