

April 13, 1999
Joint Finance Committee Public Hearing
Stevens Point, WI

Good Afternoon...

My name is Todd Norton and I'm a senior at UW-Stevens Point, majoring in Sociology. I'm here to testify in support of minority and disadvantaged students and more specifically address American Indian issues.

For the last year I've been chairing a student organization called COLLAB, which has been a cooperative effort of diversity groups to Many of our members are also active members of other student groups like AIRO, AISES, BSU,

In an effort to retain more students, many of our group members become peer mentors, with each other in mind as opposed to how much money we can make. **Which by the way is nothing!** My concern is that mentoring, advising, tutoring, other support programs, diversity programming and some financial aid programs, that fall under multicultural affairs budgets and direction, are in jeopardy of being cut from the next biennium budget. Specifically targeted are the Lawton Retention Grant, AOP grants for graduate students and Plan 2008.

Since other students have addressed tuition, faculty salaries, and high loan issues, I'd like to more specifically address a few American Indian issues.

I will begin with a brief bit of history..... I understand that the Wisconsin Indian Grant was cut in half by the Joint Finance Committee in 1995, without any analysis, public hearings or input from Tribes. Some legislators were under the misconception that

Tribes were not providing financial assistance to their own students. However, Tribes do provide BIA (ie federal funds) for need based students, in addition to supplemental funds from casino revenues. They also fund educational programs in some public schools and on the reservations. Another misconception is that the poorer Tribes should be assisted by the richer Tribes. This is like asking Brown County to subsidize Shawano County because they collect more revenue! **Not the way counties operate and not the way Tribes operate either as separate governing units!**

Another more recent historical fact is that the Governor has been negotiating with Wisconsin Tribes over their gaming compacts. My understanding is that several million dollars will be paid to the state each year by each Tribe. I also read last fall that the state was enjoying a surplus of funds. **I fail to understand the reasoning behind the elimination of funding for some key campus funding for minority and disadvantaged programs like AOP, Lawton and Plan 2008!**

Where is the state surplus and Tribal gaming revenue going?

Documents like Design for Diversity and Plan 2008, as well as a report written by the Commission on Minority Participation in Education and American life, called One Third of a Nation, certainly spell out the need to continue providing mechanisms and partnerships to support the educational journey of the diverse and disadvantaged populations of our country.

Please consider these issues in reviewing the state's biennium budget. I request that you forward a budget to the Governor that is intact with a recommendation to continue funding minority and disadvantaged programs at their current level or with increases as requested in some categories.

Statement of Andrew J. Gokee
For Hearing of the Joint Committee on Finance
April 13, 1999

Dear Members of the Committee:

My name is Andrew Gokee and I am an enrolled member of the Red Cliff Band of Chippewas. I reside in Plover, WI and have served as Outreach Specialist with the UWSP Native American Center here at UWSP since 1995. In addition to being employed, I am also a second-year graduate student in the UWSP Human and Community Resources Masters Program.

I note for the record that these comments are my own views; they do not purport to represent those of the Native American Center, the Department of Multicultural Affairs, UWSP, or any other institution, organization, or individual. I would like to clearly state that my testimony today is made in my personal capacities as an individual, a taxpayer, and as a graduate student. I appreciate the opportunity to speak with the Committee today on your consideration of UW-System funding as proposed in the 1999-01 biennial budget.

1. Funding for Plan 2008

In general, I am very concerned about the limited funding proposed by Governor to support implementation of Plan 2008, the ten-year plan developed for UW-System to enhance diversity on campuses statewide. It is my understanding that the Governor agrees with funding only about 10% of the request forwarded by the Board of Regents; the funds are designated for statewide pre-college programs only in year two of this budget. This is unacceptable. Commitment to campus diversity looks good on paper, but as the saying goes "where's the beef?" Is the commitment of the state of Wisconsin "real", or only reflected in written policy statements? If it is for real, then the Regent's recommendations for funding the implementation Plan 2008 should be restored in totality.

2. Lawton Retention Grant

Specifically, I would mention the elimination of the Lawton Retention Grant as particularly troubling. Minorities (and American Indians in particular) have a disproportionate rate of attrition on all UW campuses. As an

American Indian who has heard many empty promises, the message is clear: "we no longer care about you". Elimination of the Lawton grant will make our work to retain American Indians (and all minority students) just that more difficult.

3. Advanced Opportunity Program (AOP)

The Advanced Opportunity Fellowship program for minority graduate students has likewise been slated for elimination. I will state unequivocally that the existence of AOP was a major factor that contributed to my application to graduate school. While we are trying to encourage minority students to pursue graduate studies, we will have one less incentive, one less resource available to promote the pursuit of graduate and terminal degree programs by minority students.

I would like to note an additional concern I have about the very large amount of state revenue that goes to the Madison and Milwaukee campuses. Obviously, these campuses are much larger and are of course deserving of greater resources; however, it appears that state revenue dollars are not distributed proportionately in a rational formula. As an example, an AOP graduate fellowship received here at UWSP will cover approximately 1/2 to 2/3 of graduate level tuition; were I to transfer to either Madison or Milwaukee, under the same fellowship I would be eligible to receive approximately \$15,000. per year. Given these two options, where would you attend graduate school? Again, this situation makes it that much more difficult to recruit and retain minority students to attend UWSP, because we simply can't compete with these campuses. The irony is, these campuses already have significant minority populations from which to draw; it is the northern campuses that must make considerable efforts to attract and retain minorities in the interest of increasing the diversity of our campuses.

4. Tuition Flexibility

As a state employee, I support the very moderate pay increases for faculty and staff, which are long overdue. However, I understand that the Governor has included language in budget that allows the Board of Regents the full power to set UW tuition rates for an indeterminate amount of time. It appears that there is perhaps a good possibility that future incremental salary increases will be directly tied to tuition increases as the source of funding. As legislators, you know that you are accountable to your constituents;

however, by and far, the Board of Regents is accountable only to the Governor. This process is not reflective of a participatory democracy, and should be re-examined. The language allowing the Board of Regents such power on an indefinite basis should be eliminated.

5. Board of Regents

Over a span of several years, I have heard concerns from a cross-section of Wisconsin citizens with regard to the lack of accountability of the Natural Resources Board; perhaps as legislators you have received the same sentiments from time to time. Similarly, the concerns of accountability of the Board of Regents has a very familiar ring to it.

I would like to encourage the legislature to re-examine the manner in which the Board of Regents is appointed, and begin serious consideration of a system that requires the members of the Board of Regents to be elected.

Summary

Dozens of meetings and hearings were held across the state to develop Plan 2008. My personal assessment is that Plan 2008 has already been “watered down” considerably from earlier drafts. In other words, what still remains of the plan are only some of the most important funding needs. As only one of hundreds of persons who took time to participate in the development of this plan, the Governor’s lack of support for 2008 is very disconcerting. While we encourage students and staff to take personal responsibility, become informed and to participate in the process, it personally makes me wonder what the point actually is when these untold cumulative hours of endeavor become systematically ignored. According to recent publications, the average amount of state dollars spent to incarcerate one person is presently over three times of that spent on an individual citizen for purposes of elementary, secondary, or post-secondary education. I ask you again to consider, what is the message conveyed to students and Wisconsin citizens? Do we really believe this short-sighted approach will bring a solution to the dilemma of crime? What priority do we place on education in our society?

In closing, I would refer to the origins of the “Wisconsin Idea”, a unique governmental approach to statewide citizen education, born out of the “Progressive” era of our state history. Yes, Wisconsin used to be regarded as a “leader” in higher education as well as reform. During your

forthcoming budget deliberations (and of those in future years as well), I would ask this committee to realistically examine our state's priorities, and to ask yourself "*is the 'Wisconsin Idea' still a reality, or has it become just that – only an idea?*" Your actions will play a large part in answering this question.

Thank you again for the opportunity to provide input on this important matter.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Andrew J. Gokee", with a long horizontal line extending to the right.

Andrew J. Gokee
3101 Wilson Avenue #2
Plover, WI 54467



UNIVERSITY OF WISCONSIN-FOX VALLEY

A Campus of the University of Wisconsin Colleges

**Joint Finance Committee Testimony
March 26, 1999
10:30 am to 5:00 pm
Green Bay
Brown County Library Auditorium**

Good morning (afternoon). My name is Dave Hager. I am the Director of University Relations at the University of Wisconsin - Fox Valley in Menasha.

I am here today to speak in support of **two** items in the University of Wisconsin budget proposal that are critical to the continued success of UW-Fox Valley:

- 1) UW Colleges' Student Services Initiative for Admissions and**
- 2) The Academic Advising Initiative for the UW System.**

We are proud and excited about what's been happening at our campus.

- Our new Barlow Planetarium is the state's most technologically sophisticated planetarium.
- Our enrollment is up 11% over last year.
- Earlier this month, we announced a new collaborative degree program with UW-Oshkosh that allows students to earn a four-year degree on the UW-Fox campus, beginning next fall.
- We are negotiating with UW Platteville, to bring a four-year engineering program to UW-Fox Valley, possibly for the fall, 2000.
- We have recently entered into an articulation agreement with UW La Crosse, to allow students to begin an archaeology major on the UW-Fox Valley campus, then to transfer to UW La Crosse for completion of their degree.
- An outstanding partnership between Outagamie and Winnebago Counties has provided \$16 million to the UW-Fox Valley campus since 1991.

As a result of this outstanding inter-county cooperation, UW-Fox Valley now has some of the most sophisticated, state-of-the-art facilities in the entire UW system. For example, our science facilities are viewed as a national model for an educational infrastructure.

In order to continue to provide affordable access for local residents to a University of Wisconsin education, we need your support. We've built an outstanding vehicle for education. Now we need your help in providing the horsepower: we need people to help people.

One aspect of the total mission of the UW Colleges, and UW – Fox Valley, is to serve the needs of non-traditional students – working adults who want to return to college.

A February 1998 paper by the U.S. Department of Education states that approximately 60% of these nontraditional students are seeking education for job-related purposes, retraining, or for advancement in their existing job.

The employers of these non-traditional students benefit from these educational opportunities, getting more skilled workers in their workplace who are interested in immediately applying what they have learned.

The nontraditional students bring *different experiences, needs and expectations for services*, to higher education. They have multiple roles in their lives and struggle with balancing family, work and study demands. Specific obstacles identified by nontraditional students include work schedules, unacceptable meeting times, costs, family responsibilities, lack of information and transportation.

In other words, this diverse group of students needs specialized support to help them deal with these contemporary challenges to their higher education.

The Student Services staff at the University of Wisconsin – Fox Valley is doing a remarkable job of addressing these needs, *using limited resources*. With a staff of 2 3/4 professionals, they provide a full range of services including admissions, recruitment, testing, advising and financial aid assistance to *all 1,328 students*.

The Student Services Initiative for Admission would provide additional staff *specifically trained* in the needs of non-traditional students. Funding provided in this initiative would allow all of the campuses of the UW Colleges, including UW – Fox Valley, to expand services targeted at non-traditional students and focus on assessing the educational needs of this diverse group and matching them with their career goals.

