



# Federal Legislative Priorities FOR 2018



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May 2018

Dear Education Partner:

We are pleased to submit to you the University of Wisconsin System's Federal Legislative Priorities for 2018. We especially want to thank Wisconsin's congressional delegation for its work on our behalf.

The UW System's federal legislative priorities are organized into the following categories:

1) FY2019 Budget and Appropriations, 2) Higher Education Act Reauthorization, and 3) Other Legislative and Regulatory Priorities.

The appendices provide information that supplements UW System's Federal Legislative Priorities:

- Appendix A highlights the importance of federal financial aid to student success.
- Appendices B and C highlight the researchers, innovators, and entrepreneurial thinkers who – with federally funded support – are keeping the UW System moving forward as an economic engine for the state.
- Appendix D addresses the importance and potential impact of streamlining federal regulations on the effectiveness and efficiency of the UW System.

The federal government is an essential partner of the UW System and Wisconsin, helping us meet our strategic goals of increasing enrollment and student success, spawning new technologies and startups, and educating the citizens of Wisconsin for the 21st century. Thanks in large part to federal investment in knowledge and research, the UW System is widely recognized as a world-class system of higher education.

The UW System's Federal Legislative Priorities for 2018 can be accessed online at:  
[wisconsin.edu/government-relations/federal-priorities/](http://wisconsin.edu/government-relations/federal-priorities/).

This publication offers UW System's priorities as guideposts—as other issues arise, we will work with our higher educational partners and congressional delegation to review and respond accordingly.

If you have any questions, please contact me directly or Associate Vice President for Federal Relations Kris Andrews at 608-263-3362 or [kandrews@uwsa.edu](mailto:kandrews@uwsa.edu).

We look forward to working with you in 2018 and beyond.

Sincerely,



Ray Cross  
President, University of Wisconsin System

# EXECUTIVE SUMMARY

The University of Wisconsin System includes two doctoral universities, 11 comprehensive four-year universities, 13 UW Colleges two-year campuses, and statewide UW-Extension. The UW System is one of the largest systems of public higher education in the country, serving more than 170,000 students each year and employing approximately 39,000 faculty and staff statewide. The UW System's 2020FWD strategic framework priorities are strengthening the educational pipeline, supporting a dynamic university experience, and pursuing operational excellence. With that as a background, the UW System's key federal legislative priorities include:

## EDUCATIONAL PIPELINE

### ACCESS AND AFFORDABILITY

Enhance the Pell Grant program by providing cost-of-living increases in the maximum grant.

Support programs that minimize college debt burden for students.

- Invest in the Supplemental Education Opportunity Grant and Federal Work-Study with a focus on student need.
- Support continuation of the subsidized student loan program, including eligibility for graduate and professional students.
- Support continuation of income-based loan refinancing programs.

Simplify the Free Application for Federal Student Aid.

### PREPARE STUDENTS FOR COLLEGE

Provide robust funding for effective pipeline programs like TRIO, GEAR UP, and McNair.

## UNIVERSITY EXPERIENCE

### FOSTER DEGREE COMPLETION

Support the needs of America's veterans.

- Ensure effective implementation of the "Forever GI" bill.

Support long-term, comprehensive immigration reform.

## EDUCATE STUDENTS FOR TOMORROW'S WORKFORCE

Support competency-based education and direct assessment.

Invest in USDA Non-Land-Grant Colleges of Agriculture Program.

## SOLVE SOCIETAL PROBLEMS THROUGH RESEARCH

Maintain strong funding for the National Science Foundation, National Institutes of Health, and U.S. Departments of Energy and Agriculture.

## OPERATIONAL EXCELLENCE

### ENHANCE CAMPUS INFRASTRUCTURE THROUGH REGULATORY RELIEF

Promote policies that advance campus safety and assist campuses with addressing sexual violence.

Support financial aid and research regulatory reform.

- Remove loan origination fees.
- Streamline the regulatory process to ensure research productivity.



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# LEGISLATIVE PRIORITIES FOR 2018

## PART I: BUDGET AND APPROPRIATIONS PRIORITIES

Federal investments in education and research are essential to higher education nationally and to the University of Wisconsin System. Federal support touches each and every institution in the UW System. It helps all our campuses attract and keep promising students, faculty and staff, and helps them realize their potential in contributing to Wisconsin's economy. The federal funds that support research on our campuses drive innovation and growth in Wisconsin businesses and help yield well-paying jobs in our state.

### A. FEDERAL STUDENT AID

*(For details, see Appendix A, "Federal Financial Aid for Students in the UW System")*

#### FEDERAL PELL GRANTS

Affordable higher education for all students is made possible through federal student aid. In the UW System, 66 percent of UW System students – more than 116,000 individuals – received financial aid in the 2016-17 academic year. The Pell Grant, the largest federal need-based grant program, makes it possible for tens of thousands of students to attend UW System institutions each year. In 2016-17, almost 34,000 Wisconsin resident undergraduates received a Pell Grant, with an average award of \$3,813.

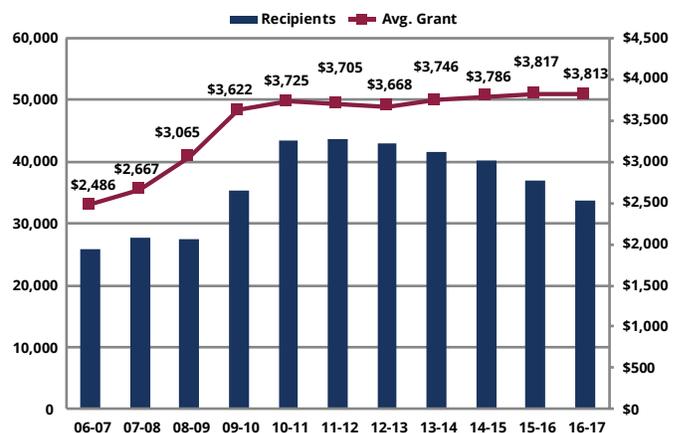
The Federal Pell Grant program remains the foundational federal student aid program. Without it, potentially thousands of students every year would miss out on the benefits of a college education. The program has benefited tremendously from small changes over the years, including year-round Pell grants that allow students to complete their degree more quickly.

But there's more to be done to improve the program for the nation's neediest students.

#### UW SYSTEM RECOMMENDS:

- 1. Strengthening and sustaining funding for the Pell Grant program.**
- 2. Reinstating the mandatory inflation-adjustment to the maximum award.** Beginning in award year 2013-14, the annual inflation-adjusted add-on to the Pell Grant maximum award has provided a valuable increase to the Pell Grant, which has seen its purchasing power erode over the years. However, the current inflation adjustment provision expires after award year 2017-18, meaning the maximum Pell Grant award will thereafter be frozen at \$5,920 absent congressional action.
- 3. Shifting the Federal Pell Grant program to full mandatory funding.** The annual federal budget and appropriations process adds unnecessary uncertainty to a program that plays a vital role in the lives of thousands of students every year. Pell Grants should be protected from the annual appropriations process by moving the funding stream from the discretionary year-to-year allocation to mandatory funding.

UW System Pell Grant History



## CAMPUS-BASED AID PROGRAMS

Even with financial aid, the average unmet need after grants and scholarships for Wisconsin resident undergraduates is almost \$10,000. The data clearly suggests that substantial financial need among our current students creates an additional hurdle to completing a college degree.

In addition to Pell Grants, the UW System relies on – and strongly supports – the Supplemental Education Opportunity Grant (SEOG), Federal Work-Study (FWS), and the Federal Perkins Loan program to support students in financing their college experience.

In 2016-17, SEOG provided almost \$9.3 million in grants to 16,235 UW System students. Federal Work-Study provided \$11.2 million in aid to 7,978 UW System students. Perkins Loans, which are low-interest loans to help financially needy students, provided \$26.0 million in loans to 13,641 UW System students.

All three of these programs are administered at the institutional level and require an institutional match of federal funds. The federal SEOG provides additional grant aid to low-income undergraduate students, often on top of a Pell Grant award. Federal Work-Study provides aid to both undergraduate and graduate/professional students with need in the form of wages from on- or off-campus employment. Finally, the Federal Perkins Loan program provides loans out of institutionally based revolving funds to needy students.

We encourage Congress to revive the Federal Perkins Loan program that expired Sept. 30, 2017, for two years while it undertakes efforts to review the federal grant and loan programs during Higher Education Act reauthorization.

### UW SYSTEM RECOMMENDS:

- 1. Continuing support for SEOG.** In Academic Year 2016-17, the average federal SEOG award stood at \$570, a decline from \$757 in Academic Year 2015-16. After adjusting for inflation, average SEOG award amounts have declined by approximately 47% since award year 1993-94. SEOG stands as a worthy use of federal dollars, as the program requires contributions from institutions to leverage federal support, an existing and effective form of institutional risk-sharing. In a period of financial austerity, SEOG stretches the federal dollar further in support of the neediest students.
- 2. Continuing support for Federal Work-Study.** The Federal Work-Study (FWS) program enjoys broad, bipartisan support—and rightly so. Work-study supports needy students while also providing valuable work experience. However, federal appropriations for FWS remain relatively flat with

annual appropriations still hovering around FY 2001 levels. Like SEOG, FWS stretches federal investments further by requiring matching funds from institutions and work-study employers. Work-study should continue to be available to graduate students.

- 3. Extending the Perkins Loan program** until the financial aid system and student loans can be more broadly reformed through HEA reauthorization.

## OTHER STUDENT AID

The Higher Education Act funds programs and initiatives aimed at mitigating social and cultural barriers to higher education access and completion faced by educationally and economically disadvantaged students. TRIO, GEAR UP, and McNair programs are essential to promoting access and persistence in higher education.

### UW SYSTEM RECOMMENDS:

- 1. Increasing support for TRIO, GEAR UP, and McNair.** These programs are critical to encouraging and supporting low-income and first-generation students in their efforts to pursue and succeed in postsecondary education. These programs provide support services, such as college awareness counseling, academic tutoring, and mentoring. TRIO programs also provide support services for first-generation and low-income



# LEGISLATIVE PRIORITIES FOR 2018

## PART I: BUDGET AND APPROPRIATIONS PRIORITIES — CONTINUED

students once they have enrolled in college to help them persist and succeed in reaching their goals. The McNair Scholars program supports low-income students and increases the availability of undergraduate research opportunities at two- and four-year institutions. Undergraduate research plays a significant role in promoting persistence in postsecondary study and increased completion rates, especially among students from disadvantaged backgrounds. Undergraduate research also can help graduates with their technology knowledge, critical thinking, teamwork, communication, work ethic and problem-solving skills – skills that employers need when hiring.

### B. KEY FEDERAL RESEARCH FUNDING

*(For details, turn to Appendix B, “Key Federal Funding by Appropriations Subcommittee and Agency in the UW System”)*

Research contributes to knowledge and also enhances the learning experiences of students. It is closely aligned with the mission of the University of Wisconsin System. In an era when innovation is king and “knowledge-based” solutions are being pursued for economic growth, it is essential that UW-Madison’s status as a top-ten research university, UW-Milwaukee’s role as the state’s only public, urban research university, and the growing research capacity of our four-year comprehensive campuses be maintained. This work has never been more important.

As elected officials make decisions about appropriate spending levels for Fiscal Year 2019 and beyond, the UW System strongly supports full funding for research, especially at the National Institutes of Health (NIH) and the National Science Foundation (NSF). Also, the UW System urges the Administration and Congress to exclude any proposal to cut support for facilities and administrative (F&A) reimbursements from the Fiscal Year 2019 budget.

### UW SYSTEM RECOMMENDS:

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- 1. Assuring strong funding of NIH-supported research.** NIH is the largest and most critical source of research funds for the UW System, and provides over half of UW-Madison’s hundreds of millions of dollars in federal research funding. NIH-supported research is critical to Wisconsin’s and the nation’s future health and success, and it underpins all of the clinical breakthroughs of the recent past and into the future. We urge Congress to maintain support for facilities and administrative (F&A) research costs, which helps cover critical components of doing research — such as hazardous waste disposal, proper and secure storage of dangerous pathogens, maintenance of high-tech labs and essential personnel.
- 2. Maintaining the federal commitment to the NSF.** The NSF supports basic research and strengthens education in sciences and engineering through programs of grants to the UW System’s universities and colleges. The NSF is the second largest research-funding source at UW System. The NSF is our nation’s greatest tool for the promotion and advancement of scientific, mathematical, and engineering research and education, which are critical to growing a highly skilled, competitive workforce in science and engineering for Wisconsin.
- 3. Supporting the highest possible funding levels for U.S. Department of Agriculture (USDA) Research, Education, and Extension Programs.** The federal U.S. Department of Agriculture investment provides educational programming and research in all 72 counties of Wisconsin. The Smith-Lever formula funds provided by the federal government are required to be matched dollar-for-dollar by state and county/tribal funds. In addition, the federal government provides funding for the Expanded Food and Nutrition Program, as well as important capacity funding for agricultural and forestry research and the competitive Agriculture and Food Research Initiative. These investments allow UW-Madison, and Cooperative Extension

in particular, to address issues facing agricultural enterprises, businesses, communities, families, and youth throughout Wisconsin.

- 4. Supporting the nation's investment in the U.S. Department of Energy's basic science programs and facilities.** Of particular importance is support for the Office of Science. New materials, energy efficiency technologies, advanced energy sources, high performance scientific computing, engineering, and STEM education and fellowship programs are all funded through the Office of Science. The Department of Energy is one of the largest research funding sources at UW-Madison, where the Great Lakes Bioenergy Research Center is headquartered.

## C. OTHER KEY FEDERAL FUNDING

*(For details, turn to Appendix B, "Key Federal Funding by Appropriations Subcommittee and Agency in the UW System")*

As the FY2019 budget is crafted, the UW System urges its elected officials to consider the important benefits and services provided by and maintain investments in the Corporation for Public Broadcasting, the Economic Development Administration, the National Endowment for the Humanities, and the Charter Schools Program.

