The first point of contact for students quite often are staff and paraprofessionals. Driven by student success and not monetary gain, our workers are like Olympians. Jumping through hoops and over hurdles to assist students, our phenomenal staff works hard to ensure student success is a reality, not just a saying.

Thank you to all Local 212 paraprofessionals who showed up at the end of March for our informative meeting regarding compensation. You showed up in numbers and voiced many valid concerns. Local 212 is listening and will continue to make sure you’re not undervalued, underpaid and overlooked!

Do Students Come First or Not?
Kevin Mulvenna
Executive Vice President

S
ometimes sitting here in the Local 212 office my eyes wander over the walls where countless handmade plaques hang displaying cartoons or sayings from days gone by. It is, in many ways, a labor history museum that every member should visit. And I strongly believe it’s only when we hear the full-draped booming voice of our past president Ernest Schnook warning me to judge MATC administrators by what they do and not what they say.

I even heard it as I walked around the second floor of Old Main and watched crews begin yet another remodelling of MATC administrators’ offices. Really? Not that I begrudge anyone from having a clean and modern workspace, but wasn’t there talk about making the second floor the hub for all student needs? With all this emphasis on student-centeredness and loving our students, weren’t we going to demonstrate that commitment in a very visible, structural and concrete way? Wouldn’t it be a wonderful example of leadership if Queen’s Row were to pack up its belongings and give its prime real estate back to our students? Wouldn’t it have been a great way of saying, “Yes, Guided Pathways is here, and we’re walking the walk in the hopes that every MATC employee will join us!”

But no—students will still have to trudge up State Street to get their books and explore the nether regions of Foundation Hall to find food resources, reclaim their driver’s licenses and who knows what else.

I understand that Old Main is more than 100 years old and that there are structural limitations. But I still envision a hub, like one you’d find in the post-op or intensive care unit of a modern hospital, where the workers sit in the middle and direct students around the offices which are situated like spokes on a wheel. Financial aid? It’s behind you on the right. The Counseling Center? Behind me on your left. Now that would be very powerful.

And I wish this were the only example of not putting students first. I hear that our colleagues in Culinary Arts have been trying to reclaim a dedicated food lab (M613) for their students, who were moved to the food court in an effort to give the catering department more room, use the students as free labor and write off some of the food court expense since it’s being used as an educational lab. They’ve been explaining for three years that their students need this lab.

CBOs Are Essential for a Healthy City
Lynne Milner

Not all of MATC’s part-time instructors in community-based organizations (CBOs) have job security for at least one year, according to an update provided to CBO faculty on April 23 by Valencia Brown, Associate Dean, School of Precollege. As explained by instructor Liz Harris-Hodge: “If they had a summer assignment last year, they would have one this fall. Likewise, if they had a spring assignment this year, they would have one next spring.”

I have been teaching in CBOs for over fifteen years: Children’s Outing Association (COA), Social Development Commission (SDC) and Young Women’s Christian Association (YWCA). CBO instructors, many part time, serve some of the most fragile people in the community. Almost every adult student I have taught says that they are completing their high school education so that they can be a positive role model for their children and grandchildren. When students see themselves improving their academic skills and expanding their knowledge base, they begin to believe that they deserve and are able to get more out of life, and they feel better about themselves. When they feel better about themselves, they are able to give to their families and community. I feel privileged to be a part of supporting individuals and, thereby, improving the city of Milwaukee.

Wherever I go, when I mention that I teach GED courses for MATC at the...
Proposed Changes to Faculty Pay and Salary Schedule

Steve Johnson
Director of Labor Relations
Michael Stock

For now, MATC administration appeared to be making use of the procedures developed under a compensation study that was completed in 1989. The study was conducted by a consultant who recommended that the compensation system be revised to reflect the changing realities of the marketplace and the needs of the institution. The administration adopted the consultant’s recommendations in 1990.

The announcement was made by union leadership at April’s 212 executive board meeting, crediting the dedication and ac-

tion of members this semester for ap-

plying pressure. The changes to pay for new employees were originally slated for July. Lisa Conley said administration has “resisted a tentative deadline for a draft recommendation of October 10.” At the same time, what remains is the possibility to throw out both the current salary schedule, replacing it with a range system.

The purpose of this article is to il-

strate the impact of the salary ranges of

full-time employees to raise the minimum salaries by using full-time faculty salaries as examples.

