To Lisa Conley on the passing of her sister

Condolences...

Vote, Tuesday, Nov. 8

Hillary Clinton for President
Russ Feingold for U.S. Senator
Gwen Moore for U.S. Congress

President’s Message

FAST Fund- Emergency Assistance for MATC Students

By Dr. Michael Rosen
Local 212 President

The economic hardships our students experience are often extreme. They are a significant obstacle to student success and retention. After all it’s hard to concentrate when your stomach is empty or you are homeless or facing eviction.

That’s why Local 212 has teamed with Dr. Sara Goldrick-Rab to create the FAST Fund, a new emergency resource designed to help MATC students stay in college when they experience an economic emergency.

Several of you have already referred students to the FAST Fund. Others have asked how it works.

If you encounter a student who is experiencing an economic emergency, please refer them to the MATC’s Multicultural Center, 2nd floor of the Main building downtown. The phone number is 414-297-6968. If they are Pre-College students, they should contact that school’s offices at 414 297 7471. Either way, students will be required to fill out a short application to request emergency support from MATC and wait for it to be processed.

If a student’s request for funding from the Multicultural Center (college students) or from Pre-College (their students) is denied, the amount allocated is insufficient or if the student’s problem requires immediate action (i.e., they can’t afford to wait for MATC to process their request), direct the student to call the Local 212 office (414-765-0910) and request support from the Local 212-managed FAST Fund.

As the name implies, the FAST Fund does not require an application or paperwork. It is designed to get money into the hands of students quickly. Local 212 has established a small committee (Michael Rosen, Jason Matthews and Kate Cunningham) who will immediately review any requests. In most cases, however, students should apply to the college’s funds first in order to maximize the dollars available.

How to contribute to the FAST Fund
If you want to contribute to the FAST Fund you can write a check to Believe in Students, Inc. and drop it off at the 212 office or mail it to us at 739 West Juneau Ave., Milwaukee WI 53233.

All contributions are tax deductible.

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I were an American student like everyone it all I continued to go to high school, as if moved in with this boy’s family. Through it didn’t matter that I objected, I didn’t have I cried through the entire wedding. But my parents married me into his family. was with my “boyfriend,” who I’d been see parents know where I was. They thought I was with low self-esteem and people who don’t. They target poor people and people For profit colleges prey on vulnerable peo By Mai McCarthy

MATC Student: ITT Targeted Students Like Me

For profit colleges prey on vulnerable peo. They target poor people and people with low self-esteem and people who don’t understand the system. People like me.

When ITT Tech recruited me I were vulnerab in so many ways. Now the school is shut down and I am so grateful to have moved on to a new life. But just a few years ago I was an easy target.

From the beginning

When I was 15 years old, I was force-married to a boy who was not much older than I was. I am first-generation American and grew up in a Hmong family in Milwaukee, the seventh of eight children. Forced marri The seventh of eight children. Forced marriage was our tradition, even in Wisconsin. In the Hmong community, if you don’t be-have they send you off to a relative or marry you into a family. “I’mbehaved”—I stayed out with friends all night, and didn’t let my parents know where I was. They thought I was with my “boyfriend,” who I’d been see for about a month. I barely knew him. But my parents married me into his family.

I cried through the entire wedding. It didn’t matter that I objected, I didn’t have a say in the matter. I cried through the entire wedding—a traditional ceremony held at my family’s three-bedroom home, then another at my “new” family’s—home—and moved in with this boy’s family. Through it all I continued to go to high school, as if I were an American student like everyone else. But I wasn’t. At home, I took care of a family of eight. I did all the cooking, all the laundry. I took care of the younger children, getting them up for school, making sure they brushed their teeth and did their homework. I had to do everything the older siblings asked, too, washing their clothes, cleaning their rooms. They’d paid for me, so they said—a bride price—so I had to do the work. I guess it was modern slavery.

I wasn’t good at school, but I had a B aver-age. After I got married, though, I struggled with the stress of my home life. And when I got pregnant in my junior year, the school district put me in an alternative program, basically all where the “bad kids” went.

I went along with the family arrange ment—how could I escape? But I knew that in this country, something about it was wrong. I began to pocket the money I made sell ing sunglasses with the family in the street, saving it in a shoebox under the bed.

When the family found out, they kicked me out of the house. The elders in the commun ity decided I had to make things work with the man I had been forced to marry—I will never call him my husband—and we con tinued to live together.

