

☞ **05hr\_AC-CU\_ab0603\_pt03**



(FORM UPDATED: 08/11/2010)

## WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

### 2005-06

(session year)

### Assembly

(Assembly, Senate or Joint)

### Committee on Colleges and Universities...

#### COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

#### INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)  
(**ab** = Assembly Bill)                      (**ar** = Assembly Resolution)                      (**ajr** = Assembly Joint Resolution)  
(**sb** = Senate Bill)                              (**sr** = Senate Resolution)                              (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

\* Contents organized for archiving by: Stefanie Rose (LRB) (November 2012)



Daniel Clancy, President  
**Testimony on AB 603**  
Assembly Colleges and Universities Committee  
October 4, 2005

Representative Kreibich and members of the Committee:

Thank you for this opportunity to comment on AB 603, a proposal to establish popularly elected boards for the state's 16 technical college districts. AB 603 attempts to increase accountability for the decision making of technical college trustees through popular election. However, the current system of locally-appointed boards ensures that local employers, employees and community leaders have a strong voice in determining the career and technical education programs provided by the System.

The use of locally-appointed boards to govern technical education dates back to the early days of Wisconsin vocational schools. By statute, the responsibility to appoint, and to remove, the individuals who serve on technical college district boards is given to local elected officials, either county board chairs or presidents of the local school boards, depending on which local governing bodies created the district.

To ensure accountability to local taxpayers, the Legislature requires local officials to establish and follow a plan of representation that reflects the demographic diversity of each district. The members of district boards must be representative of the taxpayers of the district with respect to the general population distribution within the district and the distribution of women and minorities within the district. By statute, each district board must include key stakeholders including two employers, two employees, three additional members who are residents of the district, a K-12 school district administrator, and an elected state or local official. Both the local appointment process and local district boards are governed by Wisconsin's open meeting and open records requirements.

Wisconsin is widely acknowledged as having a world-class system for career, technical, and adult education. Whether you measure System success in terms of job placement of our graduates, employer and student satisfaction with the education and training we provide, or a strong return on investment for our students, their employers, and our community, Wisconsin's Technical College System excels. In times of tight budgets and fiscal constraints, our technical college districts have re-prioritized, stretched, and reallocated their budgets to serve record levels of students in high demand fields. Local district boards with their required representation from employers, employees, local elected officials and K-12 school administrators have made these difficult reallocation decisions in response to student and community needs.

---

Daniel Clancy, President

345 West Washington Ave. - 2<sup>nd</sup> Floor PO Box 7874 Madison, Wisconsin 53707-7874 608.266.1207

TTY: 608.267.2483 Fax: 608.266.1690

www.wtcsystem.edu www.witechcolleges.com

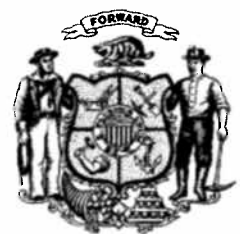
Clancy Testimony on AB 603  
Assembly Colleges and Universities  
October 4, 2005  
Page 2 of 2

The Speaker's Taskforce on the WTCS supported selecting district boards through a local appointment process. The Wisconsin Technical College System supports the existing district board appointment process because it gives locally elected officials the responsibility to select their local technical college district board members and because it preserves the role of key stakeholders in determining technical college programs and services.

Thank you again for the opportunity to testify before the Committee. I would be happy to answer any questions.



# WISCONSIN STATE LEGISLATURE



Testimony Opposing AB603  
to the  
Assembly Colleges and Universities Committee  
Representative Rob Kreibich, Chairperson  
October 4, 2005

Joan Jenstead  
Brookfield, Wisconsin

My name is Joan Jenstead. I am a member of the Waukesha County Technical College (WCTC) Board, and have served in that capacity since 1984. I am also a graduate of WCTC. I have a professional background in commercial real estate management and currently serve as property manager of Ten Chimneys, Alfred Lunt and Lynn Fontanne's historic estate in Genesee Depot.

During my tenure on the WCTC Board, I have also had the honor of serving as president of the Wisconsin Technical College District Boards Association, our state association of college trustees. In the past, I served as a member of the national board of ACCT, the Association of Community College Trustees. While an ACCT Board member, I served on the Joint Commission on Federal Relations, the federal policy coordinating group comprised of community and technical college board members and college presidents from across the United States.

Technical colleges have changed a great deal over the years. If you visit us at WCTC today, you will see state-of-the art technology and equipment carefully matched to industry standards and employer needs. We are proud to respond very quickly as technology and business needs change. In the midst of this cutting edge world, we are also very proud to preserve some important principles that have served us well since 1911. One of those principles is that our boards are selected carefully to include leaders and employees of district businesses and industries, as well as an active school district administrator, and a local elected official.

I think we have always done a pretty good job of connecting the local college to its employment needs and its local citizens' needs. I don't think we always did a good job of connecting our colleges together regionally and statewide as a system. That has changed. Today, we have a very close working relationship between colleges and with our state board and state staff. We share programs, develop common curriculum, pool resources, and work to assure regional and state needs are met. We work as an effective system while protecting what is so important in our local focus.

Just one example is Districts' Mutual Insurance, a company formed to pool the property and casualty coverage of all 16 college districts. DMI saved the colleges and taxpayers hundreds of thousands of dollars in the first year of operation alone.

These kinds of efforts to work together as a state, I believe, have come about through dedicated board members who come from current business and industry backgrounds and naturally operate this way in their professional lives. On the WCTC Board, I have served with CEO's and principals of a number of dynamic corporations. Currently, our board includes the CEO of a large trucking company, and the CEO of a construction materials company. There have been many others over my tenure from healthcare, manufacturing and a variety of industries. You will find the same has been true of other college boards around the state.

I have also had the honor of serving as a member of the Speaker's Taskforce to Review the Wisconsin Technical College System. Your committee colleague, Representative Suzanne Jeskewitz, did a great job as co-chair of the Speaker's Taskforce. We spent almost a year studying many aspects of technical college governance and funding. There were a number of members who began the experience openly supportive of changing technical college boards. By the end of that very thorough process, your Assembly colleagues and the public and private members making up the Taskforce unanimously recommended to the Speaker that Wisconsin keep its appointed boards and not change to elected boards.

Representative Jeskewitz and others serving on the taskforce may carry more weight on this issue given that I was the district board representative to the Taskforce. I know, however, that every member of the Taskforce, after learning about our colleges over many meetings and many months, recommended that the Assembly not support a change in our basic governance model that has served Wisconsin well for almost a century.

Thank you for the opportunity to testify today. I hope you will not support passage of AB 603.

