GOVERNOR'S

WITCO TASKFORC
on International Education

Wisconsin International Trade Council

WITCO

How to Create a

GLOBAL GENERATION IN WISCONSIN

for the 21st Century

GOVERNOR'S WITCO TASKFORCE on International Education

"This 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 identifying 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 disadvantage 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?

<u>K-12</u>

- 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

Task Force and Committee Members

The following is a list of people that were involved in this project.

WITCO International Education Task Force

Mr. Milton E. Neshek
(Task Force Chairman)
Kikkoman Foods, Inc.

Mr. Roger E. Axtell
(Task Force Vice Chair)

Dr. David J. Ward
Office of Academic Affairs
UW-System

Mr. William J. McCoshen
Department of Commerce
State of Wisconsin

Mr. Edward Chin
WI Technical College System Board

Mr. James S. Haney
WI Manufacturers & Commerce

Mr. Saul N. Winsten
(WITCO Co-Chair)
Michael, Best & Friedrich

Dr. Rolf Wegenke
WI Assn. of Independent Colleges & Universities

Mr. Thomas A. Gaglione
(WITCO Co-Chair)
Banc One International Corp.

Ms. Mary Regel
Department of Commerce

Ms. Debbie Crave
Department of Agriculture, Trade & Consumer Protection

Mr. Bob Williams
Owner
IDEA Associates

Dr. Katharine C. Lyall
UW System President

Dr. Andrew Policano
Dean
School of Business
UW-Madison

Mr. John T. Benson
State Superintendent, DPI

Mr. Christopher Mohrman
Department of Commerce

Dr. Leslie O. Schulz
Department of Health Sciences
UW-Milwaukee

Ms. Madeline Uraneck
Wisconsin DPI
International Education Supervisor

Mr. Paul Sandrock
Wisconsin DPI
Foreign Language Education Supervisor

Dr. Herman Viets
President
Milwaukee School of Engineering

Mr. Lance Ahearn
Entrepreneur and International CEO

Dr. Marshall Goodman
Dean
College of Letters & Science
UW-Milwaukee

Mr. Kevin Miller
Technology Education Consultant
Wisconsin DPI

Mr. Mark E. Torinus
President
Wisconsin Foundation for Independent Colleges

Ms. Ruth Doran
Administrative Coordinator
Department of Commerce

Committee on Wisconsin's Global Network

Mr. James S. Haney
(Committee Chair)
President
Wisconsin Manufacturers & Commerce

Mr. Peter Beitzel
Executive Director
Milwaukee World Trade Association

Ms. Paula Bonner
Associate Director
Wisconsin Alumni

Ms. Mary Dermody
Director of Development
Wisconsin World Trade Center

Mr. Kent L. Henning
Vice President for College Relations
Carthage College

Mr. Alan G. McIvor
Vice President for Enrollment Services
Beloit College

Dr. Donald A. Nichols
Professor of Economics
UW- Madison

Dr. V. Kanti Prasad
Associate Dean
School of Business Administration
UW-Milwaukee

Dr. Sheila Spear
Director
International Student and Scholar Services
UW-Madison

Dr. R.D. Nair
UW-Madison School of Business

Dr. George Tesar
UW-Whitewater

Mr. Jim Wimmer
Wimmer & Company, S.C.

Committee on Global Education and Cultural Experiences

Dr. Rolf Wegenke
(Committee Chair)
President
WI. Assn of Independent Colleges & Universities

Dr. Stephen A. Gould
Interim President
Lakeland College

Mr. Charles G. Center
Wendel & Center, Attorneys

Dr. Terance W. Bigalke
Director
World Affairs Center
Beloit College

Mr. Larry Chatman
Director of Multicultural Affairs
Milwaukee Institute of Art & Design

Dr. Fukimo Fukuta
Department Chair
Foreign Language and Literature
UW-Oshkosh

Ms. Margaret Lescreiner
Gammex, Inc.

