Unite, Inspire, Lead
Our Students, Our Union, Our Future

Redefining and Expanding Union in a Hostile Climate

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Indicate the NEA Strategic Goal and NEA Organizational Priority your session addresses:

- **NEA Strategic Goal**
  - Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  - Strategic Goal 2: Empowered Educators for Successful Students

- **NEA Organizational Priority**
  - Early Career Educators
  - Institutional Racism/Racial Justice in Education
NEA Leadership Competencies:

- NEA Leadership Competency progression levels
  - Level 1: Foundational
  - Level 2: Mobilizing & Power Building
- NEA Leadership Competency themes
  Advocacy
  Leading Our Profession
  Organizing
Introduction - MTI

--51 Years of Serving Madison Public Educators
--2nd Largest Public Educator Union in the State with over 2,800 Members
--5 Units (Teacher, Substitutes, Clerical Technical, Educational Assistants, Security Assistants)

Over 80% of Madison teachers have committed to membership in MTI

Recertified this past year with 99% of voters saying "Yes" and over 75% of total staff voting
Why We’re Here

The need for organization and action by public educators has never been greater!!
“Reality” Defined

“Reality is the state of things as they actually exist, rather than as they may appear or might be imagined. In a wider definition, reality includes everything that is and has been, whether or not it is observable or comprehensible.”

Reality is “fact”, or is it?

What are the factors that make up our “reality”? 
Wisconsin’s Reality
A Mostly Progressive History

1853 Wisconsin Teacher Association formed (Professional Org led by admins)
1935 WTA becomes WEA Wisconsin Education Association
1936 AFSCME American Federation of State, County and Municipal Employees
    founded by WI state government employees
1959 WI enacts first law granting local government workers the right to form labor
    organizations and negotiate with employers over wages hours and conditions
    Teachers added to bill as well
1964 Milwaukee Teachers’ Education Association state's first official teacher bargaining
    agent. Others like MTI follow in the next several years
1969 Ashwaubenon teachers first WEA local to strike
1972 WEAC forms
1972-77 Teacher strikes in places like Madison, Milwaukee and Hortonville
1977 Law makes Wisconsin Employment Relations Board final arbiter and strikes end
1985 WI public teacher salary 6% above national average
1993 Gov. Tommy Thompson puts limits on collective bargaining capping revenue
    raising for districts and teacher salary increases
2008 WI public teacher salaries 6% below national average
Wisconsin Public Sector Unions
Comfortable or Complacent?

“I think we became, as a union, a paper tiger of sorts, focusing too much on collective bargaining at the expense of everything else,” said Kim Schroeder, a teacher who is president of the Milwaukee Teachers’ Education Association. “We set ourselves up as a target.”
2011 Happens

2011: After Republicans take total control in Madison, Republican Gov. Scott Walker’s Act 10 law overcomes massive protests and the flight to Illinois of Democratic senators.

What Act 10 Does to Public Educator Unions

Does not eliminate collective bargaining. Just limits what can be bargained to total base wages not including vacations, holiday overtime premium pay, etc.

Limits base wage increase to the consumer price index or higher through a referendum

Municipalities may not deduct dues from employee pay checks

Bans Fair Share Dues for General Employees
Unions Respond

Protests

Recalls

Legal Battles
The Present

Cuts to Funding

- Wisconsin union membership in sharp decline
  - Among the states, Wisconsin has seen the steepest decline in concentration of union members in the workforce since 2011. Going back to 2005, the state has seen the number of union members fall by 187,000.

Number of union members with percentage they represent in workforce


Legal and Political Setbacks

- More than three years after its passage sparked massive protests that jammed the Capitol Square, the state Supreme Court upheld the constitutionality of a divisive state law that sharply curtailed the collective bargaining rights of most public workers.

- In upholding Gov. Scott Walker’s signature piece of legislation, the court handed the governor a major victory three months before he seeks re-election. The decision also cast doubt on the validity of several union contracts negotiated after a lower court found the law unconstitutional.

- In its 5-2 decision, the court said public workers in Wisconsin do not have a constitutional right to bargain collectively.

Losses in Membership

- Privatization Threats

- [Image: Graphic illustrating membership decline]

- [Image: Quote: “Every child is special and unique.”]