Sincerely,

Joan Jenstead  
1350 Lexington Court  
Brookfield, Wisconsin 53045



Testimony Opposing AB 603  
Assembly Colleges and Universities Committee  
Representative Rob Kreibich, Chairperson  
October 4, 2005

Good Morning Chairperson Kreibich and Members of the Committee,

My name is Lauren Baker, and I have been a member of the Milwaukee Area Technical College District Board since 1995. In my professional life, I serve as Coordinator for Career and Technical Education for the Milwaukee Public Schools. I am a journeyman printer by training and the former director of a printing and graphics arts institute. I urge you to oppose AB 603, a bill that would eliminate and replace the longstanding and effective board governance model of Wisconsin Technical Colleges.

It may be helpful to have some national-level perspective about Wisconsin's boards and college governance. I also serve as a member of the national board of directors of ACCT, the Association of Community College Trustees. This 26-member board represents more than 1,200 technical and community college boards and more than 6,500 board members of two-year colleges in the United States, Canada, and the UK.

Wisconsin's board governance model is held in very high regard by ACCT's diverse membership. Upon the establishment of the North Carolina system years ago, representatives from that state traveled to Wisconsin to study our system and boards. North Carolina consciously based its governance model on the Wisconsin Technical Colleges. They did so in order to assure that trustees came from the world of work, that they were responsive to student and business needs in the community, that they were non-political, and that they were focused on job training and economic development.

In Fall, 2004, representatives from South Carolina colleges sought to create their own state-level college boards association. Several of our ACCT colleagues in other states suggested they meet with Wisconsin representatives because we are seen as a model for excellence in trusteeship.

The heart of community and technical colleges nationally is that they are community-governed by non-political boards. The majority of states with community and technical college boards appoint their board members. Fifty-three percent of states (19 of 36) appoint all board members.<sup>2</sup> Four states appoint a portion of board members.<sup>2</sup> Only thirteen states elect all board members,<sup>2</sup> and three of these are state-level only boards. States with elected college boards tend to organize college districts by county or municipality and not by regional district across multiple communities and counties.

As an ACCT Board member, I interact with trustees and leaders from a wide range of states and colleges. I am increasingly aware of just how proud Wisconsin can be to have such dedicated boards and board members. I see this in the perspective of how our members are leaders among leaders within ACCT. I also see this through the eyes of so



many from other states who express admiration for our Wisconsin Technical College District Board Members and the technical colleges they help provide across the state. Leaders in other states would question why we would fundamentally change our board governance model when doing so would affect the results for which our colleges are so admired.

Appointed boards are volunteer-based and community-focused and are not compensated like elected local officials such as town, village, county and municipal officials. The board appointment model was designed to (and helps assure that) board members are more insulated from the agendas of those who fund political races or campaigns. Anecdotal information from states with elected college boards suggests that elected board members are more likely to pursue board seats to fulfill a specific personal or political agenda, and are less likely to represent the diverse universe of top business and industry leadership, educators, and local officials.

Wisconsin is rightfully proud to have a technical college system that is responsive, job-focused, and that is an engine for economic development. Especially, we are proud to be colleges where our residents find access to effective training to realize their highest potential for themselves, regardless of background, prior educational attainment, skill level, or even native language.

On behalf of those national ACCT members from California to Ohio to Ontario who think highly of Wisconsin's boards, as well as on behalf of our local Board members and the local businesses and communities they serve, please oppose AB 603.

Respectfully,

Lauren Baker  
3415 North Murray Avenue  
Milwaukee, WI 53211



Representative Rob Kreibich  
Chairperson  
Assembly Colleges and Universities Committee  
P.O. Box 8952  
Madison, WI 53708

Dear Congressman Kreibich,

This letter is in regards to AB 603, a bill to eliminate district boards and replace them with elected boards. I am requesting that you oppose this bill.

I am currently serving on the Waukesha County Technical College Board and have for the past five years. I serve in the employee position. The opportunity to serve is a great honor and gives me the opportunity to give back to the school, of which I am a two time graduate, and my community.

The Wisconsin appointed Technical College District Boards are recognized as National Leaders and Role Models. We are a network of volunteers working to serve our communities and students. I personally, as many other appointed Board Members in the state, use personal vacation time from my regular job to participate in board development activities. We volunteer thousands of hours attending school functions such as graduation, honors and awards, student government and faculty. We work diligently to connect students on all levels, from all walks of life, and from all cultures to the college so they can be the workforce of tomorrow. We help foster partnerships between the business community and the colleges.

The 144 Wisconsin Technical System College Board Members serve with pride. We are proud of the system and the wonderful things that happen for students, communities, and the state of Wisconsin because of our work. We know that the Wisconsin Technical College System is the Key to the Economic Engine and that it returns more to the economy than any other publicly funded activity. The Technical College System doesn't just "walk the talk, we "walk the walk" and have the statistics to prove it.

The Wisconsin Technical System Boards with its appointed 144 members are doing their job. Politics, Republican, Democrat, Independent, or Other, does not drive our work and our decisions. Ethics and ethical decisions are held in the highest regard.

I think it is a travesty to even consider changing from appointed to elected boards.

1. Why would you as legislators want to fix what is most assuredly not broken?
2. Why would you as legislators want to take away the opportunity for each citizen, an voter, to voluntarily serve their own community?
3. Why would you as legislators want to disrupt the geographical, professional, background, gender, and minority status of the current non-political/non-partisan volunteer board?
4. Why would you as legislators, in all honesty, want to eliminate the voter who can not

- afford the cost of an election from making application and being appointed to serve?
5. Why would you as legislators even consider elected versus appointed boards just on added cost and burden to tax payers alone?
  - 6 How can you, as paid legislators, possibly justify to the tax payers and voters that you are changing long standing volunteer positions to paid elected positions without any statistical justification?

Change should not be made just to make change. Change should not be made just to keep a few happy. Change should only be made when change affects the whole in a positive way. Changing The Wisconsin Technical College System Board to elected versus appointed boards is not in the best interest of the whole.

The Technical College District Boards excellence in representation and governance is a proud legacy since 1911. A quote from Governor Walter Kohler, Jr 1956, "We in Wisconsin feel that certain aspects of our vocational education program are unique. We are proud of its development because it is a product of the people. It was initiated through a series of studies made by lay people, legislators and educators. It has continued to function with leadership from the same groups of people. The result is that it reflects the character of our state". This is still reflected in our volunteer system of today.

Only thirteen states elect all board members. The heart of community and technical colleges nationally is that they are community-governed by non-political boards. I implore you to not change a wonderful effective system that is working, and working well. The tax payers of this state would be better served if the legislators focused on areas that do need fixing and change of which I am sure there are many.

