



# The Advocate

## Better Together, LSC 20/20

Every institution, like every nation, has its own unique culture. That culture anchors people to the core beliefs and values of the group to which they belong. Where those beliefs and values affirm the rights and contributions of all, the culture can inspire people to take bold and creative action that makes the group stronger. Where those beliefs and values favor the powerful and discount the weak, the culture only inspires fear and suppression.



Lone Star College, also, has its own unique culture. Over the last 14 months—under the leadership of the new Board of Trustees, Chancellor Steve Head, and many others—that culture has begun to change dramatically for the better. The AFT has long been concerned about the culture of the college and the impact that culture has on the people who work here and, ultimately, the students we serve. A few years ago, we perceived that Lone Star was embracing some of the negative aspects of what is usually considered a corporate-style culture, but what might be more accurately described as a culture of fear and intimidation.

In the January, 2009 edition of *The Advocate*, AFT president Alan Hall wrote: “The downside to the corpo-

rate model is that it can become an impersonal, sometimes bloated, bureaucracy where cronyism abounds, where communication is a problem, and where decisions are unilaterally made, top down, without adequate input from appropriate employees.”

Over the last several years, the proposals the AFT has made and the issues we have raised have focused on improving that culture. Rehabilitating the grievance policy, trying to re-

solve employee issues at the lowest possible level, shining a light on bullying, standing for free speech, promoting fair pay and workload, advocating for safety—and even promoting a broad-based, meaningful understanding of student success—all aim to promote a culture that values people and encourages their participation. As Alan Hall wrote in 2009, “LSCS is an institution of higher learning, and our focus is people. LSCS should never lose sight of that focus.”

During the last year, positive, tangible changes have been made that are visible signs that the culture of Lone Star College is evolving in a new and positive direction. A new grievance policy, passed by the board at the November meeting, is a clear statement that our people matter and that we want to help them succeed, rather

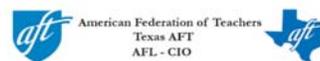
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### AFT - Lone Star College

AFT Local Union # 4518

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than punish their shortcomings. Additional policies are in the pipeline that focus on protecting Lone Star employees and promoting ethical, transparent behavior.

In this issue of *The Advocate*, we'd like to highlight an event that was sponsored by the college on September 17 and 18 and facilitated by the organization Partners in Leadership and our own Department of Organizational Development. Over 100 Lone Star employees—faculty, staff, and administrators—gathered at the System Office for two solid days of introspection about where our institutional culture stands and what we want it to become. The employees outlined a set of key cultural beliefs that are central to Lone Star College. Those beliefs focus on inspiring trust, empowering people to effect change without fear—collaborating, acting intentionally and celebrating excellence—all so that we can engage and support our students to achieve their goals.

As the work of this group continues over the next few months, we will hear more about precisely what these beliefs mean and how they can become cornerstones of Lone Star culture. The experience can be transformational. Watch your email, keep an eye on the college website, and look for campus meetings that talk about LSC 20|20 to learn more.

Two profound conclusions that came out of the meetings so far are that culture changes as people's beliefs about the institution change, and that people's beliefs are built on the experiences they encounter day to day within the institution. So for these cultural values to take hold, the experiences that Lone Star faculty, staff, administrators and students have from day to day must reflect the mutual respect, the acceptance, the kindness, the courage and the trust that underlie these beliefs. In some cases, those experiences will be a change from what people have experienced in the past and it will take time for trust to take root and grow. If our actions consistently reflect that something new is happening at Lone Star College, beliefs will change and the culture will change. All of us—faculty, staff and administration—are responsible in our own spheres

of influence for taking those positive actions every day.

The AFT applauds this effort and looks forward to participating along with all Lone Star employees. We are truly better together.

John Burghduff  
Professor of Math,  
LSC-CyFair



### Does Collective Bargaining Matter? (Part II)

In the September/October 2015 issue of *The Advocate*, I wrote about the impact of collective bargaining on community college employees—faculty in schools with union contracts are paid significantly more than faculty who do not have collective bargaining rights. I also wrote about the impact of teachers' unions on improving working conditions for both employees and students. By long standing state law, college employees (as well as other school and public agency employees) are denied the right to organize to negotiate contract issues including wages, hours and working conditions.

