



THE ADVOCATE

November 2004

**Education
for Democracy —**

**Democracy
for Education**



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Payroll Snafu

On September 30, 2004, NHMCCD failed to make a portion or all of payroll for 58 employees at Kingwood College. Of that number, 45 failed to receive overload pay on their September 30th checks. Some employees didn't receive supplemental pay in the form of stipends for additional work. Worst of all, a few adjuncts didn't receive their first paycheck for the semester on time. For many of the district's adjuncts, their part-time salaries are their primary source of income. They didn't miss a supplement—they missed their check.

How could such an event occur? According to an email from the office of Vice President of Instruction at Kingwood, that "office did not get the [payroll] information to the Business Office in time to be processed to appear on the September 30 check. . . . The error will not be made again as it is now clear that both extra duty stipends and teaching overloads have the same deadline and manual input requirements, albeit a different documentation process. (Extra duty stipends require a PAR whereas teaching overloads require a memorandum of assignment.)" Actually, the union has been told that the parenthetical comment still is inaccurate. Stipends (chair pay, coordinator pay, etc.) require a PAR. Teaching overloads require an form titled Extra Duty Assignment. Only adjunct pay requires a Memorandum of Assignment. Three separate forms are required.

The union contacted Laura Yates, Administrative Assistant to the Vice President of Administrative Services at Kingwood, to find out if a new procedure had been recently implemented. While this apparently isn't the first time information from the vice president's office has been late by a week or better, Laura indicated that the district did change the payroll system in March of 2004

—seven months ago—and campuses had some difficulty adjusting. Some confusion was over required reporting documentation for overloads and supplemental stipends. The adjuncts' not being paid resulted from Colleague not recognizing them as being in the system. By the time the confusion on the reporting on the Kingwood payroll had been resolved, it was a week after DSTC's deadline and a day after DSTC had processed payroll.

The affected employees were told in the Kingwood vice president's email that a separate check would be issued on October 6th, a week late, to cover the September 30th omissions. Now it gets more interesting. DSTC ran the manual checks but did so with benefits deducted. These new checks were held up because the district can't deduct benefits more than once in the same pay period. DSTC ran the checks a second time, and benefits again were deducted—another hold. DSTC claimed Kingwood should have "turned off the flag" for the benefits deductions in its payroll submission. However, for at least four years, that process appears to have been performed by someone at DSTC, not someone at Kingwood.

Late Wednesday, October 6th, the affected employees were notified that the checks wouldn't be ready until October 7th. To try to reduce any further hardship on employees, Laura Yates offered to drive to DSTC, pick up the checks, and bring them to Kingwood on October 7th. However, DSTC, apparently concerned about privacy issues, wouldn't allow Laura to pick up the checks. Let's remember that Laura works on payroll at Kingwood and the checks were in sealed envelopes. Her supervisor called the payroll manager at DSTC, but the manager still wouldn't approve pick up.



Payroll Snafu (cont'd)

The affected employees at Kingwood were then given two options: “1) drive to District and pick up your check from the Payroll dept. after 10:00 a.m. on Thursday, Oct. 7th, or 2) all checks not picked up tomorrow will be mailed to your home address listed in Colleague tomorrow afternoon.” Finally, higher level administrators got involved, and DSTC ultimately agreed to allow an employee in the Kingwood vice president’s office, someone not directly related to payroll, to pick up the checks. Why was this situation so difficult to resolve? It seems highly insensitive treatment of employees who had already been shorted in the payroll process.

Ironically, when the checks arrived, some employees’ checks were still

missing, and some checks were actually made out for zero dollars—benefit deductions striking again. It took DSTC until October 25th to straighten out this mess.

The DSTC must remedy these problems—the reporting process, the Colleague glitches, the cooperation among employees—now. The AFT salutes Laura Yates’ efficient, commonsense efforts to minimize the difficulties resulting from this snafu. One wonders why others couldn’t recognize the logical course of action.

Clearly, the amount of money we’re talking about isn’t hugely significant for the full-time employees—a portion of a stipend or supplemental pay. For them, the issue is mostly principle.