### UW SYSTEM RECOMMENDS:

- 1. Protecting funding for the Corporation for Public Broadcasting.** The Corporation for Public Broadcasting supports Wisconsin Public Radio and Wisconsin Public Television, which comprise a statewide public broadcasting service reaching 98% of Wisconsin residents. It serves our state's residents with unique and highly valued programming, which more than 450,000 listeners and almost 500,000 viewers depend on to connect them to our state's information, civic, education (including pre-K and K-12 classroom services), and cultural resources.
- 2. Protecting funding for the Economic Development Administration (EDA).** The EDA investments in the public and private sector encourage job growth and business expansion related to manufacturing, information technology, infrastructure, and communities that have been severely impacted by automotive industry restructuring and innovations in science and health care. Key EDA-funded programs in Wisconsin have focused on historically underserved small, rural, and medium-sized communities and inner city neighborhoods by building sustainable economic development efforts in those areas that continue to lag in the economic recovery.

- 3. Protecting funding for the National Endowment for the Humanities (NEH).** The NEH benefits all of the institutions of the UW System and funds direct grants to Wisconsin communities, as well as other organizations, such as the Wisconsin Humanities Council, which supports projects and public programs in the humanities statewide. The NEH is the largest single source of support – and remains one of the only sources of support – for faculty research and outreach in the humanities.
- 4. Supporting funding for the Charter Schools Program.** Wisconsin has been a vanguard in the effort to provide educational opportunities to students, families, and our communities through the Charter School movement. In 2016, the Office of Educational Opportunity was created to support high-quality charter schools by authorizing and partnering with other charter authorizers. The UW System is well-positioned to compete for and pursue federal funding to help create new public charter schools, replicate proven charter school models, and provide support to Wisconsin's professional educators and public schools.

## D. ADDITIONAL INVESTMENT IN FEDERAL RESEARCH PROJECTS

*(For details, see Appendix C, "Discovery, Innovation, and Student and Community Impact in the UW System")*

Discovery, innovation, and student and community engagement are propelled by federal government support. Federal funding encourages collaborations between federal agencies and UW institutions that have a scientific, economic, and workforce impact on Wisconsin. Companies and organizations rely on universities for research that leads to an educated population and economic growth. Additional investment in federal research will allow university-based and university-driven research to grow in scope and impact for Wisconsin and the nation.

### UW SYSTEM RECOMMENDS:

- 1. Investing in energy-water research at the U.S. Departments of Energy, Defense, Homeland Security, and the Environmental Protection Agency.** The UW System seeks investments in key research initiatives underway on its campuses that relate to energy and water. Initiatives that could benefit from more investment include the development of next generation lithium ion batteries; micro-grid energy production stations serving military bases; micro-sensors capable of

# LEGISLATIVE PRIORITIES FOR 2018

## PART I: BUDGET AND APPROPRIATIONS PRIORITIES — CONTINUED

identifying harmful chemical or biological agents in air and water; and detection of nano-particle infiltration into water and food systems. Significant progress has already been made at our campuses in all of these areas, but continued federal funding is required for this progress to continue and grow. UW-Milwaukee is well-positioned to undertake this work.

- 2. Investing in capacity-building at Non-Land-Grant Colleges of Agriculture and Natural Resources.** The UW System seeks an investment in a competitive grants program at the U.S. Department of Agriculture to build capacity among Non-Land-Grant Colleges of Agriculture and Natural Resources. As our state and nation seek to increase food production and graduate more agriculture professionals, this funding is critical. Our universities at Platteville, River Falls, and Stevens Point already contribute significantly to these efforts.
- 3. Investing in Computer Science Technology and Cybersecurity.** The UW System seeks an investment at the National Science Foundation, U.S. Department of Homeland Security, Department of Defense, and Federal Aviation Administration for research and training in software security and cyber-analytics. These techniques will secure our critical infrastructure and provide increased capability for cyber-intelligence. UW-Madison is well-positioned to undertake this work.



# LEGISLATIVE PRIORITIES FOR 2018

## PART II: HIGHER EDUCATION ACT REAUTHORIZATION LEGISLATIVE AND REGULATORY PRIORITIES

Helping people go to college has been the central purpose of the Higher Education Act (HEA) since it was first adopted in 1965. The HEA's primary goals are getting people into and successfully through higher education and enhancing and improving the quality of American higher education. With its emphasis on broadening opportunity and improving quality, the UW System offers the following recommendations for consideration during the upcoming HEA reauthorization.

### A. ACCESS

Wisconsin and the nation need a larger segment of high school graduates to attend and complete college, and more adult or non-traditional students to enter or return to college to complete their degrees.

To that end, it is essential that the Higher Education Act reauthorization address the significant need for financial aid to both allow and increase access to postsecondary education.

#### UW SYSTEM RECOMMENDS:

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- 1. Simplifying the Free Application for Federal Student Aid (FAFSA).** The National Association of Student Financial Aid Administrators (NASFAA) developed a model that would simplify the Free Application for Federal Student Aid (FAFSA) process while still ensuring program integrity and accurate targeting of federal funds. NASFAA's model makes the aid application process much easier for the neediest students. Under the proposal, students and families participating in a federal means-tested benefits program, such as Supplemental Nutrition Assistance Program (SNAP) and/or Supplemental Security Income (SSI), would not have to again prove they are needy. Instead, they would be automatically eligible for the maximum Pell Grant award. From there, the remaining applicants would enter additional financial information based on their predicted financial strength.

### B. AFFORDABILITY

More and more Wisconsin students and their families need financial help to make obtaining a UW System degree a reality. Both the number of students with need and the amount of need are growing. As a result, students have more loans and more unmet need. In the 2016-17 academic year, 89,000 UW System students received a student loan.

In 2016-17, 73 percent of Wisconsin resident baccalaureate recipients had student loan debt averaging \$30,771. Wisconsin resident undergraduates had unmet need of \$9,639 after grants and scholarships in 2016-17, an amount that nearly doubled in the last decade.

Although the percentage of students graduating with loan debt has increased in the past several years, the three-year student loan default rate for UW System students (5.0%) remains low compared to the national average (11.5%). Overall, the vast majority of student loan borrowers remain committed to making their loan payments. Programs such as Pay As You Earn and the Revised Pay As You Earn, which cap a borrower's payments at 10% of a borrower's income and forgive any remaining balance on student loans after 20 years of qualified repayment, are important. Programs that allow student loan borrowers to refinance at more favorable interest rates and income-based repayment plans make it easier for students to deal with debt.

UW System supports the proposal by the Coalition of Higher Education Assistance Organizations (COHEAO) to modify campus-based programs via a new approach called Campus Flex. Campus Flex simplifies the campus-based aid programs but recognizes all three play extremely important roles in making sure the aid is provided to students who need it most and in the format that best benefits the individual. Aid administrators must have the flexibility to provide critical funding for low- and moderate-income students tailored to the individual. Campus aid administrators are the ones best positioned to assess the needs of their students.

## UW SYSTEM RECOMMENDS:

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- 1. Reinstating the mandatory inflation-adjustment to the maximum award for Pell Grants.** Beginning in award year 2013-14, the annual inflation-adjusted add-on to the Pell Grant maximum award has provided a valuable increase to the Pell Grant, which has seen its purchasing power erode over the years. However, the current inflation adjustment provision expires after award year 2017-18, meaning the maximum Pell Grant award will thereafter be frozen at \$5,920 absent congressional action.
- 2. Supporting continuation of subsidized student loan program, if Congress moves to consolidate grant and loan programs.** Subsidized loan programs reduce student debt by paying interest while students attend college. Elimination of subsidized loan programs would greatly exacerbate student debt and impact default rates and the ability of graduates to make home and other major purchases or start their own business.
- 3. Continuing support for campus-based aid programs.** The UW System relies on – and strongly supports – the Supplemental Education Opportunity Grant (SEOG), Federal Work-Study (FWS), and the Federal Perkins Loan program to support students in financing their college experience. All three of these programs are administered at the institutional level and require an institutional match of federal funds. The federal SEOG provides additional grant aid to low-income undergraduate students, often on top of a Pell Grant award. Federal Work-Study provides aid to both undergraduate and graduate/professional students with need in the form of wages from on- or off-campus employment. Finally, the Federal Perkins Loan program provides loans out of institutionally based revolving funds to needy students.
- 4. Continuing support for the Public Service Loan Forgiveness program.** The Public Service Loan Forgiveness (PSLF) program encourages students to pursue and commit to careers in public service, such as teaching, law enforcement, and social work. PSLF allows borrowers to enter income-based loan repayment programs and have loans forgiven after 10 years of work at eligible public service organizations. For the University of Wisconsin System, PSLF not only encourages students to enter fields of public service, but also supports UW System efforts to recruit and retain faculty and staff by making student debt more manageable.
- 5. Supporting continuation of the Pay As You Earn (PAYE) program, as well as a move to PAYE as the default option for student loan repayment.** With possible consolidation of student repayment programs, the UW System supports continuation of the PAYE program, along with the standard 10-year federal loan repayment plan. PAYE allows graduates to make affordable payments on their student loans based on income, and helps graduates who are underemployed struggling to make payments or are working in valuable professions that offer modest salaries. The UW System also supports efforts to move students automatically to PAYE as either the default repayment program or if students struggle with payments under the standard 10-year federal loan repayment plan.
- 6. Increasing direct loan limits.** Current loan limits differ by year and do not adequately reflect student needs as measured by the total cost of attendance. As a result, too many students rely on private loans to meet their educational costs. Increasing direct loan limits would decrease total student loan costs and provide the benefits of direct loans for all students' educational costs.
- 7. Restoring subsidized loan eligibility for graduate and professional students.** Graduate students are not eligible for Federal Subsidized Stafford Loans. As a result, interest accrues on federal loans for graduate students, who are only eligible for unsubsidized loans, while they are in graduate school. The lack of in-school interest subsidy harms needy students in their pursuit of an advanced degree and leads to increased debt.
- 8. Eliminating loan origination fees.** Origination fees on student loans increase on an annual basis. Currently, origination fees withhold a portion of a student's loan proceeds while still requiring repayment, with accrued interest of the full loan amount, before the deduction of fees. Many students do not know that loan origination fees even exist, and many are blindsided when told they need to budget for as much as several thousand dollars to account for the fees.
- 9. Consolidating and simplifying the federal loan repayment plans.** The number of federal student loan repayment options confuses borrowers. Consolidating the various income-contingent repayment plans into a single plan will help borrowers understand the benefits and protections inherent in the federal student loan repayment system.
- 10. Supporting student loan refinancing programs that allow student loan borrowers to refinance at more favorable interest rates.** The UW System supports efforts to allow students to repay student loans at low interest rates in order to decrease student debt and avoid loan defaults.

# LEGISLATIVE PRIORITIES FOR 2018

## PART II: HIGHER EDUCATION ACT REAUTHORIZATION LEGISLATIVE AND REGULATORY PRIORITIES — CONTINUED

### C. CAMPUS SAFETY

At universities across the country, significant attention is being paid to campus safety and, in particular, sexual assault and violence. How institutions of higher education prevent and respond to allegations of sexual misconduct is critical.

While the UW System has had a longstanding and comprehensive policy framework in place to prevent and respond to incidences of sexual misconduct, UW System President Ray Cross in 2014 called for a systemwide task force on sexual violence and harassment to recommend actions to further coordinate policy development and enhance educational efforts to promote awareness of related issues. President Cross adopted the task force's recommendations, including mandatory sexual violence and harassment training for all employees, the creation of an inter-educational collaborative to share research and methods for addressing sexual violence and harassment, and the development of a new UW System website that readily connects victims of sexual assault with support services at their institutions.

The UW System supports all efforts at the federal level that tangibly address the pervasive, societal problem of sexual assault and violence and provide a clear, collaborative, and proper role for institutions of higher education in confronting these challenges.

#### UW SYSTEM RECOMMENDS:

- **Establishing a cohesive framework with federal partners**, in cooperation with universities and colleges, to address the challenges caused by sexual assault and violence.
- **Consolidating all definitions of reportable incidents into a single source and ensure any future crime definitions derive from there.** This ensures that new crime definitions would be developed by experts in law enforcement and

crime reporting protocols, providing a common definition for both local police and campus security officials. The Clery Act has been expanded to require institutions to report on a number of incidents which are defined in the Department's Clery Act regulations. Other incidents are defined in the Federal Bureau of Investigation's (FBI's) Uniform Crime Reporting program. There is administrative burden associated with trying to find definitions across multiple venues.

- **Narrowing the definition of "non-campus property."** Consider excluding properties such as medical clinics where the educational use is only incidental, and eliminating foreign and short-term travel reporting entirely. Reporting requirements from branch campuses are appropriate. Under the Clery statute, regulations, and guidance, institutions are required to report crimes that occur on "non-campus property." The definition of non-campus property is extremely broad, requiring institutions to report statistics for locations that are either controlled by a recognized student organization or owned or controlled by the higher education institution and used in support of the institution's educational purpose or by students. This leads to reporting on hotel rooms and common areas where students regularly stay overnight for institution-sponsored trips, meeting spaces provided for a university club arranged through an email, an institutionally recognized fraternity house, the stairwell of a building where the institution holds classes on Wednesday night, or on a ship where the institution conducts research. Counterintuitively, it doesn't require reporting on fraternity houses if the organization is not officially recognized by the institution – a data point the public may actually find to be important. Since the numbers are reported in aggregate, without differentiating between an overseas trip and a bowling alley down the street from campus, the data provides little useful information. Finally, out-of-town and foreign policy agencies seldom respond to these requests for information.

- **Clarifying that sub-regulatory guidance by the U.S. Department of Education’s Office of Civil Rights and Office of Federal Student Aid is recommended, but not mandatory**, and clarifying that institutions will not be penalized for not adhering to sub-regulatory guidance, provided the institution acted in good faith. The Department of Education, and in particular the Office of Civil Rights and Office of Federal Student Aid, has published significant guidance in the past few years and is enforcing that guidance as if it were law. However, none of the guidance has gone through the rule-making process. This has many implications, including the fact that the guidance has not had the benefit of comments by those who work in this area at universities, as well as continued uncertainty in the application and enforcement of such guidance.
- **Eliminating the Department of Education’s sub-regulatory guidance that instructs institutions to designate victim advocates and ombuds as Campus Security Authorities.** Wisconsin state law grants victim advocates and ombuds privilege that exempts them from sharing confidential victim information with outside parties without a victim’s express permission. The Department of Education guidance erodes this privilege and requires mandatory statistical reporting from these groups, depleting the intent of the state law protection.
- **Eliminating the requirement to include a safety tip in a Timely Warning. Institutions should include a safety tip only if, in their judgment, it is helpful and appropriate to do so.** Timely Warnings must also include a “safety tip,” which is usually unnecessary and can be wholly inappropriate. An example safety tip from one handbook cautions students “not to leave drinks unattended” and “to use the buddy system when socializing.” Including this type of information could be seen as blaming the victim of a crime.

## D. INNOVATION/COMPETENCY-BASED EDUCATION AND DIRECT ASSESSMENT

The UW System believes that innovation in higher education is critical. As the job market becomes ever more fluid, the need for college-educated adults grows. With improvements in technology, the functionality of online learning platforms improves. Yet, federal statutes and regulations that have arisen since World War II assume a traditional, classroom-based approach to learning. Because federal statutes governing Title IV student financial aid programs still revolve around traditional credit hours, semesters, and courses, providing financial aid to students in competency-based and direct assessment programs has been extremely difficult.

In December, the U.S. House Education and the Workforce Committee marked up [H.R. 4508](#), the Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act. The UW System strongly supports the House bill language which provides a definition of Competency-Based Education; amends Title IV requirements to enable students to engage in various academic modalities simultaneously, i.e., taking assessments in competency-based and direct assessment programs while also enrolling in traditional, online and/or face-to-face classes; and amends Title IV requirements so that students, particularly non-traditional, can access the entire spectrum of federal student aids funds. The UW System encourages the U.S. Senate to adopt identical language for Competency-Based Education as it works on its version of a Higher Education Act reauthorization bill.

### UW SYSTEM RECOMMENDS:

- **Modifying “HEA Section 103: Distance Education”** to provide a modern definition of distance education that recognizes that most educational models blend technologies and methods used for distance education and in regular classrooms. A modern definition would include interactive technology and a better blending of technology and access to faculty.
- **Updating the current definition of “regular and substantive interaction”** used for Title IV eligibility, to focus on regulating the educational environment leading directly to student learning outcomes vs. inputs of traditional teaching (such as time spent in class). An outdated definition of “regular and substantive interaction” is the single most significant restriction on innovation for competency-based and direct assessment programs.
- **Amending Title IV requirements to enable students to engage in various academic modalities simultaneously**, i.e., taking assessments in competency-based and direct assessment programs while also enrolling in traditional, online and/or face-to-face classes. This will allow students much greater flexibility in how they learn, increase access to higher education, and improve outcomes.
- **Amending Title IV requirements so that students, particularly non-traditional, can access the entire spectrum of federal student aid funds** with greater ease when enrolling in and completing employment-directed alternative credentials that are shorter than one year in length.

# LEGISLATIVE PRIORITIES FOR 2018

## PART II: HIGHER EDUCATION ACT REAUTHORIZATION LEGISLATIVE AND REGULATORY PRIORITIES — CONTINUED

### E. INTERNATIONAL EDUCATION PROGRAMS

The U.S. Department of Education's International and Foreign Language Education programs are essential to producing U.S. area studies and foreign language experts who can navigate and excel in an increasingly interconnected world. Not only is excellence in less commonly taught languages and cultural studies imperative to the ability of the U.S. to compete economically, but also exposure to foreign language and culture improves grade point averages and completion rates, as well as the employability and career skills of students. International education programs under Title VI of the Higher Education Act are also vital to connecting U.S. campuses and students to the world. This partnership between universities and government ensures a steady supply of specialists with deep expertise so that the U.S. is prepared to meet expanding diplomatic and national security needs. Federal agencies, including the U.S. Departments of Defense, Commerce, and State, depend upon the Title VI education infrastructure to further their respective goals.

#### UW SYSTEM RECOMMENDS:

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- **Reauthorizing six currently funded Title VI programs.** They are National Resource Centers; Foreign Language and Area Studies (FLAS) Fellowships; Language Resource Centers; Centers for International Business Education and Research; Undergraduate International Studies and Foreign Language Programs; and American Overseas Research Center.
- **Authorizing and funding a program to encourage international teacher exchanges** to foster the cultural, linguistic, and historical understanding and experience necessary for high-quality teaching in an increasingly diverse schools environment.

### F. PROGRAM INTEGRITY: GAINFUL EMPLOYMENT AND STATE AUTHORIZATION

As work to reauthorize the Higher Education Act commences, it has the potential to modify a number of federal provisions that impact higher education and state initiatives.

Institutions are required to disclose extensive items of information about students enrolled in Gainful Employment (GE) programs. The items involve student-based information related to the institution, the GE program, as well as other programs in which the students is enrolled in a particular academic year. The regulations added for GE programs are extremely burdensome to produce, and the current volume and level of detail of the reporting requirements and the questionable relevance of the disclosures confuse rather than inform students, if students look at all. For example, all the requirements consume about half of a full-time position for the Financial Aid Office at one institution alone to oversee the 50 or so programs that fall under this classification.

Another provision that deserves careful consideration is the "State Authorization" rule under the Program Integrity Rules which states that public institutions of higher education with a physical presence in another state (e.g. distance learning programs) must seek state approval to offer distance learning within that state or be subject to loss in Title IV eligibility.

The proposed bill passed by the U.S. House Education and Workforce Committee in December seeks to repeal the "State Authorization" requirement, but fails to ensure that states will not regulate those states and institutions that have joined the "State Authorization Reciprocity Agreement" (SARA).

States and institutions, including Wisconsin and the UW System, have joined SARA, which is a

voluntary agreement among member states, districts and territories to promote quality and regulated distance learning throughout the country. SARA allows each member state to regulate their “home” degree-granting institutions, which must comply with the SARA standardized provisions in order to offer distance learning programs to other member states’ residents. SARA establishes clear protections for institutional fiscal integrity, consumer protection and academic accreditation. A total of 48 states have joined SARA which shows the interest, support and impact of this type of voluntary partnership among states. More importantly, it promotes the access and opportunity for citizens across the country to high-quality education through online distance learning. SARA is overseen by a national council and administered by four regional education compacts.

The UW System supports SARA and seeks to remain a part of it and avoid further regulation by individual states when it comes to offering distance learning outside of our state. UW System would strongly discourage efforts to regulate distance learning beyond SARA; otherwise, the purpose and intent of SARA will be lost.

#### UW SYSTEM RECOMMENDS:

- **Repealing or at a minimum streamlining regulations to provide only the key pieces of information most useful to consumers.** In addition, any proposed GE disclosures should be subject to extensive consumer testing to determine whether the information is likely to be used in students’ decision making
- **Exempting those states and their home institution which join or participate in an interstate distance education reciprocity agreement** (e.g., a state authorization reciprocity agreement) from being subject to individual state regulations of the distance education offered by participating SARA institutions.

## G. REGULATORY REFORM / STUDENT FINANCIAL AID

The Higher Education Act reauthorization can make significant contributions to easing the regulatory burden on colleges and universities in many areas.

While regulations play an important role in ensuring institutional accountability and responsible stewardship of taxpayer dollars, excessive and burdensome federal regulations also impact the ability of colleges and universities to maximize operational capabilities.

The following report speaks in greater depth to these issues:

“Recalibrating Regulation of Colleges and Universities: Report of the Task Force on Federal Regulation of Higher Education” – A report of a task force of college and university presidents and chancellors appointed to study federal regulation and identify potential improvements: [www.help.senate.gov/imo/media/Rebulations\\_Task\\_Force\\_Report\\_2015\\_FINAL.pdf](http://www.help.senate.gov/imo/media/Rebulations_Task_Force_Report_2015_FINAL.pdf)

The following addresses specific regulations governing student financial aid programs that were identified by UW System financial aid directors as most problematic.

#### UW SYSTEM RECOMMENDS:

- **Codifying “Prior-Prior” year data.** In the 1st session of the 114th Congress, the Administration endorsed using income data from one year earlier, “Prior-Prior Year,” to file the Free Application for Federal Student Aid (FAFSA).
- **Encouraging the Department of Education to assume exit counseling responsibility and counsel students directly through an interactive portal with an educational component. At a minimum, institutions making a good faith effort to reach out to such students should be considered to have met their exit counseling obligations.** According to the Department of Education, appropriately addressing exit counseling requirements is one of the most consistent mistakes made by institutions. The biggest issue historically has been the inability to find and counsel borrowers who withdraw or drop out from an institution without informing the institution. It is not always easy to find and identify students. This is a very time-consuming process. Most schools just push students to complete the counseling via the federal website.
- **Eliminating the 150% limit or, at a minimum, only apply the 150% rule at the undergraduate level, as opposed to at a program or degree level, making it consistent with Pell restrictions.** In July 2013, Congress limited the time that a student could borrow federally subsidized loans to 150% of “normal time” of a program. Students in a four-year program will not be eligible to borrow after six years regardless of if they have reached the cumulative borrowing cap for subsidized loans of \$23,500. The provision is especially punitive for transfer students. However, the 150% limit does not apply to other federal programs. The National Association of Student Financial Aid Administrators (NASFAA) reports that some of its members spent up to \$111,000 per institution to administer this rule over a three-month period. The rule is extremely

# LEGISLATIVE PRIORITIES FOR 2018

## PART II: HIGHER EDUCATION ACT REAUTHORIZATION LEGISLATIVE AND REGULATORY PRIORITIES — CONTINUED

time-consuming and burdensome for institutions. The satisfactory academic progress rules and annual/aggregate loan limits already address timely completion.

- **Removing origination fees from sequestration. At a minimum, link changes in origination fees to the beginning of the academic year (July 1), not the federal fiscal year (October 1).** Origination fees on student loans increase on an annual basis. These increases are very confusing to students. The first unintended problem is associated with timing. While a new financial aid award year starts July 1, annual increases on origination fees become effective at the start of the new federal year, October 1. This means that, although they are loans for the same academic year, loans disbursed before October 1 and those disbursed on or after that date will have different origination fees. Second, although the sizes of the changes in origination fees are very minimal, the software changes needed at the institution to address the changes are significant. Until sequestration, institutional financial aid software dealt with numbers up to two decimal places, or whole cents. Because of the small increases in origination fees, institutions now must deal with additional decimal places to deal with fractions of cents. While this may seem like a minor issue, this has led to expensive reprogramming of software or purchases of new software by institutions. Institutions have had to retool their systems to address changes totaling fractions of cents.
- **Removing the proration requirement for the last enrollment period for students in programs that are at least one academic year in length.** The annual loan limits for undergraduate borrowers must be prorated if a borrower is enrolled in a program that is shorter than one academic year, or if the borrower is in a program that is a year or longer but is borrowing for a final enrollment period that is shorter than a full academic year. Proration for students in their final enrollment period is

inconsistent with other loan limit policies, requires significant and unnecessary calculations for institutions, and penalizes students who are closest to program completion. It is difficult for institutions to find every student and confusing for students when they have to be told that they are eligible for less funds in their final term. As these students are about to graduate and enter the work force, they seem to be a good credit risk. It should be noted that institutions that have dispensed with this requirement in the “Experimental Sites” program have found no adverse effects.

- **Changing the assumption that federal Title IV aid is always applied to institutional charges first. At a minimum, exclude fee waivers issued by institutions.** The Department of Education assumes that federal aid is first applied to tuition in all circumstances. This does not take into account where tuition was waived by the institution. When a student whose fee was waived withdraws or drops, institutions, due to the Department’s assumption, pretend that the student actually paid their fees with federal funds and have to return the unearned portion of the federal aid. This is an artificial mechanism and one that leads to institutions having to send institutional funds to the Department. The Return of Title IV (R2T4) section of the Federal Student Aid Handbook is 128 pages with 77 pages of case studies, and is burdensome given the array of course, programmatic, and enrollment offerings. Furthermore, students who withdraw for a semester due to circumstances beyond their control frequently owe a school thousands of dollars as a result of the return of Title IV aid and face barriers to re-enrolling or transferring to another school.

## H. STUDY ABROAD

Across the University of Wisconsin System, institutions offer international exchange and study abroad opportunities to help students gain valuable international education experiences. Sharing international exchange opportunities with other UW System institutions also allows students to take advantage of specialized programs offered by other universities. In an increasingly global environment, an international experience is an essential element to a well-rounded education and building a workforce equipped to compete. However, only 1.5 percent of all U.S. students study abroad and 53 percent of those students choose to study in Europe.

### UW SYSTEM RECOMMENDS:

- Making the expansion of study abroad opportunities a priority through study abroad grants to institutions of higher education.** Grants to institutions of higher education would leverage resources, remove barriers to participation in study abroad, and create lasting change on campus. Preference should be given to institutions that increase the diversity of study abroad participants and promote non-traditional study abroad locations. This leveraging of resources would have a significant impact on the number of U.S. students studying abroad without requiring a significant federal investment. Currently study abroad experiences favor those students from advantaged backgrounds; this would make study abroad opportunities available for students of all socio-economic backgrounds. Passing the Senator Paul Simon Study Abroad Program Act would create a new study abroad program within the U.S. Department of Education. It would incentivize higher education to increase study abroad and provide a cost-effective, sustainable way to ensure more diverse U.S. undergraduates can study internationally.

## I. TEACHER PREPARATION

The Colleges of Education all across the UW System are committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity. Our colleges focus on depth of learning and academic excellence that provide our students with the requisites to be leaders dedicated to change in their communities.

Programs in Title II of the Higher Education Act support the work that we do to increase the numbers of high-quality teachers – a very significant and worthwhile effort at a time when the profession is facing declining enrollments, a diversity gap between teachers and students, recruitment and retention

challenges, as well as teacher shortages across the nation. These are particularly pronounced problems in Wisconsin.

### UW SYSTEM RECOMMENDS:

- Retaining the Teacher Quality Partnership (TQP) grant program.** This is the only federal initiative dedicated to reforming and strengthening educator preparation at institutions of higher education. This program has enabled reform and innovation in 68 programs in 28 states across the nation, including Wisconsin. Deepening the partnership between a high-need school or district and an institution of higher education, TQP grantees commit not only to offering two or more years of induction support to their graduates placed in these schools, but also offers professional development for all educators in these sites. TQP programs prepare teachers in high-need fields, and if it is a residency program, the participants commit to teaching in the school or school district where they were trained for three years. Schools and districts involved in TQP see improvements in the quality and retention of their teachers and, more importantly, increases in students' opportunities to learn and their academic achievements. In addition, TQP grants have funded the implementation of evidence-based reforms in teacher preparation programs. This program continues to support innovation and reform in educator preparation programs across the country.
- Retaining TEACH Grants.** TEACH grants support undergraduate and graduate students preparing to be teachers in high-need fields. Recipients are required to complete a service component teaching in their high-need field in a high-need school; otherwise the grant converts to a loan. TEACH grants are used by institutions of higher education to recruit high-quality teacher candidates – one must maintain a 3.25 GPA to continue to receive this non-need-based grant. The creation of the TEACH grants recognizes the importance of supporting the teaching profession by creating pathways into the preparation pipeline. With rising college costs and fewer students studying to become teachers, this targeted financial support helps with teacher recruitment.