Public employee union locals, such as AFT-Lone Star College, are voluntary associations that provide representation on behalf of our members and advocate for policy changes that benefit employees and the people we serve (students, in our case.) Our local is open to all staff and faculty, part-time or full-time, up to the level of dean. In another article in the same issue of *The Advocate*, Alan Hall and I wrote about the positive impact our AFT local has had, even without collective bargaining rights, working collaboratively with the current Lone Star College administration on a wide variety of issues



including the grievance policy, adjunct workload, salary caps, salary compression, job reclassification, public speech to the Board of Trustees, workplace bullying, and transgender rights.

In these two articles, we establish clearly that unions make an important, positive difference in the lives of community college employees. This is important. Institutions are more effective when their employees have a positive experience at work. Nevertheless, Lone Star College exists, primarily, to serve others: first, our students and then our communities. So we need to address the question of whether teachers' unions in particular and unions in general have any impact on students, first, and on the surrounding communities, second. Research shows that they do!

### Teachers' Unions Impact Students

There are only a few studies that have addressed the issue of whether the presence of strong unions in schools has any correlation to student performance. All of them focus on K-12, so we would have to extrapolate to higher education where union membership is smaller. Research shows several significant results.

First, readily available data easily refute negative claims about unions. It is a mantra among anti-union advocates on the right end of the political spectrum that teachers' unions are the primary cause of poor student performance in U.S. schools. This premise is easy to test. In the U.S., there are states where teachers have strong collective bargaining rights, states where collective bargaining is weak and states (like Texas) where collective bargaining is forbidden. If anti-union claims are correct, we should see significantly better student performance on standard measures in states where unions are banned or restricted versus states where unions are active. In fact, the reverse is true.

Matthew Di Carlo, senior fellow at the Albert Shanker Institute, examined state average scores on the National Assessment of Educational Progress (NAEP). He identified ten states in which collective bargaining is either banned or restricted. He wrote, "out of [these] ten states only one (Virginia) has an average rank above the median, while four are in the

bottom ten and seven in the bottom fifteen [states] without binding teacher contracts are not doing better, and the majority are among the lowest performers in the nation."<sup>1</sup>

There are five states in which collective bargaining for teachers is expressly banned. Based on a composite of SAT/ACT rankings, those states rank as follows based on 2007 scores:

Virginia, 25<sup>th</sup>  
 Georgia, 26<sup>th</sup>  
 South Carolina, 39<sup>th</sup>  
 Texas, 45<sup>th</sup>  
 North Carolina, 47<sup>th</sup>

This is not the stunning success we would expect to see in non-union states if anti-union advocates were correct. By way of contrast, Wisconsin, where collective bargaining rights had not yet been curtailed, ranked 2<sup>nd</sup>.

Looking beyond the boundaries of our own country, if anti-union claims are correct, we should see poorer student performance in countries where collective bargaining is strong. In Finland, which is consistently ranked near the top on most international measures of student success, 95% of teachers are unionized. According to Pasi Sahlberg, a director at the Finnish Ministry of Education and Culture, "Without the union, we really cannot implement anything. . . . It's a very important part of the system."<sup>1</sup>

Although data clearly refute the allegation that strong unions stand in the way of student success, drawing strong causal relationships between collective bargaining and high student performance is more challenging. Professor Robert M. Carini, a researcher at Indiana University, Bloomington, conducted a longitudinal review of 17 prominent studies and was able to reach the following statistically significant conclusions:

Unionism can be directly linked to higher overall achievement for most students in public schools.  
 Students in schools with collective bargaining agreements perform higher on math and



verbal standardized tests.

Unionism is likely linked to higher high school graduation rates.

Professor Carini summarizes, “The overall pattern in the research is increasingly clear; teacher unionism favorably influences achievement for most students in public schools.” He includes the following recommendations in his paper:

Policy makers should view teacher unions more as collaborators than as adversaries.... Policy makers and school districts should reconsider current union proposals for educational improvement. Given the empirical evidence, unions have a solid track record of supporting policies that boost achievement for most students.<sup>3</sup>

Writing with Brian Powell and Lala Carr Steelman in the *Harvard Educational Review* (Winter 2000), Professor Carini also states “. . . Excluding teachers from policy-making is dangerous because teachers have vital experience and knowledge and should play a prominent role in policy-making. Teachers are also essential advocates for their students because their needs are bound up with the needs of their students to the extent that concessions for teachers benefit students and enhance teacher quality and student achievement.”<sup>1</sup>

We at AFT-Lone Star College believe that what appears to be true in K-12 is true in higher education as well and hopefully will be researched someday. The work of unions benefits our students as well as our employees.