They performed a service; they were due to be paid for the service. The district has an obligation to make payroll—all of it. The adjuncts are another story. The AFT has featured their plight many times in *The Advocate*. A number of them live on the edge. If the negligence of the college caused real damage, for example bank fees for bounced check or property repossessed, the district may be liable to them. Many of these adjuncts cobble together a meager livelihood by teaching part-time at two or three colleges. They work out of the trunks of their cars—they’ve been dubbed “Roads Scholars.” They live on their adjunct salaries. To not make payroll for them is unconscionable.

Alan Hall



Payroll Snafu Sidebar

Kingwood’s efforts to remedy the problems referenced in the previous article appear to have caused some friction. Historically, manual supplemental runs have been used to make whole any salary missed in regular payroll, the method Kingwood used in that case. Conversations have begun at DSTC proposing a change in the scope of supplemental runs. The recommendation is that supplemental runs only be implemented if an employee received no pay at all in a pay period. For instance, if a faculty member were due a partial payment on an overload or a staff member were due a partial payment on a supplemental stipend, and the district failed to make the payment, the employee would have to wait for the next pay period to get the money. While we aren’t talking about a lot of money, there is a principle involved. Overloads and stipends are typically accompanied by a letter of agreement outlining the work to be performed, the salary for the work, and the pay dates. It’s an agreement. When the employee lives up to the agreement, the district should as well. So far, this idea is only being kicked around as an informal proposal. It hasn’t been submitted to EC. If it is, let’s hope reasonable thinking and fairness prevail.

Alan Hall

Student Loan Consolidation

AFT members can take advantage of the lowest interest rates on student loans in history and cut their monthly student loan payments up to 54 percent. Learn more about the program today by calling an AFT-dedicated loan counselor at **800/936-4976** or visiting **www.aft.org/aftplus/consolidation**.


11/04

USE THIS AD IN NOVEMBER



Adjunct Salaries

While most full-time employees are celebrating the 5% raise we received this year, we must be mindful of part-time employees. Adjunct salaries were last increased in 02/03. Adjuncts no doubt feel the strain of increasing fuel, education, and health costs as much as, and probably more than, full-timers. Compounding the problem is the pay schedule. Adjuncts began teaching August 23 this semester, but their first scheduled pay date was September 30th. One adjunct wrote to the AFT, "Having to wait for compensation, while engaged in teaching classes, has caused myself and my colleagues incredible distress." The adjunct adds, "... I must confess that I find this practice catastrophic on a personal level."

Faculty Senate presidents have looked into this issue and asked if the first pay date could be moved up. Cindy Gilliam, Chief Financial Officer for the district, responded that DSTC has no problem making an earlier payroll date, but it would be difficult from the campus side of the process. That difficulty is laid out by Tammy Cortes, former payroll supervisor at DSTC. She is

describing a scenario for spring, but the delay in the first pay date is the same as the fall, about five weeks:

Just some process info, so that you will have that information[:] The 1/31 payroll process usually starts for my office around 1/21 - 1/23 depending on the calendar. This means that the campuses would have to set their cut-off dates around the 16th-18th to give them time to make sure the info is in the system. The data is entered at the Department level, usually not finished until during the first week of classes, as in a lot of cases the departments don't have all their positions filled until classes begin[.] Once the information is entered, it is sent to the campus payroll specialist to be posted and then returned to the departments to verify that all Adjunct Faculty that should be paid are included[:] then it is returned to the campus payroll specialist for final processing and any adjustments/corrections. The campus payroll specialist[s] work

under tight deadlines as is[,] and I'm not sure it would even be possible for them to get the information in the system for the 1/31 payroll without either paying people who should not get paid or not paying people [who] should get paid.

It does sound tight, doesn't it? However, there surely must be some way for the district to manage. For instance, there are some adjuncts who are assigned classes, and the classes have made, before the semester begins. They could be included in the reports that full-time employees are in and get paid on September 15, two weeks rather than five weeks after they've begun to teach. For those adjuncts hired the first week of the semester, perhaps a separate payroll run could be made for them to prevent their having to wait five weeks to get paid. It would take some time and effort, but it seems the right thing to do for our adjuncts on whom the district relies.

