



NEWSLETTER

Volume 30, No. 2

Janet Nortrom, Editor

October 21, 2005

FROM THE PRESIDENT

CARL PERKINS DOLLARS THREATENED

Like all Americans, I was shocked and saddened by Hurricane Katrina and Rita's devastation of the Gulf Coast and the tragic loss of life. Several members of Local 212 have relatives from the area that lost everything. Thanks to all the 212 members who donated to Laborcommunity@work to help the victims. We raised almost \$2000.

Charitable donations are important and can help. But they will never be enough given the devastation. Only the federal government has the capacity to help the citizens of the Gulf Coast rebuild their communities and their lives.

I am concerned that this national tragedy and the goodwill it has generated are being used to slash federal funding in other critical areas. Some members of Congress have proposed that the \$200 billion cost of reconstructing the Gulf be paid with cuts in discretionary spending. Carl Perkins and Pell Grants are once again on the table.

If these misguided proposals are enacted MATC and our students will become victims of Katrina! Discretionary spending is only 33% of the entire federal budget. Half of that is national defense which will not be reduced under current circumstances. In effect, the proposal is to cut \$200 billion from only 17% of the entire budget that includes all federal education programs, income supports, medical care programs, transportation assistance and public broadcasting.

At the MATC Carl Perkins dollars fund a wide array of student services including our computer labs, tutoring and special needs services and bilingual support for Hmong, Somalian, Russian and Latino students. The vast majority of our students receive Pell grants which are currently under funded. Federal support for public broadcasting allows Milwaukee Public Television to provide educational and public service broadcasting to 47% of the state's population in 14 counties. It is simply wrong to cut federal support for these programs to pay for rebuilding the Gulf.

CONTINUED ON PAGE TWO

AND IN THIS CORNER...

COLE CUTS, STUDENTS SUFFER

The Cole Administration obviously values public relations over teaching and learning. Now it wants to turn down \$1.4 million in property tax money. That's right, turn it down.

The arguments to justify this absurdity have flip-flopped as often as President's Bush's justifications for war in Iraq. First it was "per the request of the WTCS Board," but Michael Rosen is now on that board, so he put the lie to that one. Then it was to appease the tax freeze advocates, but they won't be satisfied unless MATC cuts many millions more causing massive layoffs and program reductions.

My favorite is Vice President of Finance Mike Sargent claiming that this will fight poverty in Milwaukee. Well, that \$1.4 M would save the average homeowner in Milwaukee exactly **\$2 per year**. Way to go, Mike, you're really doing your part!

Anybody with the capacity to connect cause to effect recognizes that giving our adult students the skills to get family supporting jobs is the best way to fight poverty in our community.

And here the administration is equally clueless. As you've all noticed, Sargent has established new budgetary procedures, taking decision-making for supplies and equipment away from academic departments and divisions – those who engage in actual contact with students – and centralizing it in his office.

We all know what the results have been: labs devoid of supplies, hands-on education replaced by demonstrations, lights not changed, broken computers not fixed, and don't even think about trying to find a supply of chalk for your classroom.

These priorities are misguided. The advertising budget has increased by over 100% since Dr. Cole was hired, and he spends public money for his personal PR "consultant." Yet throughout our college teaching and learning are being hamstrung by Sargent's lack of responsiveness. Here are just a few of the examples:

CONTINUED ON PAGE TWO

FROM THE PRESIDENT- CONTINUED FROM PAGE ONE

The position that reconstruction be financed with cuts in discretionary spending ignores the fact that 48% of the current deficit is directly attributable to the 2001-2004 tax cuts. In 2005 alone, these tax cuts, which have gone to the wealthiest Americans, will cost the federal government \$225 billion, more than the projected five year cost of Katrina reconstruction. Rather than make the tax cuts permanent, or enact new ones such as the new proposal to cut an additional \$70 billion, let them expire and use the additional dollars to rebuild the Gulf Coast and increase the Pell Grants to the level the President promised when he ran in 2000.

As a nation we have an obligation to rebuild New Orleans and surrounding areas and help the victims of the hurricanes get back on their feet. These efforts should not be funded by cuts in programs and services that other middle class and poor Americans need. We are the richest country in the world. It's time we began to act like it! Please call your Congressman and Senators today and urge them to protect Carl Perkins, fully fund Pell grants and protect federal support for public television.

