

## AFT President Visits Campus



-From left: Randi Weingarten, Barbara Toles and Michael Rosen

Photo and text by Sue Ruggles

AFT President Randi Weingarten visited the Downtown Milwaukee Campus on August 8 to thank Local 212 and other AFT volunteers for their work on the Wisconsin recall elections.

Weingarten spent the day helping with Get Out the Vote (GOTV) efforts.

Also speaking were State Senators Chris Larson and Barbara Toles, as well as Bryan Kennedy, president of AFT-Wisconsin, who introduced Randi.

She urged the volunteers to keep up the fight to restore collective bargaining rights for public workers. Local 212 members also made GOTV calls both before and after the reception at the union office.

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Director of Communications: Craig Smallish

### General Membership Meeting Dates

**Tuesday, Sept. 20**  
4:15 p.m., Downtown Milwaukee Campus, M616

**Wednesday, Oct. 19**  
4:15 p.m., Oak Creek Campus

**Tuesday, Nov. 15**  
12 noon, Downtown Milwaukee Campus, M616

**Thursday, Dec. 15**  
4:15 p.m., Downtown Milwaukee Campus, M616

### Condolences

**Members:**  
Mary Elsner  
Joel Frank  
Linda Horner (Retiree)  
Tom Krischan  
Duane Manthei  
Guadalupe Solis  
Jude Staniszewski

#### Members who have lost loved ones:

Elaine Hines (Father)  
John Lopez (Son)  
Michael Peppers (Father)  
Kevin Pulz (Father)  
Roger Sands (Mother)

## War on Teachers Won't Stop Us

By Charlie Dee  
Local 212 Executive Vice President



- Photo by Sue Ruggles

On Coordination Day, Wally Chessman died at age 92.

I'm certain this means nothing to you, but it does to me. Wally was my favorite college history professor, my advisor and lifelong friend. I last saw him two years ago when two buddies and I went a day early to our college reunion so we could spend time with Wally.

He was a great teacher: passionate about his subject, uninhibited in the classroom and out, great sense of humor, gentle with students and a very tough grader. Wally was a big reason I wanted to become a professor. I respected him so much as an educator and person that I wanted to live a life like his.

I'll bet there's a Wally Chessman in each of your lives: a teacher in high school, college or graduate school who so stimulated and motivated you that he or she brought out the best in you. The same could be said for every successful, personally happy person in this country.

I've thought a lot about Wally and other great teachers I've had the past couple years as the GOP has geared up its War on Teachers.

Continued on page 2

## President's Message Hiring Process Hijacked

By Dr. Michael Rosen  
Local 212 President

At MATC's fall 2011 Convocation, formerly Coordination Day, Local 212's Executive Vice President, Charlie Dee, reported that a hiring committee's recommendations had been ignored and the hiring process was hijacked by rogue administrators.

This blatant abuse of power is a very serious matter. It undermines the academic integrity of the college, discourages faculty from participating in hiring committees and deprives our students of studying under the best instructors.

Local 212 will not tolerate cronyism, nepotism or any other form of hiring committee manipulation.

Local 212 and MATC have a very clear process for hiring faculty as well as administrators with academic responsibility. Hiring committees are composed of an equal number of faculty, generally from the department that is hiring, and administrators. The composition reflects the institution's commitment to shared governance, which itself is based on the understanding that the faculty, counselors and professional staff who work directly with students have important knowledge and insights into who will be the

most effective faculty and academic administrators.

Administrators who hire their cronies or think they are better judges of academic talent than departmental faculty suffer from arrogance or delusions of grandeur.

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## Charlie Dee, continued from page 1

Scott Walker's legislation, right-wing talk radio, ad campaigns funded by right-wing individuals and corporations like the Club For Growth have all attempted to convince middle-class Americans who work in the private sector that the cause of the recession and their uncertainty about the country's economic future is the fault of public employees in general, and educators in particular.