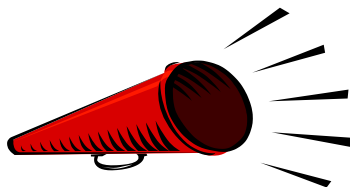
Alan Hall

Call To All Staff

The spotlight is on us, the Support Staff. We need to step up and show our solidarity to this great union at NHC. The union has a commitment to both faculty and staff and shows itself as a vigorous champion in a cause. We believe all employees should have a voice in their professional lives. For over twenty years, the union has remained steadfast in fighting for the welfare of employees of the district. The AFT has received an award for the past two years for the highest percentage growth in Texas. Membership is valuable. The union will take on "high" profile conflicts and "low" profile conflicts with equal vigor.

We know that things are not always right or fair, but we also know that we should have a voice in what affects our

professional lives and our work environment. So often it's a personality concern or lack of communication. Sometimes we just need someone to talk to and even vent our anger, knowing that this is as far as it will go



unless we request otherwise. Probably our greatest desire would be to have fair and decent treatment that would be extended to anyone that is employed by NHMCCD. The union has played an active role in many of the changes that have affected staff

throughout the college district.

I could list all of the things that the union has been involved in with great success, but you already know them. We keep you informed through The Advocate. There is conflict resolution, community service, professional development and just plain fun. And best of all, we don't have to have permission to join the union or to ask for funds to pay our dues. It is a privilege that is ours and no one can take that away from us. So let's step up and band together in this great organization and help institute even greater changes to benefit all of us.

Velma Trammell
NHC Staff



Campus Updates

Campus Updates is a new feature in The Advocate. Each issue, the Employee Federation faculty VPs will provide updates on union involvement and activities at their respective campuses.

NORTH HARRIS COLLEGE

During this semester, the AFT has held two campus meetings for members and interested employees. The first was an informational session focusing on social security concerns and the recent pay raise. The second was a presentation by our attorney, Chris Tritico, on employee rights. Both meetings were well attended and gave employees an opportunity to discuss issues that mattered to them. The AFT, along with the NHC Faculty Staff Center, co-sponsored a critical thinking seminar on “The Nature of Moral Disagreements.” In addition, the AFT worked with NHC President, Dr. David Sam, to resolve three problems affecting employees: A series of talks on custodial issues resulted in an agreement that gives custodians the option of working an earlier shift during periods of the academic year when there is early access to classrooms. Travel funds that had to be reallocated to cover an assistant’s salary were restored to the Developmental Studies department, thereby enabling the faculty member to take a planned conference trip. Lastly, a non-student based organization made up of employees was granted permission to participate in Oktoberfest and other similar functions in order to raise money for student scholarships.

Nick Oweyssi

KINGWOOD COLLEGE

We are well into the Fall semester at Kingwood and the AFT has been busy. We have several new faculty and staff members this year. We have investigated questions on faculty overloads and outside employment. We are looking into some benefit issues for faculty and staff, and we have counseled some employees on issues pertaining to their supervisors. Feel free to contact me or Laura Yates with any concerns or issues.

Rich Almstedt

MONTGOMERY COLLEGE

As we began our Fall semester at Montgomery, the AFT was pleased to welcome several new faculty and staff members. We are also looking forward to welcoming Chris Tritico, AFT’s attorney, to campus on November 15th from 3:00-4:00. Chris will discuss employee rights and take questions from members and interested employees. Weekly meetings with Dr. Butler and Dr. Leidig are continuing. In these meetings, we are able to address and resolve issues quickly. We recently addressed the issue of a student being added to a class after the first day of classes. The issue was resolved. We have also advised some members who had concerns with their supervisors. Again, these issues have been resolved.

Julie Alber

CY-FAIR COLLEGE

First, we have several new members this fall—welcome! Please feel free to contact me if you have questions, comments, or suggestions. I’m new to the AFT representative position, but I’m getting up to speed quickly and would like to hear your thoughts. Perhaps the biggest shift this semester has been my taking over as the Cy-Fair AFT representative from Heather Mitchell. Since Heather was out until early October (we’re all glad to have her safely back with us!), we have only recently been able to meet and discuss past issues and plans for the future. Thus, I may have missed something in the shift. If I have missed a question or issue from you, please let me know!

