

Approved: 3-22-93
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on March 11, 1993 in Room 519-S of the Capitol.

All members were present except: Representative Larkin (excused)

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Deputy Commissioner, Department of Education
Avis Swartzman, Revisor of Statutes
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Ted Ayres, Board of Regents
Michael P. Tilford, Wichita State University
Representative Ballard

Others attending: See attached list

Ted Ayres addressed the committee regarding SB7 which deals with the Kansas ethnic minority fellowship program. (Attachment #1).

Dr. Michael Tilford, Dean of Graduate School, Wichita State University also addressed the committee regarding SB7. (Attachment #2).

Representative Ballard addressed the committee regarding HCR 5019 which deals with postsecondary programs regarding rape and sexual assault. (Attachment #3).

Sally S. Torrey, from Emporia State University submitted written testimony regarding HCR 5019. (Attachment #4).

Representative Empson made a motion to report SB64 favorably. Representative Reinhardt seconded the motion. The motion carried.

Representative Bowden made a motion to report SB68 favorably and place it on the consent calendar. Representative Pottorff seconded the motion. The motion carried.

Representative Bowden made a motion to report SB 100 favorably and place it on the consent calendar. Representative Empson seconded the motion. The motion carried.

Representative Empson made a motion to amend SB8 to make clear that any appropriation for Washburn students will be separate from the appropriation for students attending independent colleges(Attachment #5). Representative Blumenthal seconded the motion. The motion carried.

Representative Empson made a motion to report SB8 favorably as amended. Representative McKechnie seconded the motion. The motion carried.

Representative Reinhart made a motion to report SB9 favorably. Representative Morrison seconded the motion. The motion carried.

Representative Ballard made a motion to report HCR5019 favorably. Representative Pettay seconded the motion. The motion carried.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on March 11, 1993.

The meeting was adjourned at 4:55pm.

The next meeting is scheduled for 3:30pm, March 15, 1993 in Room 519-S.

COMMITTEE: House Education

DATE: 3-11-93

[illegible]

The Testimony of

Ted D. Ayres
General Counsel and
Director of Governmental Relations
Kansas Board of Regents

before
HOUSE COMMITTEE ON EDUCATION
1993 Legislative Session

in re
Senate Bill No. 7

3:30 p.m.
March 11, 1993
Room 519-S
Kansas Statehouse

HE
Attachment 1-1
3-11-93

Chairman Goossen and Members of the Committee:

My name is Ted D. Ayres and I am General Counsel and Director of Governmental Relations to the Kansas Board of Regents. I am here this afternoon representing the Board of Regents. I am here to ask for your positive consideration and endorsement of legislation which would create a Kansas Graduate Minority Fellowship Program in Kansas.

The Kansas Graduate Minority Fellowship program was originally recommended in 1990 by the Regents Minority Retention and Attraction Task Force. It has subsequently been endorsed by the Council of Chief Academic Officers and the Council of Presidents as a means of (1) recruiting and retaining minority students in the graduate programs of the Kansas Regents universities and (2) attracting and retaining minority faculty and educational leaders in Kansas. It is also supported by the Kansas Board of Regents as a budgetary and substantive legislative initiative for 1993 as one of the Board's highest priorities. After considering the issue during the 1992 Interim, the Legislative Educational Planning Committee sought introduction of S.B. 7.

You may recall that legislation was introduced in 1991 (S.B. 387) to authorize such a program. However, no action was taken on that bill by the Legislature during the 1991 or 1992 legislative sessions.

Background:

There is abundant statistical evidence to document three unfavorable trends in graduate education: (1) the enrollments of certain minority students in graduate programs are low and declining; (2) the ratios of graduate students who receive teaching and research assistantships are lower for minority students than for white students; and (3) the racial/ethnic background of faculty at four-year institutions is disproportionately white. These observations, true for Kansas and the nation,

appear to indicate that the increased participation of minorities in graduate education is a process which has sadly derailed.