This is an ideological campaign that certainly has had some success. It would make Nazi propaganda chief Joseph Goebbels quite proud because it offers what was so successful, albeit totally immoral, for him and the Nazis: a scapegoat to blame for very real problems that takes people's minds off who is really to blame for those problems.

In 1933, the Nazi scapegoats were Communists, Socialists and Jews. For the GOP in 2011, it's teachers, public employees and their unions.

I don't expect mass arrests and murders, so the analogy only goes so far. But look at what this ideological campaign has resulted in politically: WCTC faculty teaching 20% more with no increase in pay, New Berlin teachers losing prep time, sick days, early retirements, long term disability pay, can't grieve educational issues.

They even must report traffic tickets to the administration within three days or face dismissal. Get this: if they quit their jobs

after the school year starts, they have to pay the school a termination fee of up to \$2,000. Welcome back indentured servitude.

At the New Berlin School Board meeting August 29 when a teacher said, correctly in my opinion, that public education was being destroyed, the Walker supporters in the room cheered wildly for that destruction, then acted like a mob in heckling and shouting down teachers who tried to speak.

The question I keep asking in the face of these kinds of attacks is who would ever want to go into teaching in this atmosphere? Who wants to be stigmatized as greedy and lazy, much less blamed for a recession we had nothing to do with?

Most people I know went into teaching because they loved the process of changing people's lives for the better. They were willing to take much less pay than they could get in the private sector because what they were doing was so meaningful. The only economic incentive for teaching was that thanks to strong unions, we could count on good health care and a middle-class pension when we retired.

Now that the Walkers and Kochs are trying to take all of that away from us, I fear for the future of our profession.

This is certainly no time to retreat. We need to be even more aggressive in promoting, not just defending, public education. We can't let the mob mentality like that in New

## In Memoriam

By Philip Blank  
L212 retired past president

Bill Bates died August 28, 2011 in Sun City, Ariz., at the age of 85. He joined the faculty of then Milwaukee Technical and Adult Schools as a one-man physics department.

His most notable contribution to MATC history was his collaboration with photography instructor (and later dean) Alexander (Joe) Gradian to develop possibly the first Photo Instrumentation Technology program in the country. It combined Gradian's expertise in photography and Bates' knowledge of laser technology.

MATC grads moved into very high-paying jobs in ultra-high-speed photography in technology and scientific research upon graduating from this then cutting-edge technology program.

Berlin carry the day.

Just think of the Wally Chessman in your life and what you want for the future of your community.

## President's Message, continued from page 1

Neither will be tolerated.

The hiring process itself is very clear. Human Resources (HR) reviews applicants and eliminates *only* those who do not meet the position's basic requirements.

The hiring committee then reviews all the remaining applications and determines who to interview. Administrators *do not* have the authority to force a hiring committee to interview a candidate the committee deems unqualified.

After interviewing candidates, the committee forwards up to three candidates. In case any administrators don't understand what the policy means by "up to three," let me be very clear. The committee can forward three candidates if it believes it has three capable and qualified candidates. But it can also forward two, one, or even none.

The committee's selections are forwarded to the dean. If there are multiple candidates, the dean has the right to hire any of those forwarded. If the dean does not approve of the candidate(s), he or she *cannot* set up his or her own rogue process to circumvent the hiring process. The dean is required to inform the committee and HR

that none of the candidates is acceptable, and a new search is initiated.

The contract does not require the dean to explain why he or she has rejected the hiring committees' recommendation. But transparency, collegiality and common decency dictate that the committee be informed. If the dean has a legitimate reason for rejecting the committee's recommendation, the entire committee would benefit from such an explanation.

If you are on a hiring committee and the process outlined above is violated at any stage, contact the Local 212 office immediately. In addition, if you know of a qualified candidate who has not been forwarded by HR after the initial screening (this has happened), demand that he or she be added to the pool or contact the Local 212 office.

Many of us spent the spring and summer fighting for MATC and its students against Gov. Walker's savage cuts in funding and his abhorrent attempts to demonize teachers and other public servants. We will not sit quietly by while arrogant administrators violate MATC's hiring policy and undermine the college's academic integrity.