In our Hmong community, it’s not ok to speak out when something is wrong, so I kept all this to myself. I owed money, I thought, so I worked extra hours. I had found a job at an insurance company, lived in a tiny apartment with my two children, shopped only at thrift stores and, over the next few years, paid off all my loans.

A new world

I worked for eight or nine years as an insur ance agent, then in finance, raising my a college degree.” I may disagree with a lot of Hmong tradition, but my family’s belief in the importance of education is one I definitely share.

What ITT offered sounded amazing. They promised to work around my schedule with late classes. The night classes seemed like the cheapest anyway. I went in and talked to an advisor, signed a couple of documents that weren’t explained to me, and began taking classes.

I remember walking into the room for my first class. It was a small group of students. The teacher didn’t even say hello or intro duce himself. He just said, “This is what we’re working on.” He spoke for about 30 minutes, but for most of the class the students just talked to each other. I learned absolutely nothing the entire time I was at the lecture room.

After a year and a half at ITT, I had to drop out. The forced marriage was a high school dropout, and for his “wife” to graduate from college would have been against our culture. We had a second child, but I was miserable and the boy I was married to was abusive. I managed to open a secret bank account and when I had $7,000 I left him. Was Slate Mac and why is she writing me letters?

Meanwhile, ITT was relentless. The mo ment I dropped out I received letters from different loan companies, direct loans, Sallie Mae. I didn’t know anything about this. “Who is this Sallie Mae?” I thought, and why is she writing me letters? I was on the hook for $15,000 in loans, and I had no idea what to do. I contacted the financial aid office at ITT Tech, and they said, “Hey, you signed all the paperwork!” But I had no one to tell me what I was signing. I was negotiating my future by myself, because I didn’t know what else to do.

In the Hmong community, it was our tradition to major political changes. His well-written High Places. Based on past history, he pre dicted that the income inequality and politi cal disenchantment we have today will lead to major political changes. His well-written book is highly recommended for those of you who are disenchanted with the current political landscape. Also at the July meeting, we discussed various ways to become involved in the full elections. Several of our members have be come Special Registration Deputies (SRD) for the city of Milwaukee. You can’t live in Milwaukee to become an SRD there. If this interests you, you can contact Claire Woodall-Vogg, Election Services Specialist either by phone (414) 276-4359 or email CLWOOD@milwaukee.gov.

Retiree Corner

By Jennifer Madej

Retiree Chapter President

News from the Retiree Summer Meeting

On July 15, we had a lively and well-at tended retiree chapter meeting. Our speaker was Mike McCabe, author of Blue Jeans in High Places. Based on past history, he pre dicits that the income inequality and politi cal disenagement we have today will lead to major political changes. His well-written bo Retiree Corner

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Another great way to make a difference is to serve as a poll worker on Election Day. The need is especially urgent in the city of Milwaukee. Here’s the URL for the on line application: http://city.milwaukee.gov/ elec/Election-Inspector-Application.html V4bouVc4lL8

We held our fall social breakfast at Mad Stopper Cafe on Sept. 9. Some new retirees were wel comed. If you are a retiree who hasn’t attended our meetings or breakfasts, please contact Jen-nifer Madej at jmad@local212.org, or call (262) 797-9561 for more information about our chapter. We also welcome those of you who are close to retirement. Joining is free with no member ship dues.

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At first, I went to MATC because the tuition was so low. I paid everything out of pocket and didn’t have to use financial aid. I took 19 credits at one point, because they made it so easy to schedule classes, and I still had time to spend with my kids. But the best part was the professors, how they encouraged me and helped me turn my life around. I am where I am now because of them.

A success story

I spent four semesters at MATC, and then transferred to University of Wisconsin-Parkside. I am remarried, to a man who works in maintenance at the public schools here. I am in my second semester in UW-Parkside’s teacher education program, with an English minor, attending school full time, and student teaching. I have two years to go, and then I should be done. I’m so excited. Teaching is amazing! Just being able to see the growth in students and to see them taking in what I’m saying is so rewarding.

I am already a mentor and a teacher to my own children, so I feel like I can do that for people who don’t have that support. I can be the support that was missing from my life. It feels good to be on the other end this time around.

I also want people who are like I was, before I found MATC—people who are vulnerable, poor and know little about higher education—to know that there are alternatives to for-profit schools. With for-profits like ITT Tech, there’s so much that’s hidden when you sign up, and you will never discover it until the very end. I am still getting surprises: I just found out I have another $5,000 in Sallie Mae loans to pay off.