- [Image: Logo: American Federation for Children]
Societal Realities

Adult Arrest Rates, per 1,000 Adults

- Black
- White

2005: Dane County
- 441

2012: Dane County
- 58

2005: Wisconsin
- 295

2010: Wisconsin
- 36

2005: U.S.
- 252

2010: U.S.
- 64

Juvenile Arrest Rates, per 1,000 Juveniles

- Black
- White

2005: Dane County
- 864

2010: Dane County
- 123

2005: Wisconsin
- 469

2010: Wisconsin
- 77

2005: U.S.
- 430

2010: U.S.
- 145

Percent of Children Living in Poverty

- Black
- Non-Hispanic White

2006: Dane County
- 46%

2011: Dane County
- 5%

2006: Wisconsin
- 75%

2011: Wisconsin
- 9%

2006: U.S.
- 45%

2011: U.S.
- 12%

Unemployment Rate

- Black
- Non-Hispanic White

2007: Dane County
- 20%

2011: Dane County
- 4%

2007: Wisconsin
- 17%

2011: Wisconsin
- 5%

2007: U.S.
- 12%

2011: U.S.
- 5%
## Educational Realities

### Results for Student Groups in 2015

<table>
<thead>
<tr>
<th>Reporting Groups</th>
<th>Percentage of students</th>
<th>Avg. score</th>
<th>Percentage at or above</th>
<th>Percentage at Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>76</td>
<td>296</td>
<td>86</td>
<td>47</td>
</tr>
<tr>
<td>Black</td>
<td>9</td>
<td>249</td>
<td>31</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10</td>
<td>271</td>
<td>59</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>296</td>
<td>82</td>
<td>44</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>274</td>
<td>63</td>
<td>25</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
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<td>#</td>
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<td>#</td>
</tr>
<tr>
<td>Two or more races</td>
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<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Male</td>
<td>51</td>
<td>289</td>
<td>77</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>289</td>
<td>78</td>
<td>41</td>
</tr>
<tr>
<td><strong>National School Lunch Program</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>35</td>
<td>269</td>
<td>58</td>
<td>19</td>
</tr>
<tr>
<td>Not eligible</td>
<td>54</td>
<td>300</td>
<td>88</td>
<td>52</td>
</tr>
</tbody>
</table>

# Rounds to zero.
# Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the “Information not available” category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

### Score Gaps for Student Groups

- In 2015, Black students had an average score that was 48 points lower than that for White students. This performance gap was not significantly different from that in 2003 (49 points).
- In 2015, Hispanic students had an average score that was 25 points lower than that for White students. This performance gap was not significantly different from that in 2003 (28 points).
- In 2015, male students in Wisconsin had an average score that was not significantly different from that for female students.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 31 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2003 (33 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Political Reality

2016 Referendum Passes
What Is Your Reality?

What are your organization’s strengths, resources, challenges and areas of weakness?

What do you know?

What can you predict for the future?

How prepared are you to deal with unexpected events (like what happened in Wisconsin in 2011)?
Defining and Redefining Union

Union as traditionally defined. . .
an organization of wage earners or salaried employees for mutual aid and protection and for dealing collectively with employers;

An organization of workers formed to promote collective bargaining with employees over wages, hours, fringe benefits, job security and working conditions.
It is . . . advisable that the teacher should understand, and even be able to criticize, the general principles upon which the whole educational system is formed and administered. He is not like a private soldier in an army, expected merely to obey, or like a cog in a wheel, expected merely to respond to and transmit external energy; he must be an intelligent medium of action.

JOHN DEWEY, 1895
## MTI’s Reality 2017

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
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</thead>
<tbody>
<tr>
<td>- Cuts to Professional Staff</td>
<td>- Strong Legacy and Tradition</td>
</tr>
<tr>
<td>- Educator Turnover</td>
<td>- Engaged Core of Leaders</td>
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<tr>
<td>- No Fair Share</td>
<td>- Influx of new members from around state</td>
</tr>
<tr>
<td>- Recertification Needed</td>
<td>- Increased collaboration with other unions</td>
</tr>
<tr>
<td>- Active and Political administration</td>
<td>- Strong public support of public schools</td>
</tr>
<tr>
<td>- Hostile State Legislature and educational Climate</td>
<td>- Strong political alliances</td>
</tr>
<tr>
<td>- New Evaluations</td>
<td>- Engaged and active membership</td>
</tr>
<tr>
<td>- Opportunity and Achievement gaps</td>
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<tr>
<td>- Divided State</td>
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<tr>
<td>- Privatization Threats</td>
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<tr>
<td>- Weak statewide political organization</td>
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<td>- Existing structure based on collective bargaining</td>
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Not member organizing
Redefining Union in Madison

Need to keep what we’ve always done. Membership expects our representation on traditional union issues, legal support, and support with ongoing needs in navigating systems.

But, at the same time...
Five Focus Areas

- Issue Advocacy
- Leadership
- Membership
- Structure
- Outreach

DON’T
DOWNGRADE
YOUR DREAM
JUST TO FIT
YOUR REALITY.
UPGRADE YOUR
CONVICTION TO
MATCH YOUR
DESTINY.
Defining and Planning for Your Union’s Future

Where do you see your union?

What resources and strengths do you have?
What challenges do you see?

How can you work to build on strengths and address areas of need?
I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word.

Martin Luther King, Jr.
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Setting goals for your organization (short and long term)
  – Planning to implement goals in a proactive, sustainable and powerful manner
  – Analyzing organizational structures and utilizing organizational strengths
Redefining and Expanding Union in a Hostile Climate

• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment