

WISCONSIN STATE
LEGISLATURE
COMMITTEE HEARING
RECORDS

2003-04

(session year)

Assembly

(Assembly, Senate or Joint)

Committee on
Colleges &
Universities
(AC-CU)

(Form Updated: 11/20/2008)

COMMITTEE NOTICES ...

➤ Committee Reports ... CR
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**INFORMATION COLLECTED BY COMMITTEE
FOR AND AGAINST PROPOSAL ...**

➤ Appointments ... Appt
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Name:

➤ Clearinghouse Rules ... CRule
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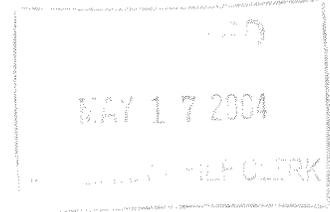
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May 10, 2004



TO: Robert J. Marchant, Senate Chief Clerk
Patrick E. Fuller, Assembly Chief Clerk

FROM: Katharine C. Lyall *KCLyall*
President

RE: Report pursuant to § 36.11(22)(2)(b), Wisconsin Statutes

Section 36.11(22)(2)(b), Wisconsin Statutes, requires the Board of Regents to annually submit a report to the chief clerk of each house of the Legislature on the methods used by each UW System institution to disseminate information to students on sexual assault and sexual harassment.

The law requires UW System institutions to incorporate into their orientation programs for newly entering students oral and written information on sexual assault and sexual harassment, including information on: (1) sexual assault by acquaintances of the victims; (2) the legal definitions and penalties for sexual assault; (3) generally available national, state, and campus statistics on sexual assault; (4) the rights of victims; and (5) protective behaviors including methods of recognizing and avoiding sexual assault and sexual harassment. In addition, each institution must annually supply to all students enrolled in the institution printed material that includes information on all of these topics. This law was enacted in April 1990 and this is the thirteenth report to be compiled for the Legislature since its enactment.

At its meeting April 9, 2004, the Board of Regents accepted the attached report for submission to the chief clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172(3). The attached report fulfills the requirements of this statute.

If you need additional information regarding this report, please contact Janice Sheppard at jsheppard@uwsa.edu or 608-262-5563.

Attachment

- cc: Cora B. Marrett, Senior Vice President, Academic Affairs
- Deborah A. Durcan, Vice President, Finance
- Linda Weimer, Vice President, University Relations
- Ron Singer, Associate Vice President, Academic and Student Services
- Larry Rubin, Assistant Vice President, Academic and Students Services
- R. J. Binau, Department of Administration, University of Wisconsin Analyst
- Robert Hanle, Department of Administration, Education Team Leader
- Bob Lang, Legislative Fiscal Bureau, Director
- David Loppnow, Legislative Fiscal Bureau, Education Team Leader
- Janice R. Sheppard, Academic Planner
- John Stott, Legislative Fiscal Bureau, University of Wisconsin Analyst

2003 REPORT ON SEXUAL ASSAULT AND SEXUAL HARASSMENT INFORMATION PROVIDED TO STUDENTS AT UNIVERSITY OF WISCONSIN SYSTEM INSTITUTIONS

EXECUTIVE SUMMARY

BACKGROUND

Section 36.11(22)(b), Wisconsin Statutes, requires the Board of Regents to report annually to the Chief Clerk of each house of the Legislature on the methods each UW System institution uses to disseminate information to students on sexual assault and sexual harassment. The law requires UW System institutions to incorporate into their new student orientation programs oral and written information on sexual assault and sexual harassment, including information on:

- sexual assault by acquaintances of the victims;
- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment;
- generally available national, state, and campus statistics on sexual assault;
- the rights of victims and the services available to assist a student who is a victim; and
- protective behaviors, including methods of recognizing and avoiding sexual assault and sexual harassment.

In addition, each institution must annually supply to all enrolled students printed material that includes information on all of the above topics.

This law was enacted in April 1990; this is the fourteenth report to be compiled for the Legislature since its enactment.

Wisconsin Statutes 36.11(22) also requires that each UW institution annually report to the Wisconsin Office of Justice Assistance, statistics on sexual assaults and on sexual assaults by acquaintances of the victims that occurred on each campus during the previous year. In 2003, the Education Committee of the Board of Regents requested that the statistical information that is sent to the Department of Justice Assistance also be included in the report to the Board of Regents that is then forwarded to the Legislature. The data in this report complies with that request.

REQUESTED ACTION

Adoption of resolution I.1.c.(2), authorizing the report for the 2003 calendar year to be forwarded to the Legislature.

DISCUSSION

Each UW institution provided to the UW System Office of Academic and Student Services information on the methods used to disseminate information to students on sexual assault and sexual harassment. In addition, they submitted examples of best practices in programming or services that assist student victims of sexual assault or harassment, and that offer education or

training in protective behaviors and sexual violence prevention. The summaries provided do not include every event, program, or initiative related to sexual assault at an institution. Rather, they indicate programs and services identified by the institution as their best practices or most notable efforts during the previous year.

RELATED REGENT POLICIES

UW System Sexual Harassment Policy Statement and Implementation (Regent Policy 81-2).

2003 REPORT ON SEXUAL ASSAULT AND SEXUAL HARASSMENT INFORMATION PROVIDED TO STUDENTS AT UNIVERSITY OF WISCONSIN SYSTEM INSTITUTIONS

All UW System institutions provide students with oral and written information on sexual assault and sexual harassment during orientation programs and for continuing students through printed and electronic means.

Section 36.11(22)(1), Wisconsin Statutes, specifies that the materials provided should include the following information:

- sexual assault by acquaintances of the victims;
- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment;
- generally available national, state, and campus statistics on sexual assault;
- the rights of victims and the services available to assist a student who is a victim; and
- protective behaviors, including methods of recognizing and avoiding sexual assault and sexual harassment.

The summaries in this report describe the primary methods used by each institution in their efforts to comply with s.36.11(22)(1), Wisconsin Statutes. The summaries are not exhaustive, but they do indicate the major methods occurring at each institution to respond to victims of sexual assault and provide information about sexual assault and its prevention to all students. UW institutions (1) continually update and improve the scope and quality of information provided to students; (2) integrate discussion of the issues into new student orientation; (3) provide educational and resource information on the web; and (4) offer educational programs addressing the topic in a wide range of venues, including residence halls, students unions, classrooms, student organization gatherings, and private housing facilities.

SEXUAL ASSAULT STATISTICS

Wisconsin Statutes 36.11(22) requires that each UW institution annually report to the Wisconsin Office of Justice Assistance, statistics on sexual assaults and on sexual assaults by acquaintances of the victims that occurred on each campus during the previous year. In addition, the statute requires that information on programming and prevention be reported annually to the Board of Regents and forwarded to the Legislature. In 2003, the Education Committee of the Board of Regents requested that the statistical information that is sent to the Wisconsin Office of Justice Assistance also be included in the report to the Board of Regents.

Therefore, included for the first time in this year's report are statistics detailing the reported incidents of sexual assault on "campus" and in an area defined by each institution as "off-campus." Although the statute only requires data regarding assaults on campus, UW System has always provided data regarding the sexual assaults we are aware of that occur off-campus as well. During 2002, UW System staff and institutional representatives met to clarify the definitions of the terms "campus" and "off-campus," in order to make the statutorily required report more consistent both across UW System institutions, and with another report that each institution is mandated to make to the Department of Education in compliance with the federal

Jeanne Clery Act 20 U.S.C. §1092[f]. Since 2002, UW System institutions have defined “off-campus,” for the purposes of this report, as an institutionally defined area off-campus where substantial numbers of students live or congregate.

Sexual assault statistics in this report are based on reported incidents. It is extremely difficult to know how the number of reported incidents relates to the actual number of assaults occurring. The Wisconsin Department of Justice, local law enforcement agencies and national organizations that do research on sexual violence are in agreement that sexual assault is a seriously under-reported crime. The Bureau of Justice Statistics reported that in 1999, only 28 percent of victims reported sexual assaults to the police (Criminal Victimization 2000: Changes 1999-2000 with Trends 1993-2000. Bureau of Justice Statistics, U.S. Department of Justice, June 2001).

Since 2000, the number of systemwide reported on-campus sexual assaults has fluctuated from a low of 52 to a high of 83. The number of reported off-campus assaults has fluctuated even more, but this fluctuation can be attributed in part to the 2002 change in how the UW System defined the categories for reporting sexual assaults in order to make the reporting criteria for the legislative required report and the Department of Education report somewhat more consistent. This year, while the systemwide number of reported sexual assaults on campus dropped, the number of reported sexual assaults on campus increased at eight institutions. Overall, the research indicates that these minor fluctuations from year to year and institution to institution, are not significant. Moreover, they miss the major point, which is that these reports likely represent only a small portion of the sexual assault incidents involving our students.

In an effort to establish a better understanding of the actual number of sexual assault incidents that may be occurring, a number of UW institutions have administered confidential, anonymous student surveys. UW-Oshkosh, for example, used the National College Health Assessment survey that asks students if they had been sexually assaulted within the last year. The results indicated that 4.4 percent of those replying had experienced attempted sexual penetration against their will, and 11 percent had experienced sexual touching against their will in the prior year. Extrapolating from this survey, a conservative analysis of the data indicated that the actual number of incidents could well have been in the neighborhood of 250 sexual assaults annually.¹

By administering the survey every few years, UW-Oshkosh plans to use this approach to determine over time whether the number of actual incidents are increasing or decreasing. After establishing a baseline for understanding the prevalence of sexual assault incidents, they will use assessment strategies to identify which preventive and educational strategies may be most effective in reducing the number of sexual assault incidents.

¹ This web-based survey was completed in April 2003 and sent to a large random sample of UW-Oshkosh students. The conservative estimate of 250 incidents annually was arrived at by taking 4.4 percent of 5,500, or half of the student body, since female students are much more likely than male students to experience sexual assault. Had they used the figures for unwanted sexual touching, the estimated number of sexual assaults annually would be in the range of 600.

INSTITUTIONAL STATISTICS ON REPORTED SEXUAL ASSAULTS, UW SYSTEM¹
Calendar Year 2003

CAMPUS	CAMPUS ² [subset involving acquaintances]		OFF-CAMPUS ³ [subset involving acquaintances]		TOTAL [subset involving acquaintances]	
Eau Claire	1	[1]	3	[1]	4	[2]
Green Bay	4	[3]	0	[0]	4	[3]
La Crosse	3	[1]	6	[0]	9	[1]
Madison	20	[15]	14	[9]	34	[24]
Milwaukee	3	[2]	18	[5]	21	[7]
Oshkosh	10	[10]	0	[0]	10	[10]
Parkside	1	[1]	0	[0]	1	[1]
Platteville	2	[2]	5	[4]	7	[6]
River Falls	5	[3]	6	[5]	11	[8]
Stevens Point	1	[1]	1	[1]	2	[2]
Stout	4	[2]	4	[1]	8	[3]
Superior	6	[4]	2	[2]	8	[6]
Whitewater	10	[8]	5	[3]	15	[11]
Colleges	0	[0]	0	[0]	0	[0]
Extension	0	[0]	2	[2]	2	[2]
System Total	70	[53]	66	[33]	136	[86]

SYSTEMWIDE STATISTICS ON REPORTED SEXUAL ASSAULTS, UW SYSTEM
Calendar Year 2000, 2001

Year	ON CAMPUS ⁴	IN CLOSE PROXIMITY ⁴	SOME DISTANCE ⁴	TOTAL
2000	52	70	29	151 [128]
2001	79	61	36	176 [121]

SYSTEMWIDE STATISTICS ON REPORTED SEXUAL ASSAULTS, UW SYSTEM
Calendar Year 2002, 2003

Year	CAMPUS ²		OFF-CAMPUS ³		TOTAL	
2002	83	[68]	107	[79]	190	[147]
2003	70	[53]	66	[33]	136	[86]

¹ Sexual assaults as defined by Wis. Stats. §940.225 and §948.02.

