



Four strike veterans at the April 30 Recognition and Solidarity Celebration, left to right: Elliott Schnackenberg, Paul Jagielski, John Miller and John Strachota. — Photo by Sue Ruggles

## Letter of Appreciation

Michael Felber – son of Stanley Felber who was one of the strikers of '69 – sent the following letter in appreciation for the April 30 Recognition and Solidarity Celebration.

On behalf of Estelle, Rachel and myself, there are truly no words to sufficiently thank everyone who worked so hard on Friday's event. Knowing how much time and effort went into making this evening happen, it is such a tribute to you all for the first-class manner in which you keep the legacy of 1968-69 alive – not only as a thank you to the strikers and their families, but also for the members of today whose lives are better because of what happened 40 years ago.

Kevin [Mulvenna] – a special thanks for all of the hours you put into the DVD. Having worked on projects like this, I know that it is incredibly time-consuming. The final product was truly a great achievement and something that will mean so much, especially when my 10-year-old daughter and Rachel's nearly 5-year-old son are old enough to understand what their Grandpa Stan was up to, back in the day.

It is truly a pleasure to stay connected...I hope to see you again sometime soon.

Regards,  
Michael Felber

## Social Solidarity

### A Summer (and Fall) of Fun

July 6, Tuesday. **Brewers Game** – see the Local 212 website for details.

August 4, Wednesday. **Evening at the Zoo** – Watch your mail for details.

October 17, Sunday. **Packers Bus Trip** – Packers vs. the Miami Dolphins. There will be a flyer in your mailbox soon.

Discounted Noah's Ark passes and Great America tickets will be available in a few weeks. Watch your email for the announcement!

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But it didn't come without sacrifice. The strikers who stayed out the entire time went without paychecks for six weeks. While the Wisconsin Federation of Teachers arranged loans for them and paid the interest, and other unions contributed food and money, whole families did with much less than normal to stand up for the principle that quality education depended on the faculty being treated like professionals.

So as you make plans for your summer holidays, please don't take for granted the shared governance we now have, your pay, health insurance or vacation time. All these exist because of your predecessors at Local 212 who stood up to powerful forces and great odds yet triumphed.

Or as current instructor Kelly Mulvenna expressed to one striker who said he couldn't believe we remembered the strikers after all these years, "Oh, we remember you...every other Friday!"

**Kevin Mulvenna's documentary can be downloaded at <http://video.matc.edu/mulvenna/strike.aspx>**

## Condolences

We offer sincere condolences to our Local 212 colleagues who have lost loved ones recently: Christy Breihan (mother) and Patti Gondek (mother).

## Honoring the Spirit of '69

By Charlie Dee  
Local 212 Executive VP

Carston Koeller's face said it all.

A leader of the 1969 strike by Local 212, as well as the former President of both 212 and the Wisconsin Federation of Teachers, Koeller has been slowed by a stroke and can't speak, but he hasn't lost his ability to communicate.

When members of Local 212 and their families, 250 strong, stood on their feet last Friday night at our Social Solidarity Party to thank the '69 Strikers with a rousing ovation, the beams of pleasure on Carston's face could have lit up the entire city.

Carston and 25 other retired MATC instructors represented the 200-plus strikers who braved frigid temperatures in January and February 1969 to literally force the Milwaukee Technical College Board and the college's administration to treat them as professionals.

That '69 strike was the first teachers strike in Wisconsin history, and it was successful! Prior to the strike, Milwaukee Technical College's faculty (we were just one campus at the time) was paid miserably and had no say at all over the academic direction of the college or the Adult High School.

Try to imagine teaching a class in an occupational area where deans decided on curriculum and textbooks with NO input from faculty. Also, deans assigned faculty to lunchroom duty, hall duty, doorway duty, and one instructor was even punished by being told he had to run the elevator in the main building.

The pay? Striker Paul Jagielski said, "When I started teaching at MTC, I made less per hour than I had in my college summer job sweeping floors at American Motors. But by three years after the strike, I was making more than most Marquette professors. That's the difference a strong union makes."

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Copies of this poster of the painting *The Spirit of '69* by striker Sam Gansheroff and the booklet *Forty Days that Forged a Union* by Adam Breihan and Charlie Dee are available at the 212 office.

## President's Message

### Diploma Mills Prey on Students

By Dr. Michael Rosen  
Local 212 President

In April the Milwaukee Economic Development Corporation (MEDC) held over a proposal to provide new market tax credits to the Gardner Group's Third Ward Dye House project and its anchor tenant, the Art Institute of Milwaukee.