“For-profit” says it all: They’re just going to take your money and give you nothing in return.

At ITT, I was being modeled into a robot. There was no support. At MATC, I felt like a family member. They even had child care available on campus. I felt like family.

That’s what every person should feel like.

When it comes to money, when it comes to education, you should feel like you’re being supported, that you’re being loved and that your future is important.

With ITT Tech shutting down, I feel like a lot of the students who were investing in an ITT “education” were saved. I just hope they can find another school, maybe a community college like mine, to show them how much better the college experience can be.

(Mai McCarthy is a full-time student at University of Wisconsin-Parkside, and a former student at ITT Tech and Milwaukee Area Technical College. She is a wife and mom, and continues to be an activist for social justice.)

Faculty and staff, do you know anyone affected by the ITT Tech Closure? MATC Can Help!

MATC is working with students who are affected by the immediate closure of ITT Tech that was recently announced.

Students can call 414-297-6050, email MATCITT@matc.edu or visit any campus Welcome Center for assistance. Since each situation is different, students will meet with an MATC Financial Aid specialist and an Academic Counselor to determine the best plan of action.

MATC’s financial aid code is 003866; students should add that code to their FAFSA (Free Application for Federal Student Aid).

Visit the COPE Action Center

• Links and information on candidates endorsed by AFT & AFT Local 212
• Information on how to find your government representatives
• Become a COPE Contributor!

Your contributions help Local 212 support candidates that support MATC. To enroll as a COPE contributor, please visit local212.org, click on COPE ACTION CENTER, print out the COPE form, complete, sign, and mail to the Local 212 office.

Submit comments, suggestions, articles, and condolences to blackwek@matc.edu
Guess Who Supports For-Profit Colleges?

By Dr. Michael Rosen
Local 212 President

With the implosion of another for-profit college, ITT Tech, it is time to ask why so many of the state’s Republican politicians are so supportive of these diploma mills that engage in fraud and deception to lure students into enrolling in outrageously expensive programs with credits that don’t transfer and degrees that don’t lead to employment?

Nor is Scott Walker the only Wisconsin elected official to embrace the predatory for-profit cartel, which includes 26,000 current students in Wisconsin paying an annual tuition of $150 million. U.S. Sen. Ron Johnson delivered what he termed a “state of the nation” speech at the private, profit Globe University in Green Bay, after having infamously said the solution to the nation’s $1 trillion-plus student loan debt crisis was more for-profit colleges; the same Johnon who said that professors should be replaced by having students watch Ken Burns’ Civil War “tapes.”

Governor Walker and Senator Johnson have opposed allowing more than 500,000 Wisconsin student loan borrowers to refinance their loans, just like you can a mortgage. But Walker and Johnson support the morally bankrupt for-profit college industry that preys on veterans, older Americans, people of color and those living in poverty.

ITT Tech, before it announced it was closing, focused intently on luring returning soldiers from the Iraq and Afghanistan wars into signing up.

A comprehensive 2012 report authored by the U.S. Senate Committee on Health, Education, Labor & Pensions Committee, Sen. Tom Harkin (D-Iowa) concluded ITT: “Documents also demonstrate a focus on recruiting students eligible for military benefits. ITT is the second highest recipient of post-9/11 GI Bill funds, taking in $178 million between 2009 and 2011. In 2009, ITT initiated a military marketing plan with the goal of increasing military enrollments by 20 percent at 42 selected campuses.” [Page 530]

Ninety-six percent of Globe students take out student loans and graduate with an average of nearly $45,000 in debt. Globe also partners with another company to provide loans to students with interest rates massively higher than market rates, usually in the 18 percent range. Current and former students at Globe University sued in a class action lawsuit over allegations of misleading and deceptive practices by the institution.

Most recently Republican Vice President candidate Mike Pence criticized the White House for its heightened scrutiny of for-profits. “ITT Tech’s situation is due in part to the Obama administration’s over-regulation, which is sadly killing jobs nationwide,” his spokeswoman told the Indianapolis Star.

Pence, like Walker and Johnson, want less oversight and less regulation of these diploma mills.

When Wisconsin’s Education Accountability Board (EAB) convened a committee to increase regulations of for-profit colleges in 2010, Governor Walker replaced three members of the committee who then forced it to disband. Thousands of Wisconsin students, including a large number of veterans, have accrued huge debts since the EAB’s effort was undermined.

