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☞ Details: Miscellaneous

(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2005-06

(session year)

Assembly

(Assembly, Senate or Joint)

Committee on Colleges and Universities...

COMMITTEE NOTICES ...

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

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

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

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

Halverson, Vicky

From: Rep.WoodJ**Sent:** Friday, August 19, 2005 10:37 AM**To:** August, Tyler; Austin, Michael; Berken, Nathan; Cross, William; Deschane, Brian; Emerson, Anne; Emerson, James; Engelbert, Steve; Flocchi, Tim; Fischer, Kevin; Gasper, Greg; Guzman, Jared; Hilgemann, Luke; Hogan, John; Hub, Brad; Hubler, Mary; Jensen, Jodi; Knudson, Steve; Kolbow, Regina; Manley, Scott; Merkel, Kelly; Patronskey, Mark; Petri, Tom; Polzin, Cindy; Potts, Andrew; Rep.Ainsworth; Rep.Albers; Rep.Friske; Rep.Gottlieb; Rep.Gronemus; Rep.Gundrum; Rep.Hahn; Rep.Honadel; Rep.Kerkman; Rep.Kleefisch; Rep.Kreibich; Rep.Lasee; Rep.Loeffelholz; Rep.Lothian; Rep.McCormick; Rep.Moulton; Rep.Nischke; Rep.Pridemore; Rep.Suder; Rep.Towns; Rep.WilliamsM; Rep.WoodJ; Schaeffer, Carole; Schoenfeldt, Jeff; Sen.Carpenter; Sen.Grothman; Sen.Kanavas; Sen.Lasee; Sen.Lazich; Sen.Leibham; Sen.Roessler; Sen.Schultz; Sen.Stepp; Sen.Zien; Shea, Heather; Sieg, Tricia; Solie, Denise; Soulis, Dave; Toftness, Jennifer; Tonnon Byers, Anne; Usealman, Kevin; Vogel, Brad; Wagner, Mike; Waldrop, Joyce; Western, Jennifer; Wornson, Bryon**Subject:** Eminent domain

Thanks to all members who have participated in drafting a bill to address the Kelo decision and restore private property rights in Wisconsin. Rep. Mary Williams and Sen. Zien are currently putting the finishing touches on a preliminary draft. This has been a team effort based on language written by Rep. Gottlieb, Stone and Albers with input from several other members. Rep. Williams, Sen. Zien and I offered several changes that resulted in a more comprehensive protection to include all privately owned property.

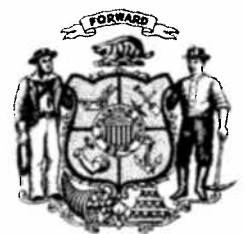
If any other members have suggestions or concerns please let Rep. Williams or Sen. Zien know before a final draft is introduced.

Thanks for everyone's help in addressing this issue. We hope to have this bill ready before the Assembly convenes in September.

-Jeff



WISCONSIN STATE LEGISLATURE



The University's Growth Agenda: A Vision for the Future
Kevin P. Reilly, President
UW System Board of Regents
Thursday, February 9, 2006

Thank you, President Walsh, and good morning everyone. Since we were last together as a group in December, the National Center for Higher Education Management Systems, whose president, Dennis Jones, addressed this Board not too long ago, placed Wisconsin among the five states with the most productive public university research sectors. Jones' organization also ranked Wisconsin among the top five states with the most productive public baccalaureate and master's institutions, relative to their resources.

This is high praise, indeed, I think you'll agree, given the resource challenges we have faced. Today, I want to look ahead with you toward the future we now face, and talk about how we must build on this productivity, and the investment the state has already made in the University of Wisconsin, to grow a brighter future for all of Wisconsin.

When we were together in December, I challenged us all to "Think Big" about the university's critical role in that future, particularly in the areas of brain gain, tuition and financial aid, and our compact with the state. Part of that "big thinking" has already borne fruit with the Governor's recent introduction of the Wisconsin Covenant, which we'll be discussing in more detail shortly.

And that big thinking has brought me here today, to share with you a vision for this great university that we all cherish.

In truth, it's relatively simple. We must grow and nurture this wonderful asset we know as the University of Wisconsin System so that the state, its people, and the quality of life in the state are enhanced for the 21st century. I believe we are at a defining moment in the evolution of the UW. While this moment is not without its challenges certainly, I am optimistic about our future. I am confident that we can guarantee student access, and Wisconsin success, for generations to come.

If you'll bear with me, I'd like to take you briefly through my own "thinking big" odyssey. It reflects and builds upon my own experiences as an educator, as provost and then chancellor of UW-Extension, as President of the UW System, and building also on the many conversations I've had with residents of Wisconsin communities statewide. It also draws heavily on our deliberations in the UW System's Charting a New Course study completed in spring 2004, as well as the Chancellors' and Regents' retreats of last summer. It includes, I'd say, equal parts inspiration, aspiration, and vision.

Inspiration

I am inspired every day by the exchanges I have with faculty, students, alumni, parents, colleagues, citizens, and people around the country, and the world, who reaffirm that this is a marvelous university system, and they inspire me in those conversations and contacts to do everything I can to keep this university strong and vital.

Like many of you, I am inspired, too, by my parents and grandparents, who ignited in me the spark to love learning, to attend college, and to see to it that others could enjoy those same benefits.

I am inspired by the contributions of our many outstanding faculty and staff, including among them the recently departed giant, UW-Madison Afro-American Studies Professor Nellie McKay, who gave birth to a whole new field of study, and enriched the experiences of so many of our students and colleagues thereby.

And I'm inspired by my surroundings, and the legacies of their namesakes, Charles Van Hise (where I work) and Thomas Brittingham (where I live). In fact, the bronze statue of Abraham Lincoln that stands in front of Bascom Hall on this campus connects these two legacies. In 1909, then President Van Hise read a letter from Mr. Brittingham, presenting this statue to the university. It read, in part:

"To the Regents of the University of Wisconsin:

... It is my especial hope that this heroic figure of the nation's sublimest character may impress upon the minds of those who view it, the essence of his philosophy, expressed in these words: 'I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have.'