The Art Institute has a record of deceiving and manipulating students into signing up for courses and programs they cannot afford, that do not lead to gainful employ-

ment, and whose credits do not transfer to other colleges and universities.

The Art Institute of Milwaukee is owned by a publicly traded company, the Education Management Corporation (EDMC) which is owned by Goldman Sachs, the Wall Street behemoth that received \$12 billion in bailout funds and was recently charged with fraud by the Securities and Exchange Commission.

The EDMC's mission is to make profits, increase its value, and pay dividends to Goldman Sachs, among others. It is not an

educational institution, but rather is in the educational business.

A former student who wrote on one of several web sites devoted to exposing EDMC's practices was more blunt: "...the heav-

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ily advertised 'Art Institutes' are not real art schools, but corporate-owned diploma mills that exploit young people's dreams to sell fake education for ungodly amounts of money. I went briefly and dropped out after realizing my \$120,000 'education' was not going to get me a job anywhere or allow me entrance to a Grad school..."

EDMC affiliates are under investigation in several states. The decision by the MEDC to delay a decision on the request for a public subsidy was laudable. The City Attorney is now reviewing the questionable practices that Local 212 raised in a letter. It will be interesting to see what the City Attorney advises.

But while we wait, pressure is mounting on these bottom feeders that prey on low-income students. The Department of Education announced that Corinthian, another notorious diploma mill that is setting up across the street from MATC, has misled

students regarding costs and course transferability. PBS's "Frontline" also produced an exposè of proprietary colleges.

In the wake of all this, the federal government is planning to pass new regulations aimed at stopping some of the most abusive practices. The for-profits are spending millions lobbying against these new rules that would undermine their access to federal student loans.

Equally disconcerting, it appears that developers in Milwaukee have adopted a strategy of anchoring their developments with these bottom feeders. And City Hall seems to condone this approach by providing subsidies.

This is outrageous. The social costs these diploma mills impose on our community and students through bankruptcy and huge debts far outweigh the incremental increases in taxes they generate. Developers

are laughing all the way to the bank on the backs of some of our city's poorest citizens and students.

The good news is that there is interest at the federal level in stopping these parasites dead in their tracks. This battle has just begun.

I also want to take a moment to thank all of you who have worked so hard in so many different capacities for Local 212 this year. You are the heart and soul of this union and you demonstrate it in the countless ways you contribute to its work. So thanks for all you do for Local 212. You are the truly the U in union.

For faculty who are beginning your summer break – be well and rest up. You have earned it. For all you paras and counselors who will be keeping this place running while some of the faculty are gone, enjoy your summer and your well-deserved time off as well.

## Students Explore Discovery World

By Janet Nortrom  
Instructor, Pre-College Education

The MATC Foundation funded two instructors, Domaz Wellington and Janet Nortrom from the Pre-College Division, to take their reading classes to Discovery World.

Their students had a great experience while exploring Discovery World. They experienced Science, Technology, Engineering and Mathematics in the wide range of Discovery World exhibits and experiments. All aspects of STEM were covered.

Domaz and Janet were awarded the cost of transportation to take their classes to Discovery World. They wrote lesson plans, did team teaching, and exposed this wonderful teaching space to their reading students.

Thanks so much to the MATC Foundation for this WOW experience, a wonderful way of learning.

### COPE Update

## Get Ready for Fall Elections

By Marwill Santiago

Wisconsin is facing a tough but exciting election season this fall. Not only is the governor's seat up for grabs, but we will witness a U.S. Senate election where our friend Senator Feingold will fight to keep his place as a progressive in the Senate.

These are just a couple of the statewide elections. There are also a slew of state legislative races where Local 212 can help make a huge difference. Through that help, we intend to develop strong relationships to protect the interests of the college by fighting for adequate state funding. With help from AFT-Wisconsin's legislative office and Wisconsin Progress, Local 212 COPE Members started this process on April 29 by conducting interviews with incumbent legislators who were elected as progressives and strong supporters of Wisconsin's technical colleges. All of them are seeking re-election in the fall.

For a briefing of these interviews and to learn more about Local 212's legislative and political process, please stay tuned for meeting announcements. To help make a difference, consider becoming a COPE member. A \$5-\$10 per-month deduction

from your paycheck may not seem like much, but when your contributions are pooled with those of your colleagues, Local 212 has a stronger voice in Madison. Contact CiCi Garcia for information on how to join: 414-765-0910 or at cgarcia@local212.org.