In combination with funding for the UW System’s Advising Initiative, one additional staff person could be assigned to UW-Fox Valley. This additional staff person would be invaluable at a campus like UW - Fox Valley, where the focus is on transfer. Increased academic advising will make the transfer process to the four year UW baccalaureate institutions more efficient.

We are proud of the fact that those who complete a freshman-sophomore course of study at the UW Colleges, and UW - Fox Valley, have proven to be *better* prepared and successful in attaining a degree. We want to ensure that this tradition of excellence continues as our enrollment increases.

In summary, what kind of results do we expect if these initiatives are funded?

- 1) UW Colleges will be more responsive and accountable to citizens statewide.
- 2) We will be able to provide more opportunities and better services for adults seeking to improve their education and work skills.
- 3) Students will receive additional advising to ensure that they remain within the UW system, and graduate.

These are important issues for all of the constituents that we share in northeastern Wisconsin, as the University of Wisconsin – Fox Valley serves many of the same people that you serve as legislators.

Thank you for this opportunity to speak with you today, regarding the importance of these particular proposed budget items for the University of Wisconsin System, *and* the University of Wisconsin - Fox Valley.

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UNIVERSITY of WISCONSIN
GREEN BAY

March 26, 1999

TESTIMONY TO THE JOINT FINANCE COMMITTEE
Provost Howard Cohen on behalf of Chancellor Mark Perkins

Good morning,

My name is Howard Cohen, Provost of the University of Wisconsin-Green Bay. I want to thank you for this opportunity to come before you on a matter of importance to our region and the University.

Chancellor Perkins wished to speak personally with you regarding the Governor's proposed support for the Brown County Arena. However, he is unable to be here today as he is required to attend Systemwide meetings in Milwaukee.

As you know, the University of Wisconsin-Green Bay is one of only three Division I athletic programs in the UW System. Our program has been noted for its accomplishments and its ability to support itself through self-generated revenues, primarily ticket revenues. We are, therefore, critically dependent upon adequate seating and a new facility in our region.

We firmly believe that the development of a new Brown County Arena is in the best interest of the region and vital to the continued success of our program until such time as we might have a facility of our own. From conversations with the county, the city, and the current operators of the arena, we have been assured that if State support were possible we would receive a preferred users status in the development of a mutually beneficial and financially viable contract for our use of the new facility.

A new 10,000 seat facility will provide the needed flexibility to respond to the demands of our fans and allow us to attract major basketball tournaments to Northeastern Wisconsin. This is an important initiative for Northeastern Wisconsin and we ask for your support of the proposal regarding the Brown County Arena which the Governor has placed in the budget.

Thank you for the opportunity to testify this morning.

ASM HIGHER EDUCATION 1999-2001 PLATFORM

A Post-secondary education is more important today than ever before. However, the cost of education is more expensive than ever and continues to rise. Consequently, education is increasingly less accessible to **more** students. We must assure that students, both current and future, are not priced out of an education. If higher education is to remain affordable and accessible to students, change must be affected on the state level.

The most pressing issue for students in the UW System is our state's continued under-funding and under commitment to higher education. State increases in funding for higher education have increased only 7% over the past five years, well below the inflation rate of 11% for the same time period. The resulting effect is an increase in the financial burden of UW System students who are more and more responsible for making up the difference. The average debt for a member of the 1997 graduating class of UW-Madison was \$15,813.

The state has a responsibility to the students in its universities. The Governor's Biennial Budget Proposal contains some positive elements, but it does not meet its responsibility and continues to place an unreasonable share of the cost of education on the backs of students and their families.

1) Remove the Regent Full Flexibility Clause

In the executive budget, Governor Thompson proposed to grant the UW System Board of Regents full tuition flexibility. If approved, this authority allows the Regents full control over setting tuition levels as well as, "the authority to expend all revenues raised through tuition and fees." Previously, they possessed the ability to raise tuition 4% annually above present levels. If the Board of Regents is granted this power, the state legislature loses all oversight over UW System tuition levels. The Board of Regents must not be granted full tuition flexibility.

2) State Support for Diversity: Plan 2008

Plan 2008 is a ten-year plan designed to increase diversity on UW campuses. It includes provisions for pre-college programs, scholarships, and recruitment and retention efforts aimed at minority students and faculty. The UW System requested \$7million and received only 1/10th of the requested amount, of which over 1/3rd comes in the form of tuition. This drastic under-funding undermines the effectiveness and integrity of this plan. It's time to stop talking about the need for diversity at the UW, and to provide full state support for it.

(continues)

3) Roll Back Tuition

Tuition has increased at twice the rate of inflation year after year for the past generation. At the same time, state funding for the UW-System has declined over the past eight years. It's time to break out of this vicious trend, which has gone too far already. Otherwise, in a few years, young people from working families will be priced out of a UW education. It is time to restore the UW to its land grant mission of providing quality education to the people of Wisconsin. It's time to begin to roll back tuition to levels comparable to those paid by past generations of Wisconsinites.

4) Fund the Madison Initiative

Included in the proposed budget is the Madison Initiative, a plan designed to bridge the \$57 million dollar funding gap that developed between UW-Madison and other Big Ten schools. The Madison Initiative would establish a differential tuition program. Differential tuition would break the UW-Madison's ties to other UW-System schools, and thus accelerate the decline in UW accessibility.

5) Fund Libraries & Advising at Full Amount Requested

Governor Thompson's budget proposal allocates \$7.3 million in funding to the UW System libraries. This funding is exclusively for the purchasing of new books and periodicals and licenses and registrations for databases on the World Wide Web. The proposed funding heralds the first appearance of libraries in the budget in 10 years. The libraries are essential not only to students but also for drawing and retaining faculty, maintaining the quality of education in the UW System, and for research done by private industry throughout the state. It is essential that the state legislature approve the full amount

However, on the question of funding for advising, serious improvements are needed. Historically, the state pays 65% of the operating costs for the university and students pay 35%. The proposed increase in funding for the advising system comes entirely from tuition revenue. This breaks with tradition and sets a dangerous precedent. Providing full funding for advising is essential to the university's educational mission.

6) Support the Black Bill

Rep. Spencer Black and Sen. Richard Grobschmidt are currently circulating a bill to link increases in state grant aid to increases in tuition. For every percentage increase in tuition, the Black Bill calls for an increase in state grant aid to match the tuition increase. It is imperative that this bill be passed. With continued rises in tuition and with accessibility to the UW System of increasing concern, the passage of this bill is of vital importance to those who rely on financial assistance to pay for their education.

UW COLLEGE/GOVERNOR'S BUDGET PROPOSAL

My name is John Reinke and I'm speaking in support of the Governor's Budget recommendations for the U.W. System.

I currently serve as President of the U.W. Marinette Foundation and feel I have clear insight to the value of the U.W. College System. I was a non traditional student who graduated from U.W. Marinette in 1987 and spent considerable time on the campus. I have been impressed with the tireless efforts of the faculty and staff of this institution.

While I support the entire budget recommendation of the governor, I want to focus on three specific initiatives. There is a total of \$2.5 million recommended for student and career advising with \$500,000 of that total targeted for the U.W. Colleges. This \$500,000 would allow us to increase our student services staff by 50%. This is much needed due to our 40% enrollment increase this year. We need the additional personnel to make our guaranteed transfer of credit program work as well as counseling our many non-traditional students.

The student services staff is working flat out to handle the current situation. Any future enrollment increases will strain their capacity beyond the limit.

As a former non-traditional student, I can attest to the continuing advisory need of this group of students.

The continuing appropriation concept is needed at our campus. Our recent growth and movement into distance education require us to cut expenses to meet the demand. The distance education program is very attractive to working professionals and other non traditional students. A more business like approach would be to give us the flexibility to spend some of the additional tuition revenue we are receiving on these new developments. It would be a worthwhile step in making our campuses more entrepreneurial.

In addition, the competitive pay plan has my whole hearted support especially as it relates to the U.W. Colleges faculty who are the lowest paid members in the U.W. System. Their dedication, ability, and tenure merit your support as well. We need to keep these professionals on staff especially

when you consider our rapidly increasing enrollment.

On a final note, our county board has approved and funded a \$5 million renovation of our campus which will begin this summer. They have recognized the need and the obligation to our community. I ask that you give us the support we need for the human capital side of our educational equation. Thank you for taking the time to listen to my concerns.

March 26, 1999

Committee Members:

I have come before you today not only as a student of the UW-system, but as a concerned resident, tax-payer, and regular voter of this state. My main concern centers around Wisconsin's ability to function in an increasingly diverse world and global workplace. I am also very concerned about the possibility of decreasing opportunities for students of color in this state, and the detrimental effects this has on the lives of all students. The reason for this concern centers around the considerable lack of proposed funding for Plan 2008; the diversity plan set forth by the board of regents to help aid students of color seeking higher education.

Plan 2008 was created with the understanding that increasing populations of people of color were not receiving adequate access and support in the UW-system. The strategies set forth by Plan 2008, once properly implemented, offer a comprehensive solution to the many challenges of students of color. Just as important, Plan 2008 promises to benefit all students by diversifying the university experience, and thereby better preparing students for life after graduation.

Over the past year, all the schools of the UW-system spent a great deal of time and effort developing individual plans that applied the ideas and goals of Plan 2008 to their specific campus needs. As this process neared a close, funding needs were pooled and a total request of just under \$7,000,000 was formed. To put this recommendation in perspective, in the next two years, UW-Green Bay will most likely spend \$2,300,000 to fund the budget of its university union alone. This figure is roughly 31% of the total funding requests of Plan 2008 for the entire UW-system. As you can see, the governor's recommendation is only 10% of the request. Not only is the total amount of funding drastically low, but it is structured in such a way as to give students of color no support once they enter a UW-system school. If funding for Plan 2008 is not well above and beyond the governor's recommendation, the state of Wisconsin as a whole will suffer.

Increased diversity in education is absolutely essential for the future success and stability of this state. Over the past several years, our economy has become increasingly global in its nature and our state's population has become more heterogeneous than ever. People today are expected to interact, work, and appreciate people of many different racial and cultural backgrounds. Those people most familiar and comfortable with diverse backgrounds will be rewarded economically and personally. Others will be left wondering where everything went wrong. Once this reality of the future is understood, full funding for diversity in education through Plan 2008 becomes not only correct, reasonable, and just from a social and humanitarian standpoint, but from an economic standpoint as well. The benefits of which will be experienced by all residents of Wisconsin for generations to come.

Wisconsin has long prided itself on being a progressive state. Because of this tradition of forward-thinking, Wisconsin has remained a strong and viable state for its residents to grow-up, become educated, get a job, and raise a family. Full funding of Plan 2008 will help ensure that

this tradition and its related prosperity continues in the future.

I thank you for your time and look forward to your full support of Plan 2008 in the upcoming biennium.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rob Killian".

Rob Killian



United Council

of University of Wisconsin Students, Inc.

122 State Street, Suite 500, Madison, WI 53703 Phone: (608) 263-3422 Fax: (608) 265-4070

Comments of

John Grabel, President

on

UW System's 1999-2001 Biennial Budget

March 26, 1999

Before the Joint Committee on Finance

Chairperson Gard, Chairperson Burke members of the Joint Committee on Finance, thank you for the opportunity to speak to you today. My name is John Grabel, President of the United Council of University of Wisconsin Students. United Council represents over 140,000 students at 24 UW campuses.

For over a year, students throughout Wisconsin have engaged in the 1999-2001 biennial budget process. We began last year, working with UW System administration and the Board of Regents on a set of priorities for this budget cycle. Since then, students have consistently played a role in the process, working to ensure that their voices were heard at each level as the budget progressed.

With the release of the Governor's budget, students turn to the legislature as you will work over the next few months to finalize Wisconsin's biennial budget.

In 1995, my predecessors had a difficult fight on their hands. Then, the UW System faced a \$33 million cut to its base budget, with no money for new initiatives. The UW System is still recovering from those measures, which severely hampered the ability of students to access a quality, affordable public higher education in Wisconsin.

For the 1999-2001 biennium, the proposed budget is certainly a lot better for students. The state has the complicated task of balancing educational excellence and academic quality with affordability to ensure the greatest access for the broadest range of Wisconsin's citizens. In the proposed budget, it is clear that technology, information, and affordability are key priorities.

Students prioritized five items in this budget—libraries, career and academic advising, *Plan 2008: Quality Through Racial and Ethnic Diversity*, tuition and financial aid. Years of under-funding have stressed UW libraries, the backbone of any institution of higher education. UW System requested \$12 million for libraries; the Governor funded \$7.334 million of that request, nearly 65% of the requested

money. Students are pleased with this level of funding and would like to see it preserved.

Next, students focused on career and academic advising. Professional, quality advising helps to reduce time-to-degree and credits-to-degree by ensuring that students are taking the courses they need to graduate. Additionally, advising helps ease transfer between institutions by ensuring that students do not lose credits when they transfer, forcing them to take extra classes.

UW System requested \$5 million for advising and student services; the Governor proposed \$2.5 million for advising, \$2.2 of which is from tuition alone. The state must make a commitment to professional, quality advising by investing state GPR dollars to bring the funding up to UW System's budget request.

Plan 2008: Quality Through Diversity is the ten-year diversity plan passed by the Regents in May 1998. *Plan 2008* aims to increase the racial and ethnic diversity of the university through pre-college programs, recruitment and retention, scholarships, and community and business partnerships. UW System requested \$7 million for *Plan 2008*; the Governor funded \$732,000.

The proposed funding of \$732,000 is slated for the second year of the biennium and will address pre-college programs only. This funding is simply inadequate if *Plan 2008* is to have any hopes of succeeding. Students are seeking funding for the GPR portion of UW System's budget request for *Plan 2008*.

The final two issues I will address are tuition and financial aid. As tuition continues to increase at four times the rate of inflation, average Wisconsin students are priced out of an education. In the 1997-99 biennium, tuition increased 13.2%. The Governor's budget calls for 2.1% tuition increases in each year of the biennium. While this is significantly lower than last biennium, it is an incomplete number. The Governor's budget does not account for the 5.2% increase in faculty pay for both years of the biennium that was forwarded by UW System. Without state GPR support for the faculty pay increase tuition could increase as dramatically as it did in the 1997-1999 biennium.

Finally, the Governor has proposed increasing the Wisconsin Higher Education Grant (WHEG) by 6% in each year of the biennium. Students feel this proposal is desperately needed given the rapid increase in student debt which on average is now more than \$14,000 per student upon leaving UW System. Additionally the Talent Incentive Program (TIP) and the Lawton Undergraduate Minority Retention Program should receive the same increase as state grant aid across the board has fallen behind tuition increase over the last ten years. Currently the average WHEG award is just over \$1,000. This does not cover even one full-time semester's worth of tuition at any UW System institution.

Students urge legislative support for the Governor's proposed WHEG increase. Students also support commensurate increases in the TIP and Lawton programs, which serve the neediest students in the state and work to increase the diversity of UW System campuses respectively.

Michelle Diggles, United Council's Legislative Affairs Director will now comment on the Tuition Flexibility proposal in the Governor's budget.



United Council

of University of Wisconsin Students, Inc.

122 State Street, Suite 500, Madison, WI 53703 Phone: (608) 263-3422 Fax: (608) 265-4070

Comments of

Michelle Diggles, Legislative Affairs Director

on

Tuition Flexibility

March 26, 1999

Before the Joint Committee on Finance

Members of the Joint Committee on Finance, ladies and gentlemen, good morning and thank you.

The proposed 1999-2001 Biennial Budget includes a provision which would allow the Board of Regents complete control over setting tuition levels and spending tuition revenue. I am here to respond to this Full Tuition Flexibility proposal which would fundamentally change the way decisions about tuition are made. Students are very concerned about tuition increases which could result from this new authority. By removing all control and legislative oversight, there would be no check on how much tuition could increase.

High tuition increases continue to be the number one concern of students throughout Wisconsin. Tuition increases equate to a tax increase on the working and middle class families of Wisconsin. According to the American Council on Education, every \$100 increase in tuition/fees results in a 2.2% decline in enrollment for students whose families earn \$30,000 a year or less. Access to a public higher education in Wisconsin is being denied to the sons and daughters of Wisconsin's future.

Based on the use of tuition flexibility in the 1997-1999 biennium students see Full Tuition Flexibility as a threat to their ability to attend UW System institutions. In the 1997-99 Biennial Budget, the Regents were given limited tuition flexibility at 4% in the first year of the biennium and 7% in the second year of the biennium, specifically designed to be used for the faculty pay plan to bring salary levels for UW faculty up to peer averages. This limited tuition flexibility was intended for one-time use, and the legislature included a sunset clause to ensure that flexibility would not be a permanent policy change. Due to a lack of state support for faculty pay increases in the 1997-99 biennium, the Regents were forced to raise tuition 13.2%.

Students across Wisconsin see the move towards Full Tuition Flexibility for the Regents as a way to balance the state budget on the backs of students. With Full Flexibility students would suffer large tuition increases anytime UW System was underfunded in the budget process. Furthermore, any

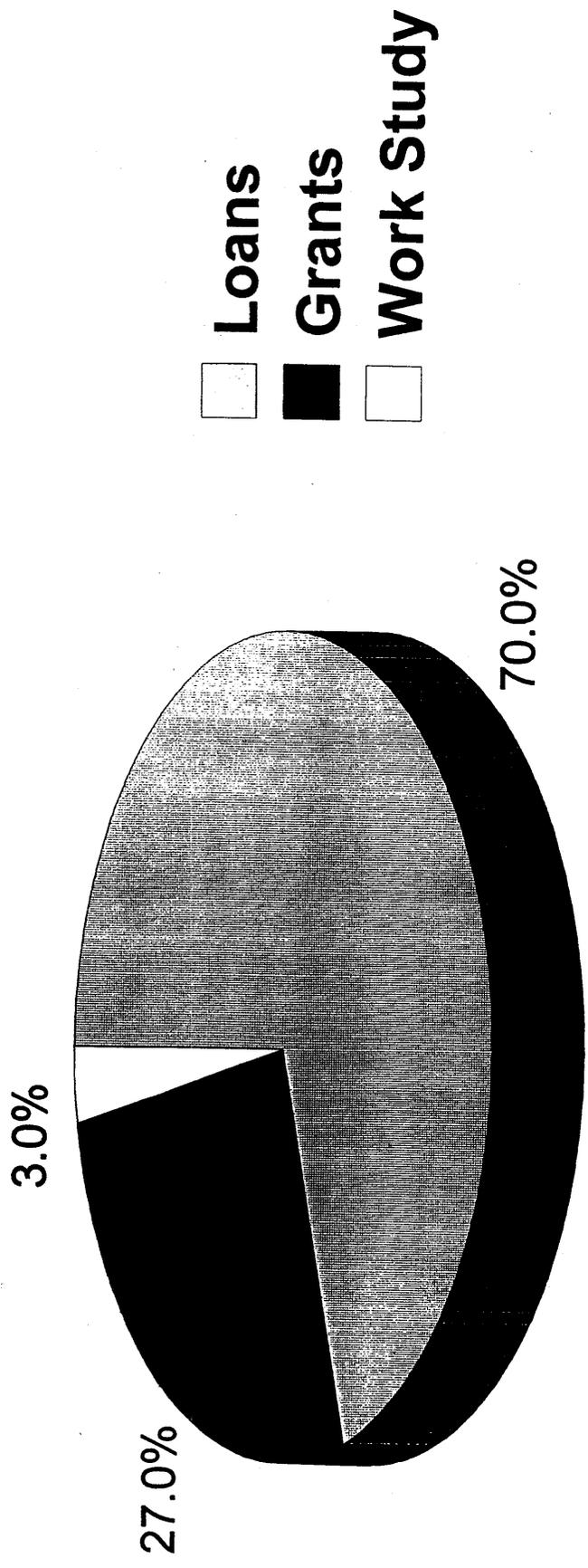
tuition increase, which erodes the accessibility of UW System, would be the fault of the Regents. Without legislative oversight the people of Wisconsin would have no one to hold accountable if they cannot afford a college education.

In the past two biennium, students and their families have felt the sting of tuition increases due to a lack of state support for the UW System. As a result, the quality and affordability of higher education in Wisconsin has been compromised to the point where the UW System finds itself in a critical state. While the proposed 1999-2001 Biennial Budget does include significant increases in state funding for the UW System, tuition flexibility creates the potential for greater tuition increases, which effectively closes the door to higher education for Wisconsin's working and middle class families.

Thank you.