"Let us hope," continued Brittingham, "that this monument erected to one of the world's greatest benefactors, placed where it will be seen by countless thousands of young men and women, at a most impressionable age, may be a constant inspiration to them."

Amen. It is. And in this spirit, we need to be inspiring, supporting, and encouraging all our students, present and future.

Aspiration

The poet Robert Browning wrote: "Ah, but a man's reach should exceed his grasp/Or what's a heaven for?" Those of us who work within the university, and those of you on the Board of Regents, are in the reaching business. We need to do all that we can to put the University of Wisconsin within the reach of every state citizen.

I'm sure many of you remember the eloquent words of executive senior vice president Don Mash when he spoke to this group about his collegiate aspirations – courtesy of his mother's inspiration, and NOT the Pittsburgh Steelers – and of the importance of the UW's carrying forward the message that "college is possible." That college is possible.

And many of us have our own stories as well. Aspirations like these are not only good for the individual who holds them, but they also keep giving back to the society at large. Studies confirm that, in addition to the substantial personal benefits, college graduates are more productive workers, pay more in taxes, are more engaged citizens, appreciate diversity, live longer lives, and on and on. Isn't college, then, something that all Wisconsin residents should have an opportunity to aspire to?

We can make this happen. We can extend this bounty by opening our doors to every motivated young person who wants to attend one of our campuses, and is willing to work at getting educated once they get there. If we think and act as big as this state's heart, we

can find a way to fashion a Covenant program that will foster aspiration and success among our young people.

We can, and will, get down to the details about eligibility, pledge requirements, award conditions, and the like. But as we do, let us not forget what our goals are – increased access for families from middle and lower incomes, a larger percentage of our population with college degrees, and a thriving, 21st-century knowledge economy that will employ these graduates. For many, keeping the dream of college alive will excite their imaginations and motivate their preparation. This university, and our colleagues in state government and in the private sector, will build the capacity to fulfill those dreams.

And while we're at it, let's fuel the dreams of many Wisconsin adults as well. Last fall, the Federal Reserve Bank of Chicago identified the changing demographics of Wisconsin's future students when it observed (quote), "the pool of potential college students will be increasingly older and ethnically diverse. The academic needs of this student population will be somewhat different, and universities will have to develop programs to meet these needs."

This report foreshadows the importance of the UW having programs in place to educate more nontraditional students if we are to improve the quality of Wisconsin's workforce, and strengthen the state's economy through our brain gain efforts. With our Adult Student Initiative, UW-Extension and UW Colleges will become first points of contact statewide in connecting adult students with the academic programs that best meet their educational needs. And they'll be partnering with our four-year campuses to offer bachelor's degrees in new or emerging fields of high demand, and to expand the adult-student programs these campuses already have.

The Adult Student Initiative is a direct response to what we have learned from the Committee on Baccalaureate Expansion (COBE), our joint project with the Wisconsin Technical Colleges, and to the Regent directives that followed that committee's report. Our campus efforts, and analysis of state needs, indicate that the Adult Student Initiative is the kind of effort that will get more working adult students into UW classrooms, help more students earn their bachelor's degrees, and create the kind of workforce that can attract knowledge-economy businesses to Wisconsin.

If that sounds like reaching for the stars – and more – than that's exactly what an aspirational university is all about.

Now, given this dose of inspiration and aspiration, what is the university's vision for fulfilling the hopes and dreams of our fellow citizens? And what strategies, in addition to the Covenant and the Adult Student Initiative, can we employ to implement that vision?

Vision

Well, I've been talking about a vision for the University of Wisconsin System since day one of my presidency. So much that some of you may be able to recite it with me by now:

“The University of Wisconsin System should be the state’s premier developer of advanced human potential, of the jobs that employ that potential, and of the communities that sustain it.”

We all know that what makes this, or any other vision statement, “real” are the actions and improvements it fosters. So, think for a moment about the thousands of 7th and 8th grade students in Wisconsin, and their parents, and their growing hope and excitement about being able to go to college. Think of curious and creative K-12 students in all grades who will need more UW-educated teachers in their classrooms. Think of our senior citizens, and our nursing homes, and our hospitals, and of all the nurses we’ll need to staff them, and of the strategic public-policy thinking we need to reform our health care system for the future.

Vision without action will not change anything. That’s why I want to talk to you about how we can apply our vision to generate a growth agenda for Wisconsin.

More nurses? More teachers? More pharmacists? More engineers? More entrepreneurs? I say YES! All of our directions point to growth, and growth will lead to progress for Wisconsin.

We have as many ideas for growing our student populations, and our state and local economies, as we do institutions in this System – and more, as a matter of fact! These efforts are creative, collaborative, cost-effective, and multi-institutional – even multi-state, as in UW-Platteville’s Tri-State engineering initiative that is attracting students from Iowa, Illinois and Wisconsin.

And speaking of threes – three of our campuses in central Wisconsin – UW-Marathon County, UW-Marshfield/Wood County and UW-Stevens Point – are working together to enable more students to get a four-year degree while matriculating at our two-year campuses. Both the Tri-State project and this Central Wisconsin Connection, along with many of our other initiatives and ideas, recognize the need for new approaches to doing business in an era of constrained state support. That’s why we’ll be asking the Board later in this meeting to move us to a more competitive non-resident tuition, so we can use the revenues we’ll gain from that to grow both our in-state and out-of-state student populations.

We also intend to grow the research capacity at UW-Milwaukee, in conjunction with the metro-Milwaukee private institutions, and to use that research base to invigorate the greater Milwaukee economy.

We must fuel the biomedical and biopharmaceutical engines at UW-Madison so that we not only discover cures for disease, but also create spin-off companies and high-wage jobs.

We will help UW-La Crosse with its “tuition-driven” growth plan, and we will support UW-Stout’s emergence as “Wisconsin’s Polytechnic.”

We will explore new ways at UW-Parkside and other campuses to increase our retention and graduation rates.