² "Campus" for this report combines reports from the three geographic categories of "campus", "non-campus" and "public property" as defined by the federal Jeanne Clery Act 20 U.S.C. §1092[f].

³ "Off-campus" for this report is a region specified by each institution based on the criteria that it identifies for a region surrounding the campus, but not controlled by the institution, where most students typically live or congregate.

⁴ Prior to 2002, UW System collected data using the categories of "on campus," "in close proximity," and "some distance from" campus. In 2002 these categories were changed to make them consistent with the federal reporting categories that institutions use to comply with the Jeanne Clery Act.

INSTITUTIONAL SUMMARIES

Sexual assault is a complicated social problem and institutional prevention efforts use a range of approaches in an effort to understand the problem, educate students, encourage reports, and change behaviors in order to prevent incidents. The following institutional summaries of best practices present examples of this range of strategies, including: education on the relation between alcohol and sexual aggression; offering non-alcohol programming; providing educational programming on what constitutes sexual assault; training students to identify high-risk situations and danger signals within relationships; building connections with community prevention/response agencies and local police; actively encouraging reporting by victims following a sexual assault; and establishing reporting/investigative processes that do not re-victimize those who have been sexually assaulted.

UW-Eau Claire

- All new and continuing students are provided with *Your Right to Know*, a publication containing required information on sexual assault and sexual harassment. This document is made available to each new and continuing student when they pick up textbooks in the fall.
- Preventative educational programming and outreach is conducted throughout the year by University Health Services, the Health Educator, Counseling services, and the Office of University Police. Because of the high correlation of acquaintance rape and incidents of alcohol use and abuse, very significant institutional efforts are intentionally directed to the reduction of high risk drinking behaviors on the part of students. These prevention efforts are accomplished by repeated educational efforts with students and parents during new student orientation, through peer education and outreach, significant alternative programming and activity alternatives, and professional staff development during the entire year.
- An extensively publicized twenty-four hour sexual assault telephone help line, staffed by trained volunteers, offers information, help, support, and referral to anyone in need. Intervention and follow-up services are available through University Health Services, Counseling, the Office of Student Development and Diversity, University Police, and intervention and treatment programs are available at both area hospitals.
- Members of the student affairs staff collaborate extensively to provide a range of programming activity: for example, a book reading and discussion of the book *The Lovely Bones*; Women's Night In program featuring a discussion of dating violence and sexual assault; an interactive, male-inclusive approach to raising awareness on the issues of alcohol and sexual assault called "He Said, She Said"; an interactive series of scenarios providing first-hand examples of how drinking in a house party setting puts people at risk.

UW-Green Bay

- At orientation, all new students attend *Dramatic Dialogues*, a program using innovative and interactive theatrical drama scenes to depict situations on date rape, diversity, or substance abuse. A moderated discussion between the actors and the audience follows each scene.

- All new students receive handouts at orientation of definitions and penalties for sexual assault, protective behaviors, survivor's rights, statistics and general safety, and prevention tips.
- To ensure that staff provide consistent and thorough care to victims of sexual assault/harassment and enable more efficient reporting, an emergency notification plan and standard procedures for responding to a sexual assault was developed.
- During fall semester, to address violence related issues, a two-hour training is followed by a one-woman play focused on dating violence/sexual assault and based on the lives of young women who were victims of dating violence.
- *Street Sense: Self-Defense for Personal Protection* was offered in spring 2003 as well as fall 2003 to all students by campus police and a self-defense instructor. Campus police discuss basic campus safety issues and demonstrate proper pepper spray use, followed by personal protection procedures as taught by a karate expert.
- This year, The Chancellor's Annual Security Walk provided a venue to focus on concerns regarding an increase in the number of sexual assaults in Brown County in fall 2003. These five assaults, which were on campus or at a distance from the campus, were well publicized in the media. The Chancellor's walk was an opportunity for students, faculty, and staff to give suggestions for changes towards a safer campus. Additional meetings followed in which students, parents of students, and campus and community members could focus on how to develop a safer community.

UW-La Crosse

- During advance registration days in June, a program on harassment, assault, and AODA issues is offered to incoming students. In addition, a parallel program on health and safety issues for parents/guardians has been developed, with an emphasis on strategies to address under-age drinking, and sexual assault response and prevention.
- All students receive a hard copy of sexual assault and crime statistics through our textbook distribution process.
- A chapter of P.A.V.E., Promoting Awareness and Victim Empowerment, has been established on this campus. These peers help create a supportive environment to encourage victims to seek assistance and support.
- REACH & SHARE (a peer educators group on the issues pertaining to alcohol and sexual assault) conduct over 100 programs annually on campus.
- MUASA, Men United Against Sexual Assault, is a student organization which works to present programs and conferences on campus in an effort to educate others regarding the issues surrounding sexual assault.
- A sexual assault committee has been created to address sexual assault issues, policies, awareness, and education. This group consists of students, staff, faculty, and members of various community agencies, including the city police and medical facilities.

- The Safe Ride bus is a coordinated effort between the city bus company and the Student Association to offer a safe ride between downtown and campus on Thursday, Friday, and Saturday nights free of charge.

UW-Madison

- During Student Orientation, Advising and Registration (SOAR), students participate in facilitated small-group discussions following the viewing of a skit on relationship violence, diversity, and alcohol issues. Students also hear a sexual assault awareness presentation conducted by the campus detective responsible for sensitive crimes that presents information on prevention strategies, investigative techniques, date rape drugs, safety tips, and resources for victims.
- The Dean of Students Office publishes *Campus Safety*, which includes crime prevention tips, information on reducing the risk of sexual assault, sexual assault reporting options, information for victims, sexual assault statistics, and the Wisconsin State Statutes on Sexual Assault. In addition, it includes information on university and community services and programs that work to curb and respond to sexual violence, and concrete crime prevention strategies for personal safety.
- Sexual assault prevention programming is sponsored throughout the year by the Dean of Students Office, the Student Organization Office, the Athletic Department, University Health Services, University Housing, UW Police, and community agencies including the Madison Police Department and the Rape Crisis Center. In addition there are ongoing student organizations and peer to peer initiatives and programs. Examples include:
 - A panel discussion organized by the Multicultural Student Coalition (MCSC), PAVE, and Men Making A Difference (MMAD) on sexual assault in the students of color community;
 - A national conference focused on men's role in domestic violence prevention, entitled *Men and Masculinity*;
 - Sexual assault awareness and training to all new sorority and fraternity members;
 - A day-long training session on dating violence and stalking, which 50 faculty and staff attended.
- Through collaboration with the community Rape Crisis Center, an outreach office and counselor is located on the campus and offers individual counseling and a drop-in support group for all students, faculty, and staff affected by sexual assault.

UW-Milwaukee

- From their first day on campus, new students are educated about the risks of sexual assault and unintended violations of interpersonal boundaries. Freshman and transfer student orientation sessions include small groups of new students reading through a college party scene skit, and trained student leaders facilitating a discussion about the scenario and the issues it raises about sexual assault, consent, and alcohol use.

- The UWM Women's Resource Center provides direct services and informational resources related to sexual assault, as well as sponsors educational and skill-building programs in the areas of safety and violence prevention. All members of the WRC staff are involved with creating a welcoming and safe environment in the Center for survivors of sexual assault, providing supportive listening, and making referrals to campus and community resources.
- In addition to engaging the campus through presenting educational displays, self-defense workshops and other programs, the WRC Director is the lead organizer of Milwaukee's citywide Take Back the Night event, which highlights information dissemination, community activism, and a forum for public expression by survivors of sexual assault and other forms of violence against women.
- In 2003, the Women's Resource Center received pilot funds through the Student Association's allocation of Segregated Fees, to hire a half-time Violence Against Women Project Coordinator. This staff member is exploring the possibilities for creating a Sexual Assault Coordinated Campus Response Team at UWM, and consolidating existing university policies and procedures related to sexual assault.
- Also in 2003 new efforts were made to address the needs and experiences of men related to sexual assault. The Women's Resource Center worked with male students to begin a men's group against violence; and University Police, the Dean of Students, and the Women's Resource Center collaborated to explore education and counseling-based diversion options for male students accused of violating sexual boundaries.
- Sexual assault education and prevention are topics woven into presentations and programs regarding alcohol and drug use, healthy relationships, and mental health conducted by Norris Health Center Health Education staff and Peer Health Advocates.

UW-Oshkosh

- During the opening week of school, as part of the annual Odyssey program, students participate in small group discussions facilitated by leaders who receive training about sexual assault resources and referral.
- Sexual assault services available at the Student Health Center include informational brochures, STD counseling and testing, emergency contraception and referral as necessary. Various outreach educational programs are available which also address the issue of sexual assault.
- The Health Center now has two SANE (sexual assault nurse examiners) nurses who are able to offer legal rape exams. In addition, we have established an institutional protocol for handling victims of sexual assault that will ensure that all options and resources are utilized and made available to students.
- Victim advocates provide victims with support and information about the legal and disciplinary options for responding to dating or domestic violence, stalking, sexual assault, or sexual harassment. Advocates also: go with victims and speak up for their rights in any community or campus actions they might choose to pursue; provide them with ongoing support and information through 24-hour crisis support; attend medical or legal appointments with them; and help with "safety planning." Safety planning includes helping file restraining

or no-contact orders, and making changes in residence hall or classes to avoid contact with the person who hurt them.

- MENCARE—Men's Education Network for Campus Awareness and Relationship Education—is a student fees-supported, student-run organization that educates men about sexual assault and relationship violence prevention. MENCARE is advised by a Counseling Center psychologist and provides outreach to classes, residence halls, and Greek organizations. MENCARE also is developing a social norms campaign.
- University Police have three RAD (Rape Aggression and Defense) Instructors. The department provides training in the RAD concepts of self-defense to women students and staff. About 40 students have completed the full 16-hour course. The training is not limited to self-defense alone, but includes making rational and wise personal choices, avoiding situations that may place one at risk for sexual assault or attack, and an overview of the process to report and convict an offender.
- The University Police is a full participant in the Fox Valley Sexual Assault Response Team. SART (Sexual Assault Response Team) teams consist of specially trained medical personnel, advocates, and law enforcement officers. They work with common policies and procedures to ensure the proper care of victims and investigation of the crimes against them. The SART teams are a multi-county, multi-jurisdictional effort. To date, all officers in the department have received specialized SART training and one officer has received advanced training in the investigation of sensitive crimes. One officer has also been granted a certification to teach law enforcement officers sensitive crime investigation and domestic crime investigation.