# LEGISLATIVE PRIORITIES FOR 2018

## PART III: OTHER LEGISLATIVE AND REGULATORY PRIORITIES

### A. FARM BILL REAUTHORIZATION

Agriculture remains a driving force in Wisconsin's economy, and has expanded to sustain an \$88.3 billion dollar industry, producing nearly 413,500 jobs for state residents. Dairy comprises nearly half of the total agriculture contribution to the state's economy, or approximately \$43.4 billion. With the large quantity of dairy production, only 10% of the dairy produced in Wisconsin is consumed within the state, making the industry heavily reliant upon dairy exports.

In Wisconsin, the College of Agricultural and Life Sciences at UW-Madison and UW Extension's Cooperative Extension fulfill the UW land-grant mission. In addition, there are non-land-grant schools and colleges of Agriculture and Natural Resources at UW-Platteville, UW-River Falls, and UW-Stevens Point. In laboratories at UW-Madison, classrooms at UW-Platteville, UW-River Falls, and UW-Stevens Point, or on the ground at Wisconsin's agriculture research stations, university faculty and researchers are intent upon educating, promoting, and supporting the state's agricultural, forestry and natural resources sectors and its urban and rural citizens alike. The Research Title of the Farm Bill helps make much of this work possible.

Also much of the work that is done by the University of Wisconsin Cooperative Extension is due to the Nutrition Title of the Farm Bill, which provides nutrition assistance for low-income households through programs, including the Supplemental Nutrition Assistance Program (SNAP, formerly known as the Food Stamp Program) and emergency food assistance programs.

Thus, as Congress prepares to reauthorize the Farm Bill, the Research and Nutrition Titles, in particular, are critical to the work that we do.

### UW SYSTEM RECOMMENDS:

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- **Ensuring that the Research Title of the Farm Bill maintain key competitive and capacity funds for research, extension, and teaching programs at our nation's public and land-grant universities.** Public support for agricultural research and education comes primarily from extramural funds provided by the U.S. Department of Agriculture through the National Institute of Food and Agriculture (NIFA) and authorized in the Farm Bill. These extramural funds take two general forms: capacity funds (primarily Hatch, Smith-Lever, McIntire Stennis, Evans-Allen, and 1890s Extension) and competitive funds (Agriculture and Food Research Initiative – AFRI). It is critical that the Research Title of the Farm Bill maintain key competitive and capacity funds for research, extension, and teaching programs at our nation's public and land-grant universities.
- **Reauthorizing and mandating funding for the Non-Land-Grant Capacity Building Program.** Non-Land-Grant Colleges of Agriculture are public colleges and universities that offer baccalaureate or higher degrees in agriculture, food, and renewable resources. Each year these institutions grant nearly 22.5% of the degrees in agriculture in the United States. These institutions provide important translational research and outreach benefits through graduate education. Through their educational, research, and outreach missions, these institutions are making a significant contribution nationwide in developing a highly skilled workforce for agriculture, food, and renewable resource industries.

- **Amending Sec. 7101. Definitions and removing exclusions.** The Farm Bill should be amended to define that the terms “NLGCA Institution” and non-land-grant colleges of agriculture mean a public college or university offering a baccalaureate or higher degree in the study of agriculture as defined by the Classification of Instructional Program codes. The Farm Bill currently defines exclusions for funding which should be deleted. Those include Hispanic-serving agricultural colleges and universities that are McIntire-Stennis recipients.
- **Ensuring that the Farm Bill protects funding for the Supplemental Nutrition Assistance Program (SNAP-Ed) and Expanded Food and Nutrition Education Program (EFNEP).** FoodWise is University of Wisconsin-Extension Cooperative Extension’s implementation of the federal Supplemental Nutrition Assistance Program Education (SNAP-Ed) and Expanded Food and Nutrition Education Program (EFNEP) funding initiatives. The mission is to advance healthy eating habits, active lifestyles, and healthy community environments for low-income families through nutrition education at the individual, community, and systems levels. FoodWise employs a combination of evidence-based educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of healthy food choices and active lifestyles with a goal of decreasing the \$3.1 billion cost of obesity currently impacting Wisconsin.

## B. IMMIGRATION

The UW System supports comprehensive immigration reform that would support undocumented students who were brought to the United States as young children, as well as talented international students who would like to remain in this country following their studies here – particularly those with science, technology, engineering or mathematics (STEM) degrees.

The UW System continues to work with national higher education associations in supporting a long-term, permanent solution for those students who are recipients of Deferred Action for Childhood Arrivals (DACA) status. The federal Development, Relief, and Education for Alien Minors (DREAM) Act would provide DACA recipients a path to citizenship if they accomplish academic goals, demonstrate consistent employment, and contribute to the national workforce or serve in our military.

In addition, the UW System supports reforms of the non-immigrant visa process, particularly the H-1B visa, which would enhance our nation’s recruitment and retention of highly skilled international students and employees, including additional reforms as follows.

## UW SYSTEM RECOMMENDS:

- **Supporting a long-term, permanent fix for DACA recipients.** The UW System stands ready to work with the Administration, Congress, and its national higher education associations to enact comprehensive, permanent immigration reform.
- **Creating Standard Occupational Classification codes specific to post-doctoral researchers.** Post-doctoral researchers are the backbone of research universities like UW-Madison and UW-Milwaukee, which provide training opportunities for recent graduates. These positions are often shoe-horned into fully professorial occupational classifications that do not reflect real-world wages for post-docs. Creating Standard Occupational Classification (SOC) Codes specific to post-doctoral researchers would allow UW System institutions to recruit and retain the best and brightest foreign post-docs.
- **Simplifying the green card self-petition process for U.S.-educated graduates.** The green card self-petition process for U.S.-educated graduates should be simplified. This would reduce processing costs for UW System institutions and American employers and put the onus on foreign nationals to apply for a green card. This would take employers out of the way of the relationship between an immigrant and his or her attorney and family.
- **Modifying rules to permit the use of an institution’s normal wage scale or the prevailing wage, whichever is lower, for H-1B applications.** Department of Labor rules currently require a prevailing wage rate be issued to those hired on an H-1B visa, regardless of the institution’s normal wage scale. An unintended consequence of this is that institutions may be forced to pay those on H-1B visas a higher wage rate than domestic labor.

## C. RESEARCH REGULATORY REFORM

Various federal agencies impose duplicative, costly, and inconsistent regulations that impact negatively on the research enterprise. According to a 2012 survey conducted by the Federal Demonstration Partnership which included more than 13,000 researchers from across the country (including UW-Madison), it found that an average of 42% of a researcher’s time associated with federally funded projects was spent on compliance activities rather than conducting active research. A similar study conducted in 2005 also found regulatory burden at 42%.

Such regulation restricts productivity at our nation’s research institutions. Therefore, the UW System urges Congress to closely examine the regulatory framework for conducting research.

# LEGISLATIVE PRIORITIES FOR 2018

## PART III: OTHER LEGISLATIVE AND REGULATORY PRIORITIES – CONTINUED

### UW SYSTEM RECOMMENDS:

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- **Reviewing the new monitoring and reporting requirements to eliminate duplication.** The Uniform Guidance provides monitoring and reporting requirements for universities who act as the prime recipients of research awards and who then pass through part of the programmatic activities to sub-recipients, including other universities. The policy is far more prescriptive and burdensome than previous regulations. It is duplicative to require prime recipients to monitor and report on other research universities that regularly receive federal awards.
- **Developing risk-based regulations and removing rules in this area that are unnecessary.** The burdens associated with protocols, training, and compliance with regulations for human and animal subjects are significant and have increased dramatically over the last 10 years.
- **Strengthening coordination and better aligning federal requirements.** Many agencies respond individually to federal requirements. Therefore, expectations may differ depending on funding source. This is burdensome to those who provide the training and to those who are funded by two or more federal agencies.

### D. VETERANS

The UW System is committed to serving Wisconsin veterans and their families who have earned and deserve our support. Just over 5,000 veterans currently attend UW System institutions and eligible students are covered by the Wisconsin GI Bill, the most comprehensive state higher education benefit for veterans in the nation. In addition to benefits, many UW System institutions have opened student veteran centers to focus on the academic and social supports

that veterans find useful as they transition to college life. To further aid the transition and ensure efficient use of their valuable state and federal benefits, veterans also receive priority registration at all UW System institutions.

UW System appreciates the Harry W. Colmery Veterans Educational Assistance Act of 2017 or “Forever GI Bill” that increases payments to institutions for administering complex VA educational benefit programs; allows campus-based Veterans Certifying Officials to access benefit information that will enhance academic planning for student veterans; and makes substantial investments in the VA’s information technology for processing benefit claims under the Post-9/11 GI Bill. The UW System looks forward to working with the VA to implement these provisions.

### UW SYSTEM RECOMMENDS:

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- **Continuing dialogue with the U.S. Department of Veterans Affairs (VA)** around the innovations proposed in the Veteran and Service Member Education Benefit Data Flow Re-Engineering Project developed by the National Student Clearinghouse (NSC) in partnership with institutions of higher education, Student Veterans of America (SVA) and the National Association of Veterans Programs Administrators (NAVPA). Initially, this project will allow the NSC to submit student data to the VA in the same way NSC submits student data to the U.S. Department of Education. If realized, the project can improve efficiency, accuracy, and produce data to improve student outcomes and free campus staff to address higher level student needs.
- **Supporting innovative competency-based and alternative degree programs** that attract student veterans and which may also help to alleviate student debt.

- **Supporting the use of VA benefits for developmental courses that are delivered online.** The VA currently prevents the use of benefits to support enrollment in these courses.
- **Supporting elimination at public institutions of the VA “85-15” rule** that prohibits awarding benefits for any academic program where more than 85 percent of the enrollment is made up of student veterans. This rule unnecessarily hurts students in low-enrollment programs, such as foreign language education.
- **Allowing the VA and contracted State Approving Agencies (SAA) to classify academic programs developed at reputable public institutions as “deemed approved”** as they have been historically.
- **Supporting the improvement of the VA’s antiquated VA-ONCE system,** which is a means used by campuses to submit VA forms online, to bring it up to contemporary student information system standards and ensure that the system will function on multiple browser platforms.



# APPENDIX A

## FEDERAL FINANCIAL AID IN THE UW SYSTEM

University of Wisconsin System undergraduate and graduate students received \$1.3 billion in financial aid in 2016-17 (the most recent year for which data are available). Of this total, they received \$472.8 million in grant funding, borrowed \$824.7 million in student loans, and received \$11.5 million in work study funding.

While this financial aid funding provides critical support in reducing the price for UW System students and increasing affordability, there is still tremendous unmet financial need. UW System institutions are seeing greater numbers of students with higher levels of need due to declines in student incomes and assets, which are the primary determinants of financial need and aid eligibility.

In 2016-17, over two-thirds (69%) of UW System undergraduates, or 104,758 students, received some form of financial aid. The federal Pell Grant program is the single largest grant program available to UW System undergraduates. The number of Pell awards to UW System resident undergraduates declined in 2016-17 with 33,828 recipients. The average Pell award for these recipients was \$3,813, a small decrease.

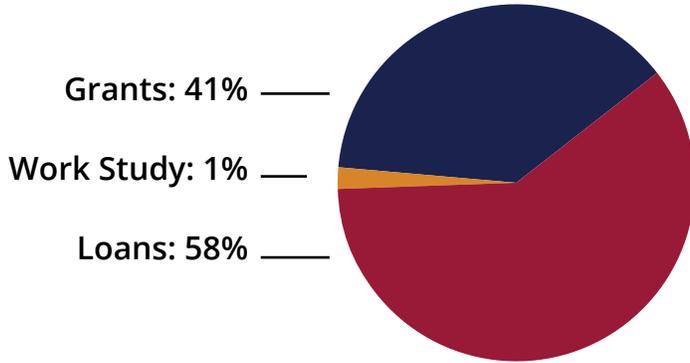
Loan aid comprises the largest component of financial aid to UW students. In 2016-17, the federal government provided 87 percent of loans to undergraduates, with 57 percent of federal loans to this group being non-need-based. Seventy-three percent of resident baccalaureate recipients had loan debt at graduation. The average loan debt of these borrowers was \$30,771, a slight decrease from 2015-16 when average loan debt was \$30,889.

The traditional audience for higher education in the United States is shifting. Our students are increasingly first-generation college-goers of color, are older, and are from disadvantaged and underserved backgrounds. A larger group of racially and ethnically diverse military veterans is arriving at our campuses with the new GI Bill in hand.

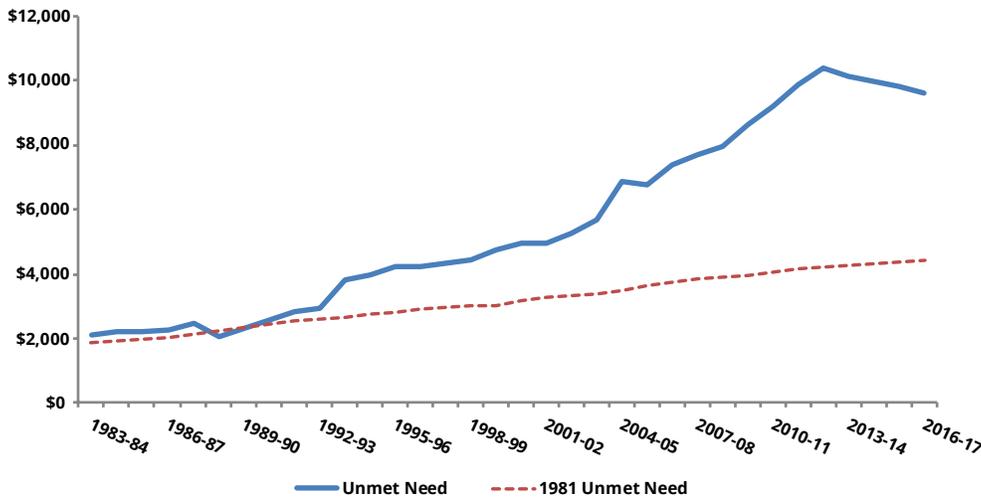
UW System enrollments remain at high levels with a headcount of 175,825 students in the fall of 2016. The UW System plans to increase the number of degrees granted and, especially, seeks to increase representation by students of color and lower-income students – the fastest growing segment of college-age students.

In addition, the UW System provided access for 30,761 adult, non-traditional students in the fall of 2016. Wisconsin residents made up 77 percent of undergraduate enrollment in fall 2016, and 85% of Wisconsin residents who earn a bachelor's degree from the UW System remain in the state after graduation. At the University of Wisconsin System, we are working to double the amount of private, need-based financial aid.

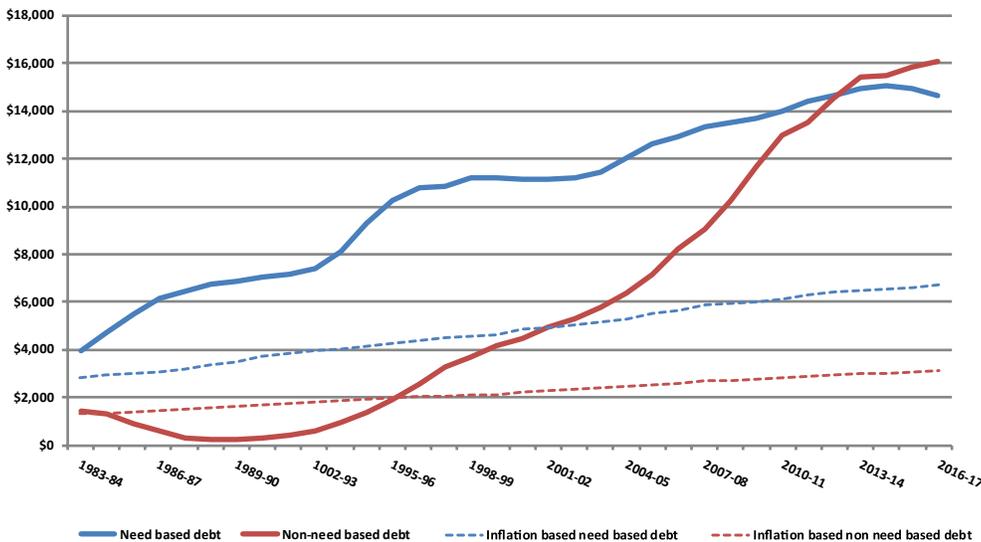




**FIGURE 1: Aid for Wisconsin Undergraduates, 2016-2017.** The financial aid that Wisconsin resident undergraduates receive is primarily in the form of loans, more than half of which are unsubsidized. Aid that does not have to be paid back (grants and work study) accounts for 42 percent of all aid dollars distributed to Wisconsin resident undergraduates.



**FIGURE 2. Unmet Need without Loans.** For those students who had need based on the federal formula that determines need, the current unmet need after federal, state, and institutional grants have been awarded is currently \$9,639 per student, after decreasing for two straight years. From 1981 through 1992, the unmet need remaining after grants were awarded closely followed the Consumer Price Index, indicating that the burden to students remained unchanged relative to their purchasing power. However, from 2002 until 2013-14, the unmet need after grant aid increased much faster than the rate of inflation, leading to increased debt.



**FIGURE 3. Loan Debt at Graduation for Wisconsin Undergraduates.** In the past 30 years, the loan debt that graduates have at the time they graduate has changed from being mostly subsidized loans that fall within the federal definition of “need-based” debt to being nearly evenly split between need-based and non-need-based debt. There are several reasons for this, including inadequacies in the federal formula to determine need and growing economic hardship for parents and students.

# APPENDIX B

## KEY FEDERAL FUNDING BY APPROPRIATIONS SUBCOMMITTEE AND AGENCY\*

### SUBCOMMITTEE ON AGRICULTURE, RURAL DEVELOPMENT, FOOD AND DRUG ADMINISTRATION, AND RELATED AGENCIES

#### DEPARTMENT OF AGRICULTURE (USDA)

##### SUBAGENCY

Food and Nutrition Service

##### PROGRAM

Supplemental Nutrition Assistance Program (SNAP)  
Administrative Grants

##### DESCRIPTION

Provide federal financial aid to state agencies for costs incurred to operate SNAP.

##### EXAMPLES OF AWARDS DISBURSED

UW-Extension: Nutrition Education Program for SNAP-eligible audiences

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##### SUBAGENCY

National Institute of Food and Agriculture

##### PROGRAM

Cooperative Extension Activities

##### DESCRIPTION

Extension activities provide funding to the nation's land-grant colleges and universities to disseminate practical applications obtained from agricultural research innovation. Specifically, these funds are provided to land-grant colleges and universities to support faculty members who teach, conduct research, and provide outreach and technical assistance to farmers. This funding also requires matching funds from the state.

##### EXAMPLES OF AWARDS DISBURSED

UW-Extension: Smith-Lever, Expanded Food and Nutrition Education Program

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##### SUBAGENCY

National Institute of Food and Agriculture

##### PROGRAM

Agriculture and Food Research Initiative (AFRI)

##### DESCRIPTION

Competitive grants program to provide funding for fundamental and applied research, extension, and education to address food and agricultural sciences.

##### EXAMPLES OF AWARDS DISBURSED

UW-Extension: Growing Knowledge to Solve Water Problems

UW-Platteville: Regulation of Nuclear Cation

### SUBCOMMITTEE ON COMMERCE, JUSTICE, SCIENCE, AND RELATED AGENCIES

#### DEPARTMENT OF COMMERCE (DOC)

##### SUBAGENCY

National Institute of Standards and Technology (NIST)

##### PROGRAM

Manufacturing Extension Partnership

##### DESCRIPTION

Establish, maintain, and support manufacturing extension centers and services, the functions of which are to improve the competitiveness of firms accelerating the usage of appropriate manufacturing technology by smaller U.S.-based manufacturing firms, and partner with the states in developing such technical assistance programs and services for their manufacturing base.

## EXAMPLES OF AWARDS DISBURSED

UW-Stout: Northwest Wisconsin Manufacturing Outreach Center

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### SUBAGENCY

Economic Development Administration

### PROGRAM

University Center Program

### DESCRIPTION

Focus on advancing regional commercialization efforts, entrepreneurship, innovation, business expansion in Wisconsin's innovation cluster, and building a high-skilled regional workforce.

## EXAMPLES OF AWARDS DISBURSED

UW-Stout: Discovery Center

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### SUBAGENCY

National Oceanic and Atmospheric Administration (NOAA)

### PROGRAM

Sea Grant Support

### DESCRIPTION

Support the establishment and operation of major university centers for marine resources research, education, and training and to support marine advisory services.

## EXAMPLES OF AWARDS DISBURSED

UW-Green Bay: Extreme Events, Watershed Loadings, and Climate Change

UW-Milwaukee: E. Coli in Beach Sand; Molecular Detection System for Microcystin Monitoring; Aquaculture Urban Advisory Outreach

UW-Stevens Point: Optimizing Walleye Stocking Density and Nutrient Recycling; Production and Economic Evaluations of New Technologies for Raising Yellow Perch Fingerlings

## NATIONAL SCIENCE FOUNDATION (NSF)

### PROGRAM

Education and Human Resources

### DESCRIPTION

Support programs across all levels of education in Science, Technology, Engineering and Mathematics (STEM). Specifically, the account supports activities

that unite school districts with institutions of higher learning to improve precollege education. Funding through this account supports activities pertaining to student instruction, curriculum development, laboratory training, and instructional improvement.

## EXAMPLES OF AWARDS DISBURSED

UW-River Falls: Research on Optimizing Testing Feedback for Improved Student Learning; Development of a STEM Teaching Certification Program

UW-La Crosse: Graduate Research Fellowships

UW-Milwaukee: Milwaukee Master Teacher Partnership

UW-Platteville: Building Professional Identities in Underrepresented Students

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### PROGRAM

Research and Related Activities

### DESCRIPTION

Address NSF's three strategic goals: (1) People: Developing a diverse, internationally competitive and globally engaged workforce of scientists, engineers, and well-prepared citizens; (2) Ideas: Enabling discovery across the frontiers of science and engineering, connected to learning, innovation, and service to society; and (3) Tools: Providing broadly accessible, state-of-the-art science and engineering facilities and shared research and education tools.

Research is funded primarily through the following directorates:

- Biological Sciences
- Engineering
- Mathematical and Physical Sciences
- Geosciences

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Advanced LIGO Data Handling; NanoGrav Physics Frontier Center

UW-Stout: Metacommunity Models

UW-Oshkosh: Mantle Cascade Arc

UW-Eau Claire: Division of Earth Sciences; Division of Materials Research; Division of Integrative Organismal Systems

UW-La Crosse: Research for Experience for Undergraduate Site

UW-Whitewater: Subcontinental Mantle

## SUBCOMMITTEE ON ENERGY AND WATER DEVELOPMENT, AND RELATED AGENCIES

### DEPARTMENT OF ENERGY

#### SUBAGENCY

Office of Science

#### PROGRAM

Financial Assistance Program

#### DESCRIPTION

Provide financial support for the delivery of scientific discoveries and major scientific tools to transform our understanding of nature and to advance the energy, economic, and national security of the United States.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Molecular-Level Design of Heterogeneous Chiral Catalysts

## SUBCOMMITTEE ON FINANCIAL SERVICES AND GENERAL GOVERNMENT

### EXECUTIVE OFFICE OF THE PRESIDENT

#### PROGRAM

High Intensity Drug Trafficking Areas Program

#### DESCRIPTION

Reduce drug trafficking and drug production in the United States by (A) facilitating cooperation among federal, state, local, and tribal law enforcement agencies to share information and implement coordinated enforcement activities; (B) enhancing law enforcement intelligence sharing among federal,

state, local, and tribal law enforcement agencies; (C) providing reliable law enforcement intelligence to law enforcement agencies needed to design effective enforcement strategies and operations; and (D) supporting coordinated law enforcement strategies which maximize use of available resources to reduce the supply of illegal drugs in designated areas and in the United States as a whole.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Support the Milwaukee HIDTA office

### SMALL BUSINESS ADMINISTRATION

#### PROGRAM

Small Business Development Centers

#### DESCRIPTION

Provide management counseling, training, and technical assistance to the small business community through Small Business Development Centers.

#### EXAMPLES OF AWARDS DISBURSED

UW-Extension administers the Small Business Jobs Act Program. It is a collaborative program with most campuses in the UW System participating.

## SUBCOMMITTEE ON THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES

### ENVIRONMENTAL PROTECTION AGENCY

#### SUBAGENCY

Office of Water

#### PROGRAM

Great Lakes Program

#### DESCRIPTION

Restore and maintain the chemical, physical, and biological integrity of the Great Lakes Basin Ecosystem.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Identification and Quantification of Sanitary Sewage Contamination in the Milwaukee Estuary AOC; Milwaukee Estuary Area of Concern Baseline Wildlife Population Assessment

UW-Green Bay: Lower Green Bay and Fox Fiver Habitat and Populations Assessment; Targeted Sediment Reduction in the Lower Fox River Watershed

UW-Superior: Assessment of Stream Sites Where Hydrological Habitat Should Be Restored

## DEPARTMENT OF INTERIOR (DOI)

### SUBAGENCY

U.S. Geological Survey

### PROGRAM

National Cooperative Geologic Mapping Program

### DESCRIPTION

Produce geologic maps of areas in which knowledge of geology is important to the economic, social, or scientific welfare of individual states. StateMap supports: (1) projects which produce new geologic maps with attendant explanatory information including correlation of map units, description of map units and symbols, stratigraphic columns, geologic sections, and other pertinent information; and (2) projects which compile existing geologic data in a digital form for inclusion in the National Digital Geologic Map Database.

### EXAMPLES OF AWARDS DISBURSED

UW-Extension: Geologic Mapping of Priority Areas in Wisconsin

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### SUBAGENCY

Fish and Wildlife Service

### PROGRAM

Great Lakes Restoration



## DESCRIPTION

Provide technical and financial assistance to implement the highest priority actions in order to protect and restore the Great Lakes. Priority actions are to identify, protect, conserve, manage, enhance or restore habitat or species on both public and private lands within the Great Lakes Basin.

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Restoration of Hexagenia Mayflies in Green Bay and Lake Michigan

UW-Stevens Point: Genetic Origin and Movements of Lake Sturgeon in the St. Louis River and Western Lake Superior

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## SUBAGENCY

National Park Service

## PROGRAM

Natural Resource Stewardship

## DESCRIPTION

Evaluate and improve the health of watersheds, landscapes, and marine and coastal resources, sustain biological communities on the lands and waters in parks, and actively endeavor to improve the resiliency of these natural resources and adapt them to the effects of climate change.

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Nearshore Research in Great Lakes National Parks

## SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES, EDUCATION AND RELATED AGENCIES

## CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

## PROGRAM

Volunteers in Service to America

## DESCRIPTION

Supplement efforts of private, nonprofit organizations, and federal, state, and local government agencies to eliminate poverty and poverty-related problems by enabling persons from all walks of life and all age groups to perform meaningful and constructive service as volunteers.

## EXAMPLES OF AWARDS DISBURSED

UW-Extension, UW-Parkside: Wisconsin Campus Compact VISTA Project

## DEPARTMENT OF EDUCATION (DOED)

## SUBAGENCY

Office of Student Financial Assistance Programs

## PROGRAM

Student-Based Aid: Federal Direct Student Loans

## DESCRIPTION

Federal Direct Student Loans provides loan capital directly from the federal government to vocational, undergraduate, and graduate postsecondary school students and their parents.

## EXAMPLES OF AWARDS DISBURSED

In 2016-17, 85,361 UW System students received a Federal Direct Student Loan. The average loan received was \$7,143.

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## SUBAGENCY

Office of Student Financial Assistance Programs

## PROGRAM

Student-Based Aid: Pell Grants

## DESCRIPTION

The Pell Grant program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education.

## EXAMPLES OF AWARDS DISBURSED

Approximately 39,500 students at UW campuses receive Pell Grant assistance, averaging \$3,825 per recipient.

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## SUBAGENCY

Office of Student Financial Assistance Programs

## PROGRAM

Campus-Based Aid: Federal Perkins Loans

## DESCRIPTION

Perkins Loans are need-based student loans offered by the U.S. Department of Education to assist American college students in funding their post-secondary education. Perkins Loans may be forgiven for teachers working in low-income schools, as well as for teachers specializing in shortage areas such as math, science, and bilingual education.