### Unions Impact the Greater Community

There are so many factors at play when one looks at the life of a community that it can be difficult to identify how any particular segment affects the whole. Two recent studies, however, have been able to pinpoint ways in which the presence of strong unions in a community have a profound impact on that community—on all members of the community, not just union members. We’ll broaden our discussion a bit to encompass all unions, not just teachers’ unions.

The presence of strong unions in a community improves the upward mobility of children born to low-income families.<sup>4</sup>

Researchers at Stanford, Harvard, and the University of California-Berkeley have identified that the most prominent factor that correlates with future income potential for lower income children in a community is the rate of single motherhood. Four other factors that show strong correlation are the degree of inequality, the high school dropout rate, the degree of residential segregation and the degree of citizen engagement in civic affairs.

A new study by researchers at Harvard, Wellesley and the Center for American Progress shows that the rate of union membership in the community is at least as significant as these four.

Among children whose parents were at the 25<sup>th</sup> percentile of income nationally when they were teenagers, for every 10 percentage point increase in union membership in the community, their average income by the time they reached 29–32 years of age was 1.3 percentile points higher. Among all children, a 10 percentage point increase in union membership could lead to up to a 4.5 percentile point increase in adult income. These increases are statistically significant for the individual, but the cumulative impact across an entire community is quite impressive. That income potential would increase for children of union members is not too surprising because the parents could reasonably expect higher incomes and better health care benefits themselves. However, the income increase is averaged across all families—union members or not. Thus, although the standard argument from anti-union forces is that collective bargaining ultimately leads to more unemployment and depressed wages for non-union members, the opposite is true. Higher union membership in a community boosts the upward mobility of all children, whether they live in union households or not. These researchers do not attempt to explain this effect, but their conjecture is that unions are effective at pushing the political system to deliver policies that benefit all residents—like a higher minimum wage and greater spending on schools and other government programs. New York, San Francisco, and



Seattle are prime examples of cities in which a high percentage of workers are in unions and in which, correspondingly, upward mobility is clearly documented.<sup>4</sup>

The presence of strong unions in a community is also important to closing the racial wage gap. Ruth Milkman and Stephanie Luce at the City University of New York studied wages by race in their city. Nearly 40 percent of African American workers living in New York City are union members, compared with roughly 13 percent of black workers nationally. Also, the unionization rate among blacks in New York City is roughly double that among non-blacks. Unionization shrunk the racial wage gap between blacks and non-blacks in similar positions by roughly half, reflecting union efforts to advocate for equal pay for equal work.<sup>5</sup> The authors wrote “Unionism offers black workers a substantial economic advantage in regard to earnings—to a greater degree than is the case for non-blacks. . . . When unions were more powerful in the United States, income inequality [between races] was also smaller.”<sup>5</sup>

Whether looking at students in our schools or the larger communities in which we live, unions make a significant positive impact towards solving socioeconomic problems. The common denominator behind all of the research reported in this article is that unions give people a united common voice to advocate for real and positive change. Here in



Texas, we need that voice. It is an embarrassment that, as one of the richest states in the country, we continue to rank near the bottom on so many measures of academic achievement and health and social services. This ought not to be so. Collective bargaining for the teachers and other public employees who work to solve these issues on a daily basis would help move this state to its rightful place.

Collective bargaining seems a long way off in Texas and current state political leadership is vehemently opposed. However, as the Texas population grows increasingly younger, more diverse and “bluer,” changing the law seems possible. Let us work for an end to this ban; our students, our community and we ourselves will benefit.