Minority student enrollment flourished in the 1960s at all levels of higher education as institutions implemented numerous recruitment and support service programs to increase and maintain enrollments. The progress of the 1960s and 1970s appears to have eroded in the 1980s as minority enrollments have declined. For example, although blacks make up 12% of the U.S. population, they receive only about 5% of the doctoral degrees awarded annually. Furthermore, the situation is made even more desperate by the fact that far too few minority graduate and professional students enter fields which promise the greatest opportunities in the future.

The magnitude of the problem appears somewhat overwhelming considering that the employment of minority faculty is dependent upon the production of minority doctorates. If we are producing too few minority doctorates today, we will continue to have difficulty attracting minority faculty in the years ahead. Thus, if we are to address the issue of the recruitment of minority faculty, we must develop strategies to cultivate more minority doctorates.

Rationale:

Ironically, these patterns are evident in the face of reportedly increased efforts by universities to recruit minority graduate students and faculty to their campuses. It is in the atmosphere of a limited supply that competition among universities to attract minority students and faculty has increased. Today, there are fewer minority students choosing to pursue graduate careers, fewer faculty in an available pool which is insufficiently diverse, and more institutions attempting to recruit them.

Kansas is not exempt from the statistics relating to minority student enrollment in graduate programs and the employment of minority faculty in higher education. See Attachment One. Despite attempts to recruit minority students and professionals into higher education institutions, Kansas has

not been able to demonstrate a significant gain in either minority student recruitment or the recruitment of minority faculty. See Attachment Two.

The Program's Organization:

Economics is the reason cited most often for a minority student deciding not to further his/her education by pursuing a graduate degree. Through the Kansas Minority Graduate Fellowship Program, forty minority graduate students attending Kansas Regents universities will be awarded fellowships of \$8,000 each (which will be enhanced by doctoral institutions by at least \$2,000 to ensure competitiveness). This constitutes a total request of \$320,000. The Governor has recommended \$200,000 in support of the proposed Kansas Graduate Minority Fellowship Program. It was suggested at the October 15 meeting of the Board of Regents that fellowships be allocated to institutions based on a percentage of their FY 1994 program enhancement requests. This would result in the following allocations:

	<u>\$ Amount</u>	<u>Number</u>
KU	128,000	16
KUMC	24,000	3
KSU Main/ESARP	80,000	10
WSU	40,000	5
ESU	16,000	2
PSU	16,000	2
FHSU	<u>16,000</u>	<u>2</u>
TOTAL	\$320,000	40

Of course, alternative allocation mechanisms are available, i.e. based on percentages of graduate students.

Fellowship awards will be made through the institutions' graduate schools. Recipients of these fellowships will be expected to work in an educational institution in Kansas following graduation for each year for which they received an award.

Conclusion:

The Board of Regents has also endorsed a budget request for FY 1994 of \$1.5 million to be used to enhance minority recruiting. It is believed that these two initiatives will be helpful and effective efforts relative to improving opportunities for Kansas citizens and increasing diversity at our Regents institutions. In closing, let me leave you with the following quotation taken from a letter recently sent by the 10-member Ford Foundation Diversity Panel to the heads of 200 educational institutions:

The pace of change in our world requires open-mindedness; the growing diversity of our population and the globalization of knowledge and economies leave little scope for those who are parochial-minded and intolerant. Building for capacity to accept and thrive upon intellectual and human diversity is one of the most important contributions a college can make to its students' development.

I would be happy to respond to your questions.

The race for minority faculty: competition for a small pool

BY BRENDA GRAY

Sterling Lewallen never thought of himself as a rare, highly sought-after professor. But a quick reference to current numbers shows that he is indeed one of the few African Americans in the United States to have earned a Ph.D. and gone into the teaching profession.

To address the mentoring and support needs of a growing minority student enrollment at universities, institutions across the country are using innovative ways to reach, hire and retain minority teaching faculty such as Lewallen.

Lewallen, associate professor of industrial technology, has been on the WSU faculty since 1974, and he said he has seen the number of fellow African American faculty decline over the years at Wichita State.

"There was a trend where it increased, but now the number is decreasing. The black people who are coming to WSU now are not really coming to teaching positions; they are coming into other administrative positions."

