Several technical colleges have hired consultants to conduct compensation studies. These have been used to justify freezing the pay of senior faculty, counselors and paras, cutting new hire salaries and raising at least some administrators’ salaries.

Fox Valley has even adopted what it calls a merit pay system despite the fact that there is no evidence that merit pay systems positively affect student performance or enhance the quality of education.

Most of the studies conducted by other technical colleges have relied on crude market analysis. But the markets’ values are profit, low wages, inequality and competition. Those are not the values of higher education and are antithetical to MATC’s values of opportunity, equity, quality, collaboration and empowerment.

We know the value of English, math, and the liberal arts even if the market does not. We know the value of pre-college in a community where over 120,000 adults do not have a high school degree. We know that pre-college education or instruction in the skilled trades or auto tech is no less valuable than nursing or IT instruction.

MATC’s values of collaboration, equity, empowerment, and quality are the enduring values that have guided this college in making compensation decisions for more than 100 years.

Need to get it right

The MATC administration convened a compensation committee in the late spring. Several Local 212 members (Felton Benton, Richard Cohn, Lisa Conley, Marlene Dombrowski, Marquilyn McKinney and Michael Rosen) are on this committee. Rather than rush to hire a consultant, the committee has worked to develop a compensation philosophy—a set of values that are the foundation of MATC’s compensation system. Progress has been slow. But it is important that we take our time to do things right.

The Milwaukee Journal Sentinel’s recent report on Act 10’s impact on Wisconsin’s public schools demonstrates the havoc that results when a new compensation system is not fully vetted. Faculty turnover has soared undermining the ability of schools to form cohesive teaching communities. The number of students preparing for a teaching career has plummeted. Highly skilled faculty are retiring prematurely. Many schools that adopted incentive pay systems now find themselves without the funds to actually implement them.

These efforts to develop new compensation models are fundamentally flawed. They have failed because they utilize a business model that reduces quality education to a commodity. But quality education is not a commodity like a car or a television. You can’t buy a quality education at Walmart. Quality education is a dynamic and creative process of engaged interaction between highly skilled, highly educated and motivated faculty, other education professionals, and the students they serve.

We are attempting to work with the administration to develop a compensation philosophy that is based on our commitment to our students’ education and success, that recognizes your professionalism, and that promotes an esprit de corps among the college’s professional educators.

We will keep you updated on the committee’s progress.
Concerns about the "bottom line", it is the faculty voice is heard in local decisions which are normally performed either in the classroom. Here are a number of functions essential stability for planning and curriculum development. With the most rapid expansion occurring in the post-World War II years. Although colleges hired cadres of full-time faculty members, part-time faculty members proliferated in greater numbers due to three basic causes: 1) the employment costs were lower; 2) they often offered unique expertise and specialties in occupational fields; and 3) they offered flexible staffing options for institutions experiencing sudden growth or decline.

Although part-time faculty offer the same quality in teaching, the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curricular functions to providing the levels of availability that students need outside of the classroom. Here are a number of functions which are normally performed either entirely or in greater measure by full-time faculty rather than by part-time faculty:

Full-time faculty:
1. serve on committees, ensuring that the faculty voice is heard in local decision-making. While administrators have concerns about the "bottom line", it is the faculty who seek to protect the quality of the teaching and learning environment.
2. have offices, hold regular office hours, and are generally available to students. Full-time faculty know their discipline and the college, aiding students in navigating through the local college—from helping students to find classes to guiding them to the appropriate person on campus to help them with a problem. Full-time faculty are the backbone of the campus, creating the climate necessary to attract and retain students. Part-time faculty, many of whom have full-time jobs or teach on other campuses, are not able to fully participate in campus activities.
3. provide much needed faculty advising to students ensuring they complete courses in proper succession, with the grades required for advancement and within desired time frame.
4. develop courses and programs. It is the full-time faculty that ensure that curriculum is current and that are charged with the development of courses and programs to meet the needs of their communities and local businesses. While vocational programs are readily able to make the argument that they are more than willing and able to step up.

We have excellent part-time instructors who are more than willing and able to step up tasks and network with colleagues ensuring the best possible programs for students, faculty and staff alike. As leaders within the college it is full-time faculty, counselors and paraprofessionals who can speak up for students and best work collaboratively with administration.