John Burghdoff  
Professor of Math, LSCS-CyFair

#### Notes:

- 1 Ravani, Gary; “Why public education needs teachers unions”; EdSource; July 27, 2014
- 2 Lubin, Gus; “The five states where teachers unions are illegal have the lowest test scores in America”; Business Insider; February 23, 2011
- 3 Carini, Robert M.; “Teacher Unions and Student Achievement”; internal research paper; Indiana University Bloomington; October 12, 2010
- 4 Scheiber, Noam; “A link between unions and children’s prospects”; The New York Times; September 10, 2015, page A20
- 5 Mueller, Benjamin; “Study says unionizing helps close racial wage gap”; The New York Times; September 5, 2015, page A17



## Letter to the Editor

### How an Adjunct Can Earn the Same Pay as a Full-timer

After several years as an adjunct, I finally discovered the secret to earning the same pay as a Full-timer. All you have to do is:

- Coordinate teaching assignments at 4-5 different colleges
- Teach 9 classes
- Be in the classroom 29 hours per week

- Teach evenings and/or weekends
- Be able to drive about 500 miles/week
- Learn 225 student names each semester
- Have a reliable car (good gas mileage is a plus)
- Build a portable office in your car's back seat or trunk
- Learn to like fast food

Here is how I did it compared to the workload of a Full-time faculty member:

	<b>Adjunct Faculty</b>	<b>Full Time Faculty</b>
Classes taught	9 classes	Usually 4-5 classes
Classroom hours	29 classroom hours	Usually 15 classroom hours
Class Preps	8 different class preps 2 that I never taught before and 2 others with a new book (new authors)	Assume 2-3 different class preps Assume I that's never been taught before and Assume I with a new book
Work Hours	46 hours MW10:30 am-9:00pm TTH 8 am- 8:30 PM Plus grading and prep time on weekends	40 hours. Usually M-F 8-5 or 9-5. Many leave early on Fridays. Most grading and prep time during work hours
Commuting time	3 daily car trips 10.5 hours/wk	2 daily car trips 5 hours/week (assuming I round trip living 30 minutes from work)
Driving Miles	480 miles/wk	150 miles/wk (assuming 15 miles one-way to/from work)
Materials kept in car	8 texts, 8 binders of notes, 9 files, 3 reams of paper, stapler, scissors.	0
Number of Students	225 students	125 students (5 classes of 25 students, on average)
Email addresses to check	4 (1 at each school)	1
Number of User ID's and passwords to remember (email, payroll & benefits, online learning (like D2L), other learning websites	17	3-5
Dinner eaten with family M-F	1	5
Office Time	2 hours/week at 1 school. I had no office at 3 of the schools	4 hours/week
Committee Work/Meetings	0 committees 0 hours/month	3 committees 9 hours/month
Pay for a semester	\$23,150	\$22,500
Health Insurance	1 of my employers paid	Employer paid



With 46 hours in the classroom or in the car, the weekends were spent checking email, preparing class notes and exams for 9 classes (8 different courses), checking on student progress and sending reminders for 225 students across 4 different computer systems, grading 225 exams 4 times each semester AND catching up on sleep. I also couldn't get sick unless it was a weekend. If I had a painful tooth on Sunday, I had to tough it out until I could go in to the dentist on Friday. If I had unexpected car trouble, I couldn't just drop off the car while I was at work, I had to rent a car.

My 4 departmental /division chairs and support staff would rarely reach me directly by phone and many times I waited 2 days for a phone response and 3-5 days for an email response. The support staffs were very understanding and would usually contact me via a second method to tell me to look at a time sensitive email. Without them, I would have missed many deadlines.

The schools lost out on an instructor doing their best work. I didn't have time to create or improve material for any of the classes. I didn't create extra worksheets for practice. I couldn't become involved in any committee work, departmental discussions or attend any informational meetings.

And the students lost. They didn't get as many hands-on activities to help them learn new material. They didn't get as much practice time. They didn't get to ask me many questions outside of class because I wasn't on campus outside of class.

Tell me again how good this education is when instructors who want to teach full-time have to do this to pay their basic living expenses?

*Editor's note: The writer is a current LSCS professor who prefers to remain anonymous.*



Out goes Grier! Down went Carpenter! The recent announcement by Dr. Terry Grier that he would be resigning his position as the HISD Superintendent as of March of 2016 reminds me of the swift exit of Dr. Richard Carpenter from the LSC Chancellor's post with his public resignation statement in February of 2014. Both Grier and Carpenter gave family and health matters as official reasons for leaving, which no doubt did play a part in their decisions. These decisions were, however, affected by their contracting a political flu bug that could have turned terminal had either administrator not called it a day.