UW-Parkside

- All students at orientation attend a session entitled *Essentials of Student Life*, which addresses a variety of issues pertaining to sexual assault. This program is presented by the Surviving Sexual Assault Advocacy Program, University Police and Public Safety, and the Student Health and Counseling Center. Students also receive basic information on sexual assault and definitions of sexual assault in the State of Wisconsin. Information is provided on "date rape drugs" and how to limit risks for becoming a victim of them, alcohol/drug issues related to sexual assault, how to get assistance on campus (for both primary and secondary victims), and what resources are available to students. Each student leaves with a two-sided bookmark that includes information on the issue of sexual assault, date rape drugs, and suggestions for keeping safe.
- In 2003, UW-Parkside was awarded a two-year, \$198,000 grant from the U.S. Department of Justice under the *Grants to reduce Violent Crimes Against Women on Campus Program*. The Parkside Violence Prevention Program (PVPP) will establish a coordinated community response to violence against women, with the goal of reducing violence against women on campus. The PVPP will strengthen and improve education programs to prevent violence against women. The project will expand current campus programs and develop new programs offering services to victims and strengthening on-campus programs serving diverse populations.

- More than sixty students, staff, and faculty (of mixed gender, age, race, ethnicity, and sexual orientation) have completed a minimum of seven hours of training in the Surviving Sexual Assault Advocacy Program. Training consists of a range of issues including: facts vs. myths; how to respond to a victim; communication and listening skills; special populations (males, GLBT victims, etc.); date rape drugs and precautionary behaviors; educational awareness issues; statistics; campus resources and medical assistance/resources. Advocates are trained to work with primary and secondary victims and sponsor awareness activities on campus.

UW-Platteville

- New students are introduced to sexual assault awareness information at summer registration with a dramatic portrayal of student life, including a vignette regarding sexual assault by a student acquaintance. The dramatic portrayal is presented by peer advisors.
- At fall orientation, new students attend a session featuring a live theatrical performance addressing sexual assault. All residential students attend a living group meeting facilitated by a peer educator trained by the Department of Student Housing. This meeting focuses on sexual assault awareness, protective behaviors, the role of men in preventing sexual assaults, and the information mandated in Wis. Stat. 36.11(22). Each participant is given a gender-specific publication as a resource on sexual assault awareness and prevention.
- At the beginning of spring semester, Sexual Responsibility Week is held. Informational booths are staffed by personnel from Student Health Services and University Counseling Services.
- During the fall semester of 2003, student athletes attended one of two programs presented on sexual assault awareness. University Police staff and Student Health Services peer educators presented the programs.

UW-River Falls

- The New Student Orientation program each fall includes a special educational session on sexual assault for all new students. This two-hour program consists of presentations by professional speakers as well as staff representing campus departments. The presentations include material on both sexual assault and sexual harassment.
- On the evening of the sexual assault presentation to all new students, there are follow-up, small group discussions on all the residence hall floors and wings.
- Each attendee at New Student Orientation receives a pamphlet providing information on sexual assault legal definitions and penalties; victim's legal rights; reports and statistics; how to report an assault; prevention information; courses and programs; and resources.
- In collaboration with community agencies, several services are available for victims of sexual assault, including:
 - A Sexual Assault Nurse Examiner (SANE) program through which specially trained nurses are available to do evidence collection exams at local hospitals and area facilities for victims.

- Free or reduced-cost exams and certain treatment, and support and guidance in follow-up, whether the victim decides to report and/or prosecute, or not.
- Victim support and advocacy.
- Medical follow-up, such as exams, sexually transmitted disease testing, pregnancy testing, and emergency contraception, at two local clinics through contractual agreements with University of Wisconsin-River Falls Student Health Services.
- A Campus Sexual Assault Task Force, with members from SANE, Turningpoint, River Falls Police Department, local county Victim-Witness Services, University of Wisconsin-River Falls Public Safety, Student Health Services, and Counseling Services is working to address education, resources, and services surrounding the issue of sexual assault on campus and in the community. The group is currently working on external grant funding to support its mission.

UW-Stevens Point

- All new students receive a brochure entitled "Crossing the Line: Sexual Assault and Sexual Harassment" at new student orientation. The brochure provides legal definitions for sexual assault and sexual harassment, describes sexual assault according to degree, informs the reader of sexual assault statistics for the previous year, and lists resources for assistance to those assaulted. In addition, each new student participates in a small-group discussion, led by a trained orientation assistant, of behaviors and responsibilities related to personal safety.
- A brochure that addresses "date rape" drugs like rohypnol, GHB, and burundanga is made available in the residence halls, health center, counseling center, and in a variety of other locations across campus. The student focused brochure describes the drug effects on the body, the risks involved for sexual assault, and the signs of ingestion. In addition, instruction is included on actions to take if someone has been sexually assaulted after being drugged.
- The campus peer educator group, the Health Advocates, receives training on strategies to avoid sexual assault and how to help victims. These students present to other students campus-wide.
- Throughout 2003, offices and organizations including the Women's Resource Center, Women's Studies, Student Government Association, Residential Living, Residence Hall Association, Counseling Center, Promoting Awareness with Students (PAWS peer education group), the Student Health Promotion Office, Inter Greek Council, the Counseling Center, and Health Services offered a wide range of programming, such as:
 - A self-defense class to help participants learn techniques to protect themselves from potential attackers.
 - A Safe Space located in the Women's Resource Center of the University Center, available for anyone who wants to find support in a safe space.
 - Sexual Assault Awareness Month—including a Take Back the Night march, a play, safety posters, a purple ribbon campaign, and information booths.

- Alcohol screenings, offered regularly by the campus Counseling Center staff, were promoted along with a message reminding students that the majority of sexual assaults are alcohol related.

UW-Stout

- During Summer Registration, a student group dramatizes a variety of consequences of losing control under the influence of alcohol, including being caught in a situation in which sexual assault occurs. This provides an opportunity for discussion of the issues of sexual assault incidence, prevention and response among parents, new students, and university staff. Nearly 100 percent of first-year students and their parents attend these sessions.
- The campus collaborates with a local medical center to provide a Sexual Assault Nurse Examiner for victims of sexual assault.
- At least twice each year, the Counseling Center uses its announcement board and printed information distribution system to raise awareness of sexual assault prevention and reporting, and the relationship of sexual assault to the consumption of alcohol. The Center posts information on sites located strategically around campus in areas where students stand and wait, e.g., elevators, cafeteria lines, etc.
- At least once a year, a panel or a speaker is presented at a campus-wide event at which the issues of sexual assault response and prevention are discussed. This past year, for example, a large panel (10-12 participants) of campus and city representatives discussed physical self-defense, police response, medical and counseling service response, and a personal experience with sexual assault. This was attended by 90 students (a good turnout for campus educational programs) and had additional impact through articles in the student newspaper.
- To further strengthen the campus prevention and response network, a campus proposal will be submitted in 2004 to the U. S. Dept of Justice program, *Grants to Reduce Violent Crimes Against Women on Campus*. The intent of this proposal is to strengthen the network and the response protocol of offices who work with prevention of and response to sexual assault, on and off-campus, through training, through the use of male students as role models, and through the use of the comprehensive campus digital learning network and social norms process.

UW-Superior

- At orientation, new students assemble in a theater for a dramatic presentation by a professional group that specializes in programs on sexual appropriateness in society. Topics covered are acquaintance rape, power differentials, drug induced rape, alcohol affects, and sexual assault, when and how to say no. The production encourages students to ask questions and to participate in the scenarios.
- All new students receive a *Student Handbook* in their new student materials. This publication is heavily relied upon as it includes a daily planner in addition to detailed information on sexual assault and sexual harassment prevention and response. Residence hall students review information on sexual assault during their floor and hall meetings with residence hall staff.

- In an effort to copy the *Amber Alert* process, the Campus Security Department has on several occasions throughout the year, sent emails to the entire campus community when a serious criminal act has occurred in the vicinity and people need to be warned about the possible danger. The program has worked well and the campus community has welcomed the updated information.
- Two special emphasis weeks occur, one each semester, as Personal Safety Week. Events are held throughout these weeks that focus specifically on sexual assault prevention, informing students of the importance of reporting, and survivor resources.
- Sexual Assault Information/Resource posters are posted in each female restroom stall in the residence halls and in every female restroom across campus.

UW-Whitewater

- During the summer Preview program for incoming first-year students, all orientation leaders discuss sexual assault laws, statistics, services, and self-protection strategies in small groups. At the beginning of the fall semester, all new students are sent a seven-page booklet describing sexual assault laws and penalties, national and campus statistics, victim services, victim rights, self protection strategies, phone numbers, and web sites for assistance or more information. A wallet card with phone numbers and advice on what to do if sexually assaulted is attached. Extensive information is available on the Sexual Assault Response Team web site, which is advertised in brochures and on posters and magnets.
- The Sexual Assault Response Team (SARTeam) is composed of six-to-twelve staff and faculty members who go through an eight-hour training and monthly inservice training. They take turns carrying a cell phone and large resource manual for one week at a time. Most members serve on the team for two-to-four years. The SARTeam provides information and referral; support; and advocacy to students who have been sexually assaulted and to staff, faculty, friends, and family members concerned about a sexual assault survivor. Team members are aware of the laws, procedures, and services available all over the state of Wisconsin. This service is available 24 hours per day, 365 days per year. It is free, confidential, and can be anonymous. Services are provided both over the phone and in person. Team members will accompany a sexual assault survivor to the police or hospital, if she/he would like. They have also served as a campus liaison with law enforcement and medical service providers in the community.
- In New Student Seminar classes, first year students are educated about sexual assault laws and penalties, national and campus statistics, victim services, victim rights, self-protection strategies, phone numbers, and web sites for assistance or more information. Approximately half of our new first-year students take this one credit course fall semester. The sexual assault presentation is personalized to UW-Whitewater students by using information from a recent survey on the prevalence of sexual assault among our own students. Because it is data about their fellow students, this makes a strong impact on the students in the class. The discussion questions used are developed from another UW-Whitewater survey of first year students' attitudes and behaviors about sexual assault. With this data we can focus on the attitudes and behaviors that put the most students at risk. This program goes beyond personal risk reduction to changing a campus culture that may be facilitating sexual assault and discouraging reporting.

- University Police spend a great deal of time in the residence halls and classrooms educating students about personal safety. This outreach also serves to make the police officers familiar and more approachable if an assault does occur on campus. Police officers teach personal safety in New Student Seminars, Alcohol and Other Drugs classes, and Criminal Justice classes. They talk to students at approximately 30 floor meetings per year in the residence halls. They train Resident Assistants, SafeWalk volunteers, Student Leadership staff, Student Organization leaders, International students, and University Center event hosts and building managers.