The move towards the increased use of part-time faculty members is one that is caused by an interest in doing more with less. Increasing the exploitation of this element of the academic workforce may make short-term fiscal sense, but it is not consistent with maintaining and improving academic quality. In addition, a system that needs to be responsive to the needs of the institutions it serves must have the needed full-time employees in order to respond. Any movement that would further facilitate using part-time faculty over hiring additional full-time faculty is a movement in the wrong direction.

Recent student surveys at MATC indicate that students need even MORE intensive support, advising and guidance. While these functions are primarily provided by Student Services, it is clear that to be "ALLIN," full-time faculty are the key in providing the additional support that is needed to ensure student success. This is not a question of cost, but one of priorities. If MATC is committed to being "ALLIN," then it needs to commit to increasing, not just maintaining, the number of full-time faculty among us.

We have excellent part-time instructors who are more than willing and able to step up to meet the top preferences of part-time faculty for advancement and within desired time frame. Scheduling vacancies will be accomplished in a manner that minimizes bumping while balancing the rights of the students with those of the faculty. The supervisor will notify faculty of all teaching assignment(s) changes. If a faculty finds one or more of the assignment issues (e.g. no assignment and/or course incorrectly assigned), he/she must notify the supervisor in writing of the concern before the section meets.

If the faculty provided proper notice, the following remedies are available:

Five or More Days Before the Start of the Semester. If the supervisor receives written notification of an assignment issue more than five days before the start of the semester, the faculty will be assigned to another class according to longevity and the preference form. If feasible as determined by the supervisor, the class as an independent study.

Load - Faculty load will be filled as indicated on the preference form. The maximum load for part-time faculty is 49.9%. Extensions to 60% will be allowed on an emergency exception basis with permission from the Provost. The additional load will be assigned using the same process as regular part-time assignments.

Assignment Issues - Changes in faculty assignments are to be accomplished in a manner that minimizes bumping while balancing the rights of the students with those of the faculty. The supervisor will notify faculty of all teaching assignment(s) changes. If a faculty finds one or more of the assignment issues (e.g. no assignment and/or course incorrectly assigned), he/she must notify the supervisor in writing of the concern before the section meets. If the faculty provided proper notice, the following remedies are available:

Within Five Days Before the Start of the Semester. If the supervisor receives written notification of an assignment issue within five days of the start of the semester, the supervisor will implement one of the following options in the order listed:

1. Be offered another class if a class is available.
2. Bump the least senior teacher assigned to the same course based on longevity according to the Letter of Availability. If feasible as determined by the supervisor, the class as an independent study.
3. Bump the least senior teacher assigned to the different course based on longevity according to the Letter of Availability.
4. Receive remuneration for the assignment(s) canceled: a. Payment of $250, or b. Receive 10% of the compensation for that class, whichever is greater.

Semester Has Started. If a supervisor receives written notification of an assignment issue after the semester has started, but before the section meets, the supervisor will implement one of the following options in the order listed:

1. Be offered another class if a class is available.
2. Receive remuneration for the assignment(s) canceled: a. Payment of $250, or b. Receive 10% of the compensation for that class, whichever is greater.

**Consequences...**

It is with sadness that I must inform you that Marlene Dombrowski’s mother, Donna Dombrowski, passed away in October. She was 87 years old. Our condolences to Marlene and her entire family.
The L212 Retiree Chapter has been active in voter registration and GOTV efforts. Several of our members have served as Special Registration Deputies at the Milwaukee and West Allis campuses.

We were well-represented at the Early Vote Rally on September 26 where Senators Feingold and Baldwin and MATC student leaders inspired the crowd to vote early. This month we will continue to participate in election activities with the ultimate goal of victory in November for progressive candidates who support working people and students.

We are looking forward to our Fall Quarterly meeting on October 28. Sen. Feingold will be our speaker.

All active and retired L212 members are invited to meetings. We especially invite new retirees—come check us out! We are a friendly, engaged group, and would like to meet you. Joining our chapter is easy and free—we charge no membership fees.

Please contact Jennifer Madej if you have any questions. My email is jmadel@cal212.org or phone (262)797-9561.

MATC Animation Instructors Create MA Fischer!

This summer MATC animation instructors and Local 212 members, Tim Decker and Brian Mennenoh, were commissioned by Ma Fischer’s family restaurant to create a life-size version of Ma herself. Using the existing logo, Tim created the concept art that Brian would use to sculpt Ma in 3D. Tim was able to capture the essence of Ma and incorporate her traditional look into a new full body version that truly represents the icon that is Ma Fischer. The concept sketch was then modeled in 3D by Brian. The 3D model was used by FAST Corporation in Sparta, WI as reference to create the life-size statue that stands in the corner of Ma Fischer’s parking lot on the corner of N. Farwell Ave. and E. Kenilworth Pl. in Milwaukee’s East side.