Administrators at Wichita State, like those at other universities, are having to address the problem of low minority faculty numbers. Of WSU's 473 full-time faculty, 63 are minority, including nine African American, nine Hispanic, 44 Asian/Pacific Islanders and one Native American. Those numbers have remained constant, give or take a few, over the past five years.

According to a National Research Council survey for five federal agencies, 10.4 percent of the 24,721 Americans who earned doctoral degrees in 1992 were members of minority groups. However, from 1975 to 1990 those numbers increased for all races except African Americans, and that group decreased from 3.8 percent to 3.5 percent.

Those numbers are reflected in WSU's spring 1992 Ph.D. figures. Of 139 doctoral students, one is African American, two are Hispanic, one is Native American and two are Asian/Pacific Islanders.



David Dinell

Sterling Lewallen, a WSU faculty member since 1974, lectures to one of his classes.

The declining pool of African American faculty is the cause for WSU's shortage, according to Barbara Bowman, Affirmative Action Officer.

"There's been a gradual decline," she explained. "At four-year institutions, one of the requirements for tenure-eligible positions is that faculty have a Ph.D. or terminal degree. We don't see that that's going to change dramatically. That's the feeling of universities. That isn't to say it may not change later on as the composition of our population continues in the trend away from white majority."

Census indicators show that the majority of students in public schools after the year 2000 will be people of racially and culturally diverse backgrounds. Institutions of higher learning, by their very nature, are obligated to provide models of educational leadership, teachers such as Lewallen. But for now, the pool is low.

"People are well aware that this is a problem," Bowman said. "We've got to do something about attracting and retaining students and developing our Ph.D. pool so that we do have all those people ready to go into faculty positions."

While the problem of recruiting minority faculty is not unknown to other universities, there are some unique challenges Wichita State faces, Bowman said.

"There are some things that we can't do anything about, geographically speaking. A lot of the African American applicants we interview are concerned about the minority population in Wichita, the numbers as well as the kind of community, whether they would be able to fit in and that sort of thing.

"If you're a black person coming from a population that was very high in blacks, (such as) some of the southern schools or Howard University in Washington, D.C., and you come to a place like Wichita, you have a lot of questions about the black community, the size of the population, concern about the number of faculty on campus."

Many educators, including Lewallen and WSU Provost and Vice President for Academic Affairs Rex Cottle, agree that there are unrecorded responsibilities that go along with being a faculty member from a minority group. With the growing interest in diversity and

the small number of representatives from those groups, minority faculty members are being called on to serve in many and varying duties, including as advisers to minority students.

"To be honest, I think one disservice we do to minority faculty is most universities put them on too many committees. And then we put them up for promotion and tenure and they have devoted a significant portion of their time and energy in service, and service is usually weighted less than effective teaching and scholarship in promotion and tenure decisions," Cottle said.

That reason could partially explain the low-tenure track numbers of minority faculty at WSU. Of the nine African American (five native born) and nine Hispanic faculty, five are associate professors, nine are assistant professors, three are instructors and one (Hispanic) is a full professor. Six are tenured. There are no African American or Native American full professors.

Lewallen explained that an atmosphere of collegiality is important to people like him who usually migrate from other cities to Wichita. Forming those ties is not always easy for minority faculty on a predominantly white campus.

Having a colleague who could also be a mentor, Lewallen said, is important in a university setting because professors get so involved in trying to do a good job in one area, say teaching, that they lag behind in actively pursuing another.

"But if you have other faculty members who you feel free in associating with and expressing ideas, I think that can be a great help in encouraging you to do your research."

In times of tightened university budgets, matching nationwide salaries for minority faculty is a luxury many universities cannot afford. There are, however, ways to target culturally specific groups to increase the pool of minority applicants, and Cottle said he would be looking at those options in the future.

"Deans realize, in many instances, that black faculty are at a premium. If a dean finds during a search that the best person is a black person, then we will pay the premium if it's reasonable. We had two instances this past year where supplemental offers were made to African Americans. In both cases the offers were rejected for non-financial reasons. Hopefully, we will do better this year.