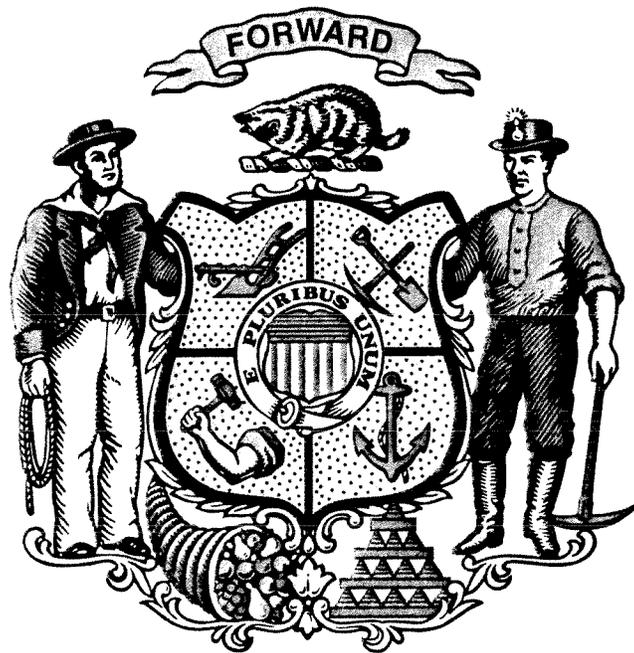
UW Colleges

- The University of Wisconsin Colleges use a variety of methods to provide information about sexual assault to students at orientation. Many campuses use student services staff to discuss the issue of sexual assault, and the relevant material contained in our publication, *Student Rights and Regulations*, which is distributed at the same time. At many campuses, the sexual assault information is presented by the Alcohol and Drug Education Prevention Specialists.
 - * This offers an opportunity to discuss the relationship between alcohol and sexual assault and to discuss with the students a number of related issues. At the University of Wisconsin-Barron County, the Alcohol and Drug Education Program Manager lectures about the subject of sexual assault in the women's issues classes each semester.
- Each UW Colleges campus has a strong relationship with local community agencies. Since UW Colleges institutions are primarily non-residential, working with community-based agencies is especially important as a means for providing information to students. Many campuses collaborate with these agencies in the provision of programming related to sexual assault throughout the academic year, and students in need of services are referred to these agencies. For example:
 - Twice yearly, the University of Wisconsin-Baraboo/Sauk County co-sponsors a sexual violence awareness event with Hope House, the local domestic violence prevention center. Staff are available to come to campus to present self-defense workshops, and address issues of date rape and sexual harassment. Staff from the UW Colleges Alcohol and Drug Education Program provide information about the issues of self-protection and safety.
 - The University of Wisconsin-Fond du Lac works with ASTOP, the local sexual assault prevention center. Included among the activities undertaken is the joint sponsorship of a week-long event during Sexual Assault Awareness Month.
 - The University of Wisconsin-Manitowoc has a Wellness Fair at which the Manitowoc County Nurses provide information about sexual assault and sexuality.
 - The University of Wisconsin-Richland has an ongoing collaborative relationship with Passages, Inc. of Richland County. A staff member from Passages has established a consultation hour each week during the school year, and is available for informal conversation, or a more structured evaluation.
 - The University of Wisconsin-Sheboygan works with Safe Harbor, the local sexual assault prevention center, to sponsor a week of activities during Sexual Assault Awareness Month.

- The University of Wisconsin-Washington County jointly sponsors sexual assault prevention activities with Friends of Abused Families in Washington County.
- The University of Wisconsin-Waukesha has an active relationship with the Women's Center of Waukesha County, with whom they collaborate each fall and spring to highlight date rape and sexual assault issues.

NOTE: UW-Extension is not included in the institutional summaries. Since it is not a campus, UW-Extension does not hold orientation sessions for extension program participants. UW-Extension students do not typically attend campus, but instead participate in educational programs offered through county extension offices, continuing education and outreach departments across the UW campuses, or correspondence and Web-based courses offered through Outreach and E-Learning Extension. Students who do take classes on a UW campus in partnership with UW-Extension receive sexual assault and harassment information through that campus.

G:\VPACAD\jrs\Sexual Assault\2003\2003 Sexual Assault Report.doc



Ladwig, Chris

From: Hall, Abby on behalf of Armiak, Michael
Sent: Thursday, May 13, 2004 3:55 PM
To: Alf, Jan; Armiak, Michael; 'Jbb@quarles.com'; 'WLB@dairynet.com'; 'margaret.blanchard@gte.net'; 'Carpenter, Richard'; Casper, Tim - Office of Governor Jim Doyle; 'Dcullen@jpcullen.com'; Rep. Cullen; 'jdelgado@atcllc.com'; 'ldies@uwsa.edu'; Governor Jim Doyle; 'JeffreyTicknor@micorp.com'; Sen. Fitzgerald; 'jfranke@wispark.com'; 'Gassman, Roberta'; Hall, Abby; 'hall.reed@marshfieldclinic.org'; 'cth@dairynet.com'; 'Jeffrey.kapp@wausau.com'; 'Tkin1@amfam.com'; Rep. Kreibich; 'rwk@dewittross.com'; 'Scott.lockard@usbank.com'; 'Klyall@uwsa.edu'; Meinz, Thomas; Sen. Meyer; Nettles, Cory - COMM; Oakey, Carol - COMM; Reigstad, Scott; Rude, Brian; 'Jrussell@proficientdata.com'; 'Tsheehy@mmac.org'; 'Barbaraswan@alliant-energy.com'; 'michael.l.swenson@xcelenergy.com'; 'Jtrost@WPSR.com'; 'rolf.wegenke@waicuweb.org'; 'jeff_g_welch@bankone.com'; 'Gwolter@mge.com'; Nadolski, Lyrae
Subject: Forward Wisconsin Board Retreat

Dear Board Members:

Your attendance at our upcoming Board Meeting and Retreat is crucial to the future for Forward Wisconsin. In addition to determining both the budget and marketing plan for the 2004-2005 Fiscal Year, we'll also be brainstorming some new marketing and funding initiatives.

The Board Meeting and Retreat is June 24-25 at the Heidel House in Green Lake. We will start at 1:00 pm on Thursday, June 24th and wrap up at 12:00 pm on Friday, June 25th.

Please make you room reservation today by calling 1-800-444-2812 and ask for the special Forward Wisconsin rate in the block of rooms that we have reserved.

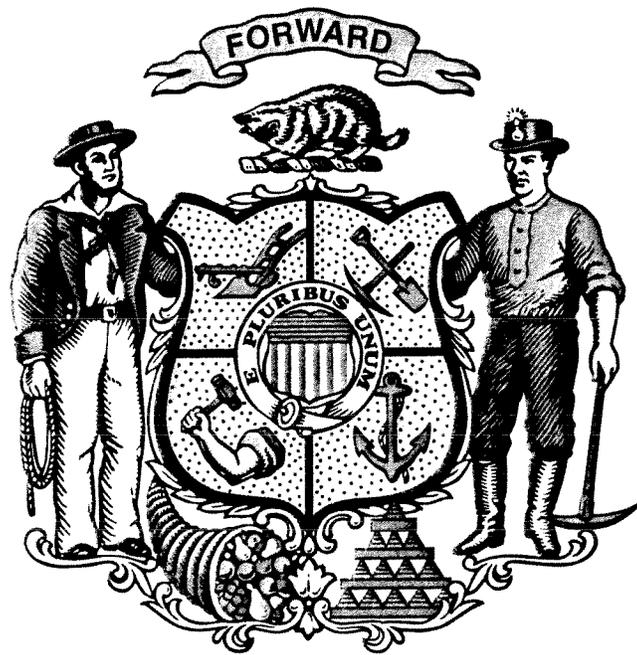
If you have any questions, please don't hesitate to call me at 608.261.2505.

Thank you,

Abby

Abby Hall
Assistant to the President
Forward Wisconsin
201 W. Washington Avenue, Suite 500
Madison, Wisconsin 53703
TEL:608.261.2505 FAX:608.261.2518
www.forwardWI.com

Pay for our Room
149.00





Office of the President

1720 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
(608) 262-2321
(608) 262-3985 Fax
email: klyall@uwsa.edu
website: <http://www.uwsa.edu>



May 26, 2004

To: Robert J. Marchant
Chief Clerk, Wisconsin Senate

Patrick E. Fuller
Chief Clerk, Wisconsin Assembly

From: Katharine C. Lyall *K. Lyall*
President, UW System

Re: Report under s. 36.55, Wisconsin Statutes

Enclosed please find the report required under s. 36.55, Wisconsin Statutes. It is not clear from records in my office whether you have received this information previously. Accordingly, I am providing all information available to date that responds to the statutory requirement. Please feel free to contact me, should you have any questions.

Enclosure

cc: Regent President Marcovich
Regent Vice President Walsh
President's Cabinet

**Harassment/Discrimination Claims by Employees
2000-May 26, 2004
Sec. 36.55 Cases**

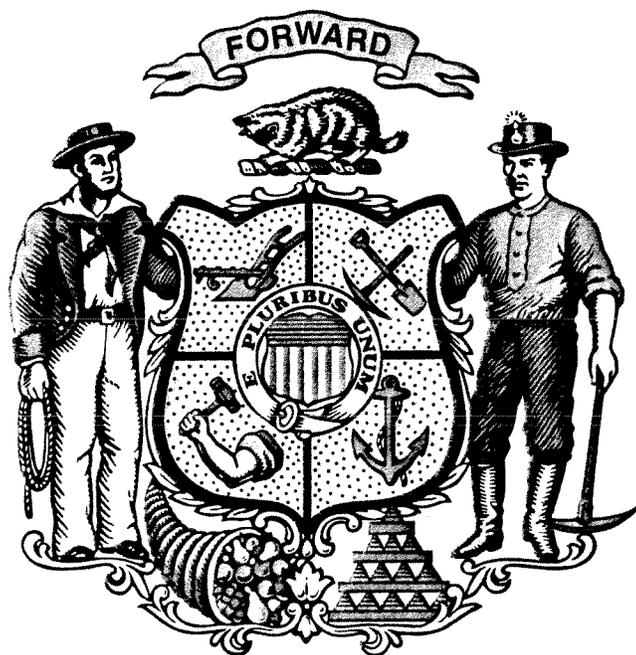
The following is a listing of sexual harassment and discrimination claims filed against the University of Wisconsin and resulting in either settlements or judgments in favor of the claimant during the time period listed above, together with amounts paid from UW funds and the indication of whether any discipline of employees was involved.