## EXAMPLES OF AWARDS DISBURSED

More than 13,600 students at UW campuses receive Perkins Loans, averaging more than \$1,907 per recipient.

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## SUBAGENCY

Office of Student Financial Assistance Programs

## PROGRAM

Campus-Based Aid: Federal Work Study (FWS)

## DESCRIPTION

Federal Work Study provides part-time jobs for students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study.

## EXAMPLES OF AWARDS DISBURSED

Almost 8,000 students at UW campuses receive Work Study Assistance, averaging over \$1,410 per recipient.

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## SUBAGENCY

Office of Student Financial Assistance Programs

## PROGRAM

Campus-Based Aid: Supplemental Education Opportunity Grants (SEOG)

## DESCRIPTION

Supplemental Education Opportunity Grants are for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected family contributions are given priority status for these grants.

## EXAMPLES OF AWARDS DISBURSED

More than 16,200 students at UW campuses receive Supplemental Education Assistance, averaging \$570 per recipient.

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## SUBAGENCY

Office of Postsecondary Education

## PROGRAM

TRIO Programs

## DESCRIPTION

TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO services are provided through the following six programs:

- The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education.
- The Ronald McNair Program prepares participants for doctoral studies through involvement in research and other scholarly activities.
- Student Support Services provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students enrolled in postsecondary education.
- Talent Search provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to pursue a postsecondary education.
- Upward Bound provides fundamental support to participants in their preparation for college entrance and success in postsecondary education.
- Upward Bound Math and Science Program funds specialized math and science centers designed to strengthen the math and science skills of participating students.



# APPENDIX B — CONTINUED

## EXAMPLES OF AWARDS DISBURSED

Student Support Services: UW Colleges, UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stout, UW-Superior

Talent Search: UW-Milwaukee, UW-Stout

Upward Bound: UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Stevens Point, UW-Superior, UW-Whitewater

McNair Post-Baccalaureate Achievement: UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-River Falls, UW-Stout, UW-Superior, UW-Whitewater.

Educational Opportunity Center: UW-Milwaukee

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### SUBAGENCY

Office of Special Education and Rehabilitative Services

### PROGRAM

Promoting Readiness of Minors in Supplemental Security Income

### DESCRIPTION

Foster improved education, and post-secondary outcomes for children ages 14-16 who receive Supplemental Security Income (SSI) by supporting improved coordination of various services.

## EXAMPLES OF AWARDS DISBURSED

UW-Stout: PROMISE Evaluation

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### SUBAGENCY

Office of Special Education and Rehabilitative Services

### PROGRAM

Rehabilitation Services-Vocational Rehabilitation Grants to States

### DESCRIPTION

Assist states in operating comprehensive, coordinated, effective, efficient and accountable programs of vocational rehabilitation.

## EXAMPLES OF AWARDS DISBURSED

UW-Stout: Order of Selection (OOS) Eligibility

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### SUBAGENCY

Office of Special Education and Rehabilitative Services

### PROGRAM

Special Education - Personnel Development to Improve Services and Results for Children with Disabilities

### DESCRIPTION

Help address state-identified needs for highly qualified personnel – in special education, related services, early intervention, and regular education – to work with infants, toddlers, and children with disabilities; ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

## EXAMPLES OF AWARDS DISBURSED

UW-La Crosse: Preparation of Highly Qualified Personnel

UW-Milwaukee: Redesign Initiatives; Early Intervention/Early Childhood Project; Accessible Distance Education for Hard of Hearing Students



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**SUBAGENCY**

Office of Elementary and Secondary Education

**PROGRAM**

Mathematics and Science Partnerships

**DESCRIPTION**

Improve the academic achievement of students in mathematics and science by encouraging states, institutions of higher education, local educational agencies, and elementary and secondary schools to participate in programs that improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to improve mathematics and science teacher education; focus on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve those teachers' teaching skills; develop more rigorous mathematics and science curricula that are aligned with challenging state and local academic achievement standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and improve and expand training of mathematics and science teachers, including by training such teachers in the effective integration of technology into curricula and instruction.

**EXAMPLES OF AWARDS DISBURSED**

UW-Milwaukee: Core Math Partnership; Growing Young Mathematicians; Strengthening Teacher Mathematical Knowledge

UW-Oshkosh: Improving Teacher Quality

UW-Parkside: Math and Science Partners

UW-River Falls: Mathematical Progressions Through Habits of Mind

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**SUBAGENCY**

Office of Elementary and Secondary Education

**PROGRAM**

Civil Rights Training and Advisory Services

**DESCRIPTION**

Provide technical assistance and training services to school districts and other responsible governmental agencies to cope with educational problems occasioned by race, sex, religion, and national origin desegregation.

**EXAMPLES OF AWARDS DISBURSED**

UW Colleges: Talent Search Program

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**SUBAGENCY**

Office of Postsecondary Education

**PROGRAM**

Higher Education - Institutional Aid

**DESCRIPTION**

Help eligible colleges and universities to strengthen their management and fiscal operations and to assist such institutions to plan, develop, or implement activities including endowment building to strengthen the academic quality of their institutions.

**EXAMPLES OF AWARDS DISBURSED**

UW-Stevens Point: Strengthening Academic Success: More Graduates for Wisconsin

**DEPARTMENT OF HEALTH & HUMAN SERVICES (DHHS)****SUBAGENCY**

Administration for Children and Families

**PROGRAM**

Foster Care Title IV-E

**DESCRIPTION**

The Title IV-E Foster Care program helps states, Indian tribes, tribal organizations and tribal consortia (tribes) to provide safe and stable out-of-home care for children under the jurisdiction of the state or tribal child welfare agency until the children are returned home safely, placed with adoptive families, or placed in other planned arrangements for permanency. The program provides funds to assist with the costs of foster care maintenance for eligible children; administrative costs to manage the program; and training for public agency staff, foster parents, and social work students interested in careers in public or tribal child welfare, and certain private agency staff.

**EXAMPLES OF AWARDS DISBURSED**

UW-Milwaukee, UW-Green Bay, UW-Oshkosh: Child Welfare Staff and Foster Parent Training

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**SUBAGENCY**

Administration for Children and Families

**PROGRAM**

Head Start

# APPENDIX B — CONTINUED

## DESCRIPTION

Promote school readiness by enhancing the social and cognitive development of low-income children, including children on federally recognized reservations and children of migratory farm workers, through the provision of comprehensive health, educational, nutritional, and social and other services; and involve parents in their children's learning and help parents make progress toward their educational, literacy and employment goals. Head Start also emphasizes the significant involvement of parents in the administration of their local Head Start programs.

## EXAMPLES OF AWARDS DISBURSED

UW-Oshkosh: Head Start program for the surrounding area

## SUBAGENCY

National Institutes of Health

## PROGRAM

Research Funding

## DESCRIPTION

Provide research funding in many areas, including: Academic Research, Aging Research; Alcohol Research Programs; Allergy, Immunology and Transplantation Research; Biomedical Research and Research Training; Blood Diseases and Resources Research; Cancer Biology Research; Cancer Centers Support Grants; Cancer Detection and Diagnosis Research; Cancer Treatment Research; Cardiovascular Diseases Research; Child Health and Human Development Extramural Research; Drug Abuse and Addiction Research Programs; Extramural Research Programs in the Neurosciences and Neurological Disorders; Medical Library Assistance; Mental Health National Research Service Awards for Research Training; Mental Health Research Career/Scientist Development Awards; Microbiology and Infectious Diseases Research; Minority Health and Health Disparities Research; National Center for

Advancing Translational Sciences; National Center for Research Resources; NIH Office of Research on Women's Health; Nursing Research; Oral Diseases and Disorders Research; Research Related to Deafness and Communication Disorders; Trans-NIH Recovery Act Research Support.

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Acute Neurocognitive-affective Predictors of Chronic Post-trauma Outcomes; Design of New Therapeutic Agents to Treat Schizophrenia; Systems and Molecular Mechanisms of Retrieval-dependent Memory Destabilization; Tailored Socio-Contextual Intervention to Reduce HIV Risk; Developing Effective Response Inhibition Training for Symptom Relief in OCD; Neural Network Mechanisms of Mnemonic Sequence Generation in the Hippocampus



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**SUBAGENCY**

Health Resources and Services Administration

**PROGRAM**

Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program

**DESCRIPTION**

Support voluntary, evidence-based home visiting services for at-risk pregnant women and parents with young children up to kindergarten entry.

**EXAMPLES OF AWARDS DISBURSED**

UW-Milwaukee: Child Welfare Training System

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**SUBAGENCY**

Health Resources and Services Administration

**PROGRAM**

Nursing Student Loans and Nurse Faculty Loan Program

**DESCRIPTION**

Increase educational opportunities by providing long-term, low-interest loans to students in need of financial assistance and in pursuit of a course of study in an approved nursing program; provide loans to students enrolled in eligible advanced degree nursing programs (master's or doctoral) with an education component(s) that will prepare the student to teach.

**EXAMPLES OF AWARDS DISBURSED**

During 2016-17, 464 students at UW-Madison, UW-Milwaukee, and UW-Oshkosh received nursing student loans ranging from \$500 to \$4,000.

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**SUBAGENCY**

Substance Abuse and Mental Health Services Administration

**PROGRAM**

Substance Abuse and Mental Health Services-Projects of Regional and National Significance

**DESCRIPTION**

Expand the availability of effective substance abuse treatment and recovery services available to improve the lives of those affected by alcohol and drug additions, and to reduce the impact of alcohol and drug abuse on individuals, families, communities and societies and to address priority mental health needs of regional and national significance and assist children in dealing with violence and traumatic events through by funding grant and cooperative agreement projects.

**EXAMPLES OF AWARDS DISBURSED**

UW-Milwaukee: Youth-Oriented Substance Abuse and Trauma (YOSAT) Counseling Program

UW-Eau Claire: Suicide Prevention



## SUBCOMMITTEE ON TRANSPORTATION, HOUSING AND URBAN DEVELOPMENT, AND RELATED AGENCIES

### DEPARTMENT OF TRANSPORTATION (DOT)

#### SUBAGENCY

Maritime Administration

#### PROGRAM

Research and Development

#### DESCRIPTION

Oversee international and national maritime related standards, rules and regulations, as well as related research and development activities.

#### EXAMPLES OF AWARDS DISBURSED

UW-Superior: Ballast Water Treatment Systems Testing (\$909,820)

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#### SUBAGENCY

Research and Innovative Technology Administration

#### PROGRAM

University Transportation Centers Program

#### DESCRIPTION

Provide grants to nonprofit institutions of higher learning for the purpose of establishing and operating university transportation centers that conduct research, education, and technology transfer programs addressing regional and national transportation issues.

#### EXAMPLES OF AWARDS DISBURSED

UW-Superior: Collaborate with UW-Madison's Center for Freight and Infrastructure Research and Education

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#### SUBAGENCY

National Highway Traffic Safety Administration

#### PROGRAM

National Priority Safety Programs

#### DESCRIPTION

Encourage states to address national priorities for reducing highway deaths and injuries through occupant protection programs, state traffic safety information system improvements, impaired driving countermeasures, passage of effective laws to reduce distracted driving, implementation of motorcyclist safety programs, and the implementation of graduated driving licensing laws.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: High Visibility Enforcement Program





# APPENDIX C

## DISCOVERY, INNOVATION, AND STUDENT AND COMMUNITY IMPACT

*The following is a snapshot of campus federal partnerships that have been facilitated by federal investment to advance discovery, innovation, and student and community impact.*

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**UW Colleges** geography and geology professors Dr. Norlene Emerson and Dr. Melvin Johnson are working to improve the success of students through a National Science Foundation (NSF) funded project, “Faculty as Change Agents: Transforming Geoscience Education in Two-Year Colleges.” The project is designed to build a national network of self-sustaining local communities of two-year college geoscience faculty who are implementing high-impact, evidence-based instructional and co-curricular practices to support the academic success of all students and facilitate professional pathways into the STEM workforce. The four-year project, part of NSF’s Improving Undergraduate STEM Education portfolio, provides a series of professional development activities that promote a cycle of innovation, where faculty learn from the research base and the work of others, make changes in their own practice, and share their results. To date, faculty have held 18 regional workshops with 294 participants. Dr. Emerson is one of the Principle Investigators for the project.

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**UW-Extension’s** Center for Technology Commercialization (CTC) is advancing new technologies in biotechnology, manufacturing, agriculture/food, and IT solutions through its federal Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) programs. In 2017, CTC helped clients secure \$11 million in SBIR/STTR grants. UW-Extension leverages the \$9.3 million in funding FoodWise receives from the federal Supplemental Nutrition Assistance Program Education (SNAP-Ed) and Expanded Food and Nutrition Education Program to decrease the \$3.1 billion cost of obesity currently impacting Wisconsin. FoodWise uses a combination of evidence-based

educational strategies and environmental supports to facilitate voluntary adoption of healthy food choices and active lifestyles. In 2017, FoodWise reached over 600,000 low-income adults and children, collaborated with 62 community health coalitions and 98 community partners, and delivered educational programming in nearly 1,000 schools, homes, churches, and food pantries that resulted in 150 documented changes that helped make the healthy choice the easy choice.

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At **UW-Eau Claire**, National Institutes of Health funding supports both fundamental and applied research. Chemistry professors Dr. Sanchita Hati and Dr. Sudeep Bhattacharyay are exploring, both computationally and experimentally, the interplay of protein dynamics and function. Their discoveries aim to provide a foundation for development of antibacterial, antiparasitic, and antiviral drugs. Psychology Professor Dr. Jennifer Muehlenkamp studies suicide prevention to determine what psychological features make some – but not all – young adults who self-injure move toward suicidal behaviors. Research on mechanisms and markers of suicide risk can support development of assessment and intervention strategies. UW-Eau Claire has been nationally recognized for its undergraduate research opportunities, and students are deeply involved in these and other research programs. Funding from the U.S. Department of Education to support a Ronald E. McNair Postbaccalaureate Achievement Program ensures that a diverse pool of students enters doctoral programs to become the researchers of tomorrow.