Sincerely,

Marilyn R. Grainger  
Waukesha County Technical Board Trustee  
W264 S1012 MapleWay N  
Waukesha, WI 53188



Representative Joan Ballweg  
Co-Chairperson  
Assembly Colleges and Universities Committee  
P.O. Box 8952  
Madison, WI 53708

Dear Representative Ballweg:

As Moraine Park Technical College, I would like to encourage you and the committee to reconsider the impact that passage of AB603 would have on our technical college system. During my career, I have had the opportunity to serve at colleges with elected boards as well as those with appointed boards. It has been my experience that the Wisconsin approach to appointed boards provides for broader representation across the district as well as greater diversity among its membership than any elected board I have had the opportunity to work with.

The far reaches of our district and smaller communities have representation as well as the large communities. I believe this is a strength as board members from those areas continually remind us of their community's needs for technical education. Thus, my district has outreach sites in small communities like Berlin, Hartford, Ripon and Mayville as well as the larger communities of Fond du Lac, West Bend and Beaver Dam where our campuses are located. When Ripon had some businesses close, we were part of the Rapid Response team and had classrooms available where we could retrain those workers. Our presence in that community and the fact that one of our board members is from that community certainly had an impact on the acceptance of our help.

Wisconsin statute 38.08 requires that the nine-member board be made up of two employers, two employees, an elected official, a school administrator and three at-large members assures greater diversity of opinion and interests on the board. The system also requires a diversity of gender and racial/ethnic representation to assure that all factions of our district have a voice. This make up of the board also allows us to hear from the employers of our graduates as well as the schools that provide many of our entering freshmen. Through these board members we receive feedback about the preparation of our entering students as well as how well our graduates are prepared when they enter the workforce. Our elected official provides input from the communities and/or counties we serve. One of the strengths of our technical college system are its appointed boards and their diversity.

To assure equal representation across our district, the county board chairmen and chairwomen who appoint Moraine Park's board members have determined that board membership will be distributed equally throughout our district. Thus, about half of our board members come from the western half of our district and half from the eastern side of our district—another example of how the elected officials who appoint our board member work cooperatively to assure equitable representation.

To change the make up of our board to elected members who had to pay for a campaign in order to be elected to a position for which there is no remuneration is a concern. Would future board members run for election because they see this position as the first step to elected state offices? This was the case for the public school boards in South Dakota where many of the state representative's and senator's first elected office was as a school board member. If so, would those board members really be interested in the position because they had a commitment and interest in the technical college? Today we have board members whose only reason for serving on our board is because they believe in our mission to provide Wisconsin's skilled workforce.

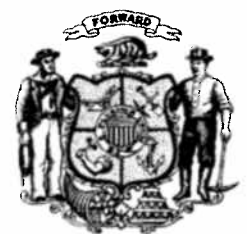
In summary, Wisconsin has one of the best technical college systems in the nation. The quality of this system is largely due to the great support and oversight we receive from our legislature, our governor and our dedicated appointed board members who work tirelessly for the good of our colleges. Please think carefully before you change a governance system that has served the state so well.

Sincerely,

Gayle Hytrek, Ed.D.  
President, Moraine Park Technical College



# WISCONSIN STATE LEGISLATURE





Sent by email -- RE: Opposition to AB603

Dear Representative Towns,

This communication is to ask you, as a member of the Assembly Colleges and Universities Committee, to please oppose AB603.

The Wisconsin Technical College System is a very vital component in the economic development process for the State of Wisconsin. The WTCS provides highly skilled workers to meet the employment demands of our business and industry partners throughout the state.

Wisconsin Statutes 38.08 (1) (a) defines the composition of Technical College District Boards. In short this statute says that the boards shall be composed of 9 members, including 2 employers, 2 employees, 3 additional members, a school district administrator and one elected official. This is a diverse cross section of individuals with different areas of interest and expertise that collectively compose Board Policy and provide institutional direction to College Administration.

The Wisconsin Technical College System under this form of governance has historically been recognized for their ability to rapidly change and adapt curriculums to match the ever changing employment needs.

Assembly Bill 603 would completely eliminate a governance model that has been tried and tested and found to be very effective. It would also eliminate all 144 current district board members in all 16 districts all at the same time (July 1, 2007). This aspect of the bill alone does not seem reasonable.

New boards would not include categories of board service and not insure compliance of State Statute 38.10 (2) (c) which requires WTCS District Appointment Committees to formulate a plan of representation for the membership of district boards. The language states: "The plan shall give equal consideration to the general population distribution within district and the distribution of women and minorities within the district... The plan shall form the basis upon which membership of the district board is determined. AB603 does not have provisions to insure this type of representation.

I am asking for your opposition to AB603. Please contact me with your position on this bill.

Thank You.

Thomas Westrick  
Blackhawk Technical College, Board Chair  
UAW-GM Joint Training Representative  
116 N. Crescent Drive  
Milton, WI 53563



## **Appointed and Elected College Boards**

*The Value and Importance of Wisconsin's Appointed Technical College District Boards*

Paul Gabriel

Wisconsin Technical College District Boards Association

### Summary

**Technical College District Boards: Excellence in Representation and Governance --** *A proud legacy since 1911; A copied and proven national model (page 1).*

**Technical College Boards are as Representative as Elected Boards --** *Geographically, by profession, background, gender, and minority status; As non-political/non-partisan volunteers; Because vacancies can be filled without special elections (page 2).*

**Locally Appointed Boards - Part of Balanced and Accountable State-Local Governance Structure --** *Local boards are part of effective shared state and local governance; Local boards are only one part of colleges' community input (page 3).*

**Boards Operate as Openly, Publicly, and With as Much Opportunity for Public Input as Any Form of Local Government --** *Board appointment is a democratic process; Boards operate openly and publicly under the same laws as all local governments; Board members follow the same ethics laws as elected officials (pages 3-4).*

**Wisconsin Technical Colleges are a Key Economic Engine and Return More to the Economy than Any Other Publicly Funded Activity --** *Technical colleges' return on investment and responsiveness is related to local board governance (pages 4-5).*

**Wisconsin's Appointed Technical College District Boards are Recognized as National Leaders and Role Models --** *Volunteer board members are well-known nationally for commitment and leadership; Are leaders in quality improvement and in promoting partnership and collaboration (pages 5-6).*

**A Comprehensive Legislative Taskforce Review Recommended Maintaining the Current Appointed Boards Model (page 6).**

(November, 2004)

## **Appointed and Elected College Boards**

### *The Value and Importance of Wisconsin's Appointed Technical College District Boards*

Paul Gabriel, Wisconsin Technical College District Boards Association  
Updated November, 2004

#### **Wisconsin's Technical College Board Model is Designed for Excellence in Local Representation and College Governance**

A Proud Legacy -- Wisconsin's district board governance and locally-appointed board model was crafted by the 1911 Progressive-Era legislature that created both the nation's first vocational, technical, and adult education system, and the nation's first unemployment compensation program.