Dr. Jay Harris
Associate Director
F. K. Bemis International Center
St. Norbert College

Dr. Michael Hinden
Associate Dean of International Studies
UW- Madison

Dr. Carol LeBreck
College of Education,
UW-River Falls

Mr. Adrian Lorbetske
President
Nicolet Technical College

Ms. Kimiko Miyazaki
Wisconsin Department of Commerce

Mr. Charles E. Stokke
Mayor
Menomonie, WI

Mr. Mark Rogacki
Executive Director
Wisconsin Counties Association

Mr. Dean Amhaus
Executive Director
Sesquicentennial Committee

Volunteers
Mr. Lance Ahearn
Mr. H. Hampton Rothwell
Ms. Barbara L. Rothwell

Committee on Global Awareness/ Public Information

Mr. Bob Williams
(Committee Chair)
IDEA Associates

Mr. Neil Shively
Former Madison Bureau Chief, Milwaukee J/S

Ms. Jayne Krull
International Consultant
Wisconsin Dept of Agriculture & Consumer Protection

Dr. Beverly Simone
President
Madison Area Technical College

Mr. William R. Elliot
Dean
College of Communication
Marquette University

Ms. Linda Stephenson
President
Zigman, Joseph, Stephenson

Dr. Leslie O. Schulz
Professor of Health Sciences
UW-Milwaukee

Mr. Roger E. Axtell
Author
Professional Speaker

Ms. Ashley C. Esbrook
Zigman, Joseph, Stephenson

Committee on Development

Mr. Mark E. Torinus
(Committee Chair)
President
Wisconsin Foundation for Independent Colleges

Ms. Judy DeWalt
Grants Officer
Madison Area Technical College

Mr. J. David Fuchs
Vice President
Strategy and Technology
Rockwell Automation

Ms. Carolyn Mewhorter
Director
International Studies
Fox Valley Technical College

Mr. Timothy A. Reilly
Senior Vice President of Development
University of Wisconsin Foundation

Mr. Donald L. Salmon
Vice President
Institutional Advancement
St. Norbert College

Sister Judith Schmidt
Vice President
Development
Marian College

Mr. Greg A. Volk
Vice President
Development & External Affairs
Lawrence University

Mr. W. Floyd Wilkinson
Director of Human Resources
Johnson Worldwide Associates

Committee on Global Electronic Education

Dr. David J. Ward
(Committee Chair)
Senior Vice President
UW- System, Office of Academic Affairs

Dr. Richard Barrows
Associate Dean
College of Agricultural & Life Sciences

Mr. John Beck
Director
Computer Services
St. Norbert College

Ms. Georgia Duerst-Lahti
Associate Professor
Political Science
Beloit College

Mr. Louis Janowski
Consultant
International Division
Wisconsin Department of Commerce

Dr. Charles Kroncke
Dean
School of Business Administration
University of Wisconsin-Milwaukee

Mr. George Lightbourn
Deputy Secretary
Department of Administration

Ms. Neah Lohr, Director
Instructional Media & Technology
Department of Public Instruction

Dr. Michael Offerman
Dean
Continuing Education,
UW-Extension

Mr. Randy Pickering
Director
Custom Business Services
Ameritech

Mr. Jon Pray
Associate Vice President
Educational Technology
Marquette University, IMC