Unionization Pays Off for Community-College Instructors

By Peter Schmidt

Being represented by a union appears to pay big financial dividends for full-time instructors at community colleges, a new study concludes.

Depending on the size, location, and public financing sources of their institution, unionized full-time instructors earn about from $5 to 50 percent more in pay and benefits than do nonunionized peers at similar community colleges, says a paper summarizing the study’s results.

“The differences are stunning,” says Stephen G. Katsinas, a professor of higher education at the University of Alabama at Tuscaloosa, who is one of the study’s three co-authors.

Among the forces influencing how much community colleges pay their instructors, “collective bargaining, in itself, matters,” says Mr. Katsinas, who plans to present the study’s findings in New York on Sunday, at an annual conference held by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Other research on the impact of collective bargaining on faculty pay has struggled to quantify how much differences in instructors’ earnings were attributable to unionization versus other contributing factors, such as differences in institutional size or in the regions that colleges served.

Mr. Katsinas and other scholars reached their conclusions similar to the new study’s in a 2006 analysis of community-college data, but that effort was hampered by a reliance on outdated data on where unions existed. It also failed to take into account 113 institutions among them, large community-college districts such as Miami-Dade — that could not be factored into an analysis of community colleges under the classification scheme used by the Carnegie Foundation for the Advancement of Teaching.

The new analysis uses a modified classification scheme to factor in the previously excluded institutions, which include community colleges that either offer four-year degrees or are offshoots of four-year public institutions, as well as public baccalaureate colleges that primarily offer associate degrees. It uses federal data on faculty earnings from the 2010-11 academic year, the last for which the Education Department collected information on benefits.

“There are amazing differences in monetary compensation of full-time faculty across the landscape of community colleges when geography, collective bargaining, and local appropriations are all accounted for,” the new study concludes.

On average, it found, unionized full-time faculty members annually received pay and benefits amounting to about $95,000 at community colleges that received a significant share of their funds from local governments and about $77,000 at community colleges that lacked such a local source of financial support. Nonunionized faculty members received less than $68,000 in pay and benefits, on average, regardless of where their community college derived its tax revenue.

The size of the community college where a faculty member worked and the type of community it served also made a big difference. At the top of the pile, full-time faculty members at suburban, multicampus, locally financed community colleges annually earned an average of nearly $106,000 in pay and benefits. At the bottom, such faculty members at small, rural, locally financed community colleges earned total compensations averaging just over $61,000.

The other authors of the new study were Nathaniel J. Bray, an associate professor of higher-education administration at the University of Alabama, and Barry R. Mayhall, a doctoral student in higher education at Alabama and a mathematics instructor at Snead State Community College, in Boaz, Ala. The paper on their findings will be released after next week’s conference.

This is How to Make Higher Education Affordable for Everyone

What are some things we can do to make college more affordable to everyone? Originally appeared on Quora - the knowledge sharing network where compelling questions are answered by people with unique insights.

Answer by Sara Goldrick-Rab, professor of Higher Education Policy and Sociology at Temple University, author of Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream, on Quora.

In order to make college more affordable for everyone, we first have to make this issue a priority. Right now, it really isn’t one. Yes, there’s talk about how it matters, but people aren’t making it a primary voting issue. If you care about whether college is affordable, you can’t simply denigrate colleges for spending money, or open a 529 account. You need to get up to speed on the problem and start electing people who will do something about it.

In Paying the Price, I propose a plan called “first degree for free.” This is a slightly re-cast version of another proposal I first made with Nancy Kendall in 2014. The premise is simple: fund public colleges and universities and hold them accountable for the allocation of those resources, such that the best things we can do for students.

That means no tuition, no charge for books and supplies, subsidized transportation, housing, and food options, and a work program for those who need the extra money. I focus on the associate degree because it’s the first major post-secondary degree of value, and so many people aren’t crossing the finish line to complete it. While the bachelor’s degree is even more valuable, those who get that far are relatively advanced—and so I think that just as we made elementary school free before high school, we should make the associate degree free (and get that accomplished) before we work on the bachelor’s degree.