And then there is Trump “University.” The for-profit “college” bearing the moniker of Republican Presidential nominee Donald Trump has been under scrutiny by the courts and the press for business practices that left students deep in debt with little to show for their time and money.

Legislation has been introduced at the state and federal level to address the looming student loan debt issue. Johnson opposed the federal legislation that was authored by Sen. Elizabeth Warren and Wisconsin’s Tammy Baldwin. Walker opposes the Wisconsin “Higher Ed, Lower Debt” bill, authored by former AFT member Cory Mason, for refinancing of loans for Wisconsin student loan borrowers. Neither bill creates any new net cost to taxpayers.

Both Hillary Clinton and Russ Feingold have fully endorsed the refinancing of student loans, which would immediately help 25 million Americans.

Local 212 represents faculty and academic staff at Milwaukee Area Technical College. ITT Tech has a long and sordid history of misleading and deceptive practices against students when Walker visited it.

For example, why did Gov. Scott Walker contract a profits-for-profit firm to write her letter for the Greenfield ITT Tech campus in July 2014 praising it for doing a great job? That’s the same ITT which recently closed its doors on its 40,000 students (almost 500 in the Milwaukee area) after the federal government barred it from enrolling any new students because of improprieties. The same ITT that was under investigation by multiple attorneys general, as well as the federal Consumer Financial Protection Bureau (CFPB) for deceptive and abusive practices against students when Walker visited it.

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ITT Tech, before it was announcing it was closing, focused intensely on luring returning soldiers from the Iraq and Afghanistan wars into signing up for their loans, which would immediately help the EAB’s effort was undermined.

And then there is Trump’s ‘University.’

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Both Hillary Clinton and Russ Feingold have fully endorsed the refinancing of student loans, which would immediately help 25 million Americans.

Yet, why did Gov. Scott Walker and his Lt. Gov. Rebecca Johnson oppose allowing more than 500,000 Wisconsin student loan borrowers to refinance their loans, just like you can a mortgage?

Wisconsin’s Republican lawmakers should be asking about a skilled worker shortage, the Walker administration should increase funding to the technical college system that delivers real, marketable skills and aggressively regulate scam colleges like ITT. Governor Walker promoted ITT to the general public in 2014, ‘rather than warning students they were being exploited by business that was gaming the federal financial aid system.’

For example, why did Gov. Scott Walker conduct a photo-op at the Greenfield ITT Tech campus in July 2014 praising it for doing a great job? That’s the same ITT which recently closed its doors on its 40,000 students (almost 500 in the Milwaukee area) after the federal government found it from enrolling any new students because of inappropriate practices. The same ITT that was under investigation by multiple attorneys general, as well as the federal Consumer Financial Protection Bureau (CFPB) for deceptive and abusive practices against students when Walker visited it.

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Now thanks to strong enforcement action by the Department of Education, the Consumer Financial Protection Bureau, and investigations by more than twenty state attorney generals, no more students will be misled by this predatory institution.

As Dr. Michael Rosen, President of AFT Local 212, noted, “The Obama Administration has shown it has learned from the collapse of Corinthian Colleges by putting in place safeguards to protect students and taxpayers.”

Rosen also pointed out that the current administration in Madison has dropped the ball and failed to effectively regulate predatory institutions like ITT. “Governor Walker promoted ITT to the general public in 2014,” Rosen explains, “rather than warning students they were being exploited by business that was gaming the federal financial aid system.”

Instead of simply wringing their hands about a skilled worker shortage, the Walker administration should increase funding to the technical college system that delivers real, marketable skills and aggressively regulate scam colleges like ITT. Governor Walker should increase funding to the technical college system that delivers real, marketable skills and aggressively regulate scam colleges like ITT.

Local 212 also is working with partners to explore opportunities to provide free legal services to students in need and additional supports to current and former ITT students.

Local 212 represents faculty and academic staff at Milwaukee Area Technical College. ITT Tech has a long and sordid history of overpromising to students and under-delivering, often leaving students with huge debts, credits that don’t transfer, few marketable skills and broken dreams.

Joriath Siemann’s experience is typical. Sie mann graduated from ITT in 2004 with an associate degree in computer networking and a $20,000 debt.