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In 2017, 14 **UW-Green Bay** faculty and staff conducted research and outreach on roughly 20 federally funded projects aimed at improving the science, management, and restoration of the Green Bay-area ecosystem. These projects are helping the Green Bay community recapture the full economic and social value of one of the most unique aquatic ecosystems on the planet. Approximately \$4 million in federal funding supports this work, including the participation of numerous students and more than 45 local partners. These projects are developing new science and management tools for fish and wildlife habitat and populations in Green Bay, guiding comprehensive restoration and management plans, and incorporating state-of-the-art techniques to manage fishery resources. Other projects work closely with farmers in the watershed to improve soil health, cropland management, and reduce phosphorus and sediment runoff to Green Bay.

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A National Institutes of Health grant is helping a **UW-La Crosse** professor continue research with potentially significant medical implications, while also training the next generation of scientists and healthcare professionals. Biology professor Scott Cooper received a \$338,000 grant in July 2017 to support his decade-long study to better understand how to prevent blood clotting. Blood clotting impacts heart attacks and strokes, the first and third most common cause of U.S. deaths. The NIH grant also pays for up to 30 undergraduates in the lab each semester. Benefits of being involved in hands-on research include skills like problem-solving, critical thinking, teamwork, writing, presenting, and more – skills that are important to employers and graduate schools. If students contribute to research findings, they become publication co-authors.



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**UW-Madison** is a national research powerhouse that helps drive the economy in the region and across the state. Its research programs are credited with fostering 362 UW-Madison-related startup companies, supporting nearly 25,000 jobs, generating \$113.6 million in state tax revenue, and contributing \$2.3 billion to the state economy. UW-Madison is among the top research universities in the nation, with nearly \$1.16 billion in research expenditures in 2016. It is 6th in national research rankings, the 44th year in a row it has been in the top 10, when rankings started. Last year, more than \$550 million came from federal awards, up 6.3% from the previous year. The university's researchers are tackling some of the world's most pressing challenges, such as identifying Alzheimer's risk factors, creating computers that can learn, developing sustainable energy sources, and much more. Visit [federalrelations.wisc.edu](http://federalrelations.wisc.edu) for additional examples of UW-Madison's federal research impact.

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As a public, urban research university, **UW-Milwaukee** contributes to the region and the state in many ways across a wide range of disciplines. Its research profile includes discovery at the frontiers of knowledge, such as the detection of gravity waves and the imaging of molecular biological processes; advances in health from childhood to the complex issues associated with aging; innovations solving real-world problems, such as improving battery performance and weather forecasting and development of the next generation of sensors to monitor water quality. Three major themes span work in these diverse fields: development and mentoring of our future workforce; innovation and entrepreneurship in basic and applied research; and collaboration between academic experts and their for-profit partners. UWM research is made possible by external funding – with over 80 percent coming from federal agencies. The combination of high-quality research, a commitment to engaging with partners, and ongoing support have made UWM a powerful contributor to economic development.

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**UW-Oshkosh** is collaborating with state, regional, and local economic development partners to administer a Department of Defense grant awarded through the Office of Economic Adjustment. The University, the Wisconsin Economic Development Corporation, and the East Central Wisconsin Regional Planning Commission are focusing the grant on a variety of economic development initiatives aimed at fostering startup companies in Northeast Wisconsin. In particular, the grant advances Wisconsin's aerospace industry and

# APPENDIX C — CONTINUED

provides specialized programming for second-stage growth companies, family businesses, and startups in the aerospace industry. Additional collaborators include the City of Oshkosh, the Greater Oshkosh Economic Development Corporation and gener8tor, a Wisconsin-based startup accelerator program. UW-Oshkosh plans to build upon this grant partnership and pursue other initiatives in the future.

Many students at **UW-Parkside** gain valuable experience doing research in the labs of faculty and engaging with local businesses and community organizations, often giving them a competitive advantage with employers after graduation. Federal grants, including those from the National Institutes of Health and NASA, help support the research opportunities at UW-Parkside. A federal grant earned by Dr. Greg Richards, assistant professor of biological sciences, has supported research resulting in student involvement in peer-reviewed publications and national conference presentations. Federal grants also benefit UW-Parkside students in the Small Business Development Center, enabling them to work with area entrepreneurs to develop business plans for new and established organizations in southeastern Wisconsin. The SBDC has 61 long-term clients and assisted 15 business startups in generating more than \$5 million in capital infusion in 2017.



**UW-Platteville** researchers at the Pioneer Farm research station are using National Institute of Food and Agriculture funding coming through the Non-Land-Grant Colleges of Agriculture program to establish a hydrological observatory to support long-term agro-ecosystem research, education, and outreach in the Upper Mississippi River Basin. The project is a collaboration with faculty at UW-Stevens Point and aims to evaluate two real-time, in situ water quality monitoring methods by comparing them with laboratory samples to determine if water pollutant concentration estimates between the two are significantly different. The work is critically important to understanding the accuracy of data and understanding the significance of agricultural land use on dissolved organic carbon loss from the watershed. The work also supports local stakeholders who seek to understand the relationship between land management and nutrient loading to surface waters. The project also provides significant opportunities for undergraduate students to participate in hands-on experiential learning.

**UW-River Falls** (UWRF) benefits from federal grants, especially in the areas of STEM education and research. The National Science Foundation's Improving Undergraduate STEM Education and Research Experiences for Undergraduates programs have significantly impacted UWRF's ability to encourage undergraduate research. The NSF's Robert Noyce Teacher Scholarship program has enabled UWRF to prepare more diverse science, math, and computer science teachers through an innovative one-year program. USDA grants are also critical. The Non-Land-Grant Colleges of Agriculture program has enabled UWRF to successfully compete for federal funds to carry out educational, research, and outreach activities. These awards, in addition to others including Upward Bound and the McNair Post-Baccalaureate Achievement program, allow UWRF to provide even more meaningful educational opportunities for students across the educational spectrum.

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Federally funded projects at **UW-Stevens Point's** Northern Aquaculture Demonstration Facility and Aquaponics Innovation Center are helping advance local, sustainable food and year-round crop production. These applied research and education programs are economic drivers for industry growth, workforce development, and food security in Wisconsin and beyond. U.S. Department of Commerce Sea Grant funds totaling \$406,461 are being used to study aspects of raising walleye, a regionally important fish, in aquaculture and aquaponic systems and to survey consumers on seafood choices. Fifteen UW-Stevens Point students are involved. USDA funding supports creating a boot camp to train people interested in starting an aquaculture or aquaponics business, as well as assessing K-12 school programs and enhancing teacher training in this field. Four UW-Stevens Point students are implementing these.

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The U.S. Department of Commerce provides funding that allows **UW-Stout** students to work alongside faculty and staff to develop real-world solutions for Wisconsin's businesses and entrepreneurs through its National Institute of Standards and Technology's Manufacturing Extension Partnership (NIST-MEP) and Economic Development Association (EDA)-University Center programs. These applied research and technical assistance activities engage UW-Stout students in solving challenges faced by companies in deploying advanced manufacturing technologies, embracing new quality standards and transforming company culture through team-centric employee engagement. In the past year, nearly 200 UW-Stout students and faculty directly interacted with Wisconsin businesses in NIST-MEP and EDA-University Center activities. These same experiences also resulted in the Discovery Center's 2017 client-reported economic development accomplishments for Wisconsin, including \$35.9 million in cost savings, investment and sales, as well as 248 jobs created or retained.

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Federal dollars support undergraduate student research at **UW-Superior's** Lake Superior Research Institute. The Institute conducts environmental research and provides services that directly benefit the people, industries, and natural resources of the Upper Midwest, the Great Lakes Region, and beyond. Some of the activities students perform include chemical analysis, work in the hatchery, surveying streams, and conducting microbial analysis in the microbiology lab. Current research includes ballast water management system testing, mercury analysis in biota, aquatic invasive species ecology, and habitat restoration. Many of the students who have participated in research projects have gone on to pursue post-graduate education and/or careers in the sciences.

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**UW-Whitewater** strives to support its students by "providing transformational and empowering educational experiences." Key to that support is UW-Whitewater's partnership with federal agencies that provide funding to engage students in research, enhance student academic success, and ultimately transform their lives to impact society. With funding from the Department of Education, National Science Foundation, National Institutes of Health, and the National Aeronautics and Space Administration, UW-Whitewater has engaged in campus-wide programs that provide research experiences, academic support services, and career development programs for its students. Specific examples include the Department of Education's TRIO Programs (McNair Scholars and Upward Bound), NSF's Louis Stokes Alliance for Minority Participation, and NASA Space Grant. These programs with a specific emphasis on underrepresented minority, first-generation, and low-income students help foster an inclusive and diverse campus community at UW-Whitewater.

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# APPENDIX D

## REGULATORY REFORM PRIORITIES

While regulations play an important role in ensuring institutional accountability and responsible stewardship of taxpayer dollars, excessive and burdensome federal regulations also impact the ability of colleges and universities to maximize operational capabilities.

The following three reports speak in greater depth to these issues:

- **“Recalibrating Regulation of Colleges and Universities: Report of the Task Force on Federal Regulation of Higher Education”**—A report of a task force of college and university presidents and chancellors appointed to study federal regulation and identify potential improvements: [www.help.senate.gov/imo/media/Regulations\\_Task\\_Force\\_Report\\_2015\\_FINAL.pdf](http://www.help.senate.gov/imo/media/Regulations_Task_Force_Report_2015_FINAL.pdf)
- **“The Cost of Federal Regulatory Compliance in Higher Education: A Multi-Institutional Study”**—A study in which 13 institutions nationwide participated to measure how the cost to comply with federal regulations varies across different segments of postsecondary education: [news.vanderbilt.edu/files/Regulatory-Compliance-Report-Final.pdf](http://news.vanderbilt.edu/files/Regulatory-Compliance-Report-Final.pdf)
- **“Optimizing the Nation’s Investment in Academic Research: A New Regulatory Framework for the 21st Century”**—A congressionally mandated report issued by the National Academies of Sciences, Engineering and Medicine in September 2015 highlighting expansion of federal research regulations and requirements: [www.nap.edu/read/21824/chapter/1](http://www.nap.edu/read/21824/chapter/1)

The following is a compilation of UW System priorities for regulatory reform.

### UW SYSTEM RECOMMENDS:

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#### 1. Campus Crime and Security

- Consolidating all definitions of reportable incidents into a single source and ensuring any future crime definitions derive from there. This ensures that new crime definitions would be developed by experts in law enforcement and crime reporting protocols, providing a common definition for both local policy and campus officials.
- Narrowing the definition of “non-campus property.” Consider excluding properties such as medical clinics where the educational use is only incidental and eliminating foreign and short-term travel reporting entirely.
- Clarifying that sub-regulatory guidance by the U.S. Department of Education’s Office of Civil Rights and Office of Federal Student Aid is recommended, but not mandatory, to adhere to, and clarifying that institutions will not be penalized for not adhering to sub-regulatory guidance provided the institution acted in good faith.
- Eliminating the Department of Education’s sub-regulatory guidance that instructs institutions to designate victim advocates and ombuds as Campus Security Authorities.
- Eliminating the requirement to include a safety tip in a Timely Warning. Institutions should include a safety tip only if, and in their judgment, it is helpful and appropriate to do so.

## 2. Financial Aid

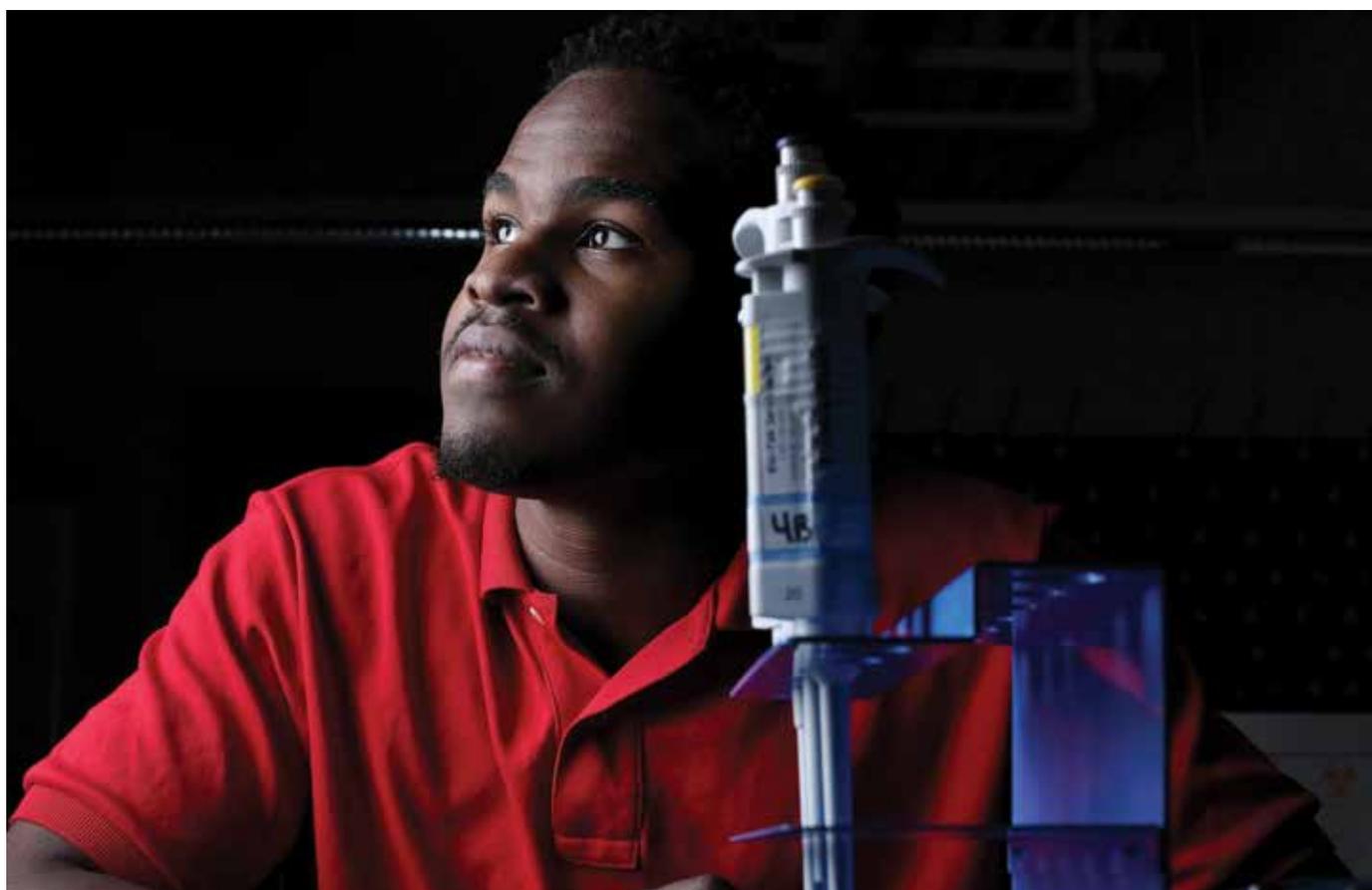
- Codifying “Prior-Prior” year data.
- Encouraging the U.S. Department of Education to assume exit counseling responsibility. At a minimum, institutions making a good faith effort to reach out to such students should be considered to have met their exit counseling obligations.
- Eliminating the 150% Direct Subsidized Loan limit or, at a minimum, only apply the 150% rule at the undergraduate level.
- Removing origination fees from sequestration. At a minimum, link changes in origination fees to the beginning of the academic year (July 1), not the federal fiscal year (October 1).
- Removing the proration requirement for the last enrollment period for students in programs that are at least one academic year in length.
- Changing assumption that federal Title IV aid is always applied to institutional charges first. At a minimum, exclude fee waivers issued by institutions.