For the Griers and Carpenters of the education world, the message should have been clear: those who live by the political sword ultimately can die by the political sword. Despite all the public fanfare over HISD and LSC educational innovation, student success, and national award recognition, the reality for most insiders was that Grier and Carpenter had built empty Potemkin villages, rather than anything of lasting educational value for the community. Each man shared a public relations gift of convincing the news media and the business community that all was well until a critical mass of wronged individuals rose up in unison to say, "No Mas!"—no more!

For both Terry Grier and Richard Carpenter, the end would be hastened by the board election process. Few would deny that the Superintendent and the Chancellor were two of the best vote counters around, so when the numbers began pointing in the wrong direction, it was time to consider resignation as opposed to facing a future "firing" squad of op-



position board members. The unpopularity of Dr. Grier was only confirmed at an October HISD candidate forum, where not a single 2015 candidate supported extending his contract.

The end was not so sudden for Dr. Carpenter, but for him the clock began to wind down in May of 2013 when challenger Ron Trowbridge defeated LSC Board Chairman Randy Bates, the Chancellor's patron saint among the trustees. It was Trowbridge who took dead aim at both Bates and Carpenter in his campaign, citing their numerous displays of arrogance and power and their hostile treatment of system employees. "Carpenter," Trowbridge told campaign audiences, "must go!" It was not the Trowbridge win, but the Bates loss, which would begin the unraveling of things for the chancellor. Even with a dissenter on board, Carpenter still had a loyal and supportive group of trustees, with one trustee comparing the LSC Chancellor to Jesus Christ as the only two men in history who could literally walk on water.

The disappearance of Bates from the board was a heavy blow for the chancellor as the Aldine attorney was his ace in the hole and the man who had made him king. After the retirement of Chancellor John Pickelman, it was assumed that then Executive Vice-Chancellor Steve Head would be selected by the trustees as his successor. The election of an outsider over Head was engineered by Randy Bates in a narrow 5-4 vote, as Bates wanted to "go big" and make a splash with Carpenter rather than go with Head. After Carpenter was hired, Bates even bragged to AFT officers that Head would never become chancellor so long as he was a Lone Star trustee.

What was the relationship between the board chair and the AFT? In the beginning, all labor constituencies backed Bates as he was an African-American, a Democrat, and a union supporter. Over the years, things went from hot to cold, but labor support stayed with the Aldine resident until his last election in 2013. After Bates won in 2006 over Republican activist Fred Blanton, he told union president Alan Hall that he owed his victory to AFT and the Harris County AFL-CIO for their

work on his behalf. From 2006 until 2013, Bates began to take board positions that the union local saw as anti-employee and anti-labor. It was becoming more difficult over time to tell the difference between Bates' positions and those of Carpenter. When asked about some questionable actions, the board would say that the decision was the chancellor's call. Likewise, Dr. Carpenter was not opposed to passing the buck back to Randy Bates and the board when it came to matters of employee salary and benefits and employment procedures and practices. While Carpenter and Bates were playing political "keep away" from the union, a number of negative events were noticed by the community and the local press: lawsuits were being filed against LSC for a variety of reasons; a flood of employee complaints were filed with the Equal Employment Opportunity Commission; and street and campus protests erupted, alleging discrimination against Hispanic employees and the violation of academic freedom rights of professors and students.

Despite the deep freeze between Randy Bates and the AFT, the head trustee contacted union officers about endorsing his re-election effort in 2013. Bates feared that he could not win without labor backing, as the Tea Party and the Republicans wanted him off the board. What the chairman failed to understand was that the AFT was as committed as the Tea Party in looking for new leadership on the board and in the chancellor's office. After several meetings with Ron Trowbridge, he agreed to run against Bates and was open to firing Carpenter should he win and the other trustees agree to end the chancellor's tenure.

Following the old rule of Saul Alinsky, the great community organizer, that there should be "no permanent allies and no permanent adversaries" in politics, a few union representatives met and sat down with Texas Patriot Tea Party leaders at their office. This first meeting was arranged by Trowbridge, and both union and Tea party officials were highly suspicious of one another. Once the conversation turned to Bates and Carpenter, both groups united in feeling that the two had to go for the betterment of the community. While the Tea



Party felt the two LSC leaders spent public money like drunken sailors on shore leave, the union had had its fill of Bates and believed that Carpenter and his Las Vegas entourage should not have come to Texas in the first place.