We will grow the economy of the Fox Valley through UW-Oshkosh’s Baccalaureate Completion Program, and UW-Green Bay’s plans to expand its student body.

Each of these campus-specific opportunities, and ideas that are coming forward from the rest of our institutions as we plan our 2007-09 budget request – and beyond – reflect the wisdom of a system that can empower its individual campuses to find – and mine – their own market niche, their own distinct contribution to the mosaic that is the UW System. This is where our student access agenda begins to morph into Wisconsin Success.

In short, we will move Wisconsin where it needs to go. And when we're done – or rather, when we stop to catch our breath five or 10 or 15 years from now – we intend to have closed the gap between our state per capita income and that of Minnesota!

We expect to have increased by significant thousands the number of baccalaureate degree holders in this state so that we're nationally competitive in that regard.

We expect to have brought the state GPR support per student in our System within 95 percent of the national average;

And we intend to have built a thriving 21st century knowledge economy, and a high quality of 21st century life here.

Of course, these goals do require a reinvestment from the state, and we are anxious to join with our state government partners in an agenda that will provide a substantial return on that investment – a better economy, more tax revenues, increased volunteerism, less crime, clean air and water, high-paying jobs, and a quality of life second to none. And a public university system that remains the envy of this nation!

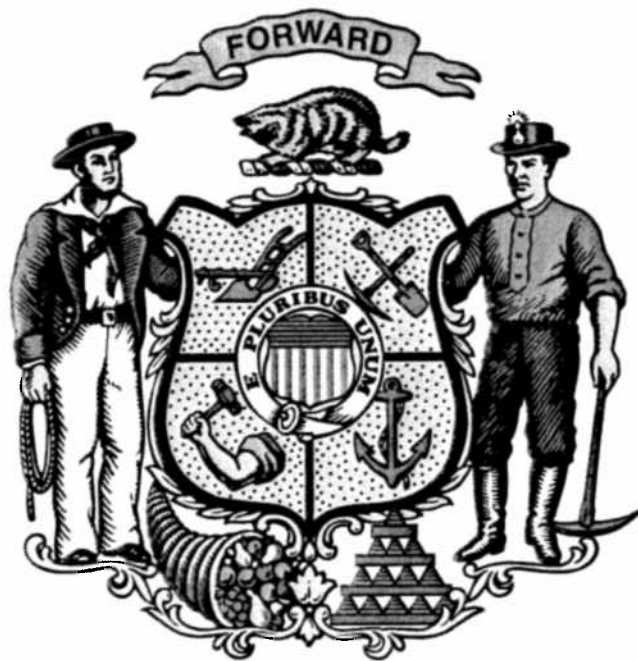
So, I guess you might call this a “high aspiration” plan for our future. I hope you find it inspiring as well. This is not just about the 2007-09 biennium, or a five-year strategic plan, or even a proposal for the next decade. And yet it IS about all that and more.

I intend to work with all of you to develop this growth agenda in a way that can be embraced by our political leadership, our students, faculty and staff, and our fellow Wisconsin citizens.

I believe – I hope -- this is a vision and a direction that we all share, and we all can support. If we're successful in getting buy-in for it, state government will again recognize the UW as its best investment in Wisconsin's future. Our parents and students will understand that college is possible, and keep the pledge to prepare well to attend the UW. And our universities will produce more graduates, and drive more cutting-edge research that will better serve people and communities around the state, and indeed, the world.

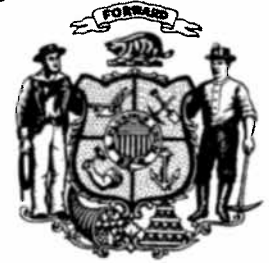
The philosopher Alfred North Whitehead wrote (quote): “The task of a university is the creation of the future, as far as rational thought and civilized modes of appreciation can effect the issue.” (end quote) Let's use this vision of growing service to Wisconsin to get on with that task.

Now it's time to get on with the task of shaping what we hope will be one very positive element of our collective future – the Wisconsin Covenant. So, I'll turn to Sharon Wilhelm and Freda Harris to talk with you about the Covenant, and then we'll follow with a discussion of your thoughts about all of this after their presentation.





Eau Claire County Board of Supervisors
721 Oxford Avenue
Eau Claire, WI 54703-5481



March 24, 2006

Representative Rob Kreibich
Rm 107W
P.O. Box 8952
Madison, WI 53708-8952

Dear Rob,

As a member of the State Legislature, you are interested in innovative services that are provided in the most cost efficient manner. In October, 2004, Eau Claire County established a Drug Court – one of only five in Wisconsin. It is based on a unique partnership between the criminal justice system and the drug treatment and prevention community, and is aimed at rehabilitating rather than incarcerating individuals. La Crosse and Dane counties were models for the program here in Eau Claire County.

Enclosed is a copy of an article that appeared in the Wisconsin Law Journal on March 1, 2006 – a reprint of the original article from the La Crosse Tribune. Also enclosed is a brochure highlighting the Eau Claire County Drug Court program. Eau Claire County can serve up to 20 felons at a time, while La Crosse has an enrollment capacity of 50. The saving of lives and dollars between our two programs is comparable. (Funding is always a determining factor for non-mandated programs such as this.) Certainly, this program saves lives, contributes to the community, and is an economical way to serve persons who would otherwise be incarcerated.

Besides sharing some important information, however, this letter is also **an invitation** to attend a graduation ceremony from the Eau Claire Drug Court program. This program takes a year to complete, and the requires the individual to reflect a progressive sense of responsibility. The next graduation ceremony will take place on Wednesday, April 5, 2006 in Circuit Court Branch II at 8:30 a.m., with Judge Lisa Stark presiding. I also welcome you to attend the "Team Triage" of all persons involved in the program, at 7:30 a.m., prior to the graduation ceremony. If you are able to attend, I would be delighted to meet you at 7:15 in my office (room 2570 of the Eau Claire County courthouse). In case you are unable to attend April 5th, I will continue to send you invitations to future Drug Court events (always held on Wednesday mornings).