Mr. Lee Rash
President
Wisconsin Western Technical College

Mr. Saul Winsten
(WITCO Co-Chair)
Michael, Best @ Friedrich

Committee on World Languages for Wisconsin Citizens

Dr. Marshall Goodman
(Co-Chair)
UW-Milwaukee

Mr. Paul Sandrock
(Co-Chair)
Department of Public Instruction

Ms. Madeline Uraneck
(Co-Chair)
Department of Public Instruction

Ms. Lynell Anderson
Wausau School District

Mr. Lance Ahearn
International Business
CEO

Ms. Berrak Argit
Department of Commerce

Ms. Mary Lynn Bennett
Bilingual Skills Services

Ms. Ann Berns
DC Everest High School, Wausau

Mr. Pang Cher Vue
UW-Eau Claire/
UW-Extension

Ms. Donna Clementi
Appleton School District

Ms. Carol Commodore
Elook School District

Dr. Gale Crouse
UW-Eau Claire

Dr. Helena Curtain
UW-Milwaukee

Mr. Darshan Singh Dhaliwal
Dhaliwal Enterprises

Ms. Ruth Doran
Department of Commerce

Ms. Jackie Doye
Elmbrook School District
Dr. Fred Eckman
UW-Milwaukee

Dr. Gerhard Fischer
Department of Public Instruction

Mr. Kyle Gordon
Wisconsin Assn. of Foreign Language Teachers (invited)

Mr. Dave Grignon
Menominee Indian Tribe (invited)

Mr. Fu Hang
Department of Public Instruction-Wausau

Dr. Nancy Hessert
UW-Marathon County

Dr. Paul Hoff
UW-Eau Claire

Ms. Connie Horstman
UW-Milwaukee

Ms. Kathy Jendusa
Wisconsin Society of Jewish Learning

Dr. Sarah Jerome
Kettle Moraine School District

Ms. Lora Klenke
Department of Agriculture

Dr. Irene Kraemer
Carthage College

Dr. Charles Lauter
Lawrence University

Ms. Jacqueline J. Margis
Milwaukee School District

Dr. Dennis Massey
UW-Colleges-Marathon County

Dr. Al McCoy
UW-Madison

Ms. Judith Michaels
DePere School District

Dr. Jorene Mortenson
River Falls School District

Mr. Jim Oakley
West Bend School District

Dr. Marcella Paul
St. Norbert College

Ms. Robin Reis
Serigraph

Mr. Justin Ritzinger
Lawrence University

Mr. Joel Rodney
WI College-Washington County

Mr. Felipe Rodriguez
UW-Milwaukee

Ms. Mary Sander
The Credit Bureau of West Bend

Dr. Antonia Schleicher
UW-Madison

Dr. Leslie Schulz
UW-Milwaukee

Mr. Jeri Springstead
Wisconsin Heights High School

Dr. Jody Thrush
Madison Area Technical College

Dr. Gabrielle Verdier,
UW-Milwaukee

Mr. Keith Wakeman
Manitowoc School District

Mr. Todd Williams
Menomonie School District

Ms. Janet Wulf
Universal Freight Forwarding (invited)

Committee on Global Education and Training

Mr. Edward Chin
(Committe Co-Chair)
State Director
WI Technical College System Board

Dr. Andrew Policano
(Committe Co-Chair)
Dean
School of Business
UW-Madison

Mr. John T. Benson
(Committe Co-Chair)
State Superintendent, DPI

Mr. Larry Greb
Executive Vice President
World Trade Center

Mr. Lourdene Huhra
International Education
Milwaukee Area Technical College

Ms. Mary Lynn Murtaugh
Department of Commerce

Ms. Jennifer Thomas
WI Department of Agriculture, Trade and Consumer Protection

Dr. L. Emil Kreider
Allen-Braedly Professor of Economics
Beliot College

Mr. Jim Arndt
Department of Commerce

Dr. David E. Mielke
Director of International Business Studies
Marquette University

Dr. Donald Nichols
Professor of Economics
UW-Madison

The Department of Commerce regrets the inadvertent omission of these important participants with the Committee on Global Education and Training

Dr. Carol Bauman, Professor Emeritus
Institute of World Affairs
University of Wisconsin-Milwaukee

Mr. James Flora
New Holstein High School

Mr. Kenneth Conger, Senior Vice President
Kohler Company

Mr. Stuart Lang, Director
Bemis International Center
St. Norbert College