"Local boards are an integral part of the 1911 legislation. The rationale for them was to ensure that the course of vocational education would be guided by lay people who were knowledgeable about the world of work. The boards were to be appointed by existing governing bodies to ensure equal representation of management and labor and to ensure that the board positions would be filled with people genuinely interested in nurturing quality vocational educational programs."<sup>1</sup>

In 1956, then Governor Walter Kohler, Jr. wrote:

"We in Wisconsin feel that certain aspects of our vocational education program are unique. We are proud of its development because it is a product of the people. It was initiated through a series of studies made by lay people, legislators and educators. It has continued to function with leadership from the same groups of people. The result is that it reflects the character of our state."<sup>1</sup>

A Copied and Proven National Model – The heart of community and technical colleges nationally is that they are community-governed by non-political boards. The majority of states with community and technical college boards appoint their board members. Fifty-three percent of states (19 of 36) appoint all board members.<sup>2</sup> Four states appoint a portion of board members.<sup>2</sup> Only thirteen states elect all board members,<sup>2</sup> and three of these are state-level only boards. States with elected college boards tend to organize college districts by county or municipality and not by regional district across multiple communities and counties.

## **Wisconsin Technical College Boards are as Representative as Elected Boards**

Geographically -- Appointment assures that the entire district, including smaller communities and rural areas, is well-represented. With district-wide elections, a large community or county will dominate voting and likely be over-represented at the expense of outlying areas. For example, Madison Area Technical College includes all or parts of twelve counties, each of which participates in appointing board members consistent with a statutorily required plan of representation assuring the entire district has a voice in governing the college. This is the case despite the fact that the majority of the population resides in Madison and Dane County.

By Profession, Experience and Background -- Appointment assures that each board has representatives including employers, employees, an elected local official and a school district administrator. Appointment rules also assure that no such group dominates board membership. Local official and school administrator positions on each board have helped the technical colleges become leaders in inter-governmental cooperation/efficiency.

By Gender and Minority Group Status -- Appointment following locally-tailored plans of representation assures there is broad representation by gender and racial/ethnic background. These statutorily required plans are reviewed and approved at the state level, and specific appointments are reviewed to assure appointments are consistent with local plans.

Because They are Volunteers Insulated from Partisan Politics and Its Funding -- Appointed boards are volunteer-based and community-focused and are not compensated like elected local officials such as town, village, county and municipal officials. The board appointment model was designed to (and helps assure that) board members are not representing individual political agendas or the agendas of those who fund political races or campaigns. Anecdotal information from states with elected college boards suggests that elected board members are more likely to pursue board seats to fulfill a specific personal or political agenda, and are less likely to represent the diverse universe of top business and industry leadership, educators, and local officials.

Because Vacancies Can Be Filled More Quickly and Cheaply than with Elected Boards -- Vacancies can be filled quickly and inexpensively by public hearing rather than by a multi-county special election. Quickly filling vacancies helps assure full community representation rather than waiting for the next regular election cycle or incurring the cost of a special election.

## **Locally Appointed Boards Are Part of a Balanced and Accountable State-Local Governance Structure**

The Best of Combined State and Local Governance -- The Wisconsin Technical College System (WTCS) is governed through a balance of locally-controlled and accountable boards working under the WTCS Board, which provides state-level strategic direction, accountability, and leadership, across the system. The result is a locally responsive system of colleges that meet overall statewide needs and priorities as efficiently as possible.

The WTCS Board monitors and approves key local decisions, such as program offerings and building projects, to provide statewide coordination and oversight. The WTCS Board assures local district appointments meet the local appointing authority's own rules through plans of representation.

Local Boards Are Only a Part of Community Input in College Governance -- Appointed college boards represent only a portion of community involvement and representation in technical colleges. Every program at every college has a community-based advisory committee making recommendations to the board. Every college has a community advisory committee to monitor public-private competition. Each college has active faculty, staff, student, and profession-specific groups that add to the value of services provided in the community.

## **Wisconsin Technical College Boards Operate as Openly, Publicly, and With as Much Opportunity for Public Input as Any Form of Local Government**

Board Appointment is a Democratic Process -- Appointment processes take place in public hearings with broad, public, community notice and opportunity for community participation. The appointment process includes review and public access to written candidate background materials, access to in-person candidate interviews, public comment ability at appointment hearings, and access to the candidates themselves. No person may be considered for board service unless he/she was announced in pre-appointment public notices and participates in-person in appointment activities.

Appointment is based on locally-controlled "plans of representation" that are created locally and that are reviewed each year in public hearings, prior to appointments being made, to assure each district's local needs are best met in the appointment process.

Appointment Does Not Create Professional Politicians -- Even though no college appointment authority has a "term limit" for board service, appointed boards have regular turnover and a healthy mix of veteran and new members. The median appointment date for Wisconsin Technical College board members is mid-2000.<sup>3</sup> That is, one-half of all district board members were first appointed in Fall, 2000 or later. By law, no person may

serve as the chairperson of a board for more than two consecutive one-year terms. The average length of board service as of Fall, 2004, is 5.5 years.<sup>3</sup>

**Appointed Board Members Follow the Same Ethics Laws as Elected Officials --**

Appointed college board members already follow the same ethics and financial reporting requirements as elected public officials. Appointed board members file economic interest statements available to the public through the Ethics Board. Appointed board members follow all ethics and conflict of interest rules that apply to other public officials.

**Appointed Boards Operate Openly and Publicly --** Technical college boards operate in the light of open and accessible government and follow all of the Wisconsin open meetings and records rules applicable to other forms of local government. College boards provide broad opportunity for public comment and input and assure that public input is sought on budgeting, programming, and other issues.

**Appointment Brings a Wide Cross Section of Community Leadership to Boards --**

Wisconsin's appointed college boards include top business, labor, and government leaders. Current board members include CEO's and top executives of businesses ranging from some of the state's largest corporations, to small high-tech businesses. Members represent the wide variety of trades and professions that represent technical college programs such as nurses, electricians, tool makers, dairy farmers, auto dealers, bankers, engineers, and economic development professionals. Local appointment under plans of representation brings a unique mix of these professionals to boards in a variety and at a level that matches community needs and college programming.