After an entry exam, Siemann says, he felt pressured by ITT’s admissions representative to enroll on the spot. He acquiesced, not realizing he’d taken out $35,000 in loans to pay for his tuition. According to Siemann, ITT’s job-placement efforts were worthless. “They didn’t help me find a job at all,” Siemann says, “I’m kicking myself for going to ITT.”

Or take Mai McCarthy, the first in her immigrant family to enroll in college, who wondered who Sally Mae was and why she was sending her letters after she enrolled in ITT Tech. She agreed to it, didn’t discover that she had agreed to tens of thousands of dollars in loans. She ultimately dropped out after realizing the education was inferior, but she was left on the hook for $15,000.

Rosen asserts that there’s more work to be done to prevent other for-profits from preying on unsuspecting students in the future and in addressing the real needs of ITT Tech students. Rosen explains that ITT’s closing protects future students from ITT’s predatory practices, “The Department of Education needs to go further and discharge the loans of current and past ITT students.”

“Local 212 is committed to ensuring that ITT Tech students are made whole so they can pursue their dreams at a qualified institution, like MATC. Not only will we continue advocating for comprehensive debt forgiveness for those defrauded, but we will be helping students directly through our student debt clinics,” Rosen says.

American Federation of Teachers Local 212 has issued the following statement on the closing of ITT Tech in Milwaukee.

Press Release
AFT Local 212: ITT STUDENTS LEFT WITH DEBT, DESERVE RELIEF

For Release: Tuesday, September 7, 2016

Contact:
Michael Rosen, Ph.D.
414-765-0910 ext. 14
mrosen@local212.org
or
Mai McCarthy
414-510-1779
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American Federation of Teachers Local 212 was helping students directly through our student debt clinics,” Rosen says.

America's national union for public school teachers has had an ongoing relationship with ITT Tech, before it announced it was closing, focused intensely on luring soldiers from the Iraq and Afghanistan wars into signing up for their loans, which would immediately help 25 million Americans.

Now thanks to strong enforcement action by the Department of Education, the Consumer Financial Protection Bureau, and investigations by more than twenty state attorney generals, no more students will be misled by this predatory institution.

As Dr. Michael Rosen, President of AFT Local 212, noted, “The Obama Administration has shown it has learned from the collapse of Corinthian Colleges by putting in place safeguards to protect students and taxpayers.”

Rosen also pointed out that the current administration in Madison has dropped the ball and failed to effectively regulate predatory institutions like ITT. “Governor Walker promoted ITT to the general public in 2014,” Rosen explains, “rather than warning students they were being exploited by business that was gaming the federal financial aid system.”

Instead of simply wringing their hands about a skilled worker shortage, the Walker administration should increase funding to the technical college system that delivers real, marketable skills and aggressively regulate scam colleges like ITT. Governor Walker should increase funding to the technical college system that delivers real, marketable skills and aggressively regulate scam colleges like ITT.

Local 212 also is working with partners to explore opportunities to provide free legal services to students in need and additional supports to current and former ITT students.

Local 212 represents faculty and academic staff at Milwaukee Area Technical College.
At first, I went to MATC because the tuition was so low. I paid everything out of pocket and didn’t have to use financial aid. I took 19 credits at one point, because they made it so easy to schedule classes, and I still had time to spend with my kids. But the best part was the professors, how they encouraged me and helped me turn my life around. I am where I am now because of them.

A success story
I spent four semesters at MATC, and then transferred to University of Wisconsin-Parkside. I am remarried, to a man who works in maintenance at the public schools here. I am in my second semester in UW-Parkside’s teacher education program, with an English minor, attending school full time, and student teaching. I have two years to go, and then I should be done. I’m so excited. Teaching is amazing!

Just being able to see the growth in students and to see them taking in what I’m saying is so rewarding.

I am already a mentor and a teacher to my own children, so I feel like I can do that for people who don’t have that support. I can be the support that was missing from my life. It feels good to be on the other end this time around.

I also want people who are like I was, before I found MATC—people who are vulnerable, poor and know little about higher education—to know that there are alternatives to for-profit schools. With for-profits like ITT Tech, there’s so much that’s hidden when you sign up, and you will never discover it until the very end. I am still getting surprises: I just found out I have another $5,000 in Sallie Mae loans to pay off. “For-profit” says it all: They’re just going to take your money and give you nothing in return.

At ITT, I was being modeled into a robot. There was no support. At MATC, I felt like a family member. They even had child care available on campus. I felt like family.