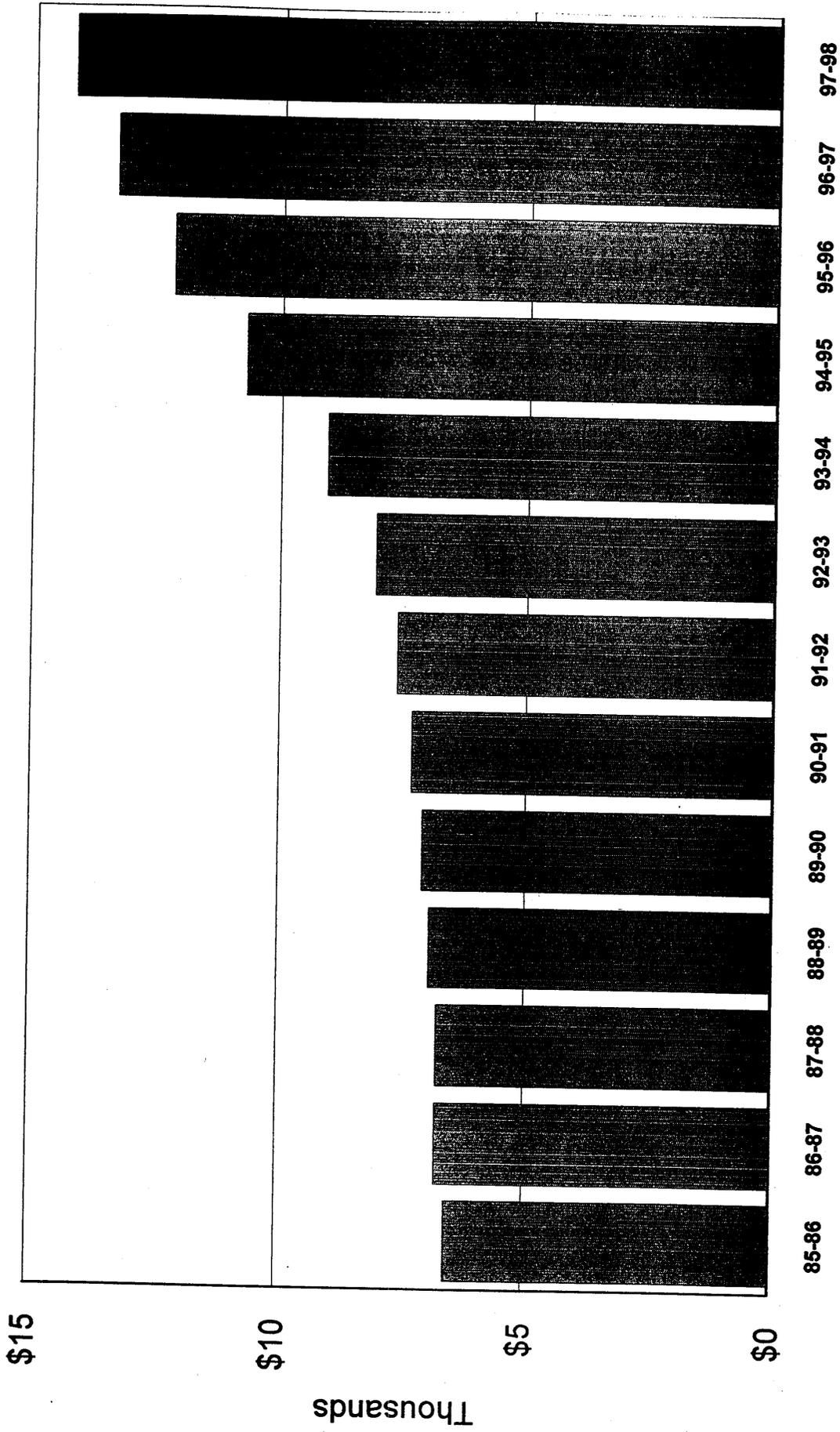
Financial Aid by Type 1997-98

56% of all undergraduates received financial aid
in the 1997-98 academic year.



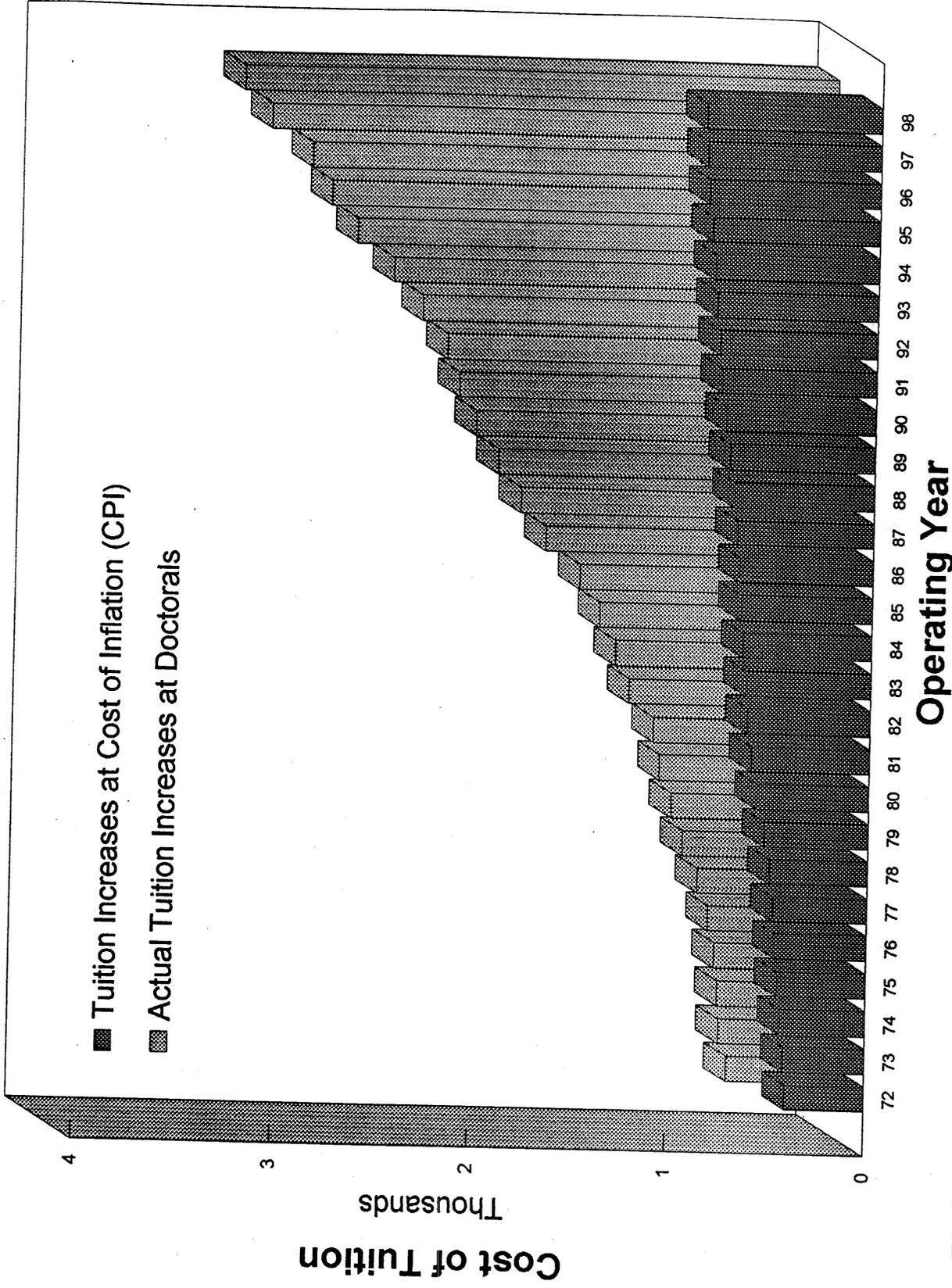
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Average Undergraduate Debt Upon Graduation



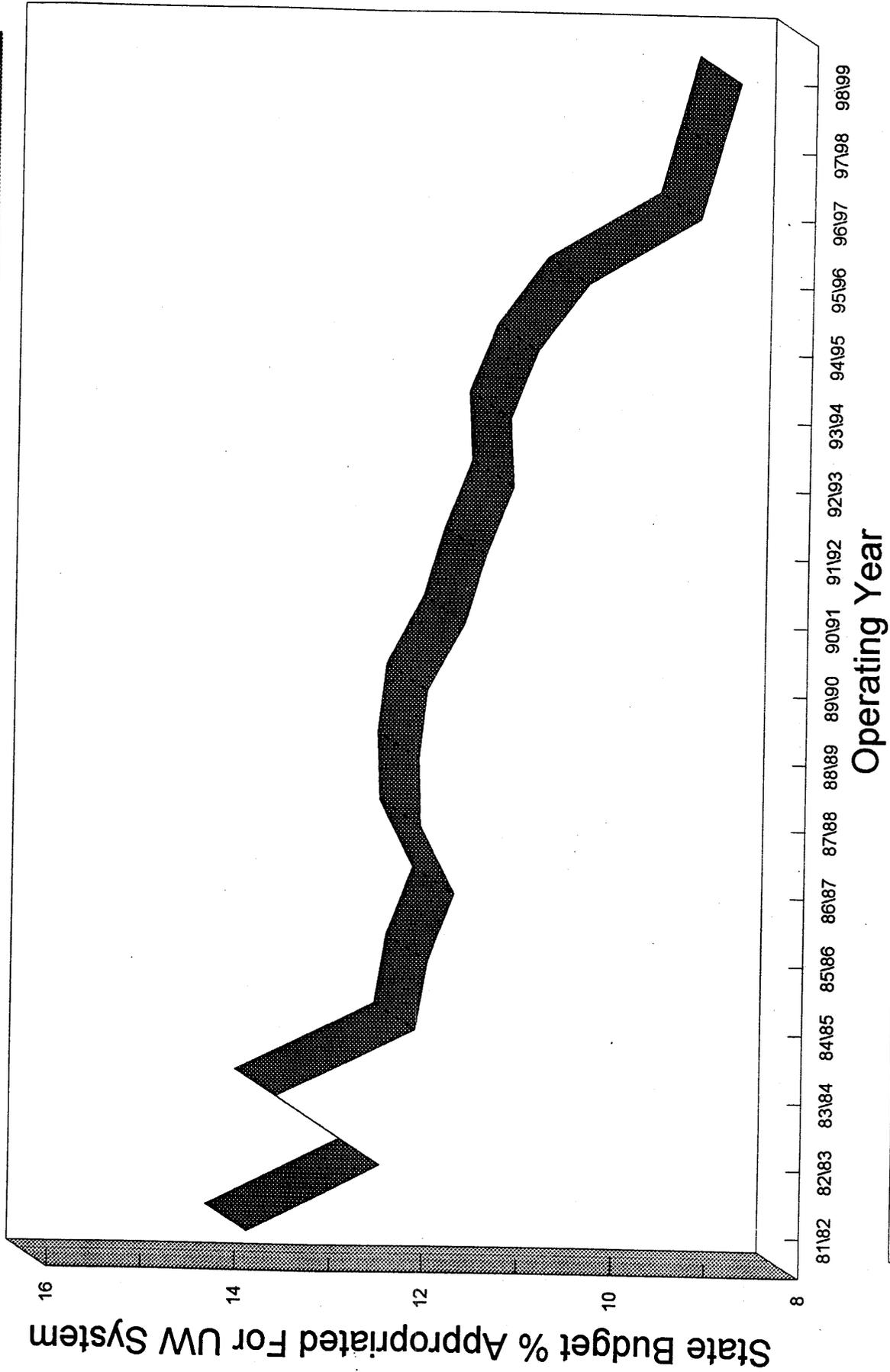
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Actual Tuition Increases vs. Tuition Increases at the Rate of Inflation