**Board Leaders Include Elected Officials --** By statute, each technical college board includes an elected official such as town, county, village, municipal, or school board member, former and or current state legislator, or a mayor or county sheriff. Also by statute, every board includes a K-12 school district administrator. Both of these board positions promote collaboration and efficiencies between the colleges and local schools and governments.

**Wisconsin Technical College Boards Are the State's Key Economic Engine and Return More to the Economy than Any Other Publicly Funded Activity**

**Technical Colleges Create a Huge Economic Return on the Public Investment Made --** Technical colleges return \$2 in tax revenue for every \$1 of total public investment.<sup>4</sup> This 2-to-1 payback is fully realized in just 2.2 years.<sup>4</sup> This impact does not include pre-existing economic activity, only new economic activity and tax revenues created by technical college training itself. Socio-economic research also demonstrates that technical colleges help reduce public outlays for taxpayer-funded social services, healthcare, and corrections costs.<sup>4</sup> These economic returns are greater than the known benefits demonstrated by any other form of public service or government in Wisconsin.

**Technical Colleges Meet the Ever-Changing Variety of Training Needs for All Wisconsin Residents** -- Wisconsin technical colleges enroll almost one-half million persons in at least one course each year; year-in and year-out.<sup>5</sup> This is approximately one in every nine adults each year. Graduates overwhelmingly stay and work in the state - a brain "gain," not "drain," - for the state. Services and programs cover everything from basic literacy and English as a Second Language training, to the very latest in emerging technology.

**Custom Business Support** -- Colleges also meet specific local community needs through thousands of customized training programs with business and industry, programming offered at district-wide sites in hundreds of locations statewide, and offered flexibly at the time, place, and pace learners require, including by electronic delivery.

**Cutting Edge Technology and Offerings** -- Wisconsin technical colleges are national and world leaders in providing excellent, accessible, affordable education. Programs are regularly and rapidly tailored to meet changing technology and equipment needs, changing skills, and changing local and regional economies and industry mixes. Colleges have started, ended, or modified more than 500 programs in the past decade or so; an unprecedented rate of change. Every program is created, modified, or ended with ongoing direct involvement of community advisory boards that make recommendations to the college board.

**Where Would Wisconsin be Without its Technical College Graduates?** -- Technical colleges produce the workers who make and grow Wisconsin's quality of life. No Wisconsinite likely goes through a single day without interacting with or counting on WTCS graduates for their quality of life and for their personal and community safety. We train Wisconsin's firefighters, EMT's, police officers, nurses, utility operators and repair professionals, computer and information technology professionals, aviation mechanics, and dozens of other key professionals meeting today's and tomorrow's needs.

### **Wisconsin's Appointed Technical College District Boards are Recognized as National Leaders and Role Models**

**Volunteer Board Members Offer Thousands of Hours of Service Beyond Official Duties** - Volunteer technical college board members dedicate thousands of hours to trustee development and education each year. Annually, Wisconsin's 144 college board members complete an estimated 5,000 hours of professional growth and development activities; an average of more than 30 hours per board member annually statewide.<sup>6</sup> This service is in addition to official board duties and participation in college and community events (estimated at 18,000 – 20,000 volunteer hours annually). Many past and current board members have reported using personal vacation/leave time from their regular jobs to participate in board development activities.



This is a greater collective volunteer commitment than any known cohort of elected local or state officials, and is believed to be as great as the commitment made by any group of technical or community college boards in North America.

**Wisconsin's Technical Colleges and Governance Model are Positive National Role Models** -- Other states have modeled their college governance model on Wisconsin; the nation's oldest technical education system. For example, North Carolina sent officials to study Wisconsin's technical college system and intentionally modeled its own highly regarded system - including appointed local boards - on Wisconsin. Wisconsin trustees are regularly sought to present at professional growth and education sessions to national and regional colleagues. In 2003, the number of presentations made by Wisconsin board members at the Association of Community College Trustees annual national conference was six times greater than Wisconsin's attendance compared to total national attendance.

### **Wisconsin Technical Colleges are Recognized and Honored as Leaders in Quality Improvement and in Promoting Partnership and Collaboration**

**Recognizing Quality in Public Service** -- Wisconsin technical colleges, under appointed board leadership, have been awarded more top "quality" awards than any other form of Wisconsin government. The Wisconsin Forward Award is the competitive process paralleling the prestigious national Malcolm Baldrige Awards. Since public entities became eligible for Wisconsin Forward Awards, Wisconsin Technical Colleges have received more top awards than any other industry or service sector, public or private (9 of 70 total awards made at all levels between 1998 and 2003). Technical colleges also account for the majority of all public sector awards at all award levels.<sup>7</sup>

**Leaders in Partnership and Collaboration** -- Wisconsin's appointed boards are widely regarded as national leaders in promoting partnership and cooperation across local and regional governments, between school and college and university systems, and with business and industry. Partnership, shared services, and collaboration are emerging as the new measurements of excellence in public stewardship. Wisconsin technical colleges already lead the efforts that are emerging as a measure of good government and that will be promoted as a method of making local governments better.

### **A Thorough Legislative Review Recommended Maintaining Appointed Boards**

The Assembly Speaker's Taskforce to Review the WTCS, comprised of legislators and citizens from around the state, completed a thorough year-long review of the WTCS including college governance, funding, mission, service, and accountability to taxpayers. The Taskforce's final recommendations included: "Maintain the current method of appointing members of technical college district boards."<sup>8</sup>

*This paper was written by Paul Gabriel, Executive Director, Wisconsin Technical College District Boards Association, who is responsible for its content.*