## Get on the Packer Bus

Ride with us to Lambeau Field and enjoy a pregame tailgate party with unlimited food, beverages and entertainment.

New and improved tailgate party location this year!

**Sunday, October 2**

**Green Bay Packers vs. Denver Broncos**

Transportation, party and game ticket included in \$245 per-person cost. Credit card purchase option available: email [pbautch@local212.org](mailto:pbautch@local212.org)

## Reach Out and Make a Difference

The MATC Employee Giving Campaign kicked off Sept. 6 to help raise funds to strengthen and support our community. Last year, nearly 500 MATC employees and retirees joined together and raised a record total of \$199,430!

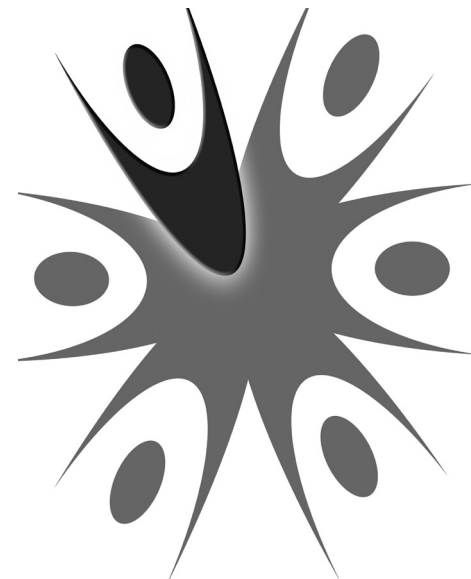
The 2011 MATC Employee Giving Campaign co-chairpersons are Dr. Mohammad Dakwar, Dean, School of Business; and Patricia O'Connor, faculty member, School of Liberal Arts and Sciences. This year, with their leadership, we hope to engage more than 600 employees and retirees to raise \$210,000.

You may choose among hundreds of orga-

nizations, including those that fight hunger, support students, provide necessities for the homeless, and promote the arts and education reform. Your donations are tax-deductible.

New this year: a secure online giving site is the preferred method of giving. See [www.matc.edu/matcsgivingcampaign](http://www.matc.edu/matcsgivingcampaign).

Our own Local 212 student scholarship was named after a beloved former union president. The **Ernst Schnook/AFT 212 Student Scholarship** (#702) provides deserving MATC students with funds so they can pursue their MATC education. Five scholarships were awarded last year.



The 2011 MATC Giving Campaign Logo

## Part-Time Faculty Corner

# Formative Assessment Strategies

By Sally A. Lindner (SAL)  
6th VP – Part-Time Faculty

One reason students find video games so engaging: When they realize that they don't have the skills to win the game, they can hit the reset button and start over. In video games, failure is good. Players start over so they can learn the skills necessary to move to higher levels. The gaming industry knows what we as educators need to learn: The ability to reset is a motivating tool for success.

We can give students a way to press the reset button by using Formative Assessments, which check for students' understanding along the way and guide our decisions about future instruction.

Think of formative assessment as practice – we do not hold students accountable in

“grade book fashion” for skills and concepts they have just been introduced to or are learning.

Some Formative Assessment strategies:

**Index Card Summaries/Questions:** Distribute index cards and have students write on both sides as follows: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**One-Minute Essay:** Ask a focused question with a specific goal that can be answered within a minute or two.

**Web or Concept Map:** Use any of several graphical organizers that allow learners to perceive relationships between concepts

through diagramming. See [www.graphic.org/concept.html](http://www.graphic.org/concept.html).

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and have them explain why.

**3-Minute Pause:** Provide the opportunity for students to reflect on the concepts and ideas that were just introduced, make connections to prior knowledge or experience, and seek clarification. Responses may include: I changed my attitude about...I became more aware of...I was surprised about... I felt...I related to...I empathized with...

**Exit Card:** Students write responses to questions posed at the end of a class or learning activity.