That’s what every person should feel like. When it comes to money, when it comes to education, you should feel like you’re being supported, that you’re being loved and that your future is important. With ITT Tech shutting down, I feel like a lot of the students who were investing in an ITT “education” were saved. I just hope they can find another school, maybe a community college like mine, to show them how much better the college experience can be.

(Mai McCarthy is a full-time student at University of Wisconsin-Parkside, and a former student at ITT Tech and Milwaukee Area Technical College. She is a wife and mom, and continues to be an activist for social justice.)
For profit colleges prey on vulnerable people with low self-esteem and people who don’t understand the system.

People like me.

When ITT Tech recruited me I was vulnerable in so many ways. Now the school is shut down and I am so grateful to have moved on to a new life. But just a few years ago I was an easy target.

From the beginning

When I was 15 years old, I was forced-married to a boy who was not much older than I was. I was first-generation American and grew up in a Hmong family in Milwaukee, the seventh of eight children. Forced marriage was our tradition, even in Wisconsin.

In the Hmong community, if you don’t behave they send you off to a relative or marry you into a family. I “misbehaved” I stayed out with friends all night, and didn’t let my parents know where I was. They thought I was with my “boyfriend,” who I’d been seeing for about a month. I barely knew him. But my parents married me into his family.

I cried through the entire wedding.

It didn’t matter that I objected, I didn’t have to say otherwise. I was married. I went along with the family arrangement—how could I escape? But I knew that in this country, something about it was wrong.

I began to pocket the money I made selling sunglasses with the family in the street, saving it in a shoebox under the bed.

When the family found out, they kicked me out of the house. The elders in the community decided I had to make things work with the man I had been forced to marry—I will never call him my husband—and we continued to live together.

It sounded great to me. I was looking for an easy way out. One, to be able to provide for my child. And two, to be able to say, “I have a college degree.” I managed to study and complete a high school equivalent and get my GED. I was accepted to the University of Wisconsin-

In our Hmong community, it’s not ok to speak out when something is wrong, so I kept all this to myself. I owed money, I didn’t know what else to do. I signed the equivalent of a one credit course. I received any classes in that department with zero enrollment. The class was cancelled. Bottom line: No part-time employee is protected by the contract.

Mass chasms reigned in both divisions and departments regarding the assignment process. In that division, no class was assigned to a part-time employee who had 12 classes cancelled already in July. If those classes had been allowed to run, some would have filled. Why? We had an enrollment backlog in August. Further, it’s common knowledge that our MATC students register for classes at the last moment. Assignments using the CSAR Report and the assignment of classes via chronological order. Part-time assignments were made via the CSAR report (a report of open classes) via longeviety. However classes were assigned in chronological order via the CSAR Report. Example: A full-time instructor was assigned classes (sections 800, 801, 802, 804, and 806) obviously in non-consecutive order. Thus following the longevity process, the class selection assigned to the most senior part-time instructor was the first open course (803). But 803 had zero enrollment. The class was cancelled. Final bottom line: No part-time employee received any classes in that department without the exception of one employee who was assigned the equivalent of a one credit course.

Retiree Corner

By Jennifer Madej Retiree Chapter President

News from the Retiree Summer Meeting

On July 15, we had a lively and well-attended retiree chapter meeting. Our speaker was Mike McCabe, author of Blue Jeans in High Places. Based on past history, he predicts that the income inequality and political disengagement we have today will lead to major political changes. His well-written book is highly recommended for those of you who are disenchanted with the current political landscape.

Also at the July meeting, we discussed various ways to become involved in the full elections. Several of our members have become Special Election Representatives (SER) for the city of Milwaukee. You can still become a SER for the city of Milwaukee. If you are interested, you can contact Joanne Venable-Vogt, Election Services Specialist either by phone at (414) 276-6359 or email CLWOOD@milwaukee.gov.

Another great way to make a difference is to serve as a poll worker on Election Day. The need is especially urgent in the city of Milwaukee. Here’s the URL for the online application: http://city.milwaukee.gov/Helpmilwaukeevote/Election-Inspector-Application.html. 

We held our fall social breakfast at Mad Rooster Cafe on Sept 9. Some new retirees were wel-come. If you are a retiree who hasn’t attended our meetings or breakfasts, please contact Jenifer Madej at jmdadеІ@local212.org, or call (262) 797-9561 for more information about our chapter. We also welcome those of you who are close to retirement. Joining is free with no membership dues.