Updated November, 2004

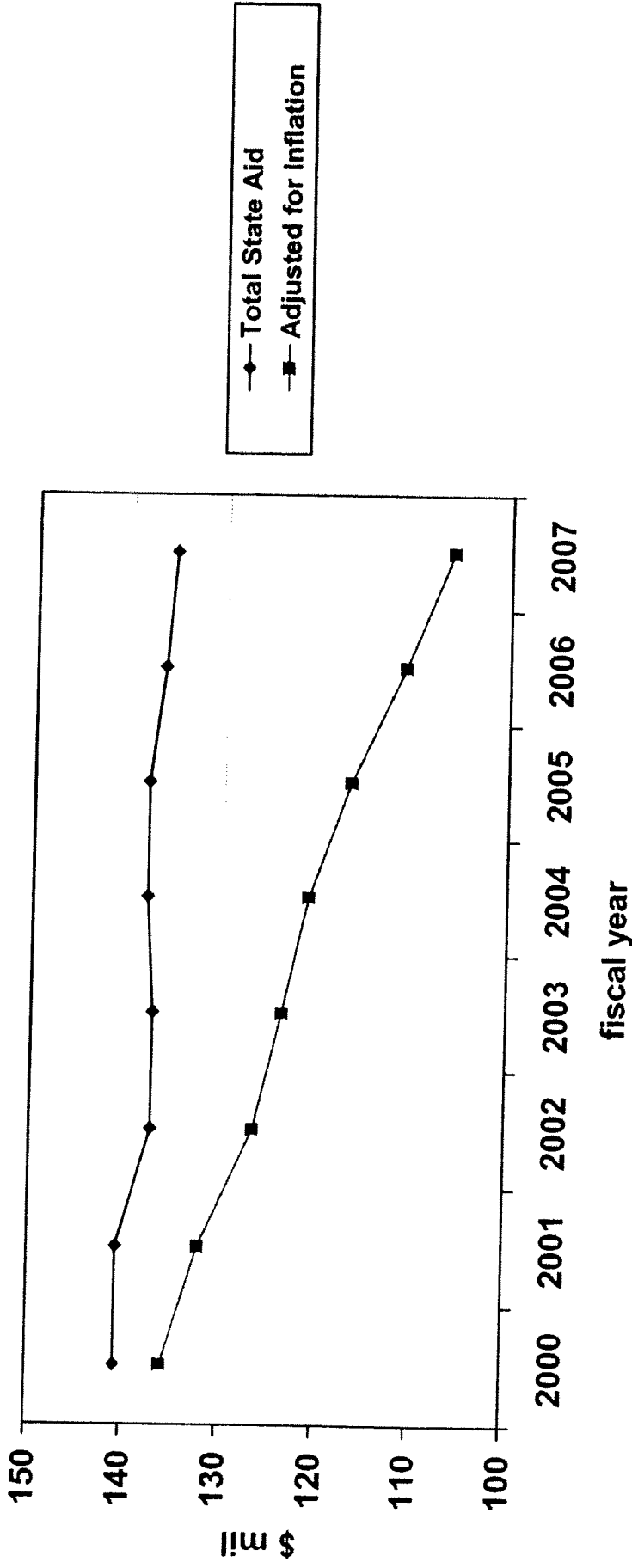
---

**End Notes:**

1. Kathleen A. Paris, *A Political History of Vocational, Technical and Adult Education in Wisconsin*, WVTAE, Madison, WI, 1985, p.181, 184.
2. Association of Community College Trustees.
3. Wisconsin Technical College District Boards Association data.
4. Kjell Christopherson and M. Henry Robison, *The Socioeconomic Benefits Generated by the Wisconsin Technical College System* (executive summary), December 20, 2001.
5. Wisconsin Technical College System Board.
6. Wisconsin Technical College District Boards Association data.
7. Wisconsin Forward Award data, [www.forwardaward.org](http://www.forwardaward.org).
8. Final Recommendations to the Assembly Speaker, Taskforce to Review the WTCS, Wisconsin State Assembly, November, 2003.



# Eroding State Support for Wisconsin Technical Colleges 2000 - 2007



State support for Wisconsin Technical Colleges has decreased in real terms since 2000. Moreover, even historically low inflation rates take a large toll on funding impact after years of stagnant or falling state support.

**By 2007, the impact of eroding state support will be almost \$35 million annually in just seven years when adjusted for inflation.** This enormous loss assumes that no further cuts are made to state support, and that inflation remains low.

**Bottom Line: Technical Colleges have not been "held harmless" in the state budget process. Diminishing state support of technical colleges fuels a shift of technical college costs to local property taxpayers.**

For more information, contact Paul Gabriel, Wisconsin Technical College District Boards Association, 608 266-9430, pgabriel@districtboards.org. Notes/sources on reverse

Notes:

- "Fiscal year" is July through June.
- "State Aid" through 2005 is WTCS general aid plus categorical aid according to Wisconsin Legislative Fiscal Bureau reports. Aid figures for 2006-07 assume a \$2 million cut required by 2005 Act 25 will be made as a \$1 million cut in each year. Total aid for 2006-07 does not include job training grant funds which pass through districts to business/industry.
- "Inflation" is U.S. CPI, all urban consumers, Department of Labor, to July, 2005. CPI for 7/2005 through to 6/2007 is estimated at 3.5% annually (The Department of Labor reports the annual U.S. all urban consumers rate is 3.6% as of August, 2006).

# State Investment in the WTCS Continues to Erode, Increasing Pressure on Property Taxes and Student Costs

**Comparing Local, State, and Student Support ...** Property taxes comprise the single largest funding source for technical colleges. Comparing the 3 major funding sources, state funding has eroded significantly, placing pressure on local taxes and tuition. For the first time ever, state general aid has fallen to comprise less than tuition as a revenue source:

	<u>Property Taxes</u>	<u>State General Aid</u>	<u>Tuition and Learner Fees</u>
1979-80	61%	28%	11%
2003-04	67%	16%	17%

**State support has fallen steadily and significantly as a share of aidable WTCS costs ...**

### General State Aid as a % of WTCS Aidable Costs

1979-80	35.7%
1989-90	29.8%
1999-00	22.0%
2003-04	17.8%

**Bottom Line:** *The state has not made technical colleges an adequate priority for general funding, in part because local taxing authority is available to sustain colleges during times of tight state budgets. The state's eroding investment in technical colleges must be part of any discussion about local property tax burdens.*

# Perspective on Wisconsin Technical College Property Taxes

Median home values have increased steadily while WTCS tax rates have decreased. This reflects that technical college taxes are increasing more slowly than property values.

	Median Wisconsin Home Value	WTCS Statewide Total Mill Rate	Average Annual WTCS Property Tax on a home Statewide
2001-02	\$119,370	1.67	\$ 167 on a \$100,000 home \$ 199 on a median value home \$ 334 on a \$200,000 home
2002-03	\$126,473	1.66	\$ 166 on a \$100,000 home \$ 210 on a median value home \$ 332 on a \$200,000 home
2003-04	\$135,326 est.	1.61	\$ 161 on a \$100,000 home \$ 218 on a median value home \$ 322 on a \$200,000 home

**On average statewide, technical college local taxes account for just less than 7% of total property taxes.**

*Bottom Line: Technical colleges account for a modest portion of total property taxes. In general statewide, the technical college portion of property taxes is increasing because of increasing property values and not because WTCS tax rates are increasing.*

# Wisconsin Supports its Local Technical Colleges!

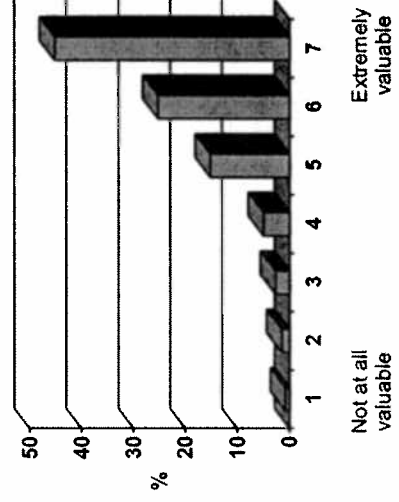
An independent statewide poll of 600 Wisconsin adults in July, 2004, demonstrates overwhelming support for local Wisconsin Technical Colleges.

