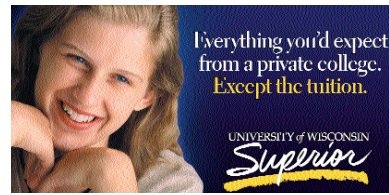




UW-Green Bay:
A Return to the
Future

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UW-Superior's
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U n i v e r s i t y o f W i s c o n s i n S y s t e m

WISCONSIN IDEAS

Occupations Requiring a Bachelor's Degree to Increase Over Next Decade

By Lorre Kolb

Over the next decade the occupations that are expected to increase the fastest and add the most new jobs will require a post-secondary education, according to a report released by the U.S. Bureau of Labor Statistics (BLS).

The *1998-2008 Employment Projections* indicates occupations requiring a bachelor's degree or more education will account for one third of total job growth from 1998 to 2008.

National occupational employment projections for 1998-2008 indicate that while jobs at all levels of education and training will increase, "professional specialty occupations" are expected to increase the fastest and add the most jobs — 5.3 million. This category includes occupations that typically require bachelor's degrees in computer science and mathematics; education, library science and counseling; and health assessment and treatment.

Service worker jobs, such as cashiers, retail clerks and wait staff, that require less formal educational training, are expected to increase by 3.9 million. These two groups, professional specialty and service worker — on opposite ends of the educational attainment and earnings spectrum — are expected to provide 45 percent of total projected job growth between 1998-2008.

Other groups that are projected to grow faster than average are executive, administra-

tive and managerial occupations; technicians and related support occupations; and marketing and sales occupations.

In Wisconsin, professional specialty occupations are projected to mirror the national trend in job growth, and are expected to increase to 20 percent of the state's total employment, according to *Wisconsin Projections 1996-2006*.

Workers with advanced education have better prospects for obtaining higher-paying jobs. According to the BLS report, more than three-quarters of employees in occupations requiring at least a bachelor's degree had earnings that placed them in the highest earnings quartile in 1997. One third of the fastest growing occupations nationally require at least a bachelor's degree. Three of the top four fastest growing occupations — computer

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PHOTO BY JAY SALVO

UW System President Katharine Lyall advocates for the pay package before the Joint Committee on Employment Relations January 25.

Legislature Approves Pay Plan

On January 25, 2000 the legislature's Joint Committee on Employment Relations (JCOER) approved the Board of Regents' and Governor Thompson's 1999-01 compensation recommendation. It provides a 5.2 percent pay plan each year for faculty and academic staff. Each campus distributes the increases on the basis of merit/market, solid performance and other approved criteria. Increases for 1999-00 will be retroactive for annual staff to July 1, 1999 and for academic year employees to the start of the fall semester. The Board of Regents is expected to approve salaries for 1999-00 at its March 10 meeting. Letters to unclassified staff informing them of their 1999-00 rates can be released following the Regent meeting. Unclassified staff will receive two checks on April 1. One will reflect the new rate for 1999-00 and the other will cover the retroactive payment.

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To the Point

"University-based research provides the kind of fundamental insights that are most important in any new technology or treatment."

— President Clinton, see page 6



PHOTO BY JIM GILL

On the Road with the Wisconsin Idea

It happens like this, when you least expect it. It comes up and, in this case, grabs you by the pant leg and says, "Here, Mister, here is the drawing I made for you." And then another and another and another. Four wonderful gifts. Keepsakes from a photo shoot at John Marshall Middle School in Wausau, and the Hmong language classroom of Annette Boller (left).

As Wisconsin Public Television photographer Jim Gill and I leave the loving, nurturing classroom of Ms. Boller and head north for the Red Cliff Indian Reservation and our next encounter with extension "students," I look at the drawings that Meng, PaZong, Sao and "Frank" have deposited in my hands. I shake my head in wonder about how this all works — how UW System resources and UW-Stevens Point/Extension faculty and teachers like Annette Boller and needs of Hmong school children can all come together and be, somehow, resolved.

And then, as evening pays a visit to Wausau and we drive away in silence, I remind myself of the two-word answer to the riddle of the UW's reaching people statewide — "Wisconsin Idea."

Yes, the "Wisconsin Idea" is alive in classrooms like Annette Boller's, in schools in Wausau, in the eyes of children like Meng and PaZong. It is one of the primary reasons why we do the work we do. And it's why I'll hold onto these four drawings, and the memories of that late September afternoon, forever.

— Doug Bradley, public information officer, UW-Extension

Campuses Working to Prepare and Retain New Faculty

By Kevin Boatright

Much has been said in recent months about “the graying of the faculty,” and the need to quickly replace the large number of teachers who plan to retire during the next 10 years. Much less has been said about how to prepare (and retain) the new generation of faculty the UW System expects to hire.

How *do* you turn a bright doctoral student into a teacher, and how *do* you nurture that new teacher so that she thrives on the job? UW-Madison and UW-River Falls are working to address this simple but difficult question. Both campuses showcased their efforts during the December 1999 Board of Regents meeting, as part of a panel discussion led by Lisa Kornetsky, director of the UW System Undergraduate Teaching Improvement Council (UTIC).

Along with other efforts now under way at other institutions, these programs represent a much-needed attempt to maintain the quality of the UW System at its heart: in the classroom.

Helping scholars become teachers

If you ever had a brilliant professor who simply didn't know how to teach, then

you understand the need for UW-Madison's Teaching and Learning Scholarship (TALS) Certificate. Under the auspices of the Department of Educational Administration, it is a campuswide, interdisciplinary program designed to enhance the preparation of graduate students for college-level teaching careers.