"I think the important point for us is that we have to hire quality faculty, quality administrators and quality staff. We must hire the best person. If that means we have to pay a premium to get an African American, then we will try to do that.

"I think we definitely need to make a strong, proactive statement in terms of going out and trying to reach qualified minority applicants. We need to ensure that our advertisements of position openings have the greatest chance of being read by minority people who may wish to apply. WSU is working hard to achieve this objective, but we have a long way to go." ■

HE
Attachment 1-7
3-11-93

Regents Institutions – Racial and Ethnic Classifications for University Faculty

<u>Racial Ethnic Category</u>	<u>Kansas Pop.</u>		<u>Faculty</u>		<u>Students</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
White	2,190,522	88.41%	3,641	91.53%	68,455	87.48%
African American	140,761	5.68	48	1.21	2,640	3.37
Hispanic American	93,670	3.78	50	1.26	1,619	2.07
Asian American	30,814	1.24	231	5.81	1,860	2.38
American Indian	20,363	0.82	8	0.20	577	0.74
Other/Unknown	1,442	0.06	0	0.00	3,097	3.96
Total	2,477,572	100.0%	3,978	100.0%	78,248*	100.0%

* Does not include 5,382 non-resident aliens attending Regents institutions.

Notes:

1. Kansas population is based on 1991 Census data.
2. Faculty reflects fulltime faculty reported in Institutional Reports to Equal Employment Opportunity Commission.
3. Students are headcount reported in Fall, 1992.

HE
Attachment 1-8
3-11-93
Attachment Two

Testimony of

Michael P. Tilford
Dean of the Graduate School
Wichita State University

before the
HOUSE COMMITTEE ON EDUCATION
1993 Legislative Session

re: Senate Bill No. 7

3:30 p.m.
March 11, 1993
Room 519-S
Kansas Statehouse

HE
Attachment 2-1
3-11-93

Chairman Goossen and Members of the Committee:

I am Michael Tilford, the Dean of the Graduate School at Wichita State University. Thank you for this opportunity to comment briefly on the merits of Senate Bill No. 7, which, if approved, will create a Kansas ethnic minority fellowship program. I support, 100 percent, the rationale given by Mr. Ayres for initiating this program.

You may be aware that the Regents institutions have been engaged in a cooperative effort for the past four years to increase the number of underrepresented ethnic minority students who seek graduate degrees, some who we hope will, eventually, teach in our colleges and universities. The vehicle for this cooperative venture is the Committee on Minority Graduate Student Recruitment and Retention which Mr. Ayres mentioned. I am the Wichita State representative on this committee and for three consecutive years we invited minority juniors and seniors to an informational and motivational conference designed to encourage them to consider graduate study after earning the bachelor's degree.

This year, our fourth, the committee decided to evaluate its past efforts in an attempt to see if the conferences were effective and should be continued or, because of the cost, discontinued. The results of a survey of students who attended the conferences and are now in graduate school indicate that the conferences

influenced their decision to attend graduate school. Quoting one of the students who commented: "I would not have even dreamed I would go on to graduate school at that time until I attended the conference. It opened many doors for me". The point worth making here is that special efforts can make a difference.

The Kansas Ethnic Minority Fellowship Program is a special effort to make a difference that will have a significant impact on the Minority Graduate Student Recruitment and Retention committee's efforts, and those of other officials in the Regents institutions and State who recognize that the objective to increase the number of faculty from underrepresented minority ethnic groups is directly tied to the size of the available pool of such faculty. Mr. Ayres has provided you with ample evidence of the magnitude of the shortage of ethnic minority faculty in Kansas and elsewhere. Not many States outside the deep south have made the kind of commitment to addressing what is commonly referred to as the "pipeline" problem, that the ethnic minority fellowship program represents. This program would make a powerful statement about Kansas' commitment to the need to increase the ethnic diversity of its college and university faculties.

In our conferences the most frequently requested information, as you might guess, is about financial aid. This is not unique to ethnic minority students; most of the graduate study in the U.S. is buttressed by financial aid of one form or another, i.e.,

assistantships, fellowships, loans, etc. The creation of Kansas Ethnic Minority Fellowships, however, would make not only an unequivocal statement to underrepresented minority students about the importance of graduate degrees, but also extend an invitation to seek their degrees in the Regents institutions.