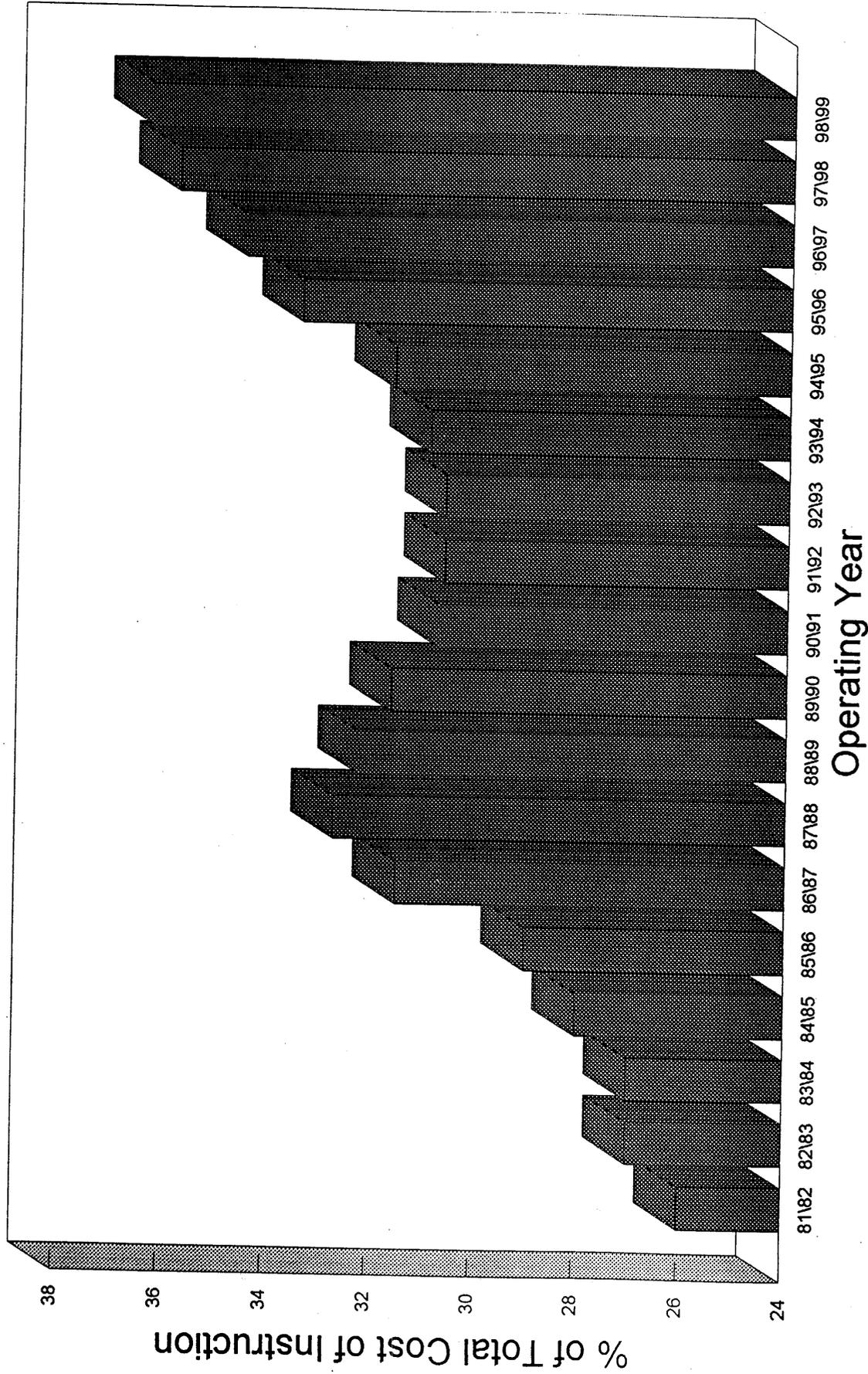
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Percentage of WI State Budget (GPR) Appropriated For The UW System



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Percentage of Total Cost of Instruction Paid By Resident Undergraduate Students



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GOVERNOR'S
WITCO
on International



How to Create a
GLOBAL GENERATION
IN WISCONSIN
for the **21**st Century

GOVERNOR'S

WITCO TASKFORCE

on International Education

“**T**his report of Governor Thompson’s Task Force is a superb document, replete with imaginative, *workable* recommendations that, if implemented, will assure that Wisconsin’s young people are prepared to meet the new and difficult challenges of the 21st century. Our world is becoming ever more complicated, ever more competitive, and ever more fascinating. Thanks to Governor Thompson’s foresighted recognition of the need to prepare coming generations to think and act globally, Wisconsin will enter the next century prepared to cope with the new and wondrous world on our doorstep.”

—Lawrence Eagleburger
Former U.S. Secretary of State

THE FUTURE OF WISCONSIN IS INTERNATIONAL.

"We must all work together to export Wisconsin's most valuable assets—talent and intellect."

—Governor Tommy G. Thompson

On September 26, 1997, Governor Thompson announced a new education initiative to ensure that Wisconsin's students and businesses can continue to compete successfully in the global marketplace. As a result of Governor Thompson's directive, and under the leadership of Milton E. Neshek (Task Force Chairman), an executive of Kikkoman Foods in Walworth, Roger E. Axtell (Task Force Vice Chairman), author and public speaker, and Dr. Leslie O. Schulz (Project Coordinator), Professor of Health Sciences at UW-Milwaukee, the WITCO Task Force on International Education was launched.

"As we enter the 21st century, the graduates of Wisconsin's high schools, technical colleges, and institutions of higher education, as well as the managers of our businesses, will be required to live and compete in an increasingly global marketplace," Thompson said. "I have called on the Wisconsin International Trade Council (WITCO) to study our international education programs to ensure that young people throughout Wisconsin are properly trained and prepared to become the first truly global generation."

Since our world is changing rapidly, Governor Thompson recognized that lifelong learning would be a necessary component to maintain our high standard of living. Therefore, he proposed a bold new vision—to take the "Wisconsin Idea" global. Until now, the "Wisconsin Idea" referred to making the boundaries of our university campuses the boundaries of our state. On the eve of the 21st century, Thompson's directive was to expand our boundaries to encompass the earth. "With the intelligent use of telecommunications and distance learning technologies," Thompson said, "we can dramatically increase opportunities for our citizens to learn and to succeed."

Governor Thompson charged the Wisconsin International Trade Council (WITCO) with identify-

ing the necessary elements to ensure that Wisconsin's workforce can meet the challenges of the future by responding to three basic questions:

1. *What is currently being done in the area of international education?*
2. *What should be done to expand and improve international education?*
3. *How should it be done?*

The International Education Task Force was formed to carry out this charge and thereby provide a blueprint to ensure that Wisconsin citizens can thrive in a global economy. Seven committees were established:

- Committee on International Educational and Cultural Experiences (explored the current situation and made recommendations regarding student exchanges, teacher exchanges, sister city, sister state relationships)
- Committee on World Languages for Wisconsin Citizens (surveyed existing language learning opportunities and suggested areas for improvement)
- Committee on Global Electronic Education (tackled the idea of "taking the Wisconsin Idea global" by examining existing resources for distance education and future needs)
- Committee on Global Education and Training (identified strategies for increasing and improving global education and training opportunities)
- Committee on Wisconsin's Global Network (described a method for identifying resource people around the world who have Wisconsin ties)
- Committee on Global Awareness/Public Information (developed a plan for increasing

citizen awareness of the international nature of our future)

- Committee on Development (identified strategies for funding and expanding international opportunities)

Names of the people who served on these committees are listed on page 22.

FINDINGS

The Task Force adopted 45 recommendations from the committee reports (see <http://badger.state.wi.us/agencies/commerce> for full reports). Following is a sampling from those recommendations. Important note: These have been selected as *representative* of the Task Force recommendations. Readers are urged to review *all* of the committee ideas as they appear later in this report.

General Goals:

- Tomorrow's citizens must be globally literate and linguistically capable. This means they must be:
First—Soundly grounded in core skills (reading, writing, calculating, critical thinking), able to use and adapt to technology, and capable of living healthy lives.
Second—Geographically informed, media savvy, computer literate, technically skilled, artistically communicative, comfortable in relationships with other cultures, and proficient in a language besides English.
- The business community should take an active, supporting role because it has a huge stake in assuring that Wisconsin citizens are prepared to live and work in a global environment. The generation of jobs and wealth comes from Wisconsin businesses that are globally competitive. It is to their advantage to have a globally literate workforce. The growth of such companies in

Wisconsin would assure economic diversity, increase the number of skilled jobs, and attract additional companies to the state.

Specific Goals:

- A major conclusion was that programs such as study abroad—whether for only one week or for a full semester—are the single most effective way to globalize the minds of both students and teachers. Accordingly, the Task Force recommends gathering funds from both public and private resources to allow significantly more students and teachers to travel and study overseas.
- Initiate an international internship tax credit. Businesses that pay Wisconsin taxes would receive a \$1,000 credit for each student they sponsored enrolled in an internship program. Enrollment must be with a nonprofit educational institution in this state that participates in an out-of-country internship program.
- Dramatically increase the number of foreign language immersion programs in elementary schools. Strive to have 200 school districts with immersion programs by 2015.
- Establish a public information technology (IT) authority within an existing state agency to negotiate IT contracts, set IT standards, and deal with the new information technology.
- Create statewide seamless digital electronic networks that allow educational access for every Wisconsin home and business.
- Organize a Wisconsin People Network encompassing alumni of Wisconsin schools and employees and agents of Wisconsin companies to advance the state's interests around the world.
- Develop a comprehensive Internet site from which businesses, employees, schools, and students could

access information on international training and trade opportunities/resources, develop a companion's guide with easy-to-understand instructions and tips for effectively using the site.

- Create a permanent Governor's Council on World Languages for Wisconsin Citizens.
- Businesses in Wisconsin with expertise in international business and cultural relations are asked to share their expertise with grade schools, high schools, and colleges.
- The Governor should embark on a speaking campaign to enlist the support of business and education groups for these recommendations.

Funding

In any comprehensive study such as this, the natural and inevitable question is: *These recommendations may be both worthy and sound...but how much will all of this cost?* In many respects, the State has already begun to make critical investments to keep Wisconsin citizens competitive and also to join the world economy. The Governor's TEACH and BadgerNet initiatives in the 1997-99 State budget provide substantial investments in digital technologies that will hook up the schools, libraries, universities and other sectors of the state to an electronic global highway. The private sector is also investing substantial amounts to train employees, to venture into new markets overseas, and to support educational initiatives.

These investments plus the substantial state support of K-12 and higher education provide a foundation for linking Wisconsin to the global economy. By leveraging our past and current investments with additional investment, we are increasing the likelihood that Wisconsin citizens will, indeed, become world leaders for the 21st century.

As to the recommendations in this report, the cost is impossible to pinpoint because the parameters are imprecise. However, at a minimum, an expenditure of \$3-5 million per year over the next five years would provide Wisconsin with a critical edge. These funds should come from both private and public sources because both will gain from a globally prepared citizenry.