Sincerely,

Bruce Willett, Chairman
Eau Claire County Board

Phone: (715) 839-4835 Fax: (715) 839-6243

Email: admin@co.eau-claire.wi.us

MR. WILLET:

I THOUGHT YOU WOULD ENJOY
READING THIS ARTICLE FROM THE
WISCONSIN LAW JOURNAL ABOUT THE
SUCCESS OF DRUG COURT IN LACROSSE
COUNTY. IT LOOKS LIKE WE ARE
HEADED IN THAT DIRECTION TOO.

JUDGE W. M. GABLER

WISCONSIN LAW JOURNAL
3-1-06

Drug court saves La Crosse County \$1.4 million

When starting La Crosse County's drug court four years ago, Circuit Judge John Perlich told the program's designers if they couldn't prove it works, they should shut it down and try something new.

Team members have been confident the program is working. And now they have hard data to back up their belief.

A recent federal evaluation of the program showed that the program is keeping most participants off drugs and free of crime, improving the lives of the participants and their families, and is saving the county almost \$1.4 million per year.

The evaluation, recently completed by University of Wisconsin-La Crosse sociology professor Bill Zollweg, shows the program, which cost \$300,000 a year, results in a net savings of slightly more than \$1 million a year.

Zollweg, who does drug court evaluations throughout the nation for the U.S. Department of Justice, said the La Crosse County drug court is doing a good job of turning hard-core drug addicts into productive, tax-paying citizens.

Zollweg compared the drug court participants with a control group of offenders with the same breakdown of gender, ethnicity, age and criminal background, to show the program is working.

The comparison showed that the biggest savings — \$1.1 million — came in keeping drug court participants out of jail. Only 12 percent of the drug court graduates have been arrested again for any offense. Only 4.3 percent have either failed or missed drug tests.

The county also saved an estimated \$223,000 each year in costs that would have gone to care for four babies that otherwise would have been born dependent on drugs, according to Zollweg's analysis.

Participants' community service also saves the county money, along with taxes paid by working participants who previously failed to hold down jobs because of their addictions.

While the dollar savings are impressive, Jane Klekamp, justice sanctions coordinator, said she is just as impressed with the intangible benefits.

Klekamp said there is no way to put a price on what it means to reunite families fractured by drug abuse and crime, or the impact of seeing the dramatic change in people who were once seriously addicted.

"I feel good that we serve such a tough population. We take people into drug court who have fairly serious addictions," Klekamp said. "So the results to me are even more meaningful because we deal with a higher-risk population."

Elliott Levine, head of the regional Wisconsin Public Defenders Office, said he is pleased that the evaluation shows the county's program is effective and efficient.

"It's effective at providing highly cost-efficient treatment and saves the county money," Levine said. "This is more than just a fluke program. The reality is as proved nationally since 1989 — these programs are effective and vital to the criminal justice system."

La Crosse Tribune



Hub, Brad

From: Hub, Brad
Sent: Thursday, April 27, 2006 8:11 AM
To: Lewis, Margaret
Subject: RE: Revised Notice: Committee on Colleges and Universities Hearing

Thanks Brad.
Representing the UW System will be Sr. Exec. VP , Don Mash, and General Counsel Pat Brady

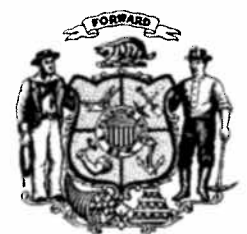
Hello Margaret,

Don and Pat will discuss all four issues with the committee?

Brad



WISCONSIN STATE LEGISLATURE



Committee on Colleges and Universities

May 2, 2006

Patricia A. Brady

- Last fall, Regent President David Walsh appointed a committee to review the UW System's disciplinary processes for faculty and academic staff, focusing on situations involving charges of criminal misconduct
- President Walsh charged the committee to:
 - Identify matters that have restricted the System from acting expeditiously in egregious cases
 - Suggest timetables for the process, including how to implement a previous recommendation for immediate investigation of allegations of criminal conduct
 - Recommend any statutory changes deemed necessary or appropriate
- The committee, chaired by Regent Mike Spector and composed of Regents Rosenzweig and Smith, Professor Walter Dickey, Chancellor Dave Markee and myself, has met a number of times since last fall
- As a result of its deliberations, the committee concluded that changing existing administrative rules on discipline and dismissal would be the most effective means of responding to the problems identified by President Walsh
- The committee considered several different approaches to new rules, all meant to ensure that employees' rights to due process and academic freedom would be protected, while still allowing for an expedited process for the most serious criminal cases
- Under the statutes, personnel rules for unclassified staff are subject to shared governance consideration and review
- The committee has shared one proposal with faculty and academic staff throughout the system, for their review and comment, as required by governance provisions
- Key elements of the proposal include:

- A shortened time frame for completion of the dismissal process, where serious criminal misconduct is involved
 - A definition of serious criminal misconduct
 - The possibility of suspension without pay during proceedings where the employee cannot report for work because of incarceration or has already been convicted of serious criminal misconduct
- To date, many comments have been received, suggestions offered, and alternative proposals drafted by faculty and staff members
 - The governance review process will be complete in early May, after which the committee will meet again and make suggestions to the Board for rules to be promulgated through the administrative rule-making process



**Assembly Colleges and Universities
May 2, 2006
225 Northwest, State Capitol
Donald Mash
UW System Executive Senior Vice President**

Appointments, Payroll & Benefits System (APBS) Implementation

Status of implementation issued November 2, 2005:

- UWS to develop and pursue a planning and high level design phase to determine cost and timelines of continuing implementation with Lawson software. Not pursued to date.
- Analyze life span alternatives and costs-to-continue utilizing current legacy system. Done!
- Await and analyze implications of DOA's selection of a software vendor for its IBIS suite of systems before moving forward with Lawson. Currently analyzing and discussing DOA's selection of Oracle/PeopleSoft for its procurement, shared financials, and HR/payroll systems.