At this time I will respond to any questions you may have. Again, thank you for this opportunity.

BARBARA W. BALLARD
REPRESENTATIVE, FORTY-FOURTH DISTRICT
DOUGLAS COUNTY
1532 ALVAMAR DRIVE
LAWRENCE, KANSAS 66047
(913) 841-0063
ROOM 272-W
STATE CAPITOL BUILDING
TOPEKA, KANSAS 66612-1504
(913) 296-7650



TOPEKA

HOUSE OF
REPRESENTATIVES

TESTIMONY ON HCR 5019

House Committee on Education

March 11, 1993

COMMITTEE ASSIGNMENTS
MEMBER: EDUCATION
GOVERNMENTAL ORGANIZATION
AND ELECTIONS
LOCAL GOVERNMENT

Mr. Chairman and members of the Committee, my interest in HCR 5019 comes from being a psychologist who has worked, for many years, in the area of rape and sexual assault.

Sexual assault is a pervasive social problem for which colleges and universities are not to blame. The attitudes and experiences that students bring with them are formed in the family and in early years of education and socialization. Nevertheless, as educational communities, colleges and universities need to deal, within the limits of their resources, with the consequences of those attitudes and behaviors. And particularly to the degree that they are residential, institutions have a responsibility to provide a safe environment and establish behavioral standards for students. Institutions should make available programs to educate students about sexual violence, take measures to prevent it, and have in place procedures to deal with those incidents that occur.

The great majority of men and women students exhibit attitudes and behaviors that bode well for responsible relationships. But there remains a need for educational programs designed to deal with sexual violence.

Women students have reported that they gave in to unwanted sexual activity because of emotional pressure. Most of their assaulters were men who they knew. Alcohol was a factor in most of these incidents.

Very few of these women reported their experiences to anyone in authority.

Women and men have different perceptions about the frequency of the various forms of sexual assault, suggesting important differences in perception and definition that should be addressed in educational programs and studies.

I have seen the trauma, pain, guilt, doubt and anger that surrounds rape. I thank you for allowing me to testify. I would be happy to answer any questions.

HE
Attachment 3-1
3-11-93

**EMPORIA STATE UNIVERSITY**

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/343-1200

March 9, 1993

House Education Committee
Kansas State Capitol
Topeka, Kansas

RE: HCR #5019

Dear Committee members:

I am writing in regard to HRC #5019, urging you to support this important resolution presented by Representative Barbara Ballard.

As a counselor and director of the Women's Resource Center at Emporia State University, I see, on a daily basis, the impact of rape and sexual assault, especially date rape, on our students. Some of the assaults are recent; some happened long before the students entered college. All sexual assault is harmful to women, who may carry the psychological wounds for the remainder of their lives.

Men also are sexually assaulted, but, so far as we know, not as frequently. The men who are close to female sexual assault victims--their fathers, brothers, husbands, friends, also suffer deeply. And society as a whole is affected; trust is overwhelmed by fear, self-confidence becomes doubt, productivity is lessened, the contributions of those who were victimized, lost.

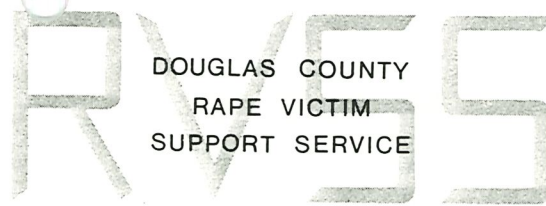
Emporia State University has had a rape prevention program since 1983, carried out in cooperation with the Kansas Crime Compensations Board and SOS, our local rape crisis center. We work also with the ESU Drug and Alcohol Resistance Training (DART) program, as there is strong association of alcohol abuse with rape, especially date rape.

We are proud of what we accomplish in spite of severely limited resources. The support of the Kansas legislature would be very encouraging as we work to carry out this important extra-curricular task of rape prevention education on our campus. I hope you will vote for this resolution.