Name	Campus	Forum *	Case Nos.	Type	Date	Settle	Judg	Amount Paid by UW **	Disci- pline
Aita v. UW- Milwaukee	Milwaukee	EEOC, PC	260A0002 99-0164-PC-ER	Sex	2000	yes	no	\$296,813	no
Al Yasiri v. UW- Platteville	Platteville	EEOC, PC	26H980110 98-0129-PC-ER	Age, Retaliation	2002	yes	no	\$11,000	no
Baldwin v. UW- Madison	Madison	EEOC, PC	260A200800 02-0095-PC-ER	Sex	2003	yes	no	\$90,000	no
Brooks v. BOR, et al.	Madison	Fed Ct	02-C-667-S	Race	2004	yes	no	\$20,000	no
Cherry v. BOR	Madison	Fed Ct	WD 00-CV- 0445	Sex, Equal Pay Act	2002	yes	no	\$63,750	no
Chiodo v. BOR	Stout	EEOC, PC	93-0124-PC-ER 01-0198-PC-ER 260A200384	Age, Retaliation	2002	yes	no	\$135,000	no
Clowney v. UW- Milwaukee	Milwaukee	EEOC, PC	26HA10068 01-0090-PC-ER	Retaliation	2001	yes	no	\$101,000	no
Culbertson v. UW- Platteville	Platteville	EEOC, PC	260A10803 01-0073-PC-ER	Age	2001	yes	no	\$171,500	no
EEOC v. BOR (Rosalie Robertson, Charles Evenson, Mary Braun, and Joan Strassbaugh)	Madison	Fed Ct	00-C-0564-S	Age	2002	no	yes	\$181,889	no
Gonzales v. UW- Oshkosh	Oshkosh	PC	98-0215-PC-ER	Sex	2000	yes	no	\$750	no
Hayes v. BOR	Madison	Cir Ct	00-CV-1642	Sex, Equal Pay Act	2003	yes	no	\$30,000	no
Hillman v. UW- Madison	Madison	ERD	CR200302755	Sex, Race	2004	yes	no	\$250	no
Hintz v. UW- Milwaukee	Milwaukee	EEOC, PC	26HA00095 00-0121-PC-ER	Marital Status	2002	yes	no	\$1,700	no

Janke v. UW-Eau Claire	Eau Claire	EEOC, PC, Fed Ct	26098117 98-0169-PC-ER 01-0010-PC-ER WD-99-C-953	Disability	2001	yes	no	\$15,196	no
Jefferson v. UW-Milwaukee	Milwaukee	EEOC, PC	26HA10114 01-0163-PC-ER	Race	2001	yes	no	\$2,611.53	no
Johnston-Rodriguez v. BOR, et al.	Milwaukee	PC, Fed Ct	00-0009-PC-ER WD 01-C-0215	Sex	2002	yes	yes	\$36,000	no
Logan v. UW-Milwaukee	Milwaukee	EEOC, PC	26H-990111 99-0210-PC-ER	Sex	2001	yes	no	\$50,000	no
Meyer v. UW-Madison	Madison	PC	98-0103-PC-ER	Disability	2001	yes	no	\$90,000	no
Plummer v. UW-Madison	Madison	EEOC, PC	26H980019 26H980131 97-0170-PC-ER 98-0153-PC-ER	Sex, Equal Pay Act	2001	no	yes	\$2,090.18	no
Rivera-Flores, et al. v. UW-Madison	Madison	EEOC, PC	260A0814	National Origin	2002	yes	no	\$28,500	no
Roscoe v. UW Colleges	Colleges	EEOC, PC	26HA200043 02-0056-PC-ER	Age, Retaliation	2002	yes	no	\$14,456	no
Shannon v. UW-Oshkosh	Oshkosh	Fed Ct	WD-99-C-0365	Disability	2001	yes	no	\$15,000	no
Steinpreis v. UW-Milwaukee	Milwaukee	EEOC, PC	260A310525 01-0023-PC-ER	Sex	2001	yes	no	\$73,383	no
Turnbaugh Lockwood v. UW-Madison	Madison	PC	00-0058-PC-ER	Sex	2000	yes	no	\$10,500	no
Waller v. BOR (UW Parkside) & Shade	Parkside	Fed Ct	97-C-0521 00-3932	Race	2001	yes	no	\$13,343.34	no
Weber v. UW-Stevens Point	Stevens Pt	EEOC, PC	00-0159-PC-ER	Sexual Harassment	2001	yes	no	\$22,500	no

* In this report, EEOC denotes the United States Equal Employment Opportunity Commission, PC denotes the State of Wisconsin Personnel Commission, ERD denotes the Equal Rights Division in the State of Wisconsin Department of Workforce Development, Fed Ct denotes Federal Court, and Cir Ct denotes Circuit Court.

** State Bureau of Risk Management, Department of Administration, is the principal source of funds for payments of settlements and judgments. The UW generally funds awards of back pay and some incidental expenses.



Testimony Before the Assembly Colleges and
Universities Committee

by William A. Ihlenfeldt, Ph.D.

August 31, 2004

Mr. Chairman and members of the Assembly Colleges and Universities Committee, it is an honor to come before you to testify on behalf of the technical college presidents about the future of the Wisconsin Technical College System. It is also an honor because Representative Rob Kreibich, chair of this committee, is from my home district, the 93rd.

My remarks will discuss the future of the Wisconsin Technical College System by covering the following topics: shared governance and funding, advanced technology leadership, funding customized training, and transfer of credit.

Wisconsin's Technical Colleges are the colleges of and for the communities they serve. They also form the main engine of economic development for the state of Wisconsin. During the course of each day we all interact with dozens of technical college graduates who run our industries, keep us safe, care for our health needs, structure our finances, and provide for our infrastructure needs from housing to utilities. Technical College graduates come from Wisconsin, understand Wisconsin, and stay to work in Wisconsin.

The future of the Wisconsin Technical College System is steeped in its ability to respond rapidly in the dynamic environments that exist in our local communities. Our agility corresponds directly to the economic makeup and relationship with the businesses, industries, and agencies in each technical college region or district.

Our future is derived from our past because the businesses and industries in this state know the colleges can and will respond.

When manufacturing needed help in the last decade, the technical colleges geared up almost overnight to produce more machine tool and electromechanical technicians. When the computer industry needed the system, we partnered with Cisco, IBM, and others to get the job done.

Now the healthcare industry has come calling, and the same response has been made.

The technical colleges drive the industries, businesses, and agencies in each local area and the residents expect that of them. When a new industry is planning to come to an area, the technical college president is always at the table, and they need to respond positively at that time knowing that they have the wherewithal to back them up and deliver.

Therefore, because needs vary dramatically from one area of the state to another, the governance system that will carry the system into the future must retain an element of local power, local control, and, particularly, local funding.

Forcing a technical college to work its way through Madison for decisions on local needs or of local importance will detract from the responsiveness of the system and could jeopardize economic growth.

I became President of Chippewa Valley Technical College in 1994 and met with the businesses, industries, and communities that are served by Chippewa Valley Technical College shortly thereafter. It was a series of enlightening meetings that gave a fledgling president a view of what was necessary for success. That view included advanced technologies.

First of all, they told me that we were a reactive college, and when queried as to the meaning of that, they indicated that when a problem arose, we helped them solve the problem. That sounded fine to me, but they quickly added that to be worth their investment in us the college needed to become proactive.

In simple terms proactive in their minds meant that CVTC needed to help them transfer technology from theory to the workplace at an ever increasing rate---a rate that would affect their bottom line! That ranges from ongoing incumbent worker training to programs and graduates in the advanced technologies of the 21st century like nanotechnology.

Wisconsin's Technical Colleges must be ready to revitalize the State's economy. For example states like Colorado, Texas, California, Washington, and others have already partnered with community colleges to develop advanced technology programs. The Wisconsin Technical College System Board needs to stimulate the development of advanced technology programs

through regional coordination from the state level and provide access to state funding. The Wisconsin Technical College System's recent Advanced Manufacturing Solutions effort to revitalize manufacturing is an example of a four region, multi-partner effort that is stimulating the development of advanced technologies.

Wisconsin needs to attract new industries and retain its current base through continuous productivity and automation upgrades. Wisconsin's Technical Colleges fill that role, but the funding for customized training and technical assistance has been absent or difficult to obtain, especially for small- to medium-sized businesses which comprise a large portion of the Wisconsin economy. This order can only be filled through pushing the envelope on funding for such activities. If Wisconsin is to be recognized in this arena, then applied technology incubation/educational centers need to fuel the local economies, and funding for such initiatives needs to be a joint state, local, and private sector partnership. This model has been successful in several areas of the state and needs expansion. The technical colleges are the entities that deliver the applied technology from the theoretical research at the universities.

This revitalization effort also needs to include funding for customized training and technical assistance. Wisconsin has been at a competitive disadvantage with other states for many years with respect to attracting new and upgrading existing businesses because many other states are able to offer free or low-cost training to those industries. This is especially critical with the many small- and medium-sized businesses that dot our

landscape, but also is an attractive package for major firms considering relocation.

There are packages developed to allow low-cost training without requiring a large outlay of funding at the state or local level. An example would be to give technical colleges the authority to issue revenue bonds to cover the cost of customized training and technical assistance, and then repay those bonds through the increased withholding tax generated by the new jobs. Whether we like it or not we are in a competitive global market. Wisconsin has a lot at stake. Wisconsin's Technical Colleges can deliver.

Transfer of credit from Wisconsin's Technical Colleges to the University of Wisconsin System continues to be an important key to the State's future. Technical College graduates need the opportunity to transfer to a UW university when their career situation requires it. We also know that technical college graduates stay in the region where they were educated and need the availability of continuing education in that region as well. Further, if Wisconsin is to increase the number of baccalaureate holders in the state, then technical college graduates are a prime population.

While the systems have made admiral progress in transfer of credit, much still needs to occur. Graduates define transfer as "100 %", and, yet, neither system should be put in a position of changing their mission to accomplish that end.

The baccalaureate of applied science degree is an excellent solution to the problem. Often called an inverted degree, it takes

technical college graduates with associate of science degrees, gives them complete transfer and adds the general education components on top at the university level to award the degree.

This degree is designed for individuals who do not require an occupational specific baccalaureate degree such as engineering or nursing, but instead need it for advancement in their career. Should they need an occupational specific baccalaureate degree they would still need to utilize the articulation route currently in place between the two systems.

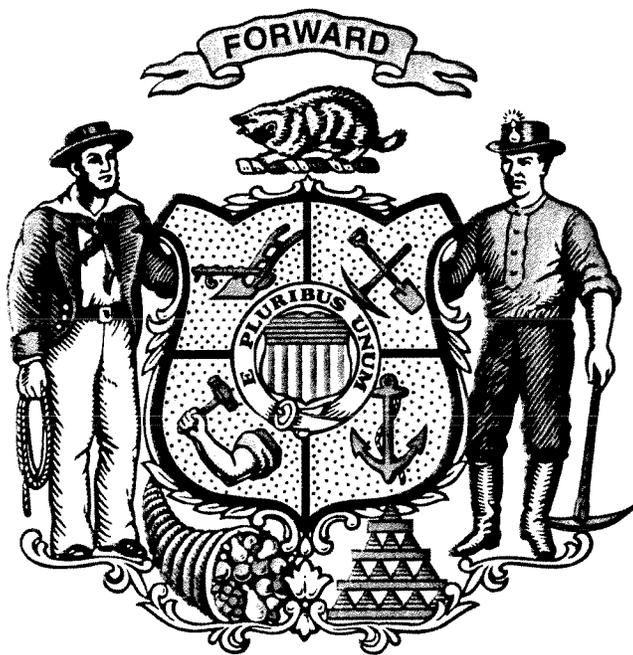
My recommendation is to allow the UW Colleges to award the baccalaureate of applied science degree because of their state-wide presence and relationship to technical colleges. In fact, Dr. Messner and I have submitted a proposal to the joint UW-WTCS group currently studying transfer of credit.