Although Ron Trowbridge's victory over Randy Bates in 2013 did not bring an immediate end to Carpenter's time at Lone Star, it was a giant first step in the Chancellor's calculation that his days might be numbered, as anti-establishment Tea Party candidate Kyle Scott pulled off a win in the May election. The making of a possible gang of three dissenting trustees—Trowbridge, Scott, and Linda Good—was something for Carpenter to consider as the days of the board simply rubberstamping his recommendations would seem to be ending.

Once Bates was out, I told Allan Hall that I expected King Richard to abdicate his throne before the next election. It would be a big gamble for him to stay around for another election when a clear majority of trustees might take their seats committed to new leadership at the top of the Lone Star College System. While this prediction proved to be true, not all of Carpenter's board supporters understood that a major trustee sea-change had occurred with the elections of Alton Smith, Art Murillo, and Ken Lloyd in 2014. At the first board meeting following the 2014 election, Linda Good was selected by the new board as its chair over the incumbent David Holsey, a Carpenter loyalist. For LSC, a new day had certainly begun, with Dr. Steve Head as Chancellor and Ms. Good taking her post as the lead trustee. The hope for all inside and outside the system is that this new leadership team will usher in a lasting era of cooperation and community and that the bad old administration days of Carpenter will soon be past history.

Bob Locander  
Professor of Political Science, LSC-North Harris

*Editor's Note: Locander is a regular political columnist for The Advocate.*

## Civil Rights Training

AFT Lone Star is offering "Civil Rights in the Workplace: an In-depth Look at Workplace Bullying." Chancellor Steve Head is co-sponsoring this presentation with us. Our first offering is at LSC-CyFair this December. In the Spring semester, we plan to offer this training all across the Lone Star System.

The speaker will be Joe Bontke, outreach manager and ombudsman for the Houston District office of the U.S. Equal Employment Opportunity Commission. He is a speaker in high demand, and we are fortunate to have him make these presentations. Watch for announcement for your campus in the Spring.

Alan Hall

## Fall Celebration

AFT-Lone Star thanks all those who attended our Fall Celebration. We had an excellent turnout, the food was great, and the opportunity to visit with one another was heartwarming. We plan to hold another event in the spring. Hope to see you there.

Alan Hall



**If you are interested in membership, benefits, or would like to discuss a work-related issue, our AFT Faculty and Staff Vice-Presidents are here to assist. Please don't hesitate to contact them. See the back page of this publication for contact information.**



# AFT-Lone Star College

AFT Local Union # 4518

## 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 Teachers and other affiliated labor bodies

Professional career  
protection and a  
united voice at work  
Join us today!

## 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

### Monthly AFT Dues

Full-time Faculty	\$40.00
Full-time Professional Staff	\$28.60
Full-time Support Staff	\$25.88
Adjunct Faculty & Staff	\$14.00

### 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 20 of this newsletter, or check out our online information and application at:

[www.aftlonestar.org](http://www.aftlonestar.org)



[www.texasaft.org](http://www.texasaft.org)

American Federation of Teachers  
Texas AFT  
AFL-CIO



[www.aft.org](http://www.aft.org)

# American Federation of Teachers -Lone Star College Membership Application

AFT-Lone Star College is an affiliate of the American Federation of Teachers and the Texas AFT and accepts membership from all non-supervisory employees of the LoneStar College System. Indicate below whether you are a new member or a current member wishing to update your contact information. Membership with AFT-Lone Star College provides each member with an \$8 million Professional Occupational Liability coverage policy, legal defense coverage and access to representation for work-related issues. In addition, AFT-Lone Star College members are entitled to special savings and discounts through our AFT PLUS benefits program. **If you have questions about joining, please call AFT- Lone Star College @ 281-889-1009. You may also visit our website: [www.aftlonestar.org](http://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



**2015-2016 Monthly Membership Dues rates:**

*Based on your position with the LoneStar College System, please select your appropriate dues rate.*

- Full-time Faculty \$40.00/mo. or \$480.00/yr.
- Full-time Professional Staff \$28.60/mo. or \$343.20/yr.
- Full-time Support Staff \$25.88/mo. or \$310.56/yr.
- Adjunct Faculty \$14.00/mo. or \$168.00/yr.
- Part-time Staff \$14.00/mo. or \$168.00/yr.