MICHAEL ROSEN, PRESIDENT

**CONTACT YOUR CONGRESSMAN AND
SENATORS TODAY**

Congresswoman Gwen Moore

Phone: (414) 297-1140

Website: <http://www.house.gov/gwenmoore>

Congressman

James Sensenbrenner

(262) 784-1111

sensenbrenner@mail.house.gov

Senator Herb Kohl

1-800-247-5645

Website:

Website:<http://kohl.senate.gov>

Senator Russ Feingold

(414) 276-7282

russ_feingold@feingold.senate.gov

Congressman Paul Ryan

1-888-909-RYAN (7926)

Website:<http://www.house.gov/ryan>

AND IN THIS CORNER ...-CONTINUED

- An IT instructor forced to teach Microsoft Front Page 2003 without the software.
- The new Natural Science Lab at West Campus has almost no equipment. Instructors teaching Anatomy and Physiology or Microbiology need to "borrow" equipment and supplies from other labs (that also host classes) to teach.
- Labs in many areas have more students than stations as Deans are loading sections with no regard to quality instruction. In Culinary Arts the dean has loaded labs beyond safety limits while cutting the budgets for supplies so the students have negligible food products to work with.
- Basic Skills instructors have to purchase photo copy paper needed for student assignments with their own money because they can't get enough from the administration.
- The Cisco lab at South needs a router for every two students for ITNET class but has only six for 18-22 students. So the instructor ordered four more but even the deans can't find out if they have been ordered or when they'll arrive.

The only positive thing one can say about the administration is that it is consistent. Cole would rather stay buddy-buddy with other WTCS presidents by saying, "We held taxes down at MATC," than to effectively serve students and the businesses that hire them. The administration appears to care more about boosting FTE's than offering students the kind of quality instruction they have a right to expect at MATC.

We will certainly let the MATC Board know about these and other shortcomings. If you have further examples, please email them to Mike Rosen and myself.

**"Every time you stop a school,
You have to build a jail.
What you gain at one end,
You lose at the other.
It is like feeding a dog his own tail,
It won't fatten the dog."**

Mark Twain

CHILD CARE—THE COST OF LOW WAGES

Here in Milwaukee where our MATC child care centers face closure every year, we keep having to justify their high cost. That means we end up having to defend the pay of our teachers. It's difficult to do, to make a case that child care workers need to earn a living wage. Let's take that a step further. Imagine dramatically increasing teacher pay for all child care workers. Of course that would be an enormous taxpayer investment we can't afford just now, especially with wars and hurricanes to fund. Right? Except for one thing. We're already spending that money, and it's being spent every day because of the way we currently fund early childhood education. It's just not being spent wisely.

An in-depth Minneapolis Federal Reserve study by Roelnick and Grunwald (<http://woodrow.mpls.frb.fed.us/research/studies/earlychild/>) shows that because we don't invest money in high quality early childhood programs where teachers are paid well we end up paying for things like delinquency, low performance in schools, drop outs, court costs, drug abuse costs, rehabilitation programs, high crime rates, etc. Further, low-income children who never get high quality early childhood education tend to end up as low-paid or jobless adults, which means a lower tax base. It seems we're already spending taxpayer money because of child care. Except we're not spending much of it on early childhood education. How much are we talking about? Roelnick and Grunwald demonstrate we'd get a return of 13% (not too shabby). That 13% is the difference between what we spend now and what we could be spending on high quality early childhood education. But either way we still pay. The question is, on what? We need to stop saying we don't have the money for higher early childhood wages and start saying, *let's reallocate our spending to keep unnecessary costs down. Let's have efficient fiscal management of our tax dollars.*

A case in point: Our public schools. If you want to raise test scores of public school kids (and test scores are the measure of school quality) then the research is clear. Put the money into early childhood education—the earlier the better. Start with babies, and keep spending (wisely, though) on toddlers and preschoolers. Build great centers, staff them with professional, well-educated, well-paid early childhood teachers earning a wage they can retire on. You do that, you get better students when those same children get old enough to enter public school. That leads to higher school test scores. Suddenly the public schools get better even though we haven't done anything to the public schools. It's a miracle! And the thing is, this has already been proven in places like Ypsilanti, Michigan with the poorest American kids you can imagine. We at MATC shouldn't be ashamed that we pay our child care staff well. It just shows we "get it"! And we train more early childhood educators than anyone else in the state. If we don't get it, who will?

DOUGLAS UDELL, INSTRUCTOR

PART-TIMERS - KNOW YOUR CONTRACT

- Your assignments are given according to contract procedures which include Letter of Availability PT Teaching Assignment form. Check the contract. Also use Infonline to see which classes are being offered. If you do not get an assignment, contact your supervisor immediately and suggest courses that match your availability form. You also can check seniority at the Local 212 website to see if anyone is teaching that has less seniority. Remember to email your supervisor and keep documentation of the communication. Full-time teachers wishing for an overload do not automatically teach part-time assignments for their overload.
- Part-time faculty are paid 60% of what you would be paid if you were a full time teacher teaching the same load. Contact your supervisor regarding understanding your pay. There are many errors and you need to know your % load and class and step. Administrators do not teach, if union members have indicated that they are available to teach.
- Health insurance premiums for a single policy went up \$100 a month this year for part-time faculty and part-time paras who are buying health insurance at MATC, (40% of a single policy is paid by administration).
- Part-time faculty will qualify for the Wisconsin Retirement System if they work 440 hours in one year. You will then be in the system for all work in the future even if under 440 hours. Most Part-time faculty must work summer and substitute to qualify.
- To qualify for a step increase, a part-time instructor must work at least 384 hours to move up one step.

Your contract is available at www.Local212.org or call 765-0910 to receive one.