At the beginning of the fall, we brought Alan Hall to campus to host an informational session. He discussed the AFT with several employees and answered questions about how the AFT works, how to join, and what the AFT provides members. Two new members joined us at this meeting, and others have continued to join since. We have also been talking with other AFT representatives across the district this semester, comparing how we are allowed to represent members in various meetings. We have grown concerned that, here at Cy-Fair, we cannot attend

meeting with members unless official grievance procedures have been called. At other campuses in the district, administrators have often expressed their opinion that AFT representatives actually *help* in even informal meetings between members and supervisors, and we would like the opportunity to provide that kind of representation for our members on this campus. We are discussing how best to approach the issue on our campus. In the meantime, however, we want to ensure that we give our members the best representation possible and have therefore been preparing employees to attend meetings alone when required. I invite any member who is preparing for a meeting and is concerned to contact me *before the meeting* for advice and suggestions. I will give you all the support I can!

Finally, Alan and I provided a Cy-Fair employee with advice concerning a conflict with a supervisor. That conflict has been resolved favorably. We have, therefore, been busy—but there’s much more we can do. Please let me know if you have any ideas or suggestions.

Sandra Elliott

**Tomball College has no update for this issue—the union faculty VP for Tomball is on sabbatical.*



Justice or Just Us? What To Do About Cheating

Earlier this year, local papers were full of horrified reports of cheating in an affluent Silicon Valley high school. Stories like this are a regular occurrence. Last year cheating at the University of Virginia made headlines, and before that, it was the military academies.

Adults always seem shocked and surprised to learn of cheating, especially in high-achieving and high-socioeconomic settings. They shouldn't be so surprised. Research on cheating has shown over and over that most students do cheat, at least some of the time. Research in high schools shows that two thirds of students cheat on tests, and 90 percent cheat on homework. The figures are almost as high among college students. Furthermore, it is clear that rates of cheating have gone up over the past three decades.

Why? Do students fail to understand that cheating is wrong? Well, yes and no. In a recent study of high school students that I conducted, many students acknowledged that cheating is wrong but admitted they do it anyway, seemingly without much remorse. Jane, a tenth-grade honors student, is typical of these students:

Like people have morals, they don't always go by them. ... So I mean, even if you get that test and you're like, "Oh yeah, I cheated on this test," it doesn't lessen that grade. It says an A on the paper and you don't go, "Oh, but I cheated." You're just kind of like, "Hey, I got that A." So it doesn't really matter necessarily, if it has to do with your morals or anything, you just kind of do it.

Like Jane, other students in the study said that they cheat for simple, pragmatic reasons—to get high grades and because they don't have time to do the work carefully. Especially for college-bound students, the pressure for grades is real. According to the Higher Education Research Institute's annual survey, 47 percent of incoming college freshmen in 2003 reported having earned an A average in high school. As Jane put it:

It's not always necessary (to cheat). I guess if you already have straight A's, then why cheat? But yet, we still seem to do it. It's kind of like insurance, like you feel better, you feel safer, if you do it. ... Then I will have that 95 instead of like the 90, because that's almost like a B or something.

But despite the pressure for consistently high grades, students don't generally cheat in all of their classes. And somewhat surprisingly, it is not the difficulty of the course that predicts in which classes they are more likely to cheat. Instead, I found that high school students cheat more when they see the teacher as less fair and caring and when their motivation in the course is more focused on grades and less on learning and

understanding. At least in these classes, they can justify cheating. They don't claim it is morally acceptable, but they don't seem to feel that it really matters if they cheat under these circumstances.