COMMITTEE RECOMMENDATIONS

As the individual reports from the seven committees were assembled, four common themes emerged. Therefore, the committee reports have been summarized under these headings:

1. Cultural and International Education Opportunities
2. Language Proficiency
3. Communication in the Information Age
4. Economic Development

The responses to Governor Thompson's questions follow.

CULTURAL AND INTERNATIONAL EDUCATIONAL OPPORTUNITIES

Wisconsin has always had strong international education programs. Indeed, the very oldest colleges (Beloit, Carroll, Carthage, and Lawrence) put major emphasis on global languages and cultures before Wisconsin even became a state. Beloit College has counted foreign students among its graduates for over one hundred years. Primary and secondary education, too, have long had an international dimension. In the early years of the state's history waves of immigrants forced recognition of diverse languages and cultures in the schoolhouse.

During the 1950s study-abroad opportunities experienced significant growth. Early efforts tended to be "island" experiences, i.e., Wisconsin students traveled with Wisconsin professors, usually to Western Europe, and the teaching emphasized languages and cultures. By the mid-1960s, study abroad opportunities expanded to include Asia, Latin America and the Middle East. At some institutions, the number of participants was high and growing higher (e.g., by the mid-1960s, 25 percent of the students at Beloit College were studying abroad). Levels of participation in the UW System, however, were much lower.

Over the years three models of post-secondary international education developed: (1) international study programs ("study abroad"); (2) the study tour; and (3) service learning/internships. Study abroad most often includes actual enrollment in an overseas institution for a semester or a year. The study tour usually consists of a short-term international learning experience geared to a particular subject (e.g. materials science in Germany) or to the international learning needs of non-traditional (older), working students. Service learning and internships provide "hands on" experience at all levels of education.

For nearly half a century these three models were the important foci for small colleges and universities.

Until the late 1980s, most research universities put their primary emphasis on technical assistance (much of it funded by the U.S. Agency for International Development and other governmental agencies). This had significant educational benefit because of the enrichment of the curriculum growing out of the faculty work in these areas. Fortunately, these technical assistance efforts continue despite the end of the Cold War. They constitute probably the most direct link of higher education to international economic development.

What is currently being done?

- Wisconsin citizens are studying on every continent and in nearly every country.
- Students from abroad are flocking to our colleges and universities.
- Corporations and other organizations sponsor international learning opportunities in ever-greater numbers.
- Sister-city and sister-state relationships offer a wide range of educational and cultural experiences.
 - Thirty-six Wisconsin cities operate in 49 relationships.
 - Two Wisconsin counties have relationships with comparable political subdivisions abroad.
 - The State of Wisconsin has 7 sister states.

What should be done?

- Increase participation in international educational and cultural experiences. Today, approximately 45 percent of the students at Beloit College participate in study-abroad opportunities, while participation at UW campuses ranges from two to five percent. No one is satisfied with these numbers. This gap results not from the lack of program offerings, but primarily from financial barriers and, to a lesser extent, from a lack of appreciation for the global dimension in education. Until the 1970s, some institutions paid students' expenses (including airfare) as well as program development costs. Study abroad was then relatively inexpensive. Since that time, growing costs and declining resources have resulted in a shift of responsibility to students and their families. In particular, the cost gap between studying abroad and staying on campus has risen dramatically for in-state UW students.
- Diversify the distribution of international educational experiences across disciplines and types of students. Students currently studying abroad are disproportionately white, female, in the humanities, and (in the UW) from out of state. The low level of minority participation may also be attributable to fiscal reasons. The focus on the humanities is clearly a problem. Natural and social sciences, as well as business and the other professions (e.g., health care) need to be internationalized.
- Further recognize the impact foreign students and faculty coming to Wisconsin have on our efforts to internationalize education. International educational and cultural experiences can take place in Wisconsin; the world can come to Wisconsin to an even greater extent than it does now. These visitors can be great assets whether they return home as Wisconsin alumni or stay here as contributors to Wisconsin's culture and economy. Unfortunately, some resist the recruitment of foreign students out of a fear that they will drain resources that otherwise could be used by Wisconsin students. This perspective is misguided and needs to be changed. Bringing more international students to Wisconsin needs to be seen as an investment in learning on a par with investments in laboratories and libraries.
- Document international educational and cultural experiences, particularly at the elementary and secondary levels. It is questionable whether Wisconsin reaps the full potential benefit of international education programming (economic, educational, and cultural) because so little information is collected and disseminated.
- Increase the number of sister-city and sister-state partnerships. We are not achieving our potential from this type of educational and cultural experience. For Wisconsin to meet the national average of formal sister relationships, we would need to partner with 11 more international jurisdictions. The status of our current sister relationships varies greatly. Some are nearly moribund while others are expanding. On the Wisconsin side the relationships are usually maintained by volunteers, while it is common for the government to be a partner on the other side. Institutional backing is found in some municipalities; Wisconsin-Chiba (Japan) and Wisconsin-Hessen (Germany) are operated by nonprofit corporations, but are not staffed;

Carroll College provides operational support for another. A volunteer organization, Wisconsin Sister Relationships, Inc., provides information and technical assistance through volunteers.

- Internationalize education in Wisconsin. Foreign students studying in Wisconsin make an important contribution to the advancement of this and other worthy goals. Wisconsin corporations can play a critical role in supporting such internationalization of our educational institutions while at the same time addressing their own staffing needs. M&I Data Corporation and Marquette University have modeled such a mutually beneficial arrangement. M&I Data Corporation is paying tuition for 30 foreign students to attend Marquette. More of this needs to be encouraged.

How should it be done?

- Allow access to international experiences for economically disadvantaged students through WISCONSIN INTERNATIONAL SCHOLARS. Because participation in study-abroad opportunities is lower than it should be if Wisconsin citizens are to be educated to take the lead in global settings and because this problem results primarily from a fiscal rather than a programmatic gap, we propose the creation of WISCONSIN INTERNATIONAL SCHOLARS (WIS). This program would grant \$1,000 toward the travel costs of Wisconsin teachers and Wisconsin students enrolled in a Wisconsin elementary, secondary, or post-secondary institution and participating in a *bona fide* study-abroad, study-tour, or service-learning/internship program.

The WISCONSIN INTERNATIONAL SCHOLARS program, funded from state general purpose revenue, would be divided into four subprograms.

- The first would be for economically disadvantaged students in Wisconsin post-secondary institutions. Travel grants of \$1,000 would be made to students enrolled in the University of Wisconsin System, the Wisconsin Technical College System, or in one of Wisconsin's private colleges and universities.
- The second program would be for elementary and secondary students and accompanying teachers (mentors). This program would be called the JUNIOR WISCONSIN INTERNATIONAL SCHOLARS.
- The third and fourth programs would both be called the WISCONSIN INTERNATIONAL SCHOLARS-TEACHERS (WIS-TEACHERS) program. This program would provide grants of up to \$1,000 to support teachers enrolled in a teacher education program at a Wisconsin public or private nonprofit institution to complete their "student teaching" in a foreign country. This kind of practice-teaching experience will make a significant difference in internationalizing K-12 education in this state. WIS-TEACHERS would have additional foci on currently employed members of the Wisconsin teacher corps. Again, grants of up to \$1,000 would be made to help defray the cost of *bona fide* study-abroad, study-tour or internship programs.
- Offer an international internship tax credit in which businesses paying Wisconsin taxes would receive a \$1,000 credit for each student

enrolled in a public or private nonprofit educational institution headquartered in this state that participates in an out-of-country internship program sponsored by the company and certified by the educational institution. This would create incentives for businesses to partner with educational organizations to expand international educational opportunities for Wisconsin citizens. This credit would sunset after two biennia unless it could be demonstrated to the Legislature that it had significantly expanded international internships. This would require no bureaucracy and would be of clear benefit to the corporations, the academic institutions, and the people of Wisconsin.

To increase the number of foreign students studying in Wisconsin, businesses should be allowed a tax credit for up to half the cost of tuition the business pays to any state public or private nonprofit educational institution. This would not only help internationalize education at home, it would also encourage private investment in education, expand interest among foreign businesses in establishing or expanding a presence in Wisconsin, and multiply the number of future leaders who could be counted as enthusiastic supporters of Wisconsin.

- To address the fiscal concerns of accepting foreign exchange students, grant the Department of Public Instruction \$150,000 in state general purpose revenue to support grants of \$2,000 per student to school districts accepting foreign exchange students.

- The Wisconsin Department of Commerce should work toward increasing the number of sister relationships to the national average.

LANGUAGE PROFICIENCY

The goal with respect to language study is one in which Wisconsin will be recognized as one of the nation's leaders in international education, with model programs and policies in place to enable citizens to participate actively in a globally interconnected 21st century. Schools and communities will put into place myriad opportunities to learn foreign languages, to work with persons and businesses in other countries and cultures and to exchange arts, technology, and ideas across borders.

Wisconsin enrollment in foreign language classes has never been higher. Over 50% of Wisconsin students in grades 6 to 12 are currently enrolled in foreign language instruction.

What is currently being done?

K-12

- At the state and district levels, standards for academic excellence in learning foreign languages have been developed. They describe five key goals that focus on using a second language to develop proficiency. Across Wisconsin, students now learn a language by using it, rather than talking about it.
- Wisconsin has successfully pioneered immersion language elementary schools in Milwaukee, which annually receive recognition and hundreds of visitors from all over the nation and world.
- Brain research shows that learning a language early develops specific regions of the brain and affects many skills beyond communication. Data from Milwaukee's immersion schools confirm that their students, regardless of family socioeconomic status, score **higher on SAT** tests and college entrance exams, have better math comprehension, and have an earlier, wider, long-sustained interest in the world around them.
- On the other hand, fifty percent of Wisconsin students continue to graduate with no foreign language experience. Students with only two years of study, regarded by international standards as inadequate preparation, are understandably frustrated in later international travel or business settings.
- Despite the research that shows the best times for developing fluency in a second language are between the ages of 3 and 10, only 10% of Wisconsin elementary schools have programs, and few of these are immersion programs.
- Despite over 22,000 K-12 students coming into Wisconsin schools already fluent in one of 88 languages other than English, little is done to retain or build upon their knowledge of their mother tongue.
- Foreign-language teachers and English as a Second Language teachers are in great demand. Administrators confront a shortage of applicants when advertising new job openings.
- In spite of world demographics and global economic indicators, most schools have been unable to add languages like Russian, Chinese, or Arabic. By contrast, with modest legislative funding and state level leadership, Japanese enrollments increased from 50 to 1,700 in a few years.