Of course, “free” is the price and not the cost of doing this work. In the earlier proposal, I explain that while we could pay for this by raising taxes on some people, we don’t have to. We are currently focusing on choice over affordability by devoting billions of tax dollars to supporting private for-profit and non-profit colleges and universities, from whom we can demand little accountability. We could decide to alter that decision, which we have lived with for fifty years, and focus spending in the next fifty years on the public sector. If we did that, we could make the first degree for free available tomorrow, with virtually no new spending.

Now, that’s a big proposal, so here are five alternative smaller ideas, many of which are expanded upon in my book:

1. Push state legislatures to fund tuition freezes. Unfunded freezes hurt students and starve public colleges and universities of the resources required to help students finish college on time, driving up their time-to-degree and their bills. But funded freezes help ensure that educational quality remains high, while students spend less of their hard-earned money on tuition.
2. Fix the federal work-study program. Everyone likes it, many people qualify for it, but it’s horribly underfunded and badly allocated.
3. Protest unaffordable housing on and near college campuses and advocate for mixed-income options that are focused on value.
4. Support the open educational resources movement to drive down the need for expensive books and other learning materials.
5. Help students not only apply for financial aid but also for any other supportive services they might qualify for (e.g. food stamps).

This question originally appeared on Quora - the knowledge sharing network where compelling questions are answered by people with unique insights. You can follow Quora on Twitter, Facebook, and Google+.

For-profit Colleges Stay on Offense

Continued from page 3

Republicans running for Congress scooped up 72 percent of contributions from the for-profit education sector during the first eight months of this year. The Presidential race this year, however, has favored the Democrat, Hillary Clinton.

More than a third of the money donated to sitting Senators has gone to members of the Armed Services committee and most of that went to its powerful chairman, John McCain (R-AZ). Last year the Pentagon banned the biggest for-profit college, the University of Phoenix, from recruiting on military bases and receiving federal tuition, citing deceptive practices. But McCain lobbied loud and hard and succeeded in reversing the ban in January.

Some of the biggest donors so far this year are for-profit institutions that have drawn scrutiny from federal agencies for high student debt levels and low graduation rates. Bridgepoint, at the top of the list, is under investigation by the Justice Department; it also must pay millions of dollars in fines to resolve the Consumer Financial Protection Bureau’s accusation that its private student loan advertisements misled students. Corinthian Colleges, the owner of Milwaukee’s controversial Everest College, filed for bankruptcy last year and this year was forced to pay massive fines for defrauding students.

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We are looking forward to our Fall Quarterly meeting on October 28. Sen. Feingold will be our speaker.

All active and retired L212 members are invited to meetings. We especially invite new retirees—come check us out! We are a friendly, engaged group, and would like to meet you. Joining our chapter is easy and free—we charge no membership fees.

Please contact Jennifer Madej if you have any questions. My email is jmadej@ocal212.org or phone (262)797-9561.

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For-profit colleges can face increased scrutiny, but they have not given up their attempt to game the federal financial aid system, if their recent contributions to Congress are any indication.

For-profit education colleges and trade groups donated more than $1.4 million to federal candidates, parties and elected officials through the first eight months of 2016, according to For-profit education college groups and elected officials. (Nonprofit colleges are not permitted to donate to candidates.)

The top recipients in Congress are, or were, running for election. Wisconsin Senator Ron Johnson, a supporter of for-profit colleges, pocketed almost $500,000, while Congressmen Paul Ryan has received over $600,000.

For-profit colleges and advocates gave $637,531 to 139 incumbents and candidates running for the House of Representatives. There were 54 Senators and candidates for the Senate who received contributions, for a total of $378,758 between January and August of this year.

Mr. Katsinas and other scholars reached conclusions similar to the study’s in a 2006 analysis of community-college data, but that effort was hampered by a reliance on outdated data on where unions existed. It also failed to take into account 113 institutions — among them, large community-college districts such as Miami-Dade — that could not be factored into an analysis of community colleges under the classification scheme used by the Carnegie Foundation for the Advancement of Teaching.

The new analysis uses a modified classification scheme to factor in the previously excluded institutions, which include community colleges that either offer four-year degrees or are offshoots of four-year public institutions, as well as public baccalaureate colleges that primarily offer associate degrees. It uses federal data on faculty earnings from the 2010-11 academic year, the last for which the Education Department collected information on benefits.

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The size of the community college where a faculty member worked and the type of community it served also made a big difference. At the top of the pile, full-time faculty members at suburban, multicampus, locally financed community colleges annually earned an average of nearly $106,000 in pay and benefits. At the bottom, such faculty members at small, rural, locally financed community colleges earned total compensations averaging just over $61,000.