Waukesha Study

- Governor's veto of legislation enabling a merger of UW-Waukesha and UW-Milwaukee resulted in the Governor asking the BOR to study the matter and determine the best course of action.
- President Reilly asked Executive Senior VP Don Mash to lead and coordinate the study and report back to the BOR.
- Executive Senior VP Mash has utilized a UWS Steering Group that has consulted with Waukesha business, government, and community leaders to determine needs and expectations.
- Needs and expectations:

4-year degree programs	Continuing education
Graduate programs	Research presence
- Initial report was given to the BOR in February. It contained a report from Waukesha business community (WCAN) and a letter from County Executive Dan Vrakas.
- Final report and a recommendation will be presented to the BOR at its June meeting in Milwaukee.

Segregated Fee Audit

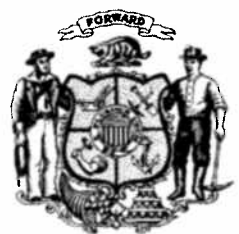
Requested by the BOR's Business, Finance, and Audit committee to include:

- Review of programs and services that segregated fees support.
- Examination of the process for establishing segregated fees.
- Describing the allocation process of segregated fees for major capital projects.
- Analyzing the growth in segregated fees throughout the System.

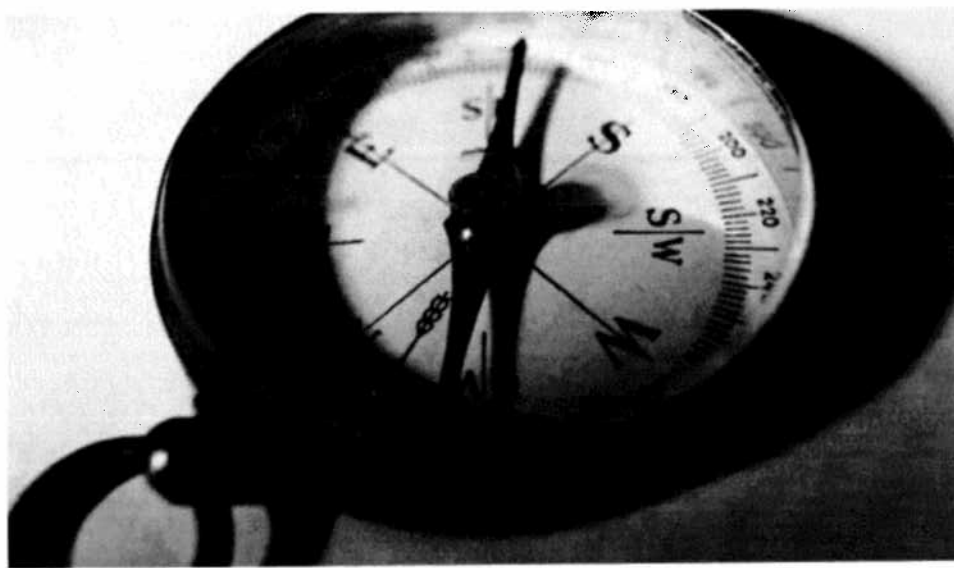
Will report findings and recommendations to the BOR on May 4.



WISCONSIN STATE LEGISLATURE



Correcting Course:



How We Can Restore
the Ideals of Public
Higher Education in a
Market-Driven Era

The Futures Project:
Policy for Higher Education in a Changing World

February 2005



It is a sign of the times as symbolic—if not as striking—as IBM’s selling its PC division to a Chinese manufacturer.

This year, the University of Virginia and the College of William and Mary, two of the nation’s oldest public institutions of higher education, have asked the Virginia legislature to grant them status as “independent public entities” or “chartered universities” with the autonomy traditionally reserved for private institutions.

The two institutions, along with Virginia Tech, are seeking to reconstitute themselves by accepting a lower state appropriation in return for freedom from state regulations that they feel hamper their ability to compete for faculty members, students, and funding. This proposal follows on the transition of U.Va.’s School of Law and its Darden Graduate School of Business Administration to a private funding model.

Similar forays into privatization are becoming more common. In Colorado, new legislation funnels the state appropriation to students instead of directly to the public colleges and universities; the institutions can establish fee-for-service contracts with the state to enable them to carry out mission-specific functions. Texas and Oklahoma recently deregulated tuition-setting authority. And scores of other states—including Florida, Oregon, South Carolina, Washington, and Wisconsin—have engaged in similar conversations, involving talk of public corporations, charters, and contracts.

States and institutions contend that these reforms would enhance competitiveness in an increasingly aggressive market, while maintaining higher education’s commitment to serving the public and lightening the burden on taxpayers. However, these disconcerting steps in the direction of privatization indicate a much

greater crisis in higher education than the usual hand-wringing over budget cuts.

Colleges and universities are under growing pressure to cut costs, measure and report on performance, and compete ever more strenuously for students, grants, funding, and prestige. In order to survive in this changing environment, many institutions have been forced to risk their long-standing dedication to core functions—from providing students of all kinds with real opportunities for social and economic mobility, to conducting high-quality research and offering valuable services that advance the well-being of individuals, communities, states, and the nation.

The changes confronting higher education are altering the very climate in which higher education operates, making campuses dramatically more market-oriented. Institutions of all kinds have splurged on state-of-the-art computer labs, luxury dormitories, and sparkling new gymnasiums to lure the best, brightest, and most affluent students. Financial aid packages are increasingly used as a competitive tool, designed to reduce the sticker price for students with high test scores and GPAs, rather than to ease the burden for those with financial need. Meanwhile, the growth of private for-profit institutions—long regarded as marginal players in higher education—is adding to the pressures faced by traditional colleges and universities as the for-profits provide more options for students seeking alternative educational pathways.

Increasingly, state policies have come to favor an open market that has the potential to create the kind of unhealthy competition that does not necessarily lead to increased access, better instruction, lower costs, or greater efficiency. The outcome is that higher education is becoming much more competition-driven in many arenas. Today, many academic leaders feel compelled to chase revenues and rankings

rather than to focus their efforts on providing a high-quality education to an ever-expanding share of the population. Colleges and universities have intensified their competition for students, research dollars, donations, athletic championships, and prestige of all kinds. However, the new environment on campuses has created the superficial appearance of a consumer-oriented market, exacerbating the widening gap between what higher education preaches and practices.