Sincerely yours,

Sally S. Torrey, Counselor,
Assistant to the Dean of
Students/Women's Programs

HE
Attachment 4-1
3-11-93



1419 Massachusetts
Lawrence, Kansas 66044
843-8985

Testimony Presented

to

House Committee on Education

Sarah Jane Russell
Executive Director
Douglas County Rape Victim Support Service
Lawrence, KS.
March 9, 1993

House Concurrent Resolution #5019

I am writing in support of House Concurrent Resolution #5019. Statistics will emphasize the necessity of post-secondary support programs; however, the emotional trauma experienced by victim-survivors cannot be explained with numbers. There is no timeline on recovery for survivors suffering from rape-related post-traumatic stress syndrome.

The numbers tell us that the most vulnerable ages are between thirteen and twenty-one -- junior high age to college freshman and sophomore women and men. The numbers tell us that one out of three women will be raped in her lifetime and one out of eight men will be raped in his lifetime; the numbers tell us that 75-80% of reported rapes occur between people who know each other (National Victim Center, 1992). What the research tells us is that each and every time a person experiences an assault there is a set of emotional responses that will occur: guilt, fear, emotional shock, disbelief, embarrassment, shame, depression, disorientation, denial, anxiety, retriggering and anger.

Listening to the truth of someone's life is a privilege and an honor. - Survivor of Child Incest

Your support of post-secondary programs will allow the "listening" to continue.

The University of Kansas

Department of Psychology

March 9, 1993

to: House Committee on Education
from: Charlene L. Muehlenhard, Ph.D. *Charlene Muehlenhard*
Associate Professor of Psychology and Women's Studies
University of Kansas

WRITTEN TESTIMONY ON HCR 5019

I am writing to support HCR 5019, which recommends that post-secondary schools in Kansas conduct educational programs on rape. I would like to outline my reasons for supporting this resolution.

Prevalence of Rape Among College Students

About 15% of all college women have been raped, and about one-quarter have experienced either rape or attempted rape. These data come from numerous studies, including studies that my students and I have done at the University of Kansas and at Texas A&M University; a nationwide study involving 3,187 women enrolled in 32 universities, colleges, community colleges, and technical schools; and numerous other studies done by researchers around the country.

In spite of stereotype that rape typically involves a stranger who jumps out of a dark alley, most rapes (probably 80% to 90%) involve acquaintances. College women are most likely to be raped by their dating partners, and they are more likely to be raped by steady dating partners than by casual dating partners. Adult women are most likely to be raped by their husbands or ex-husbands. Other acquaintances are also a greater threat than are strangers.

Consequences of Acquaintance Rape Versus Stranger Rape

It would be incorrect to assume that acquaintance rape is less serious than stranger rape. In fact, both acquaintance rape and stranger rape are equally serious--equally likely to lead to depression, anxiety, problems with relationships, problems with sex, and thoughts of suicide. The nature of these consequences often differ, however, depending on whether the rapist was an acquaintance or a stranger. Victims of stranger rape are likely to be afraid of strange men; victims of acquaintance rape are likely to be afraid of all men, both acquaintances and strangers. Victims of acquaintance rape often have had their trust violated and may find it difficult to trust again. Victims of acquaintance rape are less likely than victims of stranger rape to receive social support and are more likely to encounter rape myths (e.g., "She really wanted it; now she's just crying rape"). Victims of acquaintance rape are more likely to see the rapist again. If the rapist is in their circle of friends, their friends may still treat the rapist as part of the group, and

HE
Attachment 4.3
3-11-93

the victim may feel betrayed and isolated. If the rapist is a classmate or coworker, they may encounter him daily. If the rapist is their husband, they may live with him.

Prevention

Colleges try various strategies to decrease the risk of rape among their students. Some colleges, for example, have improved the lighting on their campuses. Improved lighting is important in making women feel safer and in allowing women the same freedom as men to walk on campus after dark. It is clear, however, that improved lighting is targeted at preventing stranger rape. Improved lighting is irrelevant to acquaintance rape.