The other authors of the new study were Nathaniel J. Bray, an associate professor of higher-education administration at the University of Alabama, and Barry R. Mayhall, a doctoral student in higher education at Alabama and a mathematics instructor at Snead State Community College, in Boaz, Ala. The paper on their findings will be released after next week’s conference.


Unions Pay Off for Community-College Instructors

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“The differences are stunning,” says Stephen G. Katsinas, a professor of higher education at the University of Alabama at Tuscaloosa, who is one of the study’s three co-authors.

Among the forces influencing how much community colleges pay their instructors, “collective bargaining, in itself, matters,” says Mr. Katsinas, who plans to present the study’s findings in New York on Sunday, at an annual conference held by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Other research on the impact of collective bargaining on faculty pay has struggled to quantify how much differences in instructors’ earnings were attributable to unionization versus other contributing factors, such as differences in institutional size or in the regions that colleges served.

For-profit Stay on Offense

Money to Congress and for lobbying continues to flow.

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As education continues its trend towards mimicking the world of big business, the reliance on part-time employees as a means of cost-cutting increases. The numbers of full-time and part-time faculty in community colleges has been a matter of national concern since the inception of two-year institutions of higher education.

Full-time faculty: Faculty who seek to protect the quality of the teaching and learning environment.

2. have offices, hold regular office hours, and are generally available to students. Full-time faculty know their discipline and the college, aiding students in navigating through the local college-from helping students to find classes to guiding them to the appropriate person on campus to help them with a problem. Full-time faculty are the backbone of the campus, creating the climate necessary to attract and retain students. Part-time faculty, many of whom have full-time jobs or teach on other campuses, are not able to fully participate in campus activities.

3. provide much needed faculty advising to students ensuring they complete courses in proper succession, with the grades required for advancement and within desired time frame.

4. develop courses and programs. It is the full-time faculty that ensure that curriculum is current and that are charged with the development of courses and programs to meet the needs of their communities and local businesses. While vocational programs are readily able to make the argument that they can benefit from having part-time faculty who are working in the field and teaching, it is vocational programs that need full-time faculty the most in order to respond to emerging needs, provide continuity to the ever-changing student population, and to respond to external accountability requirements.

5. hold positions of leadership within their departments and programs. These positions require additional time to complete tasks and network with colleagues ensuring the best possible programs for students, faculty and staff alike. As leaders within the college it is full-time faculty, counselors and paraprofessionals who can speak up for students and best work collaboratively with administration.

The move towards the increased use of part-time faculty members is one that is caused by an interest in doing more with less. Increasing the exploitation of this element of the academic workforce may make short-term fiscal sense, but it is not consistent with maintaining and improving academic quality. In addition, a system that needs to be responsive to the needs of the communities it serves must have the needed full-time employees in order to respond. Any movement that would further facilitate using part-time faculty over hiring additional full-time faculty is a movement in the wrong direction.

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If MATC is committed to being “ALLIN,” then it needs to commit to increasing, not just maintaining, the number of full-time faculty among us. We have excellent part-time instructors who are more than willing and able to step up!

### Part-Time Faculty Corner

By Sally A. Lindner (SAL)

6th VP – Part-Time Faculty

#### Part-Time Faculty Assignment (“Faculty Appendix”)

**Assignments** - Faculty must be qualified to teach the individual courses they are requesting. If the supervisor/department has concerns about an instructor’s qualifications to teach a course(s), that should be addressed with the faculty at the time he or she designates courses on the Letter of Availability. In determining qualifications, factors may include professional currency, experience, certification, and instructional and technical competence.

**Assignment Process** - In assigning classes, if the faculty has the requisite longevity and qualifications, he or she will be assigned classes within the load range on the Letter of Availability. Administration will strive to meet the top preferences of part-time faculty via longevity; however, they may be assigned any course, campus, time, or day that is designated on the preference form.

**Commitment to Assignments** - Faculty have the responsibility to be available for the entire assignment, completing all course obligations, except in cases of unanticipated job conflicts, illness, family leave, or other emergencies. Faculty who do not complete an assignment for reasons other than the above will not be granted a semester of longevity for that semester. Scheduling vacations during the semester is not acceptable and may be subject to disciplinary action if it occurs.

**Class Availability** - When a class becomes available unexpectedly, efforts to reassign the class will be made based on faculty qualifications, longevity, and the Letter of Availability.

**Load** - Faculty load will be filled as indicated on the preference form. The maximum load for part-time faculty is 49.9%.