## 3. Immigration

- Creating Standard Occupational Classification (SOC) codes specific to post-doctoral researchers.
- Simplifying the green card self-petition process for U.S.-educated graduates.
- Modifying rules to permit the use of an institution’s normal wage scale or the prevailing wage, whichever is lower, for H-1B applications.

## 4. Research Regulatory Reform

- Reviewing the monitoring and reporting requirements to eliminate duplication.
- Developing risk-based regulations and removing unnecessary rules.
- Strengthening the coordination and better aligning federal requirements across federal agencies.



# UW SYSTEM FACTS

The University of Wisconsin System is made up of two doctoral universities (UW-Madison and UW-Milwaukee), 11 comprehensive four-year universities, 13 UW Colleges two-year campuses, and statewide UW-Extension. The UW System is one of the largest systems of public higher education in the country, serving more than 170,000 students each year and employing approximately 39,000 faculty and staff statewide.

## ENROLLMENT

More than 170,000 students enroll each year.

9% of UW System undergraduate students were non-traditional aged in fall 2016.

## ACCESS

31.4% of students graduating from high school in Wisconsin in 2016 enrolled at a UW System campus for fall 2016.

In 2016-17, UW System institutions offered 7,100 distance education courses.

## DEGREE TRENDS

In 2016-17, the UW System conferred 36,622 associates, bachelor's, master's, doctoral, and professional degrees.

Women earned 55.0% of degrees in 2016-17.

66.5% of fall 2010 full-time new freshmen graduated in six years or less.

## FINANCIAL AID

A total of 116,000 students received some form of financial aid in 2016-17. This is 66% of all students enrolled in the UW System.

Federal sources provided 70% of financial aid to UW System students in 2016-17.

The Pell Grant program provided \$129 million to almost 34,000 Wisconsin resident undergraduates in 2016-17.

Pell Grants were awarded to 29% of resident undergraduates in 2016-17. The average grant was \$3,813.

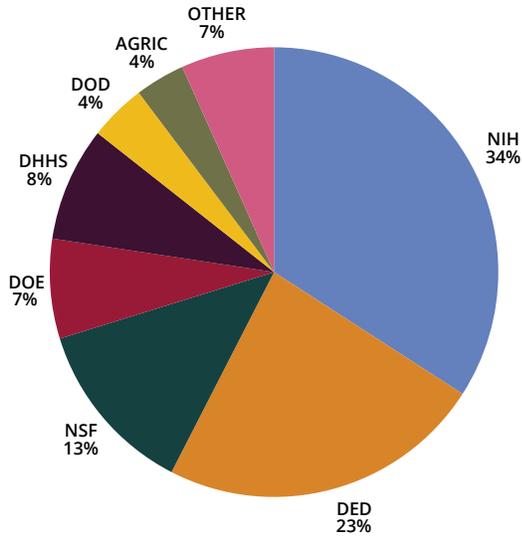
The average loan debt for a Wisconsin resident who had loan debt at graduation and received a bachelor's degree in 2016-17 was \$30,771.

The three-year average student loan default rate for the UW System was 5.0%, well below the national average of 11.5%.

## FEDERAL FUNDS

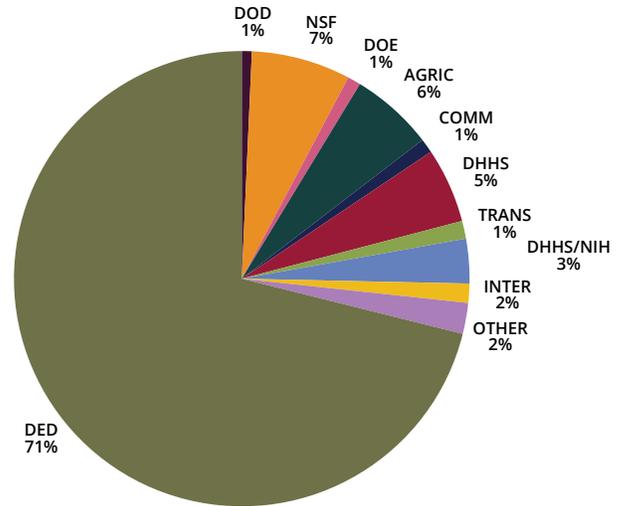
Federal support touches each and every institution and program in the UW System. It helps all our campuses attract and keep promising students and helps those students realize their potential in contributing to Wisconsin's economy. The federal funds that support research on our campuses drive innovation and growth in Wisconsin businesses and help yield well-paying jobs in our state.

**Federal Awards: \$863,851,985**



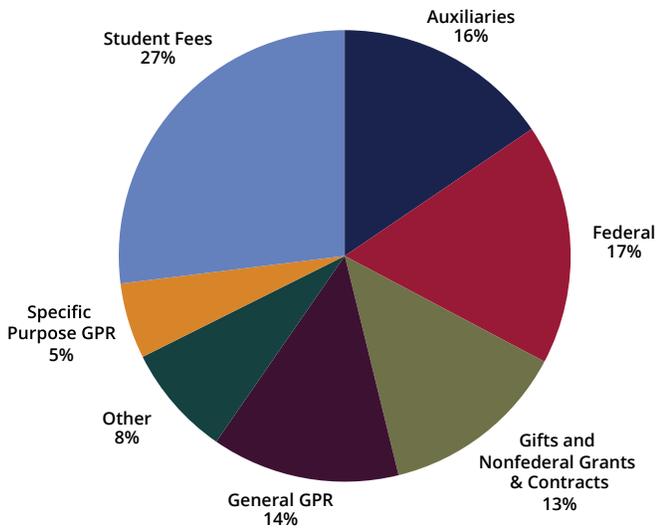
All UW Institutions Fiscal Year 2016-17

**Federal Awards (without UW-Madison): \$231,582,144**



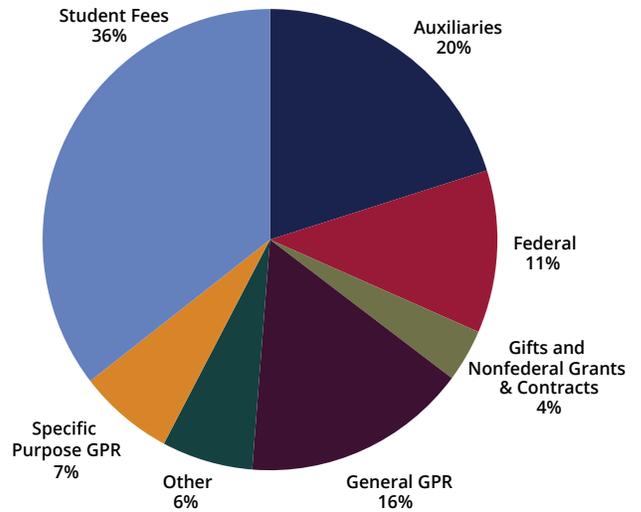
FY 2016-17

**Total Revenues: \$5,457,961,433**  
**Federal Sources: \$941,417,438**



All UW Institutions Fiscal Year 2016-17

**Total Revenues (without UW-Madison): \$2,506,943,184**  
**Federal Sources: \$285,809,475**



FY 2016-17

**Note:** These four charts exclude funding from the Direct Student Loan program.

## BOARD OF REGENTS

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Regent Bryan G. Steil

Regent S. Mark Tyler

Regent Gerald Whitburn

# CONTACT INFORMATION FOR UW SYSTEM OFFICES AND INSTITUTIONS

## System Offices

	Officer	Website	Phone
President's Office	Ray Cross	<a href="http://wisconsin.edu/president">wisconsin.edu/president</a>	608-262-2321
Academic and Student Affairs Administration	Karen Schmitt ( <i>interim as of 6/1/18</i> )	<a href="http://wisconsin.edu/offices/asa">wisconsin.edu/offices/asa</a>	608-262-3826
Budget and Planning	Robert G. Cramer	<a href="http://wisconsin.edu/offices/admin">wisconsin.edu/offices/admin</a>	608-262-4048
Capital Planning and Budget	Renee Stephenson	<a href="http://wisconsin.edu/offices/bp">wisconsin.edu/offices/bp</a>	608-262-6423
Federal Relations	Alexandria Roe	<a href="http://wisconsin.edu/offices/cpb">wisconsin.edu/offices/cpb</a>	608-265-0551
Finance	Kris Andrews	<a href="http://wisconsin.edu/government-relations">wisconsin.edu/government-relations</a>	608-263-3362
General Counsel	Sean P. Nelson	<a href="http://wisconsin.edu/offices/finance">wisconsin.edu/offices/finance</a>	608-262-1311
UW System Human Resources	Quinn Williams	<a href="http://wisconsin.edu/offices/gc">wisconsin.edu/offices/gc</a>	608-262-2995
UW HELP	Shenita Brokenburr	<a href="http://wisconsin.edu/ohrwd">wisconsin.edu/ohrwd</a>	608-263-4384
Board of Regents Office	uwhelp.wisconsin.edu	<a href="http://uwhelp.wisconsin.edu">uwhelp.wisconsin.edu</a>	800-442-6459
	Jess Lathrop ( <i>interim</i> )	<a href="http://wisconsin.edu/regents">wisconsin.edu/regents</a>	608-262-2324

## UW Institutions

	Chancellor or Regional CEO/Dean	Website	Phone
UW-Eau Claire	James Schmidt	<a href="http://www.uwec.edu">www.uwec.edu</a>	715-836-2327
UW-Extension	Cathy A. Sandeen	<a href="http://www.uwex.edu">www.uwex.edu</a>	608-262-3786
UW-Green Bay	Gary L. Miller	<a href="http://www.uwgb.edu">www.uwgb.edu</a>	920-465-2207
UW-La Crosse	Joe Gow	<a href="http://www.uwlax.edu">www.uwlax.edu</a>	608-785-8004
UW-Madison	Rebecca Blank	<a href="http://www.wisc.edu">www.wisc.edu</a>	608-262-9946
UW-Milwaukee	Mark Mone	<a href="http://www.uwm.edu">www.uwm.edu</a>	414-229-4331
UW-Oshkosh	Andrew J. Leavitt	<a href="http://www.uwosh.edu">www.uwosh.edu</a>	920-424-0200
UW-Parkside	Deborah Ford	<a href="http://www.uwp.edu">www.uwp.edu</a>	262-595-2211
UW-Platteville	Dennis J. Shields	<a href="http://www.uwplatt.edu">www.uwplatt.edu</a>	608-342-1234
UW-River Falls	Dean Van Galen	<a href="http://www.uwrf.edu">www.uwrf.edu</a>	715-425-3201
UW-Stevens Point	Bernie L. Patterson	<a href="http://www.uwsp.edu">www.uwsp.edu</a>	715-346-2123
UW-Stout	Bob Meyer	<a href="http://www.uwstout.edu">www.uwstout.edu</a>	715-232-2441
UW-Superior	Renée Wachter	<a href="http://www.uwsuper.edu">www.uwsuper.edu</a>	715-394-8223
UW-Whitewater	Beverly A. Kopper	<a href="http://www.uww.edu">www.uww.edu</a>	262-472-1918
UW Colleges	Cathy A. Sandeen	<a href="http://www.uwc.edu">www.uwc.edu</a>	608-262-3786
Baraboo/Sauk County	Charles Clark	<a href="http://www.baraboo.uwc.edu">www.baraboo.uwc.edu</a>	608-355-5200
Barron County	Keith Montgomery	<a href="http://www.barron.uwc.edu">www.barron.uwc.edu</a>	715-234-8176
Fond du Lac	Martin Rudd	<a href="http://www.fdl.uwc.edu">www.fdl.uwc.edu</a>	920-929-1100
Fox Valley	Martin Rudd	<a href="http://www.uwfox.uwc.edu">www.uwfox.uwc.edu</a>	920-832-2600
Manitowoc	Martin Rudd	<a href="http://www.manitowoc.uwc.edu">www.manitowoc.uwc.edu</a>	920-683-4700
Marathon County	Keith Montgomery	<a href="http://www.uwmc.uwc.edu">www.uwmc.uwc.edu</a>	715-261-6100
Marinette	Keith Montgomery	<a href="http://www.marinette.uwc.edu">www.marinette.uwc.edu</a>	715-735-4300
Marshfield/Wood County	Keith Montgomery	<a href="http://www.marshfield.uwc.edu">www.marshfield.uwc.edu</a>	715-389-6500
Online and Distance Education	Michael Bartlett	<a href="http://www.online.uwc.edu">www.online.uwc.edu</a>	608-270-2771
Richland	Charles Clark	<a href="http://www.richland.uwc.edu">www.richland.uwc.edu</a>	608-647-6186
Rock County	Charles Clark	<a href="http://www.rock.uwc.edu">www.rock.uwc.edu</a>	608-758-6565
Sheboygan	Jackie Joseph-Silverstein	<a href="http://www.sheboygan.uwc.edu">www.sheboygan.uwc.edu</a>	920-459-6633
Washington County	Jackie Joseph-Silverstein	<a href="http://www.washington.uwc.edu">www.washington.uwc.edu</a>	262-335-5200
Waukesha	Jackie Joseph-Silverstein	<a href="http://www.waukesha.uwc.edu">www.waukesha.uwc.edu</a>	262-521-5200

# UW Campuses