Higher Education

- There exist classes in 50 different languages, from Arabic to Zulu, taught at Wisconsin's public and private universities, colleges, technical programs, and independent study sites.
- The Wisconsin colleges, universities, and technical colleges have responded to the state's new needs, expanding both the number of languages taught and the levels offered. New specialized and applied courses in business and technical language are being developed.
- Public and private college students take advantage of global studies programs, dynamic study exchanges abroad, and technical courses linking languages and cultures to business needs.
- The University of Wisconsin-Madison has a nationwide reputation as being among the top five universities in the country in the breadth, depth, and quality of its foreign language programs. More than 40 languages are offered each semester, most at multiple levels and most taught by fully qualified permanent faculty.
- Private colleges like Lawrence, Beloit, and St. Norbert graduate students who are five times more likely to have majored in foreign languages or area studies than are college graduates nationally. Nearly 40% of their students study a foreign language each year.
- Private and public university and technical college graduates with a specialty and foreign language proficiency are hired quickly by international employers and garner impressive salaries for entry-level workers.
- On the other hand, only an estimated 4% of Wisconsin college graduates have genuine foreign language proficiency. Over 90% of these

are in the traditionally taught languages of Spanish, French and German. Few graduates—other than international students—are proficient in languages such as Japanese, Chinese, Russian, Korean, Indonesian, Swahili, or Arabic, all keys to opening doors to 21st-century markets, issues, and negotiations.

- The language-teaching resources of the UW System and private and technical colleges are not presently well connected to allow the resources to be drawn on across campuses or to truly serve the needs of the state as a whole.
- While beginnings have been made, development of “non-traditional” language programs to serve business, technical, and other applied needs lags behind fast-growing demands. New language programs, new forms of delivery, and new arrangements for access must be developed at a faster pace.
- Without a second (or third) language, even high-ranking university graduates are not qualifying for some of the best new international jobs and opportunities.

In the Community

- Alliances between UW campuses, private and technical colleges, and businesses are rapidly expanding. For example, Harley Davidson Motorcycles hosted a Milwaukee Area Technical College language course at its plant to train international staff. Lawrence University assisted Fox Valley Technical Food Services in offering a course for Chinese restaurant owners.
- UW-System Divisions of Continuing Studies, the outreach programs and international centers of all Wisconsin public, private, and technical colleges, and U.S. Dept. of Education Title VI

Centers are invaluable language resources. They help business plan and train employees for specific needs. They give teachers and other adults chances to travel and to comprehend the complexity of global issues.

- For working adults, university course hours are seldom flexible enough to allow evening study. Opportunities to learn a language at work or in a job-subsidized program are virtually non-existent. Menomonie Public Schools received a good response to an after-school “father/daughter” course in learning Japanese. Opportunities for parents to learn alongside their children are rare, however.
- In business and technical companies, specialists are frequently hired from abroad because of the number of years required for Wisconsin counterparts to acquire appropriate foreign language skills.
- Without cultural knowledge, Wisconsin businesses and organizations have no way of estimating missed contacts, networks, profits, and partnerships.

What should be done?

- Create a permanent Governor’s Council on World Languages for Wisconsin Citizens. The staffed council will promote foreign language education for all citizens. The council will promote communication among language teachers, programs, colleges, and various publics. Communication will highlight state standards for language learning, impacting the K-16 curriculum. The council will address ways to market international and foreign language education to various publics.

- Encourage all school districts to create a K-12 plan for foreign language education. Districts must address the need for more elementary-licensed language teachers and the need for funding for staff to study and teach abroad.
- Encourage elementary teachers to have a second language proficiency. Modify licensure requirements. As more immersion courses are created, teachers may be teaching their specialty subject in a foreign language or may be cooperating with a foreign language teacher.
- Link language learning with school-to-work initiatives and other subject areas. Work-based learning programs should connect students with businesses that have an international component whenever possible. Both school-to-work and language teachers can work with a business mentor to supervise these students.
- Re-examine foreign language proficiency as a graduation requirement for both high school and college. Establish proficiency standards based on state and national guidelines.

How should it be done?

- Establish foreign language immersion programs in elementary schools. The goal is to have 200 districts with immersion programs by 2015. For example, in immersion language schools in Russia, elementary students study their subjects in Russian in the morning and in English in the afternoons. Provide leadership to help school boards, administrators, and parents understand why this is important and cost-saving.

COMMUNICATION IN THE INFORMATION AGE

The Wisconsin Idea, crafted shortly after Wisconsin became a state, provided a vision for post-secondary education that focused on applying educational research, knowledge, and resources to meeting the needs of all Wisconsin citizens. Almost 150 years later the WITCO Committee on Global Electronic Education crafted an expanded vision of the Wisconsin Idea for the Information Age. This vision positions Wisconsin to use electronic technology for the transmission of knowledge in ways that make it accessible and affordable to all Wisconsin citizens and businesses. In addition, this vision views education as a Wisconsin product to be exported to the people of the world.

As this vision becomes a reality, individuals and organizations worldwide will seek out quality education from Wisconsin. The cultivating and exporting of education will also result in increased global business opportunities, cultural exchanges, and enhanced educational opportunities for Wisconsin citizens. Wisconsin citizens will be supported in becoming expert users of Wisconsin technology-enabled information resources and will easily be able to take advantage of expert knowledge carefully cultivated and stored by Wisconsin institutions for the profit and pleasure of all Wisconsin citizens.

To achieve this far-reaching vision, five major areas of importance that need to be explored and acted upon were identified.

1) Physical infrastructure:

Wisconsin must create, implement, and maintain the physical infrastructure necessary to originate and deliver education from and to any place in the world. Physical infrastructure refers to networks, cables, equipment, and communication links that distribute electronic information.

What is currently being done?

- Electronic education is currently delivered in Wisconsin via a variety of information technology media, including data communications such as the Internet, audio and video distribution in a number of formats, and on-line communication.
- WiscNet is one of the primary education Internet service providers in Wisconsin, serving Wisconsin higher education, technical colleges, K-12 schools, CESAs, public libraries, and state and local governments. There are currently over 200 institutional members of WiscNet, of which over half are K-12 schools or school districts. WiscNet provides high-quality and high-capacity service to the Internet and special services such as access filtering, centralized electronic-mail service, network-news services, and network-software distribution to those institutions that do not have sufficient technical staff or resources. With the advent of BadgerNet, WiscNet will extend its services to distribute video and other media as well.
- In addition to WiscNet, a number of regional video-based distance learning networks have been developed around the state to permit sharing of teachers and courses among school districts with limited resources. The distance learning networks vary in size and membership, and in the technology used to distribute the educational programs. These technologies include fiber optic systems, instructional television fixed service (ITFS), compressed video, microwave, and cable TV. Membership typically includes school districts within a region (often served by a common local telephone company), and may also include a local CESA office and one or more

local technical colleges or higher education institutions.

- The plans and architecture to provide more global access are currently in the initial stages of implementation of the BadgerNet project. BadgerNet is designed to reengineer, manage, and integrate the next-generation voice, data, and video networks that form the statewide network infrastructure for transportation of electronic information. It is based on a high-speed fiber optic SONET ring that will support ATM (Asynchronous Transfer Mode) which permits point-to-point distribution of data, video, imaging, and audio. BadgerNet will allow integration of broadcasting with the other information technologies.
- The State of Wisconsin has also established the TEACH Wisconsin initiative, whose purpose is to facilitate and accelerate the use of technology by K-12 schools, libraries, colleges, universities, and technical colleges. To accomplish this, TEACH Wisconsin subsidizes access to BadgerNet for these institutions, and provides loans and grants to schools for training and for improving their internal infrastructures.
- UW-Madison and UW-Milwaukee are active participants in the new Internet2 project to create the next stage of the Internet and a new family of advanced applications to meet emerging academic requirements in research, teaching, and learning. A major goal of the Internet2 project is to quickly transfer these new applications and services to all levels of educational use. UW-Madison and UW-Milwaukee both have vBNS (very high performance Backbone Network Service) connections that allow them to take part in the development of new applications and services.

WiscNet is positioning itself to deploy these applications and services to Wisconsin educational institutions via BadgerNet as they become available.

- Although the creation of BadgerNet is an important step in supporting the use of information technology for all citizens and businesses, several challenges remain. Obviously, the cost of building and maintaining such an infrastructure is a major ongoing challenge. Access is not yet available everywhere in the state. The high rate of change in information technology makes evolution very difficult to manage. Institutions often discover that their information technology is not compatible with other institutions with which they wish to communicate and collaborate. And finally, information technology too often drives the programs that use electronic delivery systems, forcing attention to center on the delivery of technology rather than on the content and purpose of the program being developed.

2) Institutional infrastructure:

Partnerships among Wisconsin educational institutions, corporations, associations, governmental bodies, and libraries are critical in allowing for the financing, generation, transmission, and sharing of knowledge. The building of an institutional infrastructure will allow Wisconsin to develop the ability to capitalize on the physical infrastructure. With a solid institutional infrastructure, Wisconsin entities will be able to work together to attain our vision of the Wisconsin Idea in the information age.

What is currently being done?

- Some of Wisconsin's educational institutions have already begun to experiment with global electronic education by providing access to new

information technologies to enhance the educational opportunities of their students.

- Wisconsin faces a number of difficult challenges to overcome in this area because of the extent of change required to move from traditional ways of teaching, providing service, or doing business to the new modes of operation enabled by evolving information technology. Basic assumptions need to be challenged and innovative ways of thinking and doing need to be encouraged. Educators will need to focus not on teaching, but on learning. The transition will demand considerable short-term resources and concerted willingness. Of particular concern is the identification and reduction of barriers to inter-institutional cooperation and responsiveness.
- Individuals and institutions often have difficulty using information technology because the infrastructure has formed around information technology and contracts rather than content and application. For example, distance learning networks have grown up around local exchange carriers, which often makes collaboration between regions difficult.

3) People and support infrastructure:

To succeed in developing a global electronic education system that Wisconsin can afford, access, and export we must create, implement, and maintain a people and support infrastructure. People must be supported and rewarded for making this vision a reality. Operating rules and institutional support systems that allow individuals to originate and deliver educational products must be developed collaboratively among Wisconsin institutions. A system that provides incentives and rewards for the creation of knowledge relevant to a global economy must be developed. Independent scholars who can creatively contribute to this effort must be sought and encouraged. Training and development opportunities to

teach and encourage people to use the available information technology must be developed.

What is currently being done?

- The lack of a supply of information technology professionals, a lack of people with the necessary expertise to assist others, and the lack of education for professionals and students in the use of information technology present a major challenge.
- People are needed who have expertise in information technology, in content development, and in the marketing of Wisconsin educational products.

4) Navigational infrastructure:

The rapid development of technology that allows for such an amazing expansion of knowledge demands the creation, implementation, and maintenance of a navigational infrastructure. It will not matter how much knowledge is available if it is not accessible.

What is currently being done?

- Finding reliable information on the Internet today can often be a frustrating and time-consuming experience.

5) Research and product development:

Attention to research and product development is also critical as Wisconsin implements and sustains this vision. Wisconsin must develop a means to identify, apply, assess, and implement emerging information technologies. Care must be taken to constantly assess the needs of the people this vision seeks to serve and to develop new products in a timely manner to meet those needs. In addition, if Wisconsin is to become recognized as the leader in the exporting of education, we must develop the expertise necessary to assist with the business aspects of product development and marketing.

What is currently being done?