Inadequate Financial Support for Low-Income Students

The baccalaureate degree (and the vastly increased earning potential that goes with it) is less and less an attainable goal for students without the means to easily finance a college education.

Today, economic barriers prevent roughly half of the nation's low-income, college-qualified high school graduates from attending a four-year college and almost half of those students from attending any college at all.

Further, those who do enroll in college, whatever the financial burden, receive less and less of the support they need to persist through graduation. The financial aid system—which increasingly favors students who meet dubious standards of “merit,” rather than helping students who demonstrate real financial need—leaves low-income students to cover an average of \$3,800 in college-related expenses per year at public four-year institutions, a sum that forces many young people to delay or abandon their studies.

Of those low-income students who begin college soon after high school, just seven percent graduate by age 24, and roughly one-third of African-American and Hispanic students

“I’m also intrigued by the changes made in Colorado recently. They’ll now send about two-thirds of their total state higher education appropriation directly to students rather than funding higher education institutions and bureaucracies. This will empower the customers—students and their parents—to make choices that best suit their needs.... Under this approach, colleges will need to be more accountable to their customers, more responsive to the marketplace, and more accountable for results to succeed.”

—Minnesota Gov. Tim Pawlenty,
January 18, 2005, *State-of-the-State Address*

“In Florida and across the nation, most of the recent growth in financial aid is in the form of merit aid, money targeted at students with good grades or test scores, not the neediest. The richest quarter of students in the country now receives more aid than the poorest quarter, according to the College Board. At the same time, the buying power of the Pell Grant, the major federal program for low-income students, has drastically declined over a quarter century, from three-quarters of the cost of a typical public four-year college to just a third of the cost.”

—Miami Herald, November 14, 2004

“After three years of hikes, Cal State students should be used to paying more for school each year. But they’re still angry about it. Next year, undergraduates will pay \$2,520; that’s almost \$1,100 more than in 2001. ‘It’s really upsetting to me that the brunt of the budget crisis is put on poor students,’ said Angela Asbell, 28-year-old graduate student at Cal State San Bernardino. ‘It’s getting to the point where a lot of us cannot afford to go to school anymore.’”

—San Bernardino Sun, October 29, 2004

"When Kim Delfing graduated from Cleveland State University in 1980, annual tuition was \$1,044. Her son, Jason, a CSU senior, and daughter, Rachael, an entering freshman, each will pay about 2 1/2 times as much in inflation-adjusted terms....

Weakened state support over the last few years has ignited statewide hikes in tuition—essentially the charge for instruction—sometimes with multiple increases in a single academic year. Over the fiscal year that began in mid-2001, average tuition and fees at state-assisted universities jumped 17 percent. Once it was the state that bore most of the burden for public higher education. But no more. Now families such as the Delfings, of North Olmsted, pick up the largest share."

—*The Plain Dealer* (Cleveland, Ohio),
August 30, 2004

"The state university system has not received a funding increase from the state in two years. To help pay rising costs, the system has increased tuition by nearly 30 percent over that time.... University officials are planning budgets as if they will not receive more state funds this year—which could result in tuition rising by 14 percent more."

—*Baltimore Sun*, November 9, 2004

"Could it be that this onslaught of higher tuition and fees will price many would-be students out of the public education arena? The laws of economics say that it must."

—*Fort Worth Star-Telegram*, December 9, 2004

leave college after just one year. And while some campus programs have succeeded in helping low-income students and students of color to earn a baccalaureate degree at the same rates as their more affluent and white counterparts, too few colleges or universities make serious efforts to replicate those programs or to invest in effective retention and achievement programs of their own.

Rising Costs, Unaffordable Tuition

Tuition and fee increases far outpaced inflation again in 2004, rising 10.5 percent at public four-year institutions, 8.7 percent at public community colleges, and six percent at private colleges and universities, according to the College Board. Newspaper coverage of students and families struggling or unable to pay for college proliferated as state after state digested the bad news about tuition.

Although state appropriations rose steadily in the decade preceding the recent economic downturn, the share of college and university budgets coming from the state has fallen as institutions cover costs through other sources such as tuition increases and private fundraising. Total costs are rising as institutions ramp up their technology infrastructure, compete for star professors, and engage in a "war of amenities." New fitness centers, elaborate dorms, and "gourmet" cafeterias are all a part of the marketing package, used to entice students with comfort and convenience—perhaps at the expense of a top-notch educational experience. Honors colleges that offer special opportunities to top students drain resources from the general student body. The argument in defense of these practices is that they are often funded by private donors. However, the fact remains that leaders





New Mexico
Public Education Department



New Mexico Secretary of Education



Dr. Veronica Garcia was appointed as New Mexico's first cabinet Secretary of Education in October of 2003. As a cabinet secretary, Dr. Garcia has direct access to Governor Bill Richardson and the other cabinet secretaries. As Secretary of Education she is the Constitutional Officer charged with oversight of the 89 NM school districts, 36,000 employees of the public schools, and an annual operating budget of over 2 billion dollars.

Mailing address:	Dr. Veronica Garcia Secretary of Education Public Education Department 300 Don Gaspar Santa Fe, NM 87501-2786	Phone: (505) 827-5800
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- Dr. Garcia has been an educator in New Mexico for 30 years. She has experience as a teacher, principal, assistant director of special education, school psychologist, assistant superintendent, and associate superintendent.
- Dr. Garcia served as superintendent for Santa Fe Public Schools.
- Upon her retirement, Dr. Garcia assumed the position of executive director for NMCSA.