- 86% say technical colleges make a valuable or extremely valuable contribution to their local area.
- More than 70% say that technical colleges are a good use of property tax dollars.
- Less than one-third support a constitutional amendment to limit property taxes if it would reduce technical college course offerings, program enrollments, or local control of technical colleges.
- Almost 90% support transfer of technical college credits toward 4-year UW degrees.

## Wisconsin Technical Colleges are Extremely Valuable to Local Communities ...

Q: In your opinion, how valuable of a contribution does your local technical college make to your part of the state?

Valuable to extremely valuable (5-7) 85.7%  
Not valuable to not at all valuable (1-3) 5.0%





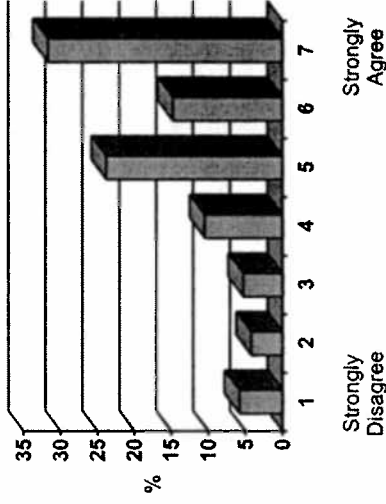
### Wisconsin Believes Technical Colleges are a Good Use of Property Tax Funding ...

Q: Local property taxes are the largest source of funding supporting your local technical college, greater than state funding or student tuition. Rate the following statement:

"The use of property taxes to support the local technical college is a good use of a portion of local property tax dollars."

Agree to strongly agree (5-7) 70.3%

Disagree to strongly disagree (1-3) 15.3%

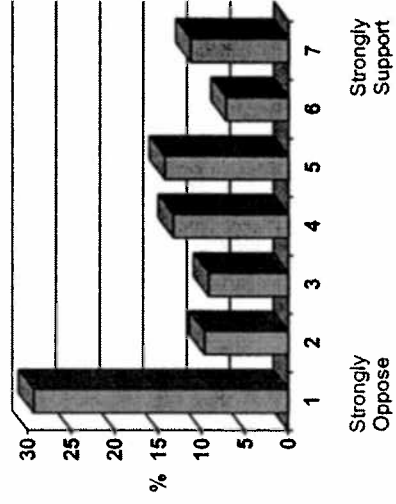


### Wisconsin Does Not Support a Constitutional Amendment Limiting Property Taxes if it Reduces Technical College Enrollment, Programs, or Local Control ...

Q: Amending the state constitution to limit property taxes may result in fewer course offerings, smaller enrollments, and less local control. Given this information, how much do you oppose or support amending the constitution to restrict local property tax decisions by your local technical college, if at all?

Oppose to strongly oppose (1-3) 48.2%

Support to strongly support (5-7) 32.8%



## Wisconsin Believes Technical College Credits Should Transfer Toward 4-year UW degrees ...

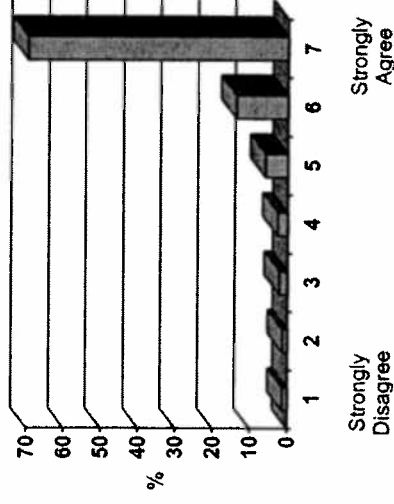
Q: Should students transferring from the local technical college to a UW Campus like UW La Crosse or UW Oshkosh be able to transfer comparable credits toward earning a 4-year UW degree?

Strongly agree to agree (5-7)

89.5%

Strongly disagree to disagree (1-3)

4.8%



Bottom Line -- Wisconsin says local technical colleges are ...

- Highly valuable resources
- Worthy of property tax support that
- Should not be threatened by a constitutional amendment that reduces access or local control, and that
- Credits should transfer to 4-year UW degrees.

Data is from "Wisconsin Trends" poll, July, 2004, by Chamberlain Research Consultants. Wisconsin Trends is a multiple topic telephone poll of 600 adult Wisconsin residents from all 72 counties. Margin of error +/- 3.97%. For more information, contact Paul Gabriel, Wisconsin Technical College District Boards Association, at 608 266-9430, or pgabriel@districtboards.org.



## **Resolution to Oppose Assembly Bill 603**

**Whereas** the Wisconsin Technical College System's model of appointed District Board governance has responsibly and effectively served the state, its residents and students for almost 100 years; and

**Whereas** WTCS District Board members are selected by the elected presidents of local school boards; and

**Whereas** WTCS District Board members are subject to all the laws and rules governing other local and state officials and are appointed through a detailed process that ensures accountability through public hearings and interviews; and

**Whereas** the appointed District Board of the WTCS insulates technical higher education from partisan politics while guaranteeing local accountability; and

**Whereas** the Milwaukee Area Technical College District Board and all WTCS District Boards conduct their board business including budget, tax levy and other financial issues at public meetings; and

**Whereas** MATC's District Board members represent a cross-section of the district's population as a result of the current model of appointed membership, which ensures representation of the college's diverse district; and

**Whereas** the WTCS/MATC District Board system is cost-efficient because board members receive no compensation and spend no time on campaign fundraising; and

**Whereas** the issue of publicly appointed WTCS boards versus elected WTCS boards has been studied, most recently in 2003 through the Assembly Speaker's Taskforce, which recommended the current board model be preserved; therefore be it

**Resolved** that the MATC District Board strongly opposes Assembly Bill 603, which proposes to eliminate the current District Board appointment system and replace it with politically elected boards.