Dealing with acquaintance rape necessitates more complex strategies. One of these is educating men and women about rape. They need to know that forced sex is rape, even if the person involved is an acquaintance (surprisingly, many women who are raped, based on a legal definition of rape, do not label their experience as rape, especially when the perpetrator is a romantic acquaintance). They need to know the risk factors for rape. They need to know that many of their beliefs about rape are myths not grounded in fact.

Research that one of my students, Jayme Jones, and I have done at the University of Kansas suggests that education can be successful in changing men's and women's attitudes toward rape--attitudes related to the likelihood that men will commit rape. We found that a 40-minute lecture led to significant attitude change that lasted at least four weeks after the lecture. These findings suggest that education programs can have some impact in preventing rape.

Educational programs alone cannot solve the problem of rape, which has complex antecedents. Nevertheless, they are one step that colleges can take. As research continues to document the effectiveness of such programs, implementing such programs is the least that colleges can do to protect their students from rape.

For these reasons, I support HCR 5019.

HE
Attachment 4-4
3-11-93



Dean of Student Life Office

Holton Hall
Manhattan, Kansas 66506-1303
913-532-8432

March 11, 1993

Representative Duane Goossen, Chairman
House Education Committee

Dear Chairman Goossen:

I am writing in support of House Concurrent Resolution Number 5019 encouraging programs concerning rape and sexual assault in Kansas post secondary education institutions. We, at Kansas State University, endorse this resolution and applaud Barbara Ballard and others for their efforts in continuing to bring the issue of sexual assault to the forefront.

The statistics regarding sexual assault on college campuses are alarming. In one well known study conducted in the late 1980's, over 6,000 students from 32 colleges across the country were surveyed. In this study, it was found that one out of every six female students reported being a victim of rape or attempted rape during the preceding year. Additionally, and equally alarming, one out of every fifteen male students in the survey reported committing rape or attempting to commit rape during that same period. While the men in the survey reported having committed rape or attempting to commit rape, the vast majority did not understand that the behavior to which they were admitting constituted any crime at all. We have no reason to believe that the statistics regarding sexual assault on campuses have decreased in the last five years.

At Kansas State University we have endeavored to provide many and varied programs regarding sexual assault on campus over the past two decades. These programs include peer education programs in living groups, a systematic campus-wide educational program conducted by the Women's Resource Center, educational programs conducted by Chimes, our junior scholastic honorary, and other numerous programs sponsored by various organizations and departments on campus. Additionally, Kansas State University has had a policy prohibiting sexual violence since November of 1989. We believe our efforts to be substantial and viewed positively among the campus community. However, we believe a more comprehensive approach is necessary to effect changes in the attitudes and behavior of many students. We share Representative Ballard's belief that sexual assault on campuses must be addressed at a state-wide level. Progress will occur when we form a partnership with legislative bodies, law enforcement officials, parents, and the home communities of the students.

Sincerely,

Susan M. Scott, Ph.D.
Associate Dean of Student Life

cc: Representative Barbara Ballard
Representative Kent Glasscock
Representative Sheila Hockhauser
Sue Peterson, KSU Presidential Administrative Assistant for Legislative Affairs

HE
Attachment 4-5
3-11-93

Proposed Amendment
to Senate Bill No. 8

On page 5, following line 35, by inserting a new section as follows:

"New Sec. 7. (a) For the 1994 fiscal year, appropriations to the board of regents for the tuition grant program shall be made as two separate items of appropriation. One such item shall be the amount of the appropriation for tuition grants to be awarded eligible students enrolled at the accredited independent institutions and one such item shall be the amount of the appropriation for tuition grants to be awarded eligible students enrolled at the municipal university.

(b) For the purpose of this section, the term "accredited independent institution" means a qualified institution which is operated independently and not controlled or administered by the state or any agency or subdivision thereof.

(c) The provisions of this section shall expire on June 30, 1994.";

By renumbering sections 7 and 8 as sections 8 and 9, respectively;

In the title, in line 10, following the semicolon, by inserting "relating to the appropriation made for the program for the 1994 fiscal year;"

HE
Attachment 5-1
3-11-93