This proposal creates efficiencies for our systems, provides a solution to the transfer of credit issue, and will increase the number of baccalaureate holders in Wisconsin, and it does so without degrading the mission of either of our systems.

I started out by stating that Wisconsin's technical colleges are the colleges of and for the communities they serve. The future of the State of Wisconsin is dependent on those colleges and their interaction with each other and University of Wisconsin. As the Wisconsin Technical College System Board seeks a new president and as the legislature and Governor look toward a new budget, it is critical that they embody these principles in their deliberation.

Wisconsin is a great place to live, work, learn, and do business, and together we can make it even better.

Thank you for this opportunity to focus the future of Wisconsin's technical colleges.



TESTIMONY OF WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD PRESIDENT BRENT SMITH

To The Assembly Committee of Colleges and Universities:

August 31, 2004

I appreciate the opportunity to address this committee regarding ongoing issues facing the Wisconsin Technical College System. As for a little background on me, after having grown up in Madison and graduating from the University of Wisconsin Law School in 1978, I came to La Crosse and have been there ever since as a lawyer in the law firm of Johns & Flaherty, S.C. I have served on a variety of boards in my community such as our Convention Center Board and the Gundersen Lutheran Health Plan. On a statewide level, I was a member of the Public Defender Board in the 1980's and served two terms on the State Elections Board. I was appointed by Governor Doyle to the Wisconsin Technical College Systems Board in May of 2003 and was elected as Board President in July of this year.

I wanted to discuss three main things with you today that are high priorities of our Board and, of course, of statewide importance. The first would be the role of our System in Wisconsin's economic past and future, improved transfer opportunities for WTCS students, and the joint WTCS/UW Committee on Baccalaureate expansion.

IMPACT ON ECONOMY

As you know, Wisconsin's economy is recovering at a rate that appears to be at a faster rate than some of our neighboring states. The Wisconsin Technical System certainly played a role in this economic recovery. In 2002-03, the Technical College Districts assisted more than 122,000 individuals seeking to upgrade or extend their work-related skills. In addition, about 4,400 employers contracted with the Technical College Districts to provide customized training to 110,800 incumbent workers.

- WTCS colleges graduated 11% more overall students and 32% more health occupations students in 2002-03 than in 2001-02. In the last 5

years, WTCS graduates entering the workforce increased 24%.

- For WTCS associate degree graduates six months after graduation, starting salaries increased 4% from 2000-01 to 2002-03 to \$30,574, with a high median salary of \$52,100 reported for graduates with an associate degree in diagnostic medical sonography, according to an April 2004 follow-up survey of recent graduates.
- 91% (11,666) of recent WTCS graduates who are still in the labor force were employed six months after graduation. Of these graduates, 75% are employed in jobs related to their WTCS training. About 1,800 recent graduates who responded to the survey indicated they are no longer in the labor market, mostly because they were continuing their education.
- 87% of WTCS employed graduates are working in Wisconsin; 75% of working graduates are employed in the Wisconsin technical college district where they received their training and the other 25% are employed in another district in Wisconsin.

TRANSFER OF CREDITS

I am pleased that the speaker's task force recognizes the importance of improved transfer opportunities for WTCS students. Improving those transfer opportunities has long been a priority of WTCS, extending back to the late 1980's. One of the reasons that transfer is an issue today is that the legislature, in creating both WTCS and the University of Wisconsin System did not envision any need for transfer between the two systems because of distinct missions assigned to each system. While the WTCS mission of preparing people for work has not changed, what it means to be prepared has changed. Today, it means part of preparing for work is preparing students for life-long learning. The need to continually improve skills and further education is why transfer becomes more and more important for our students, parents, and employers.

I believe WTCS and UWS made significant progress in improving transfer over the last year. This most important progress began even before the task force, but the task force emphasis on this issue helped refocus energy on transfer, both by WTCS and

UWS. In general, we believe that, because of the complicated nature of transfer, the WTCS and UWS working together to improve transferability best serves our students and the state. However, let me make it clear that both systems seem to make more progress when the legislature expresses its interest or discusses legislative action to force improvements. We may not always like the pressure, but I think that all will agree legislative pressure does help move us forward.

You have copies of the seven-page "Progress Report" on credit transfer that the WTCS office prepared in March, 2004, for the speakers task force. Table 1 on Page 1 of the Progress Report provides a good summary of WTCS/UW plan for enhancing credit transfer. Last year, both the WTCS Board and the UW Board of Regents approved the plan. Overall goals of the plan's components emphasize: (1), making sure that students know ahead of time exactly which courses will transfer to what programs at which specific UW institutions (students and parents often cite problems knowing what will transfer as a major barrier); and (2), increasing the number of credits that will transfer, which is another transfer problem often cited by students and parents. The first five are:

- Transfer of occupational/technical course on a course-by-course basis so UWS treats WTCS credits just like credits from any other fully-accredited college. Eligible courses are officially posted on the on-line Transfer Information System (TIS).
- Transfer of up to 30 WTCS general education core courses. This is an increase from 21 credits previously available for transfer.
- Degree-completion program agreements will continue to be developed. WTCS students will get a written program agreement that will specify the courses that will transfer, how they will apply to program completion requirements, and what additional requirements for graduation.
- Credit-transfer contract means students will be able to confirm (in writing) how their courses will transfer.
- Transfer of WTCS liberal arts degree graduates: students who graduate from WTCS liberal arts (college parallel) programs at MATC-Madison, MATAC-Milwaukee and Nicolet with an associate of arts or sciences

degree specifically aligned with a UW Associate Degree will be able to transfer 72 credits that satisfy their university-wide general education requirements.

It is important to note that WTCS is already one of the largest sources of transfer credits to the UW System. WTCS students that transfer to UW are twice as likely to be working adults as new transfer students from other sources are. WTCS students transferring to UW also are more likely to be minority students than are other new transfer students.

EXPANDING BACCALAUREATE DEGREES.

So why emphasize transfer now? One reason is that we need to expand Baccalaureate Degree holders in Wisconsin. Expanding Baccalaureate Degrees is important because it helps us address the disparities between Wisconsin and neighboring states in per capita income. We must accomplish this goal through increased educational access for working adults.

I am pleased to be serving as WTCS Co-Chair with UW Regent Chuck Pruitt of a joint UW-WTCS Committee on Baccalaureate expansion "CO-BE." This group includes WTCS and UWS Board members, system and college staff from both UWS and WTCS, and students. The goal of the group is to improve the percentage of state residents with a Bachelor Degree or higher. Wisconsin ranks 9th nationally in percent of population age 25 and over with an Associate Degree, but 30th in percent with Bachelor Degrees. Increasing Bachelor Degrees will help Wisconsin close the gap in per capita income compared to neighboring states. Per capita income for Wisconsin residents is 97% of the national average; Minnesota is 107%; and Illinois is 106%.

CO-BE has been very active this summer, hearing testimony from many different perspectives what Wisconsin can do to increase Baccalaureate Degrees in our state. A couple of examples of the proposals that have come before us so far are:

- One UW campus (Stout) has proposed creating cohort groups of students interested in pursuing a BS degree; Stout would make courses available on regular basis through combination on-line and on-site at WTCS campuses so students could complete a BS degree over a few years; courses would be

scheduled so students could map out course sequence to degree completion. This addresses the needs of place bound working adults.

- Considering targeting degree completion options in high demand areas (e.g., health care, information technology, engineering, etc.) to foster business creation and growth in key technology clusters that contribute to the development of a “knowledge economy” for Wisconsin. Various speakers the CO-BE invited included Tom Stills of WI Technology Council to share Council’s perspective on educational needs in Wisconsin and high demand areas.
- Considering development of Bachelor of Applied Science (BAS) Degree that is structured as an “inverted or upside down degree” to build complementary academic degree programs around the technical or occupational major of a WTCS student. In a traditional 4-year program, students take majority of general education requirements in first 2 years – then move into major concentration. Students with associate degree from WTCS have taken limited general education the first 2 years and get right into occupational or “major” courses. The “fit” and transfer to a traditional program is difficult and often results in duplication or increased credits to graduate.

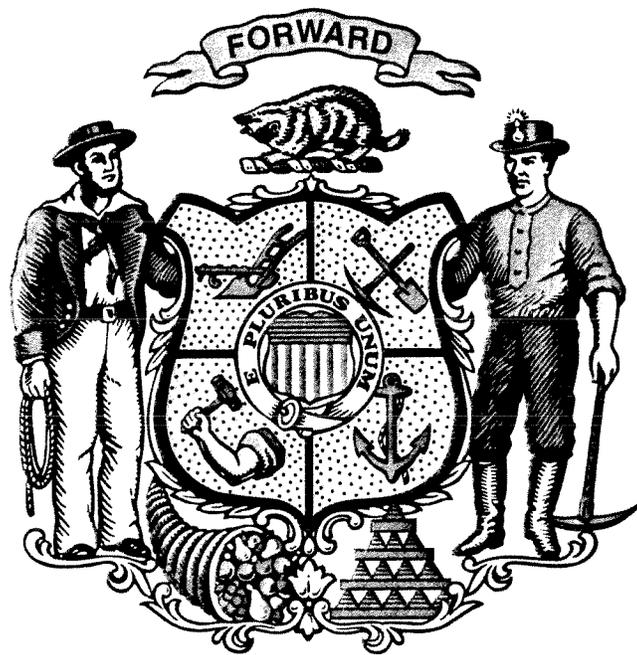
Two more meetings of the Committee are scheduled in September and October to discuss recommended strategies, based on testimony and materials submitted to us from the public in both systems. Our goal is to report recommended next steps to System Presidents Reilly and Clancy some time after our last meeting. We will be happy to provide each member of the Committee with our final report of recommendations. The message that I hope you take away from today's discussion of the collaboration of the two Systems is that a good working relationship between WTCS and UWS that emphasizes seamless educational access is vital to Wisconsin's economy and the future success of students and both Systems.

PUBLIC/BUSINESS SUPPORT.

Satisfaction with Wisconsin Technical College System is high among Wisconsin residents and, in particular, among Wisconsin businesses. An employee satisfaction survey in the fall of 2001 showed that over 90% of the employers polled said that WTCS grads meet or exceed their expectations as to new hires. A later WTCS business survey showed that 97.8% believe the tax support for WTCS is a good investment and that 96.4% believe that WTCS is responsive to employers. Finally, in a recent poll taken in July of 2004, 85.7% of those surveyed indicated that local technical colleges make a valuable or extremely valuable contribution to the particular part of the State where the respondent resided. 70.3% of those surveyed indicated that the use of property taxes to support the local technical college is a good use of a portion of local property tax dollars.

BOARD.

The thirteen-person Technical College System Board that I represent today is a diverse and hard-working group that has faced a variety of challenges since I came on the Board in May of last year. I was especially proud that a unanimous Board last week passed a budget that I think will have positive short-term and long-term effects for the system if adopted. Our Technical College System has a proud history with regard to its positive impact on the state's economy as well as the accessibility, affordability, and quality it provides for our students. Working together, you, as our elected leaders, the faculty and staff of our System, and our state Board, can carry on that great tradition. I am happy to respond to any questions.