## Kudos to VITA Volunteer

Local 212 applauds MATC part-time Anatomy and Physiology instructor Dr. Fred Anapol for his work with the Volunteer Income Tax Assistance Program at MATC. Between January 26 and April 14, Fred and other faculty and student volunteers helped area residents prepare their personal income tax returns. This valuable service to the community is now in its 28th year at the Oak Creek Campus and the eighth year at the Downtown Milwaukee Campus.

Thanks to Bobbie Sherrod and Accounting instructor Jim Benedum for coordinating this effort in 2010 and in previous years.

### ER&D

## A Question to Ponder: Why Do You Teach?

Michelle Felix writes: *This month I give my column over to my friend Jim Jagmin, a member of ER&D's Peer Support team and longtime instructor in the Electricity program. I asked Jim to write a column titled "Why I Teach." After you read Jim's response, ask yourself what you would write. I hope that when we return to MATC in the fall, ER&D can provide many more opportunities for faculty to engage with each other around this important question. In the meantime, the entire ER&D team wishes you a happy and safe summer vacation.*

### Why I Teach

By Jim Jagmin  
Instructor, Electricity Program

When I think of how I began teaching and why I continued teaching, I'm reminded of the movie *Sliding Doors* and the decisions we make in life.

I was a Master Electrician running jobs, estimating jobs, designing jobs and helping to run the company where I worked.

### Part-Time Faculty Corner

## Include Part-Time Faculty at the Summit Table

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

Last spring, President Obama asked Dr. Jill Biden (wife of Vice President Joe Biden) to increase awareness of two-year colleges by convening a national summit on two-year colleges in fall 2010. The summit will highlight the benefits of two-year colleges, nurture more collaboration, and generate additional policy ideas and goals for student success. Commendable? Certainly! We know that education is the key to unlock human potential. And we know that today, on two-year college campuses across this country, millions of students are eager to build a more secure future for themselves, their families and our country.

I have been at MATC for 25 years. I see students working hard to overcome obstacles just to be in the classroom. Many of them work full time, have aging parents

It was there that Mike Rogers, who was a full-time instructor at MATC, mentioned an opening for a part-time instructor.

I applied and was accepted, given my keys and books, shown the mail room and classroom, and told to go to it. The first month was total confusion, shaking knees, and hours upon hours of prep for the class. I realized all the mistakes I was making and wondered if I had done the right thing in taking on the monumental task of teaching people without any previous experience.

I was an expert in my field, but not in teaching. I was ready to give up, but decided I would stick it out until the end of the semester. When the end came, my students had a party for me and I left feeling that maybe I had done something right after all.

After nine years of being a part-time instructor, a position opened up for a full-time LTE instructor. I had some big decisions to make. Do I take a cut in pay? Do I give up a job I had been doing for 25 years? Which door do I go through? Then I

who need attention and care, or are parents themselves. Often they contend with difficult economic realities. Many are the first members of their families to attend college. They persevere because they understand that getting an education will change their lives for the better.

I am heartened to learn that the summit will bring college presidents (including our own MATC president, Dr. Michael Burke), instructors and advocates together with business leaders and other stakeholders. I respectfully request that Dr. Jill Biden, Dr. Michael Burke and the summit attendees place the appalling working conditions of community/tech college part-time faculty nationwide high on the summit agenda and ensure that part-time faculty voices have a prominent place at the table.

Planners and participants alike must make a real commitment to resolving the well-

thought of the students who had gone on to the electrical trade. It became a no-brainer: Take the risk even though it was only an LTE position.

After all my years of part-time teaching, I thought that it would be easy. Boy, was I wrong. Teaching full-time was a lot harder. The school seemed bigger and I didn't know many people. That's when I signed up for Peer Support, and the school became more manageable. I had someone to turn to if I had questions. I learned new techniques for teaching and engaging the students. I made friends not only in my department, but throughout the college. I had found a new occupation and a new home.

Why do I teach? The ability to constantly meet new people who share the excitement I have for the electrical trade is a thrill that will never end. Students coming back to share their experiences, or telling me that they are apprentices, journeymen, foremen, master electricians, or owning their own companies, makes my job worthwhile. I can truly say I am glad that I'm a teacher.

documented problem of the exploitation of part-time faculty in higher education once and for all. Decades old, it is a major factor in many of the challenges that currently confront higher education. Community and tech colleges (and indeed all institutions of higher education) must provide authentic institutional support to *all* of their faculty members in the form of full inclusion in institutional governance and curriculum development; full equity in compensation, benefits, and access to job security; and all of the rights to which their responsibilities as educators entitle them.

Unless we include part-time faculty at the table as an essential part of the conversation, we will make minimal progress toward our goal of providing the best possible education for our students. To ignore this issue is to perpetuate exploitation and to show real disregard for educators and students alike.