In most studies of cheating, the researcher decides which behaviors constitute cheating, and students are only asked to report how often they engage in those behaviors. In my survey of high school students, I asked them to report both their level of engagement in a set of 12 "academic behaviors," as well as their beliefs concerning whether or not those behaviors were "cheating." Not surprisingly, the vast majority (85 percent or more) indicated that behaviors such as "copying from another student during a test" and "using banned crib notes or cheat sheets during a test" were cheating. However, only 18 percent believed that "working on an assignment with other students when the teacher asked for individual work" was cheating. Subsequent interviews with a small sub-sample of these students revealed that students regarded this forbidden collaboration as furthering their knowledge and understanding, and therefore saw it as an act of learning rather than a form of cheating. These findings suggest that students make a distinction between behaviors that are overtly dishonest (such as copying the work of another, which effectively serves to misrepresent one's state of knowledge) and behaviors that are not inherently dishonest (such as working with others, which can serve to enrich one's interpersonal skills and academic learning). Educators, too, should be cognizant of this distinction and be judicious in prohibiting collaboration.

With this pervasiveness of acceptance by students, is it acceptable to us as a society to tacitly accept cheating as a fact of life and not be so shocked when it comes to light? I don't think so. Cutting corners and compromising principles are habit-forming. They don't stop at graduation, as we have seen in recent scandals in business and journalism. And cheating or cutting corners in one's professional or personal life can cause real damage, both to oneself and to others. We need to care about it.

And I believe we can do something about it. The best ways to reduce cheating are all about good teaching. In fact, if efforts to deal with cheating don't emerge from efforts to educate, they won't work, at least not when vigilance is reduced. These suggestions are easier said than done, but I believe they point in the right direction, both for academic integrity and for learning more generally.

- * Help students understand the value of what they're being asked to learn by creating learning experiences that connect with their interests and have real-world relevance.
- * Consider whether some of the rules that are frequently bro-



Justice or Just Us?... (cont'd)

ken are arbitrary or unnecessarily constraining. For example, is individual effort on homework always so important?

Given the evidence that collaboration in doing homework supports learning, it doesn't seem so.

* As much as possible, connect assessment integrally with learning. Create assessments that are fair and meaningful representations of what students should have learned. Make sure assessments provide informative feedback and thus contribute to improved performance. When possible, individualize evaluations of students' progress and offer them privately. Avoid practices that invite social comparisons of performance.

* Give students images of people who don't cut corners: scientists who discover things they don't expect because they approach their work with an impeccable respect for truth and a genuinely open mind; business people who exemplify integrity even when it seems like it might cost them something.

But don't preach. Take seriously the fact that, in some contexts, being consistently honest can be hard.

Finally, as educators, we must do our best to exemplify intellectual integrity ourselves, in everything from how we treat students and each other to how we approach the subject matter, to how we approach mandatory high stakes testing to how we think and talk about politics. We need to look for ways to make deep and searching honesty both palpable and attractive.

*Written by Jason Stevens; published by the Carnegie Foundation in May 2004 in **Carnegie Perspectives**, a series of commentaries which explore different ways to think about educational issues and encourage discussion. Reprinted with permission*

Why I Joined the AFT

When I was a graduate student at a Texas university, my supervisor asked me to create a spreadsheet keeping track of my hours. From this spreadsheet, and others like it, she determined our average hourly pay and compared it to other teaching graduate students across the campus.

English graduate students, on average, earned just under \$3.00 an hour. Across the campus, the average was almost \$7.00 an hour. Both numbers were disheartening; part-time assistants in the computer labs made more than we did teaching classes. What astounded me most, however, was the distinction made between departments that suggested, somehow, that English teachers were worth substantially less than other teachers. We were all frustrated and felt undervalued, but we didn't know what to do about it.

Soon after, the Texas State Employee's Union came to campus. Several of us joined, and together we worked with my department to equalize graduate student pay on campus. A year later, we won, and English graduate student pay came to resemble that of other graduate students on campus. We were elated; our voices had been heard.

More issues followed, of course, and I soon found myself lobbying the Texas legislature to allow tuition waivers for graduate students working on dissertations and teaching at least two classes. We lost that battle, however; legislators believed then, and still do, that graduate pay is not a hardship. The failure was disheartening—but not for long. I learned from the experience how much attitudes shape action, after all. More than a decade later, I still work to change those attitudes, to make our legislators aware of how much work and dedication goes into a classroom. My supervisors, who had been working to improve graduate student pay for almost 12 years, taught me that patience and persistence can pay off.