- Currently, Wisconsin lacks an organization that can research and define markets for Wisconsin educational products. There is a need to determine market demand and commercial feasibility. Wisconsin also lacks an organization and environment for educators to consult with in the creation and commercialization of new educational products. We also lack a systematic way to identify, evaluate, implement, market, and export new learning technologies and products.

What should be done?

- Continue strategic statewide investment in continuous improvement of information technology and the use of such technology.
- Ensure that basic proficiency in information technology is included in Wisconsin educational curricula at all levels.
- Create a public-service information campaign statewide to change citizen attitudes towards the use of information technology.
- Develop programs that encourage educational professionals (K-12 teachers, faculty, administrators, etc.) to take advantage of the opportunities available in Wisconsin educational institutions to retrain in information technology and in the application of information technology in the classroom.
- Adapt the reward structure for individuals involved in providing electronic educational opportunities to the changing information technology environment. We must create expectations and rewards for individuals involved in providing electronic educational opportunities to encourage entrepreneurial opportunities.
- Consider cooperative purchasing, training, and hiring strategies to minimize the cost and maximize the availability and potential of information technology and technologists.

- Develop an easy format for information distribution that allows people to find Wisconsin educational products easily and that provides a system of trustworthy links to quality information for citizens and businesses.

How should it be done?

- Establish a public information technology (IT) authority within an existing state agency to negotiate IT contracts, set IT standards, and deal with new information technology.
- Create statewide seamless digital electronic networks that allow educational access for every Wisconsin home and business.
- Encourage the development of a nonprofit Electronic Education Association designed to coordinate policy, provide state-of-the-art information to members, and provide leadership training.
- Create an annual series of senior-level conferences with regional and state leaders to discuss public-policy issues and issues concerned with future IT vision and direction (i.e., an information-technology "Chautauqua").
- Examine state personnel policies in order to provide the flexibility needed to create new roles and to provide competitive compensation for information technologists and entrepreneurs experimenting with new information technology in education.
- Create a network of organizations with market research and development capabilities that can provide feedback to educational organizations to allow informed policy and program decisions.
- Create a network of resources with equipment and staff expertise to help scholars/entrepreneurs develop, market, distribute, and export educational products.

ECONOMIC DEVELOPMENT

The strength of Wisconsin's economy affects tax rates and resources available for maintaining state programs, services, and infrastructure. The more money that comes from outside the state, the less state residents must contribute. Moreover, the basic generators of jobs and wealth are businesses that are globally competitive. In the past, jobs were generated by businesses that produced goods and services and shipped them over borders. Today, as producers are located closer to market, the real "value added" takes the form of intellectual capital, i.e., jobs are generated on the basis of trade in ideas.

What is currently being done?

- Wisconsin has an immense variety of programs and opportunities related to international education throughout K-12, technical college, and public and private colleges and universities. For example, the International Trade Technical Resource Center at Waukesha County Technical College-Pewaukee Campus is the largest center in the Midwest.
- The Wisconsin Technical College System offers instructional programming designed to meet the needs of business and industry for workers with a global perspective and for specific skills related to international trade and marketing. Short-term certificates provide firms with opportunities for training each year for hundreds of employees in specific knowledge and skill areas related to international trade, marketing, business, and economics. In addition to specific program offerings and seminars offered on demand, industry-specific specialized courses with existing degree programs cover a variety of topics with international aspects.
- Despite the number of programs in the state, it is often a challenge to effectively match them to the needs of business and industry.
- The need for workers skilled in international

commerce and relations far exceeds the supply.

- Wisconsin's institutions of higher education have thousands of international alumni and friends who represent excellent business contacts.

What needs to be done?

- Increase the awareness of all Wisconsin citizens of their role in a global economy. Citizens need to be aware that even products and services developed and sold only in Wisconsin face competition from around the world.
- Improve accessibility of Wisconsin companies to educational resources and training for their employees when they find opportunities for expanding their markets and partnerships beyond our national borders.
- Increase the accessibility of high school students to international business experiences at technical colleges and universities.
- Infuse international studies in content areas beyond foreign language and social studies and develop international connections throughout the curriculum; develop, disseminate, and provide training on the effective use of curriculum with global and international themes.
- Promote flexible training resources for businesses which are just beginning or expanding their involvement in international commerce; such resources should be deliverable on a short timeline, on short notice, and through various mediums, and should be cost-effective for small to large businesses.
- Examine the feasibility of establishing an Institute for Global Policy and Business Studies that will enable institutions of higher education to respond in dynamic and innovative ways to the

international needs of Wisconsin businesses and organizations, and train and prepare a truly "global workforce" that will enhance Wisconsin's competitiveness. The institute will involve collaboration among all campuses in developing and implementing programs, faculty development initiatives, overseas campus sites and facilities, and training for Wisconsin businesses.

- Promote resources available on best practices of small, medium, and large businesses that have entered international markets.
- Identify Wisconsin businesses that have products or services appropriate for international trade and help them explore this potential area of growth.
- Identify international alumni and friends of Wisconsin's institutions of higher education to serve as potential business contacts.

How should it be done?

- Develop or designate a funding source for the creation of a framework for infusing international studies and connections into all content areas. Provide professional development opportunities for educators to develop skills in implementing the framework at the local/institution level. Offer incentives for schools, individual teachers, and faculty members who are effective at this type of infusion.
- Create a state program or foundation from which scholarships could be given to students who excel in programs preparing them for international commerce related jobs.
- Explore incentives in regulatory and taxation policies for businesses and foundations which act to increase international exports from Wisconsin, either directly or indirectly, so that they boost Wisconsin's economy.

CONCLUSIONS

During the late 1970s and early 1980s, the State of Wisconsin became part of the "rust belt" as its manufacturing and service industries fell prey to international competition. With hard work and good leadership, the State has fought back and after more than a decade of effort, the State is now again a world competitor.

With the emergence of the information age and the global economy, Wisconsin faces challenges from international and national competition. Ignoring those challenges will inevitably lead the state again toward the path of rust and decay. Avoiding that path and positioning the state for world leadership in the 21st century is a challenge that will require public and private investments in technology, education, and training. The recommendations contained in this report outline the critical areas in which public and private investments must be made to allow Wisconsin's citizens to operate in a global economy.

Some of the above recommendations can be done quickly by employing greater coordination and minimal seed money. Others require modest start-up funds for structure and administrative staff, but over time will pay for themselves. The third group requires significant base funding and long-range planning.

The answer to the question, "How can we afford this?" however, is "How can we afford not to?" Not preparing Wisconsin citizens for a global future also has a cost: lost jobs, missed commercial opportunities, second-rate industries, a citizenry without vital job skills, and a devaluing of multicultural assets.

Conversely, global skills and understanding translate into increased opportunities, a vibrant economy, and a Wisconsin voice in vital decisions of the 21st century.

Much is at stake. Visionary initiatives and strong leadership are vital to achieve these goals.

LANGUAGE OPPORTUNITIES

at Wisconsin Colleges, Universities and the Wisconsin Technical College System (WTCS)

Commonly-Taught Languages

Language	WTCS and UW-System Two-Year Campus	UW-System Four-Year Campuses	Private Colleges Four-Year Campuses
French	UW-Barron UW-Fox Valley UW-Rock UW-Waukesha FVTC NTC MATC-Madison MATC-Milwaukee WITC WWTC	UW-Eau Claire UW-Green Bay UW-La Crosse UW-Madison UW-Milwaukee UW-Parkside UW-Platteville UW-River Falls UW-Stevens Point UW-Stout UW-Whitewater	Alverno College Beloit College Cardinal Stritch University Carroll College Carthage College Concordia University Edgewood College Lakeland College Lawrence University Marian College Marquette University Milwaukee School of Engineering Mount Mary College Northland College Ripon College St. Norbert College Viterbo College
German	UW-Manitowoc UW-Marathon UW-Waukesha BTC FVTC NTC MATC-Milwaukee MTC WITC WWTC	UW-Eau Claire UW-Green Bay UW-La Crosse UW-Madison UW-Milwaukee UW-Oshkosh UW-Parkside UW-Platteville UW-River Falls UW-Stevens Point UW-Stout (1 sem.) UW-Superior UW-Whitewater	Alverno College Beloit College Cardinal Stritch University Carthage College Concordia University Lakeland College Lawrence University Marian College Marquette University Milwaukee School of Engineering Mount Mary College Ripon College St. Norbert College Viterbo College Wisconsin Lutheran College
Spanish	UW-Fond du Lac UW-Fox Valley UW-Marathon UW-MArshfield UW-Richland UW-Rock UW-Sheboygan UW-Washington UW-Waukesha All 16 WTCS Campuses	UW-Eau Claire UW-Green Bay UW-La Crosse UW-Madison UW-Milwaukee UW-Oshkosh UW-Parkside UW-Platteville UW-River Falls UW-Stevens Point UW-Stout UW-Superior UW-Whitewater	Alverno College Beloit College Cardinal Stritch University Carroll College Carthage College Concordia University Edgewood College Lakeland College Lawrence University Marian College Marquette University Milwaukee School of Engineering Mount Mary College Mount Senario College Northland College St. Norbert College Silver Lake College Viterbo College Wisconsin Lutheran College

Less-Commonly-Taught Languages

Language	WTCS and UW-System Two-Year Campus	UW-System Four-Year Campuses	Private Colleges Four-Year Campuses
Arabic		UW-Eau Claire UW-Superior	
Chinese	NTC MATC-Milwaukee WWTC	UW-Eau Claire UW-La Crosse UW-Madison UW-River Falls UW-Stout (occasionally)	Beloit College Cardinal Stritch University Lawrence University Ripon College Viterbo College
Czech		UW-Madison	Beloit College
Greek		UW-Madison	Beloit College Carthage College Concordia University Lawrence University Marquette University Ripon College Wisconsin Lutheran College
Hebrew		UW-Madison	Concordia University Marquette University
Hmong	LTC, NTC, WWTC	UW-Stevens Point (one summer)	
Hungarian			Beloit College
Italian	MATC-Milwaukee	UW-Eau Claire UW-Madison UW-Milwaukee	Alverno College Beloit College Mount Mary College Mount Senario College
Japanese	BTC MATC-Milwaukee WWTC	UW-Eau Claire UW-Madison UW-Milwaukee UW-Oshkosh UW-Superior	Alverno College Beloit College Carthage College Lakeland College Marquette University Milwaukee School of Engineering Northland College Ripon College St. Norbert College
Menominee			College of Menominee Nation
Ojibwa		UW-Superior	Mount Senario College Northland College
Polish	MATC-Milwaukee WITC WWTC	UW-Stevens Point (conversational) UW-Madison	Beloit College
Russian	MATC-Milwaukee NTC WITC WWTC	UW-Eau Claire UW-La Crosse UW-Madison UW-Oshkosh UW-Stevens Point UW-Stout (occasionally)	Lawrence University St. Norbert College Viterbo College
Turkish		UW-Madison	Beloit College

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