The current full-time faculty salary sched-

ule for 2018-19 provides clear factors for movement from the entry level to the last step. All of the salaries on the schedule are attainable by faculty members who earn advanced degrees/credits within no more than 15 years.

For instance, under this salary range sys-

The position of the employee is at Class 3, Step 5. Under the current salary range of $62,040, after working 15 years, the employee is able to reach the maximum level of $79,296 at Step 14. Let’s assume for this example that the schedule remains the same for 15 years. Eventually, the new faculty member would make the same salary as the veteran under the salary schedule with step movement. Also, a cost-of-living raise affects all steps and classes within the salary schedule simultaneously, but there is still a clear path to reach the maximum.

Potentially, a faculty member could reach the maximum of the entire salary schedule, which is Class 5, Step 14, by earning advanced degrees. The salary range is $104,618.

In contrast, the salary range scale offered by the employer does not provide clear factors or criteria with respect to move-

ment through the salary range. New em-

ployees can never reach the same salary as the veteran faculty member, despite eventually having earned the same degree and working at MATC for an extended period of time. The salary range contains a minimum, midpoint and maximum level, but again, the maximum would only apply to current, full-time faculty already in that range and not new employees.

Here is an example. An employee is hired at MATC with a MA but no teaching ex-

perience. The employee is placed at Class 3, Step 5. With a salary of $62,040. After working 15 years, the employee is able to reach the maximum level of $79,296 at Step 14. Let’s assume for this example that the schedule remains the same for 15 years. Eventually, the new faculty member would make the same salary as the veteran under the salary schedule with step movement. Also, a cost-of-living raise affects all steps and classes within the salary schedule simultaneously, but there is still a clear path to reach the maximum.

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Who Is Theresa or Therese Heeg?

Kevin Malvenva
Executive Vice President

Her name is spelled one way on the many checks she receives from MATC but another way on the website of Lifeworks Coach-

ing and Training that she founded.

In any case, a cursory view of MATC board agendas and the bills-paid lists contained therein reveal Heeg received over $55,650 since the end of 2017, and it’s only a glimpse. It would take an open records re-

quest to get an up-to-date total.

But the question is who is Heeg, and what role does she play for MATC? To be honest, we don’t know for sure. Perhaps she runs large and expensive training workshops for the MATC administration, but wouldn’t we have heard about her? Here’s what we have heard.

Heeg is called in for coaching (one person referred to it as shadowing or babysitting) managers who require remedi-

ation concerning their people and manager-

The advocate committee continues to meet every other month as a collaborative group and to produce the needed results? We’re betting the employees who have to endure work-

ing for these deficient managers have a firm view, but we’re also betting MATC admin-

istration is not going to do anything about it and doesn’t want to know—just like they don’t seem to know how to spell her name.

Local 212 Advocates Are Here to Support You

Nearly 100 people attended the emergency part-time faculty meeting this March.

Marquilyn McKinney

Your advocates are always available to sup-

port Local 212 members. Advocates are your colleagues who have committed to helping you with Employee Handbook or other job-related questions or issues. Advo-

cates serve on MATC committees, support members with employee complaints and as-

sist members faced with disciplinary action.

Throughout this semester, your advocates have attended college-wide Guided Path-

ways and compensation study meetings for full-time and part-time employees. They have asked tough questions and spoken out against unrealistic and unfair changes pro-

posed by MATC administration. Local 212 advocates are working tirelessly for you.

In addition, your advocates are making significant personal contributions to Local

212 causes. In February, for a silent pro-

test against the proposed changes to com-

pensation at MATC, advocate Veronica Neumann made dozens of colorful but-

tons with passionate protest messages. In March, Richard Cohn (advocate and vice president of part-time faculty), and Michael Stock (advocate for part-time faculty) were on the organizing committee for a meeting at which part-time faculty voiced concerns about proposed changes to part-time-facul-


ty placement and other developing issues.

Several other advocates participated in this meeting including Marvell Brantley, Jean Dean and Eric Hagedorn.

The advocate committee continues to meet every other month as a collaborative group to discuss issues and how to best serve you. If you are interested in learning more about the committee and think you might consider joining the committee to support Local 212 members.

You can view a list of advocates and con-

tact information on the Local 212 website at local212.org/about/committees.