SUE JESKEWITZ

State Representative • 24th Assembly District

Assembly Committee on Colleges and Universities August 31, 2004

Representative Suzanne Jeskewitz

Good morning, Chairman Kreibich and fellow committee members. Thank you for the opportunity to speak to you today about the Speaker's Task Force on the Wisconsin Technical College System (WTCS.)

When the Speaker formed this task force, we were anxious to examine the WTCS and see the strengths of the system as well as ask questions and discern challenging areas. We approached this project as representatives in the truest sense of the word: we wanted to scrutinize and ask questions that any Wisconsin citizen might pose.

We met first in August 2003, and I'd ask you all to keep in mind that the work of the task force is not complete. Our next scheduled meeting is October 14, 2004, and frankly I intend to schedule follow-up meetings after that date to stay informed and to maintain system accountability.

When you read the October 2003 Recommendations and the March 2004 Minutes, you will note two recurring themes: accountability and flexibility.

As with any entity that benefits from taxpayer funding, the WTCS must consider every proposal and every opportunity to reduce or expand from the taxpayer's viewpoint. The committee questioned practices of WTCS and we all learned a great deal about the mechanics of our system. For example, one of my primary concerns was that the WTCS Board is appointed, not elected. I thought this amounted to taxation without representation, however as we worked I realized there would be specific logistical problems with this due to the geographical arrangement of the technical college districts. So, for now, I have no interest in pursuing a change in that area.

While the WTCS does an excellent job instructing and guiding students on their career paths, the Task Force discussed duplication of classes, the need to eliminate many 'hobby' courses for skills now frequently offered by businesses, and questioned the offering of liberal arts courses at the technical college level. We were pleased to see that WTCS continually reviews its offerings of this type, and tailors or eliminates plans that need such attention. I commend the System for that...by all means, keep that trimming going!

The other points I thought especially important to highlight include the following:

- As you'll see from the recommendations, we considered requesting an audit of duplication between the UW System and the WTCS, but both institutions are addressing that task already. Of course, whatever can be done without intervention from the Legislature is best, so we encourage that internal review.
- The WTCS is committed to recovering 100% of their costs for contract courses, and they are looking at possibly increasing recovery for their community service courses as well. I applaud their progress.
- We were also concerned about WTCS reaction to needs in the marketplace, the best example being the nursing shortage. We know how hard WTCS is working to fill that need here in Wisconsin and we are hopeful that this crisis will be over soon.
- Rep. Bies mentioned transferability of credits, and I just want to underscore the importance of that issue myself. I am especially concerned about core class transfer within the WTCS/UW System, and also within the UW System itself. Both systems are aware that this is a big priority for students, and I look forward to more seamless transfer throughout our state in the very near future.

In conclusion, let me emphasize how very pleased we were as a committee to see such an eager-to-work attitude from everyone. The WTCS leadership, from Dr. Carpenter to Dan Clancy and Debbie Mahafey, to Paul Gabriel and Nino Amato; everyone was readily able to answer questions and provide information....often at a moment's notice!

A great example of this is the work by the WTCS and the UW System in the joint committee on baccalaureate expansion, about which I'm sure you'll hear more from Brent Smith. Both systems have really worked hard to accomplish a genuine product and we look forward to seeing the fruits of their labor this fall. We applaud this initiative and desire to work together is exemplary, and I hope it continues long into the future.

I also want to give special recognition to the leaders who are moving on or who have moved on:

Dr. Richard Carpenter, former WTCS President, now in Nevada

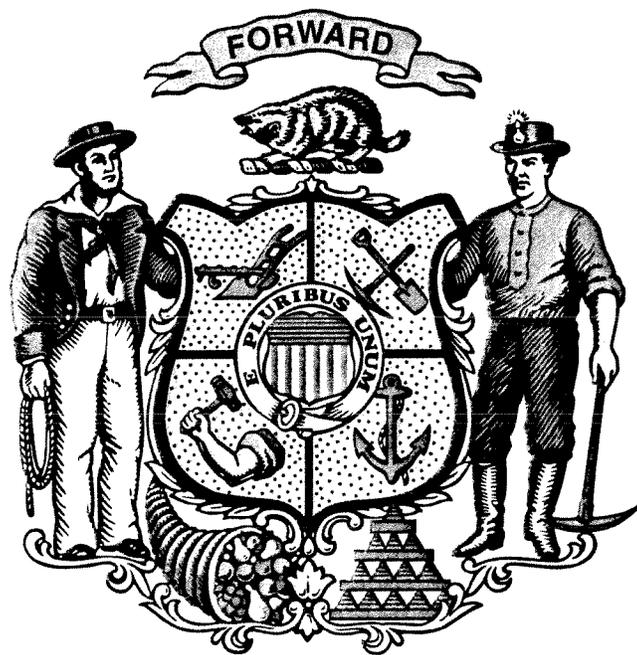
Dr. Katharine Lyall, former UW System President now at the Carnegie Foundation

Dr. Bill Messner, former UW Colleges Chancellor, now in Massachusetts

These folks proved their leadership and foresight over and over and I thank them for their energy, efforts and sheer brainpower!

We look forward to continuing to work with Dan Clancy, interim president of WTCS who always exceeds expectations, and with Chancellor Reilly and Chancellor Cleek in the coming months.

Again, Mr. Chairman, thank you for this opportunity.



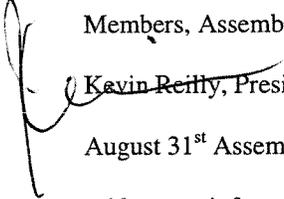


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September 3, 2004

TO: Members, Assembly Colleges and Universities Committee
FROM:  Kevin Reilly, President, University of Wisconsin System
RE: August 31st Assembly Colleges Hearing

I am writing to provide some information on several concerns raised at the August 31st Colleges and Universities Committee meeting called to discuss the Wisconsin Technical College System (WTCS).

Please be aware that as the new president of the University of Wisconsin System, our collaboration and relationship with our WTCS colleagues are critical priorities for me. Also understand that facilitating credit transfer – and beyond that, increasing our output of college degree holders in Wisconsin – are backbones of the 2005-07 biennial budget, passed by the UW Board of Regents in August.

Many of you are aware that our board and the WTCS board have a joint committee working on these issues called COBE or *Committee on Baccalaureate Expansion*. No specific proposals have been finalized. However, I understand some Colleges and Universities Committee members expressed concern with the idea of a Center for Adult Access. Let me assure you that no such proposal is included in the UW System's 2005-'07 budget that is being forwarded to DOA. No such program proposals will proceed without the COBE group's agreement and then each proposal must be endorsed by both the WTCS and UW System boards. I will work closely with Interim President Clancy of the Wisconsin Technical College System on this joint effort to facilitate degree programs for working adults across Wisconsin.

Another issue that came up at the hearing related to student financial aid. The Regents are extremely concerned about the financial squeeze on low and moderate income families, created by recent tuition increases on our campuses which were necessitated by the \$250 million in GPR cuts that the university sustained during this biennium. As a consequence, the Regents passed a budget that would, in essence, freeze tuition for the biennium for students from families earning less than \$46,000 annually.

In addition, they chose to submit a budget that suggests tuition increases for the coming biennium at a very modest rate that would average, for example, \$200 annually for UW-Madison and UW-Milwaukee and less at the other campuses. This action was positively supported by our students and the press (see attached editorials).

At the same time, it is vital that the state fill the holes that exist in our student financial aid programs. We would be delighted to work with you on a study, or hearing, to examine the issues of tuition and financial aid in an effort to ensure that a college degree for any Wisconsin resident remains accessible and affordable.

I look forward to talking with each of you personally soon, and to working with you in the months ahead on matters of mutual concern. We are all united in believing that a strong and responsive public university system is critical to the state's future. Please don't hesitate to be in touch with me and my staff on these issues and others.

cc: Board of Regents
Chancellors
Cabinet

Original URL: <http://www.jsonline.com/news/editorials/jun04/237765.asp>

Editorial: Keeping UW affordable

From the Journal Sentinel

Posted: June 19, 2004

The budget ax has whacked the University of Wisconsin hard. Tuition has soared. Faculty ranks have shrunk. The number of courses has fallen. But the most worrisome consequence of declining state support is a drop in enrollment of students from lower-income families. Policy-makers must focus especially on reversing that trend.

Yes, state aid has sunk too much. In 1973, the state picked up half of UW's costs. Now, it picks up less than 30%. The last state budget lowered support to the university system by \$250 million. In response, tuition jumped a whopping 18%, still not enough to cover \$100 million in lost aid.

No question, policy-makers must reverse course and step up aid to UW - aid that will pay for itself several times over in economic benefits to Wisconsin. But they must put special emphasis on ensuring that lack of income is no bar to talented young people desiring higher education here.

Back in 1992, 36% of UW freshmen hailed from families in the two lowest income quintiles. (A quintile is a fifth of all the state's families.) Ten years later, the share of students from those quintiles had fallen to 21%.

This alarming trend betrays the promise of America, which the UW System formerly helped meet: that young people could go as far as their talents take them, regardless of whether they were born into rags or riches. The fulfillment of this promise helps pump energy into America, and Wisconsin. The other side of the coin is that a decline in college graduates among lower-income people saps the state of energy. It also hurts UW's needed efforts to get the campuses to look more like the state. Young people of color are more likely than their peers to be poor.

UW officials recently released to the Board of Regents a report examining the pullback in the state's commitment to the system. The report recommends an increase in student financial aid and the adoption of a "hold harmless" program that would provide low-income students with grants to cover tuition increases. Policy-makers should enact these proposals.

The report warns, rightly, that the drop in state support is threatening the system's quality of education. Notably, the report doesn't just ask for more state aid. It offers several suggestions for efficiencies, such as streamlining "the overly burdensome and time-consuming capital building program process by modernizing statutes and procedures."

But the document points out that there's simply no way around the need to bolster state support

for the system. A spokesman notes that Gov. Jim Doyle is a strong supporter of the UW System. Now, Doyle must figure out how to put the state's money where his mouth is.

From the June 20, 2004, editions of the Milwaukee Journal Sentinel
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5/12/2004 10:26:05 AM

UW cutbacks have gone far enough

Further slashing shortsighted

Doug Mell

Leader-Telegram Staff

The UW Board of Regents had no choice but to raise tuition for 2004-05.

But Gov. Jim Doyle and the Legislature should do everything possible to make sure that tuition increases slow in the coming years and the state stops exacting large spending cuts from this vital state service.

A good place to start would be for Doyle's administration to tell UW officials to ignore recent directives to prepare budgets for the 2005-07 biennium that contain 10 percent spending cuts.

Even the Republicans, who are trying to sell a constitutional amendment to limit state and local spending, protect the UW System from those ill-advised controls.

The UW was forced to find \$250 million in spending cuts for 2003-05.

Administrators obviously were not happy with that exercise but complied because the state faced a \$3.2 billion budget deficit.

Now UW administrators rightly say, with the state and national economies showing signs of renewed vigor, it is time to stop the bleeding. Some officials even are talking about expansion plans.

"We simply can't do the things the state

needs its public higher education to do without some reasonable investment," said UW-Eau Claire Chancellor Donald Mash.