MARY KAY FLYNN

6TH VP - PT FACULTY BARGAINING CHAIR

PART-TIME FACULTY BARGAINING

Thank you for filling out the bargaining survey. Your comments were valuable as we prepared for our first face to face bargaining with Administration on Tuesday, October 18th. We will keep you informed via GroupWise email. If you are not set up to receive GroupWise, contact your supervisor. Also, messages will be posted to the www.local212.org website.

PART-TIME BARGAINING TEAM

MARY KAY FLYNN - CHAIR (MILW),

VIVIAN BECKLEY (MILW),

JOE CZARNEZKI (SOUTH&NORTH),

LIZ HARRIS (WEST), SALLY LINDNER (MILW),

MARY ANNE VITEK (MILW),

STEVE WATROUS (SOUTH&MILW)

EARN 4 SCIENCE CREDITS**EXPLORING THE ROCKY MOUNTAINS**

"Glaciers, Geysers and the Grand Tetons" is the enticing nickname of *Natural Science Field Studies 1* (NATSCI-281) that will be offered **next summer from July 29 to August 13** (immediately after summer school). This is the chance of a lifetime to explore the magnificent Rocky Mountains of Montana, Wyoming, Idaho, and Utah. Our field class will explore the spectacular landscapes of Glacier, Yellowstone and Grand Teton National Parks plus Craters of the Moon National Monument and the Great Salt Lake. One of many highlights will be a float trip on the Snake River in Grand Teton National Park.

Natural Science Field Studies is a multipurpose course designed to meet the needs of students, faculty, staff, and the general public. MATC students can apply it as a four-credit laboratory science, and faculty can apply it for certification credit. **The only prerequisite is a desire to learn about Nature and a taste for adventure in exciting places.**

The class will board **Amtrak's Empire Builder in Milwaukee** Saturday afternoon, July 29, and arrive in East Glacier, Montana, the following evening. A luxury motor coach (2 seats per person) will pick us up early Monday morning and take us to our exploration venues, starting in Glacier National Park. After **an unforgettable two-week voyage of discovery**, we will arrive in Salt Lake City Saturday afternoon, August 12, and fly back to Milwaukee the following morning via Frontier Airlines (which actually charges only half price for one-way flights!).

The trip will cost about \$1500 for travel, lodging (double occupancy) and entrance/user fees (not including tuition). Although this price may seem high at first, it is an unusually good deal compared to other field trips of similar length and scope. Enrollment is limited to 24 participants (plus two instructors and our driver). **A deposit of \$200 will reserve a space** (payable to MATC). For additional information, please contact me (George Stone) at 414-297-7430 (StoneG@matc.edu) or Dr. Wayne Schlipp at 414-297-7440 or (SchlippW@matc.edu).

GEORGE STONE, INSTRUCTOR

"Labor is prior to, and independent of, capital. Capital is only the fruit of labor and could never have existed if labor had not existed first. Labor is the superior of capital, and deserves much higher consideration."

Abraham Lincoln
December 1861 address to Congress

THE BRAIN: USE IT OR LOSE IT!

ER&D November 4, November 11, November 18
(First three Fridays of November)

Location: MATC Rm. H238 (1130 N 8 Street)

Phone: 297-6499 or 297-6830

Time: 9 AM to 3 PM (includes a working lunch)

Instructors: Paul Mansfield (x78078)

Patricia McFarland (x76499)

You will learn how to:

- Apply current brain research to everyday application
- Create a positive learning environment
- Strengthen presentation to reach hard-to-reach students
- Use active learning and instructional strategies that work
- Improve Kagan structures for cooperative learning

Credits: 2 credits for 24 hours of contact

Optional: 1 credit for 12 hours of contact

PAT MCFARLAND

ER&D LOCAL SITE COORDINATOR

Subscription Services

Save up to 50 percent on your favorite magazines and on gift subscriptions. Choose from more than 1,000 titles including *Business Week*, *Good Housekeeping*, *Newsweek*, *Sports Illustrated* and *Smithsonian*. Call **800/877-7238** or visit www.buymags.com/aft to obtain a current listing and rates.



10/05

CONDOLENCES TO...

The family and friends of **Walter Washington**, Part-time Pre-College Instructor, who passed away this past summer.

Petrea King, Computer Support Specialist, on the passing of her husband.

Ed Adams, Graphic Design Instructor, whose brother passed away.

Glenn Petrick, Horticulture Instructor, on the passing of his wife, Mary Anna Petrick, retired Jewelry Instructor.

Lauren Baker, MATC District Board member, on the loss of her mother.

American Federation of Teachers, Local 212 -
Milwaukee Area Technical College, AFT-WI, AFL-CIO, MCLC
739 West Juneau Avenue, Milwaukee, WI 53233
Telephone: (414) 765-0910
www.local212.org
Janet Nortrom, Editor: (414) 297-7000, Ext. 79399
Pamela Bautch, Office Manager
Aracelis Garcia, OPEIU Local 9, AFL-CIO, CLC