Part-Time Faculty Corner

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

Part-Time Faculty Assignment Issues

Greetings, Fellow Colleagues

There were a number of contributing factors this semester leading to part-time faculty non-assignments and unemployement and substantial decreases in load.

Low Enrollment

This semester our first year students did not return to go on to their second year of their programs. Why? Severeral factors: improved economy, socio-economic problems, etc. On the other hand, we had an influx of first-year students via the Promise Mentor program.

Requirement of Double Digit Enrollment

At an administrative meeting, administrators were asked to review enrollments and not consider ranging classes that did not have double digit enrollment (ten or more) unless they were the only courses in the district or needed for graduation. In at least one division, a relatively small department, had 12 classes cancelled already in July. If those classes had been allowed to run, some would have filled. Why? We had an enrollment backlog in August. Further, it’s common knowledge that our MATC students register for classes at the last moment.

Assignments using the CSAR Report and the assignment of classes via chronological order. Part-time assignments were made via the CSAR report (a report of open classes) via longeviety. However classes were assigned in chronological order via the CSAR Report. Example: A full-time instructor was assigned classes (sections 800, 801, 802, 804, and 806) obviously in non-consecutive order. Thus following the longevity process, the class selection assigned to the most senior part-time instructor was the first open course (803). But 803 had zero enrollment. The class was cancelled. Final bottom line: No part-time employee received any classes in that department without the exception of one employee who was assigned the equivalent of a one credit course.

Mass chasms reigned in both divisions and departments regarding the assignment process. In at least one division, part-time faculty were assigned to classes in April. All the classes were then unassigned. Part-time faculty were then told via email that they would be assigned to classes in July. Past year…no classes. They were then sent another email stating that classes would be assigned in early August. Note: Very few part-time faculty received any assignments in early August in that division. Likewise, full-time faculty were assigned, unassigned, reassigned, etc. Furthermore, mistakes transpired with full-time instructor assignments. Some full time instructors were assigned classes at the same time and the same day at different campuses. Imagined the chaos that this caused.

In conclusion, this semester, some part-time faculty are without an assignment (hence: unemployed). More importantly, there are senior part-time faculty, with 30 years or more of longevity, without an assignment (hence unemployed). MATC needs to aggressively recruit new students and ascertain why second year students are not returning. Above all: I truly believe that the assignment process needs to be improved so that it is transparent to all.
**President’s Message**

**FAST Fund - Emergency Assistance for MATC Students**

By Dr. Michael Rosen  
Local 212 President

The economic hardships our students experience are often extreme. They are a significant obstacle to student success and retention. After all, it’s hard to concentrate when your stomach is empty or you are homeless or facing eviction.

That’s why Local 212 has teamed with Dr. Sara Goldrick-Rab to create the FAST Fund, a new emergency resource designed to help MATC students stay in college when they experience an economic emergency.

Several of you have already referred students to the FAST Fund. Others have asked how it works.

If you encounter a student who is experiencing an economic emergency, please refer them to the MATC’s Multicultural Center, 2nd floor of the Main building downtown. The phone number is 414-297-6968. If they are Pre-College students, they should contact that school’s offices at 414-297-7471. Either way, students will be required to fill out a short application to request emergency support from MATC and wait for it to be processed.

If a student’s request for funding from the Multicultural Center (college students) or from Pre-College (their students) is denied, the amount allocated is insufficient or if the student’s problem requires immediate action (i.e., they can’t afford to wait for MATC to process their request), direct the student to call the Local 212 office (414-765-0910) and request support from the Local 212-managed FAST Fund.

As the name implies, the FAST Fund does not require an application or paperwork. It is designed to get money into the hands of students quickly. Local 212 has established a small committee (Michael Rosen, Jason Matthews and Kate Cunningham) who will immediately review any requests. In most cases, however, students should apply to the college’s funds first in order to maximize the dollars available.

**How to contribute to the FAST Fund**

If you want to contribute to the FAST Fund you can write a check to Believe in Students, Inc. and drop it off at the 212 office or mail it to us at 739 West Juneau Ave., Milwaukee WI 53233. All contributions are tax deductible.

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**Conclusions...**

To Lisa Conley on the passing of her sister

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American Federation of Teachers  
Local 212  
Milwaukee Area Technical College

**News & Views**

Vote, Tuesday, Nov. 8

Hillary Clinton for President  
Russ Feingold for U.S. Senator  
Gwen Moore for U.S. Congress

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