Mash has been a good soldier in the effort to pare UW spending to help ease the state's budget crunch. But he and other chancellors have been sounding the warning that there is only so much that can be cut without seriously impairing the ability of the system to provide the state with a new generation of educated workers.

Chancellor Julius Erlenbach of UW-Superior this week told Wisconsin Public Radio that Doyle's order to submit budgets with 10 percent cuts surprised the group of chancellors because of the size of the reduction that already has been imposed on their schools.

Regent President Toby Marcovich agreed, saying a 10 percent reduction would be draconian.

The chancellors and Marcovich are right. The UW System had done enough to balance the state's budget. Spending from state tax dollars is down, tuition has gone up by double-digits in the last few years, enrollments have been limited and employees have gotten little or no pay raises.

Stephanie Hilton, president of United Council of UW Students, told the regents the board should ignore the governor's request for plans to cut funding.

"We feel the UW System has played by the rules for too long," Hilton said. "Refuse to let this happen again."

(The Associated Press reported that Hilton's comments drew hearty applause from most board members, who did not

ndicate whether they would meet her
challenge.)

Doyle has said that Wisconsin's economy
needs a jump-start, and the UW System
is a key player in that effort.

Now the system needs the resources to
accomplish that goal.

— Doug Mell, managing editor

W only for the rich?

an editorial
June 14, 2004

They claim they had no other choice, but last week's action by the University of Wisconsin Board of Regents to raise tuition another 15.4 percent is another blow to the children of low- and middle-income families in our state.

The university is already experiencing a sad trend that allows fewer and fewer children from families with modest incomes to get a higher education.

In 1992, for example, 14.7 percent of the freshman class throughout the system came from families with incomes of \$30,000 a year or less. By 2002, that percentage had dropped to 11.2 percent.

And that was before last year's 18.2 percent tuition hike and now the 15.4 percent to be tacked on this coming fall. This latest increase translates into a \$700 hike for the Madison campus, bringing a year's tuition cost to \$5,524. That, of course, is just for starters. Room, board and books will push the total cost to more than \$13,000.

"If we keep raising tuition, we are going to lose a segment of our society," Regent Nino Amato, one of four who voted against the tuition hike, told his colleagues. "I know this is not an easy decision, but at what point do we make our case?"

That case has got to be made now and at the other end of State Street.

The powers-that-be in the State Capitol must find a way to give our university system the support it needs. The education of our children - whether they be rich or poor - has got to come first.

Both the Republican Legislature and the Democratic governor continually posture that taxes can't be raised. It's time to ask them: What is a \$700 tuition increase if not a tax on students and their families?

There's got to be a better way to support the university and the future of Wisconsin children than by jacking up tuition costs so much that they become affordable only by the rich.

"I don't think we should be balancing the budget on the backs of the students," said Superintendent of Public Instruction and Regent Elizabeth Burmaster.

She's absolutely right. We shouldn't.

Published: 6:42 AM 6/14/04



Posted June 24, 2004

Editorial: UW needs far more support from state

At a time when a college education is more and more important in determining a person's prospects in life, Wisconsin is restricting the opportunities for a public university education, especially for lower income people.

This is the worst result of the \$250 million cut in funding for the university system and resulting increases in tuition for the University of Wisconsin System.

UW tuition rose an average of 18 percent this year, but even with this huge tuition increase to partially offset the decline in state aid, UW lost \$100 million from its budget.

In 1992, 36 percent of the incoming UW freshmen came from families in the lower 40 percent of household incomes. By 2003, the percentage had plummeted to 21 percent, according to a report UW issued this month.

These percentages are an indicator that the American dream, which holds that a person can rise as far as his talents and ambitions can carry him or her, is being compromised. And since minority households have lower average incomes it means a restricting of opportunities based not on abilities, but minority status.

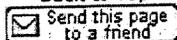
It's not just a loss to the individuals involved. The economic prosperity and quality of life in Wisconsin depends on its best and brightest, regardless of income, having an opportunity for a top-notch education.

And even those affluent enough to pay the higher tuitions have been negatively affected. The drop in revenue has meant the UW system has lost 670 faculty positions in the last 10 years. This means bigger classes, fewer class offerings, less individual attention to students and often an increase in the time and money it takes a student to complete college.

The financial cutbacks also come at a time when demand for a college education is rising and the costs of computers systems and other technology have soared.

Quite simply, Gov. Jim Doyle and the Legislature must find ways to provide more funding for the UW System in the coming years. Otherwise it may not continue to be one of the best public university systems in the country and one that provides ample opportunities for people of all incomes, ethnic groups and social classes.

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Posted July 17, 2004

Editorial: State should boost student aid**Issue**

Recent reports show that the state's residents and its Legislature must remain watchful regarding the University of Wisconsin System's ever-rising tuition rates.

Rising college tuition costs

Our view

First, the good news: While the sticker price for tuition and fees at four-year public universities has soared in the past decade, what most students actually pay has declined, according to a recent analysis by USA Today.

Financial aid must be increased to keep higher education affordable

"In fact, today's students have enjoyed the greatest improvement in college affordability since the GI bill," the newspaper reported.

Congress has adopted tax breaks that help middle-income families pay for college, and financial aid has increased. The result is that students are paying on average only about one-third of the listed tuition cost, USA Today found.

But you shouldn't waste too much time daydreaming about all the things you could buy if you no longer needed to set aside money for your kid's college fund.

Tuition at public colleges will likely rise another 10 percent for the 2004-2005 school year, The Associated Press reported last week. Cash-strapped states are expected to continue covering a dwindling percentage of the costs required to run their college systems. And the expanded pool of federal grants that has offset recent tuition increases may not grow much more.

Those trends are evident nationwide, but they demand especially close attention in Wisconsin, where a top-notch university education at a bargain-basement price has been considered a birthright. Only the University of Iowa charged new students less in tuition than UW-Madison among Big Ten conference schools last year, according to a recent study by the nonpartisan Wisconsin Taxpayers Alliance.

But the alliance also found troubling signs that the UW System may be starting to price students from poor families out of a college education. As the state wrestled with budget difficulties in recent years, the Legislature turned to the UW System for cuts. Undergraduate tuition and fees for Wisconsin residents rose nearly 27 percent from 1998-99 through 2002-03, the taxpayers alliance found.

Financial aid was increased to offset the tuition increases, but it hasn't kept pace, rising 16 percent. In turn, more students are taking out loans, and their debt load is increasing.

Those factors have apparently discouraged kids from Wisconsin's poorer families from enrolling in the state's university system. From 1992 to 2002, the percentage of new freshmen students with family incomes in the bottom two-fifths of Wisconsin families fell 11 percentage points to 29.3 percent. Conversely, the percentage of students with family incomes in the top two-fifths rose 10 percentage points.

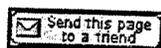
Wisconsin Taxpayers Alliance President Todd Berry advises that the state must increase financial aid if it hopes to keep college affordable.

That would be a wise investment. Growing the state's economy will require growing the number of its college graduates. We can't afford to price thousands of Wisconsin students out of a college education.

If you would like to submit a letter to the editor [click here](#)

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United Council

of University of Wisconsin Students, Inc.

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FOR IMMEDIATE RELEASE:
August 19, 2004

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Stephanie Hilton, President of United Council of UW Students Statement on UW System's 2005-07 Biennial Budget Request

"The United Council of UW Students commends the Board of Regents for passing a fair and equitable biennial budget request for the UW System that calls for a 4.3 percent increase in tuition paired with a 7.2 percent increase in state funding. In the last state budget, the UW System was cut \$250 million, the largest in its history, coupled with 37 percent tuition increases. As a result, Wisconsin's families are being priced out of a college education when Wisconsin's economy most needs an educated workforce.

"Students look forward to working with the Board of Regents, UW System administrators, faculty and staff to protect our families from excessive tuition increases. We are confident that together we can restore the health and vitality of the UW System while respecting the financial burden on students.

"Finally, the Governor and Legislature must realize that the state budget cannot be balanced on the backs of students. Students around Wisconsin are mobilizing to elect citizens who understand the state's obligation to maintain an affordable and world-class institution. The people of Wisconsin need elected officials who champion funding for college to protect Wisconsin's future."

#

The United Council of UW Students is one of the nation's largest, oldest and most effective statewide student associations, representing approximately 145,000 students on 23 UW campuses.

6A The Janesville Gazette, Wednesday, September 1, 2004

The ^{Janesville}Gazette

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EDITORIAL

Principles guide UW budget plan

Those UW Regents have some nerve, don't they?

The state just dug out of a \$3.2 billion deficit in the current two-year budget, and projections are that it will face a deficit of millions of dollars in the next budget. Yet instead of taking the prudent road and making more tough cuts, the regents proposed increasing the next UW System budget by \$211 million.

Regent Roger Axtell of Janesville offers a compelling explanation.

First, state support for the UW System has fallen every year for nearly 20 years. The state used to pay 50 percent of costs, Axtell says. That has fallen to 27 percent. Until two years ago, the state offered about \$1 billion in support. But it made \$250 million in cuts in the current budget, making up part of the shortfall by raising tuition \$150 million. In other words, students and parents contributed \$150 million more to get \$100 million less in educational value.

What sort of value? Axtell says faculty was cut by 600, while the number of students in the system rose 6,000. Madison dropped 200 courses in letters and sci-

ence alone. Fewer options for required courses mean students might need longer to graduate. Library hours have been cut. Each advisor at UW-Milwaukee juggles 700 students.

Nontenured faculty—teaching assistants—lead 40 percent of classes, the highest level in history. Classes used to have a ratio of 22 students to one instructor; now, it's closer to 30 to one.

The system has lost three chancellors to significantly higher paying jobs. Several key faculty members have been lost at UW-Whitewater alone. Meanwhile, in the past 2½ years, faculty got a 1 percent raise and a \$250 "tip."

Second, the regents proposed another tuition increase of 4 percent. While no students or parents want to pay even more, the United Council of UW Students supports the proposed increase. Obviously, the student governing body sees the need.

Finally, Axtell evoked the state statute guiding regent duties to plead the case.

"I found that one of the key responsibilities of the board of regents is to preserve and enhance quality of education, and I said that in the past two years, we have not preserved and enhanced the quality. The quality has deteriorated."

Axtell's fellow regents obviously agreed that it's time to restore that quality. Incidentally, the proposal makes a priority of an engineering degree program at UW-Rock County. Gov. Jim Doyle vetoed a separate bill on the idea, saying he wanted regents to make it part of their regular budget request.

It will be up to Doyle and legislators to gauge whether the details in the budget proposal have merit. A.J. "Nino" Amato, outgoing regent and former president of the Wisconsin Technical College System Board, urged a freeze on tuition. He said less-privileged students are being frozen out of the market. Instead, he called for reform that would force elected officials to make tough choices: Sen. Robert Cowles, R-Green Bay already has said the regents weren't being realistic and that any budget increase will be problematic.

Maybe so. But don't fault the regents for sticking to principles spelled out in statutes. Instead, expect Doyle and lawmakers to balance the state's fiscal mess while keeping in mind that providing a quality, educated work force is imperative to retaining businesses that fuel our state's economy.

Instead of taking the prudent road and making more tough cuts, the regents proposed increasing the next UW System budget by \$211 million.