Thus, while I still think graduate students have a difficult time, I realize now that we were lucky in some respects. We had a voice, as well as supervisors who would fight *with* instead of *against* us. Other state employees who did not have such relationships with their management were overlooked; they had no voice and could not ask for necessary and important changes. As workers, they felt they had no rights, and as long as they felt that way, they didn't.

I, therefore, stayed with the TSEU, despite the fact that we were not working to make changes that affected my job. Instead, we lobbied for parking lot attendants who had to sit for 8-10 hours without even a bathroom break; for janitors who were regularly working alone in the midnight plus hours without security backup or access to phones; for maintenance workers who were required to attend meetings at 8 and 11 am, then work 6 pm to 3 am. It was a meaningful, life-changing experience; though we lost when we lobbied for ourselves, we won when asking for changes for these workers, and honestly, they needed those changes more.



Why I Joined the AFT (cont'd)

My time in the corporate world only reinforced my opinion that being heard matters. For five years, I worked for companies of less than 10 people to multinationals of more than 100,000. In every environment, I found that employees are far happier when they feel their voices are heard by those who employ them. One of the main reasons I saw people leave their jobs was that managers simply did not know or realize the problems their own employees faced—there were no methods of communicating needs without fear of repercussion. When one person tried to state concerns or problems to management, he or she was often singled out for trouble or for being removed as soon as possible. When one person was backed up by many others, though, management listened, and the changes brought about by such exchanges inevitably led to a better working environment for all.

Having a voice, then, seems to be the key to safe, fair, and positive working environments. I want to ensure that I always have one and that I do what I can to provide one for others. That’s why I joined the AFT—to have a voice and to be involved in a community dedicated to improving the work environment for everyone with whom we work. Being a part of the AFT makes my voice count, not just for myself, but for everyone who makes teaching possible.

Sandra Elliott
Assistant Professor of English
Cy-Fair College

Employee Federation of NHMCCD Election Results

Under the terms of the Employee Federation's constitution, the following officers have been elected:

District-Wide Positions

Alan Hall, President
Velma Trammell, Staff President
Bob Locander, Secretary
Allen Vogt, Treasurer
Dawn Baxley, Editor, The Advocate

Campus Positions

Nick Oweyssi, NHC Faculty VP
Rich Almstedt, KC Faculty VP
Laura Yates, KC Staff VP
Richard Becker, TC Faculty VP
Julie Alber, MC Faculty VP
Sandra Elliott, CFC Faculty VP



The AFT will be hosting Holiday Events on the individual campuses during the first two weeks of December. Watch for email announcements on specific dates, times, and locations.



Membership Eligibility Open to Staff

The AFT continues to be surprised to find staff members who are unaware that they are eligible for membership in the union. Our name is the American Federation of Teachers, but for years staff members have been eligible. Membership is open to full and part-time faculty and staff up through the dean level.

Monthly AFT Dues	
Full-time Faculty	\$27.05
Full-time Professional Staff	\$23.50
Full-time Support Staff	\$19.90
Adjunct Faculty & Staff	\$10.00



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 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

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 Dawn Baxley, Editor, MC, or e-mail: dawnb@nhmccd.edu, or submit to any of the other following officers:

Alan Hall, President	North Harris College	ACAD 217-G	x5544
Velma Trammel	North Harris College	WNSP 174	x5612
Nick Oweyssi	North Harris College	ACAD 221-A	x5547
Bob Locander	North Harris College	ACAD 270	x5592
Allen Vogt	North Harris College	ACAD 264-C	x5583
Rich Almstedt	Kingwood College	FTC 100-G	x1656
Laura Yates	Kingwood College	SFA 113-D	x1414
Richard Becker	Tomball College	E-271-D	x1835
Julie Alber	Montgomery College	SSC 205-A	x7241
Sandra Elliott	Cy-Fair College	HSC-117-F	x5256



**Join the AFT
Call Alan Hall
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