**IMPORTANT NOTICE:**

Payroll deduction allows members to pay union dues in monthly installments. If you prefer to write a check to pay for your union dues, be advised that AFT requires the full yearly amount payable in 2 six-month installments. Exceptions to the rule apply for Part-time Staff and Adjunct Faculty only.

First Name:	<input type="text"/>	Middle Initial:	<input type="text"/>	Last Name:	<input type="text"/>
Home Address:	<input type="text"/>				
City:	<input type="text"/>	State:	<input type="text"/>	Zip code:	<input type="text"/>
Home Phone:	<input type="text"/>	Email Address:	<input type="text"/>		
Employee ID #:	<input type="text"/>	Campus:	<input type="text"/>		
Position:	<input type="text"/>	Room #:	<input type="text"/>	Referred by:	<input type="text"/>
I am paid:	<input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi-monthly		Paid over: <input type="checkbox"/> 9 months <input type="checkbox"/> 9.5 months <input type="checkbox"/> 12 months		
Are you a current or new member?	<input type="checkbox"/> Current member <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"/> Personal Check <i>(YOU MUST PAY 6 MONTHS AT A TIME)</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    FTSP    FTSS    PTS    C    \_\_\_\_\_



P.O. Box 788 Spring, Texas 77383-0788

**We're on the Web!**  
[www.aftlonestar.org](http://www.aftlonestar.org)



**Call for Articles**

We invite all employees to send us their opinions, news, questions, and so forth. *The Advocate* is a forum for information and free interchange of ideas. Send your ideas. Send your articles to **Katie Hurter, Editor** via e-mail: [katie.hurter@lonestar.edu](mailto:katie.hurter@lonestar.edu), or submit to any of the following officers.

Alan Hall, President	North Harris	ACAD 217-G	281-618-5544
Stephen King	North Harris	ACAD 162-H	281-618-5530
Allen Vogt	North Harris	ACAD 264-C	281-618-5583
Rich Almstedt	Kingwood	FTC 100-G	281-312-1656
Laura Codner	Kingwood	CLA 110—D	281-312- 414
Catherine Olson	Tomball	S 153 - H	281-357-3776
Richard Becker	Tomball	E 271-D	281-401-1835
Janet Moore	Tomball	E 210 -E	281-401-1871
Van Piercy	Tomball	S 153-J	281-401-1814
Martina Kusi-Mensah	Montgomery	G 121-J	936-273-7276
Louise Casey-Clukey	Montgomery	B 100-G	936-273-7394
John Burghduff	Cy-Fair	HSC 250-G	281-290-3915
Cindy Hoffart-Watson	Cy-Fair	LRNC 101C	281-290-3265
Kathy Hughes	Fairbanks	FBC 218A	832-782-5063
Earl Brewer	Fairbanks	S - 13	832-782-5029

The union encourages employees to join because they believe that college employees should have a voice in their professional lives. We don't encourage employees to join because they anticipate conflict or are already engaged in a conflict. In fact, if they are already embroiled in a situation, we are unable to help them. It is all too common for someone to approach the AFT and say something like, "I've been an employee for the district for several years, and I've just recognized the importance of joining." Typically, following that comment is, "I'm in trouble and need help." I finally lost track of how many times in the last year I've had to say, "I'm sorry, but member benefits don't cover anything that pre-dates membership." The individuals to whom I had to give this message were invited to join and pro-

vided some advice on how to proceed with their situation, but assistance ended there. Were they members, a host of benefits would have been available.

The AFT provides its members with advice and guidance as well as representation in conflict resolution and grievances. We have our own local attorney and can seek legal advice and counsel for members. We maintain a local legal defense fund. In addition, membership dues include, at no extra charge, \$8 million in professional liability insurance for claims arising out of professional activities.

Most of our members don't join because they believe that they may need the AFT's help in a conflict. They join because they believe in the values

of the AFT— that employees should be treated with dignity and respect, that employees should help each other, that employees should have a voice in their professional lives, that employees deserve fair pay and good working conditions, and that the district needs a system providing checks and balances. They join because they want to support an organization that helps others in so many ways. A nice benefit is that, if they do need help, AFT is there for them.

If you believe in these values and are not a member, now is the perfect time to join. If you believe in our values, take action now and join the AFT.

—Alan Hall