**Assignment Issues** - Changes in faculty assignments are to be accomplished in a manner that minimizes bumping while balancing the rights of the students with those of the faculty. The supervisor will notify faculty of all teaching assignment(s) changes.

If a faculty finds one or more of the assignment issues (e.g. no assignment and/or course incorrectly assigned), he/she must notify the supervisor in writing of the concern before the section meets.

If the faculty provided proper notice, the following remedies are available:

- **Five or More Days Before the Start of the Semester.** If the supervisor receives written notification of an assignment issue more than five days before the start of the semester, the faculty will be assigned to another class according to longevity and the preference form.

- **Within Five Days Before the Start of the Semester.** If the supervisor receives written notification of an assignment issue within five days of the start of the semester, the supervisor will implement one of the following options in the order listed:

  1. Be offered another class if a class is available.
  2. Bump the least senior teacher assigned to the same course based on longevity according to the Letter of Availability.
  3. If feasible as determined by the supervisor, teach the class as an independent study.
  4. Bump the least senior teacher assigned to the different course based on longevity according to the Letter of Availability.
  5. Receive remuneration for the assignment(s) canceled: a. Payment of $250, or b. Receive 10% of the compensation for that class, whichever is greater.

Semester Has Started. If a supervisor receives written notification of an assignment issue after the semester has started, but before the section meets, the supervisor will implement one of the following options in the order listed:

- **One or More Days Before the Start of the Semester.** If the supervisor receives written notification of an assignment issue one or more days before the start of the semester, the faculty will be assigned to another class according to longevity and the preference form.

- **Within Five Days Before the Start of the Semester.** If the supervisor receives written notification of an assignment issue within five days of the start of the semester, the supervisor will implement one of the following options in the order listed:

  1. Be offered another class if a class is available.
  2. Receive remuneration for the assignment(s) canceled: a. Payment of $250, or b. Receive 10% of the compensation for that class, whichever is greater.

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**Condolences. . .**

It is with sadness that I must inform you that Marlene Dombrowski’s mother, Donna Dombrowski, passed away in October. She was 87 years old. Our condolences to Marlene and her entire family.
October 2016

Several technical colleges have hired consultants to conduct compensation studies. These have been used to justify freezing the pay of senior faculty, counselors and paras, cutting new hire salaries and raising at least some administrators’ salaries.

Fox Valley has even adopted what it calls a merit pay system despite the fact that there is no evidence that merit pay systems positively affect student performance or enhance the quality of education.

Most of the studies conducted by other technical colleges have relied on crude market analysis. But the markets’ values are profit, low wages, inequality and competition. Those are not the values of higher education and are antithetical to MATC’s values of opportunity, equity, quality, collaboration and empowerment.

We know the value of English, math, and the liberal arts even if the market does not. We know the value of pre-college in a community where over 120,000 adults do not have a high school degree. We know that pre-college education or instruction in the skilled trades or auto tech is no less valuable than nursing or IT instruction.

MATC’s values of collaboration, equity, empowerment, and quality are the enduring values that have guided this college in making compensation decisions for more than 100 years.

Need to get it right

The MATC administration convened a compensation committee in the late spring. Several Local 212 members (Felton Benton, Richard Cohn, Lisa Conley, Marlene Dombrowski, Marquilyn McKinney and Michael Rosen) are on this committee. Rather than rush to hire a consultant, the committee has worked to develop a compensation philosophy— a set of values that are the foundation of MATC’s compensation system. Progress has been slow. But it is important that we take our time to do things right.

The Milwaukee Journal Sentinel’s recent report on Act 10’s impact on Wisconsin’s public schools demonstrates the havoc that results when a new compensation system is not fully vetted. Faculty turnover has soared undermining the ability of schools to form cohesive teaching communities. The number of students preparing for a teaching career has plummeted. Highly skilled faculty are retiring prematurely. Many schools that adopted incentive pay systems now find themselves without the funds to actually implement them.

These efforts to develop new compensation models are fundamentally flawed. They have failed because they utilize a business model that reduces quality education to a commodity. But quality education is not a commodity like a car or a television. You can’t buy a quality education at Walmart. Quality education is a dynamic and creative process of engaged interaction between highly skilled, highly educated, and motivated faculty, other education professionals, and the students they serve.

We are attempting to work with the administration to develop a compensation philosophy that is based on our commitment to our students’ education and success, that recognizes your professionalism, and that promotes an esprit de corps among the college’s professional educators.

We will keep you updated on the committee’s progress.