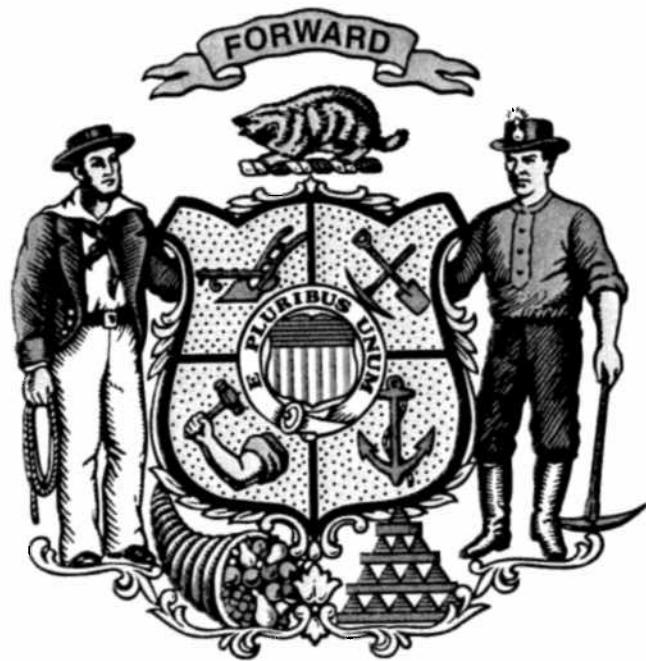


- Dr. Garcia is the recipient of numerous awards and honors, including various leadership and community service awards. Most recently, she was named the Superintendent of the Year for New Mexico.
- Dr. Garcia was featured in the Education Journal: Executive Educator, and in Nuestras Mujeres: 500 Years of Hispanic Women in New Mexico, as an outstanding educator in our state.



- Dr. Garcia has keynoted over one-hundred national and regional conferences and was the Judith Taack Lanier guest lecturer for the Holmes Partnership in Cincinnati, Ohio.

PED Home



Forest Product Industry Profile for
Representative Kreibich
& The 93rd Assembly District

Primary Forest Product Industry

Firm	CareOf	Address1	Address2	City	State	ZIP	Phone	Fax
Wayne Pallets Inc		Larry Wayne		PO Box 62		N2601 STH 25	Downsville	WI 54735 (715) 664-837 (715) 664-83

Secondary Forest Product Industry

Firm	CareOf	Address1	Address2	City	State	ZIP	Phone	FAX
Wayne Pallets Inc		Larry Wayne		PO Box 62		N2601 STH 2	Downsville	WI 54735 (715) 664-83 (715) 664-83

Wisconsin Legislative Action on Forestry in Wisconsin

➤ 2001

- **Chief State Forester Degree (Biennial Budget – Act 16)**
 - Chief State Forester shall have a degree in Forestry
 - Provision ensuring only foresters can be appointed (No enviros) Chief State Forester
- **Forester Managing the Willow Flowage (Biennial Budget – Act 16)**
 - Ensuring land previously owned by industry and managed for harvest and regeneration will continue, even though the land was placed in the Division of Land rather than the Division of Forestry
- **Department of Forestry Proposed, Vetoed (Biennial Budget – Act 16)**
 - Would have increased Wisconsin's focus on harvesting and sustainable management

➤ 2002

- **Forester Degree (AB 12 – Act 66)**
 - Foresters shall have a degree in Forestry
 - Ensure state employees have the same education required as their boss, private “cooperating foresters” assisting them and County Forest Administrators receiving funds from DNR
- **Expedited damaged timber sales (AB 13 Act 242)**
 - Ensured state and county forest managers can get trees damaged by natural disaster off the forest floor before disease, infestation or fire breaks out
- **Statutory Council on Forestry (Budget Repair Bill – Act 109)**
 - Ensured the Advisors to the Governor will be around for years to come, regardless of a Governor's desire (or lack thereof) to take professional and knowledgeable advice

➤ 2003

- **Re-Established Committee on Forestry (AR 2)**
 - First Wisconsin Legislative committee dedicated solely to forestry in 75 years (1927 – Joint Committee on Forestry was dissolved)
- **Formally endorsed scientific forest management (AJR 18)**
 - AJR declaring Wisconsin State Legislature's belief in sustainable forestry and applauding third party certifiers created by both industry (SFI) and environmentalists (FSC)
- **Speaker's Task Force on Forestry**
 - Identified potential forest emergency chain-of-command failures
 - Identified forest fire protection needs
 - Identified un-inventoried state timberlands
 - Identified state timberland harvest failures
 - Identified federal forest management policies placing Wisconsin timberlands at risk

➤ 2004

- **MFL Overhaul (AB 323 – Act 228)**
 - Major reform to ensure the long-term existence of forestry assistance and tax incentives for private landowners owners to sustainably and actively manage forests
 - Reduced red tape for DNR staff, allowing forestry staff to concentrate on field work
 - Increased revenue from MFL to local governments losing property tax base due to MFL
 - Ensure MFL participants conduct harvest, comply with plan in exchange for tax incentives.
 - Increase enforcement ability for state & local govt to ensure landowners receiving tax benefit are in compliance with program rules, ensuring forest health, steady supply of fiber for industry
 - Provide better ability for government to recover actual costs of program administration
- **Certified Forests (DNR Administrative action)**
 - Third party certification of State, County and MFL program forests are sustainably managed
 - Global companies (AOL Time Warner) bow to enviro pressure to produce “green” products
 - Local companies supplying global products have to get wood fiber from “green” forests
 - State & County forests certified by SFI (industry) & FSC (environmentalists)
 - MFL forests certified by American Tree Farm

➤ 2005

- **County Forest Plan Length Extension (AB 316 – Act 48)**
 - Extended the length of the life of County Forest Plans to 15 Years
 - County forests plan length now matches State and Federal plan timeline, making planning more cohesive with other levels of government
- **State Timberland Harvest Focus (Biennial Budget – Act 25) (+\$100 M SEG)**
 - Focus DNR priority to eliminate backlog of timber harvests on all state properties
 - \$ for hunting/fishing accounts (reducing increases and eliminating future increases)
 - \$ for Forestry education
 - Elementary: \$ to pay for school gas costs transporting kids to “School Forests”
 - High School: \$ businesses in WoodLinks, taking tech ed students to learn a trade
 - Tech Colleges: \$ for businesses with a Master Logger (certified “green” logger’s) who brings a student on as an apprentice
 - Universities: \$ for DNR to pay for UW students interns studying forestry (same as we do for law enforcement interns at the DNR)
 - Continuing education: \$ for technical college to start a Mechanized Logging program (teaching how to use million-dollar-equipment rather than a chainsaw and a pick-up truck)
 - Continuing education: scholarship \$ for loggers paying (\$2,000) to become a Master Logger (“green” certified)
 - Bio-fuels
 - \$5 million for investment in research, development and deployment of bio-fuels used by forest product companies.
 - Reduce domestic industrial consumption of traditional energy dependence by developing cheaper “on-site” energy generation
- **Right to forest (AB 59 – Act 79)**
 - Ensure forestry can be practiced by private landowners the same as farming can be practiced by farmers.