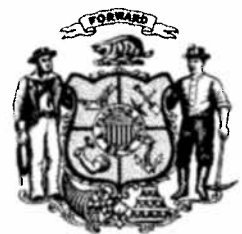
Passed unanimously (roll call vote, 8-0)

by the Milwaukee Area Technical College District Board  
Jeannette Bell, Chairperson

September 27, 2005



# WISCONSIN STATE LEGISLATURE



**Wisconsin Student Government**

2005-2006

WSGR-07

**A RESOLUTION**

**WHEREAS**, students realize the value and importance of Wisconsin's appointed technical college district boards; and

**WHEREAS**, Wisconsin's technical college board model is designed for excellence in local representation and college governance and is a copied and proven national model; and

**WHEREAS**, technical college boards are as representative as elected boards geographically, by profession, experience, and background, by gender and minority group status, because they are volunteers insulated from partisan politics and funding, because vacancies can be filled more quickly and cheaply; and

**WHEREAS**, locally appointed boards are part of a balanced and accountable state-local governance structure which is the best of combined state and local governance and local boards are only part of community input in college governance; and

**WHEREAS**, technical college boards operate as openly, publicly, and with as much opportunity for public input as any form of local government; and

**WHEREAS**, board appointment is a democratic process, does not create professional politicians, follow the same ethics laws as elected officials, bring together a wide cross section of community leadership, and include elected officials; and

**WHEREAS**, technical colleges are the state's key economic engine and return more to the economy than any other publicly funded activity with a return of \$2 in tax revenue for every \$1 of total public investment while meeting an ever-changing variety of training needs, local community needs, and providing cutting edge technology and offerings; and

**WHEREAS**, the technical college boards are recognized as national leaders and role models; and

**WHEREAS**, the Assembly Speaker's Taskforce final recommendations included: "Maintain the current method of appointing members of technical college boards".

**THEREFORE BE IT RESOLVED**, Wisconsin Student Government does not support any legislation the purpose of which is to eliminate locally appointed district boards and replaces them with elected boards hence eliminating the proven and non-political governance model; and

**BE IT FURTHER RESOLVED**, shall transmit a copy of this resolution to Representative Rob Kreibich, Chairperson-Assembly Colleges and Universities Committee.

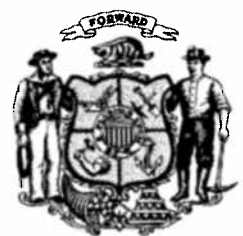


Michelle Scholz  
President  
Wisconsin Student Government

October 1, 2005  
Date



WISCONSIN STATE LEGISLATURE



Schedule A-1.2  
 2003-04 ACTUAL DISTRICT OPERATIONAL REVENUES SUMMARY  
 (As reported by the Technical Colleges on the VE-CA-7 Cost Allocation Schedule)

Technical College	Fees						Total
	Local	State	Federal	Program	Other <sup>1</sup>	Institutional	
Chippewa Valley	\$20,556,470	\$8,420,343	\$1,621,987	\$7,532,473	\$1,078,544	\$1,287,201	40,497,018
Western	17,156,777	12,508,206	1,881,856	6,685,065	1,328,668	2,122,810	41,683,382
Southwest	7,869,607	3,564,392	967,557	2,653,487	427,792	645,002	16,127,837
Madison	59,079,626	14,228,224	3,099,468	18,283,155	2,410,275	2,307,784	99,408,532
Blackhawk	12,243,017	4,533,449	1,122,172	3,489,032	614,379	1,112,342	23,114,391
Gateway	37,659,592	9,475,043	2,274,295	8,066,241	1,741,772	2,981,261	62,198,204
Waukesha	41,410,504	6,227,299	1,576,384	6,575,119	1,464,237	3,305,497	60,559,040
Milwaukee	83,216,341	28,602,565	6,199,347	24,595,633	3,877,784	5,413,624	151,905,294
Moraine Park	21,516,389	5,614,612	1,024,714	5,032,765	994,639	2,424,587	36,607,706
Lakeshore	14,356,374	4,903,723	2,299,290	3,781,315	675,852	1,211,385	27,227,939
Fox Valley	35,900,293	13,325,500	11,122,860	9,520,654	1,890,422	6,748,674	78,508,403
Northeast	32,865,831	10,536,304	2,265,054	10,422,306	1,621,371	2,489,179	60,200,045
Mid-State	12,247,704	4,713,446	1,001,163	4,136,425	585,751	547,905	23,232,394
Northcentral	16,709,792	6,420,770	2,480,706	4,510,197	864,355	3,011,754	33,997,574
Nicolet	13,380,423	2,403,502	561,550	2,417,738	344,813	492,328	19,600,354
Indianhead	22,770,158	4,048,449	1,264,080	5,307,062	946,918	1,039,173	35,375,840
<b>TOTAL</b>	<b>\$448,938,898</b>	<b>\$139,525,827</b>	<b>\$40,762,483</b>	<b>\$123,008,667</b>	<b>\$20,867,572</b>	<b>\$37,140,506</b>	<b>\$810,243,953</b>
Chippewa Valley	50.8%	20.8%	4.0%	18.6%	2.7%	3.2%	5.0%
Western	41.2%	30.0%	4.5%	16.0%	3.2%	5.1%	5.1%
Southwest	48.8%	22.1%	6.0%	16.5%	2.7%	4.0%	2.0%
Madison	59.4%	14.3%	3.1%	18.4%	2.4%	2.3%	12.3%
Blackhawk	53.0%	19.6%	4.9%	15.1%	2.7%	4.8%	2.9%
Gateway	60.5%	15.2%	3.7%	13.0%	2.8%	4.8%	7.7%
Waukesha	68.4%	10.3%	2.6%	10.9%	2.4%	5.5%	7.5%
Milwaukee	54.8%	18.8%	4.1%	16.2%	2.6%	3.6%	18.7%
Moraine Park	58.8%	15.3%	2.8%	13.7%	2.7%	6.6%	4.5%
Lakeshore	52.7%	18.0%	8.4%	13.9%	2.5%	4.4%	3.4%
Fox Valley	45.7%	17.0%	14.2%	12.1%	2.4%	8.6%	9.7%
Northeast	54.6%	17.5%	3.8%	17.3%	2.7%	4.1%	7.4%
Mid-State	52.7%	20.3%	4.3%	17.8%	2.5%	2.4%	2.9%
Northcentral	49.1%	18.9%	7.3%	13.3%	2.5%	8.9%	4.2%
Nicolet	68.3%	12.3%	2.9%	12.3%	1.8%	2.5%	2.4%
Indianhead	64.4%	11.4%	3.6%	15.0%	2.7%	2.9%	4.4%
<b>TOTAL</b>	<b>55.4%</b>	<b>17.2%</b>	<b>5.0%</b>	<b>15.2%</b>	<b>2.6%</b>	<b>4.6%</b>	<b>100.0%</b>

<sup>1</sup> Includes Materials Fees.