➤ 2006

- **Implement Speaker’s Task Force recommendations (AB 254 – Act 166)**
 - Designate Chief State Forester as responsible for forestland emergency management
 - Require DNR to establish allowable timber-harvests-goals on Wisconsin’s state owned forestlands and come within +/- 10% of those goals
 - Require DNR to maintain an inventory of all Wisconsin state owned forestlands 10 acres or larger
 - Require DNR project long-term health and economic effects caused by prohibiting active management on State forestlands
 - Require DNR to establish a program letting DNR-approved private-sector-foresters to set up timber harvests on state forestlands
- **Silvicultural Input Tax Credit (AB 646 – Act 366)**
 - **Save the average logging business roughly \$8,000 per year from the sales taxes paid on parts and inputs to machinery used in harvesting timber**
- **Increased trucking road weights (AB 678 – Act 167)**
 - Decrease damage and increase productivity of Wisconsin’s independent truckers hauling raw forest products that add an extra axle
 - Provide increased transportation mode flexibility for shippers and competition to declining-service/increasing-cost rail service from Canadian National Railroad



Fellow E2W roundtable planners,

At the suggestion of Ann and Laura, I will be attending the Nebraska Education to Workforce Roundtable May 23 (thanks to MHEC and CSG for covering my travel expenses). Observing another state conduct its roundtable should give me greater insight into how we want to conduct ours. There will also be observers from other states who are in the planning stages, and I hope to talk to them and share ideas.

We would like to defer making a final decision about the sponsoring agency for our roundtable until after I return. However, per Rolf's suggestion, and to keep things moving, I think it would be a good idea to talk to the leadership at Competitive Wisconsin. If Rolf and Senator Harsdorf can join me, perhaps we could get a sense of whether they'd be a good fit for that role. Any of you would be welcome to join us for that call.

If you haven't already read it, the latest MHEC newsletter contained the following roundtable dates scheduled by other states:

- 05/23/06, Nebraska Education to Workforce Roundtable
- 05/25/06, Michigan Education to Workforce Roundtable
- 06/14/06, Illinois Education to Workforce Roundtable
- 06/27/06, South Dakota Education to Workforce Roundtable

It also contained a referral to the website <http://e2w.mhec.org>, which contained this update about our group:

Wisconsin

Planners in Wisconsin have been in regular contact with MHEC/CSG representatives about roundtable efforts. Like Illinois and Ohio, Wisconsin wanted to collect information on existing workforce development efforts in the state, and also asked for recent data from employers on their needs and expectations for future employees. Staff responded to both of these requests and have made themselves available to assist further as needed. The planning group is getting closer to identifying a sponsoring or "home" agency for the E2W roundtable. Competitive Wisconsin, a consortium of agriculture, business, education and labor leaders who work together to focus attention on the state's economic competitiveness, has been proposed as the sponsoring agency. Roundtable planners include Sen. Sheila Harsdorf, Reps. Barbara Toles and Rob Kreibich, Dr. Rolf Wegenke of the Wisconsin Independent Colleges, Mary Jurmain, a business owner from Eau Claire, as well as several others representing various institutions and agencies.

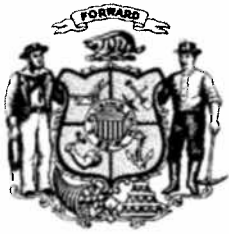
Contact:
Mary Jurmain
Realityworks, Inc.
mary.jurmain@realityworksinc.com

I will be out of town this Thursday and Friday, but will check my e-mail before leaving for Nebraska on Monday. I welcome your questions and suggestions about how I can get the most value from the Nebraska roundtable.

Mary



WISCONSIN STATE LEGISLATURE



PROCUREMENT PROCESS FLEXIBILITY: PERMIT THE UW SYSTEM TO USE HIGHER EDUCATION PURCHASING CONSORTIA

Language Changes Needed

Modify ss. 16.70(1), 16.71(1m), 16.71(2n), 16.72(8), 16.73(5), 16.75(6)(b) and 36.11(1)(b), 36.11(12)(b), 36.11(29) to transfer the UW System purchasing authority from the Department of Administration (DOA) to the Board of Regents. In addition, create sections under Chapter 36 that mirror language found in ss. 16.75 (3m)(a) and (b) 16.75 (4) and 16.752 (12) but which reference the Board of Regents and University of Wisconsin System campuses rather than the Department of Administration and agencies.

Background and Justification

Independent procurement authority would streamline the purchasing process and allow the university to respond quickly and efficiently to the rapidly changing higher education purchasing environment. The UW System seeks flexibility in the procurement process to allow the System to purchase goods and services directly in the marketplace. The UW System would also be able to take advantage of higher education consortia contracts, such as the Big 10 consortium contract for office supplies or contracts through the Midwest Higher Education Compact. Use of the big 10 contract alone could save the System over \$600,000. In addition, sole source processing time could be streamlined if DOA approval were not required.

The UW System seeks this authority within an accountability structure. Reports to the legislature on purchases and management reviews would continue, and several approval levels would still exist for unusual purchases such as sole source requests. The UW System would maintain an open and competitive purchasing process and would partner in contracts with the state when it is cost effective to do so. The UW System would continue to work collaboratively on contracts with the Wisconsin Technical Colleges and K-12s.