How do you turn a bright doctoral student into a teacher, and how do you nurture a new teacher so that she thrives on the job?

UW-Madison is a major source of future faculty for UW System institutions and other universities throughout the country. So the impact of the TALS Certificate is widespread. Participants take two required courses that introduce them to the latest research on teaching and learning, as well as the challenges they're likely to encounter in the classroom. Students next learn how to design courses and how to approach class content.

Supporting courses address the field-related needs of the student, and provide faculty-guided preceptorships and peer-mentored teaching and learning circles. A culminating experience calls on participants to reflect on their work in the program, to develop a framework for professional growth, and to create a teaching portfolio that documents what they've done.

The TALS Certificate requires a minimum of 10 credits. In addition to helping graduate students prepare for college-level teaching, the program may also give them an edge in the academic marketplace. For more information, go to www.education.wisc.edu/tals.

Connecting right from the start

At UW-River Falls, the focus is on nurturing new faculty once you hire them. Starting last fall, the New Faculty Assistance Program provides participants with workshops, opportunities to observe outstanding professors, a videotape critiquing service, and meaningful student feedback. The program is a positive, voluntary attempt to assist probationary faculty and teaching academic staff early in their careers.

During 1999-2000, all new full-time and part-time teachers were invited to take part in the program, which is supported

by the Instructional Improvement Committee, the Faculty and Academic Staff Development Board, and the Provost's Office (with additional funding from a UW System Undergraduate Teaching Improvement Grant).

Historically, new faculty and teaching academic staff were given a basic orientation prior to the fall semester. Under the New Faculty Assistance Program, they will receive a broader level of introduction to the campus throughout the first year. They also will be linked with mature teachers, as well as with each other, for mentoring and mutual support. Hoped-for outcomes include better teaching, a better beginning of the tenure process (where applicable), a stronger sense of bonding with UW-River Falls, and less burnout among newer faculty and teaching academic staff.

Not much can be done to keep today's senior faculty from “graying” and retiring. But UW-Madison and UW-River Falls are taking steps to develop and keep the men and women who will inherit and build upon their legacy as teachers.

Kevin Boatright is assistant vice president for university relations, UW System.

UW System, Wisconsin Technical College System and Department of Defense Form Partnership to Enhance Anytime, Anywhere Learning

By Lorre Kolb

The UW System and the Wisconsin Technical College System (WTCS) sealed a partnership agreement January 10 with the U.S. Department of Defense (DoD) to collaboratively develop, demonstrate, and evaluate the next generation of learning technologies that enable web-based learning, also called “distributed learning.”

UW System President Katharine C. Lyall and WTCS State Director Edward Chin were joined by representatives of the Department of Defense at a signing ceremony at the Pyle Center in Madison.

The “Memorandum of Agreement” establishes a “Wisconsin Advanced Distributed Learning (ADL) Co-Laboratory (Co-Lab)” to serve as a focal point for academia and the workforce in Internet-based distributed learning. The Wisconsin Co-Lab is housed at the UW-Extension Pyle Center on the UW-Madison campus. It is the Defense Department's first ADL Co-Lab in an academic environment.

The Defense Department is a major consumer in the education arena, spending approximately \$14 billion per year on classroom education for its 3 million active duty, reserve and civilian personnel around the world.

The DoD wants to expand its educational opportunities and enhance performance for the nation's service men and women by offering “anytime, anywhere” online education and training.

Both the UW System and Technical College System have been developing web-based instruction to serve the education and training needs of the students served by both systems. The Wisconsin ADL Co-Lab will support collaboration, especially in the area of testing, evaluation and demonstration of tools and technologies to enhance teaching and learning over the Internet.

“This partnership means that Wisconsin will have more influence in shaping the future online learning environment,” said Lyall. “The benefits will extend to students who will have greater access to education and training and to businesses which are increasingly turning to online learning to train employees for higher performance,” Lyall added, “This is a natural fit given the history of UW-Extension as the oldest distance learning institution in the nation.”

“Collaborating on these projects gives both the UW System and Technical College System the unique opportunity to be major players in this highly competitive, ever-evolving world of distributed learning,” said Chin.



PHOTO BY JIM GILL

Signatories of the Co-Lab agreement included (left to right): Mike Parmentier, director of readiness and training in the Office of the Secretary of Defense; Edward Chin, state director of the Wisconsin Technical College System; UW System President Katharine C. Lyall and Paul Jesukiewicz, director of DoD's Advanced Distributed Learning Co-Laboratory.

Michael Parmentier, director of readiness and training in the Office of the Secretary of Defense said, “We believe it is in the Department's, the nation's and the taxpayers' best interests to establish, operate and support the Wisconsin ADL Co-Lab Node for Advanced Distributed Learning.” Parmentier added that Secretary of Defense William Cohen's vision for the 21st century learning environment is “one in which Advanced Distributed Learning technologies and methodologies will provide access to the highest quality education and training

that can be tailored to individual needs and delivered cost-effectively, whenever and wherever it is required.”

The Wisconsin ADL Co-Lab will begin work on projects immediately, said Judy Brown, emerging technology analyst for the WTCS and primary liaison for the project. The first projects relate to learning management systems and intelligent tutors, Brown said.

Changes in New Century Promise Challenges to Imagination

OBSERVATIONS

By Katharine C. Lyall, UW System President

"Today marks the closing of what has doubtless been the most wonderful century in the history of the world, in the way of material achievement."

Appleton Daily Post, December 31, 1900

Imagine there's no airplane. Not because it's snowing at O'Hare, but because the Wright Brothers are still testing kites and gliders at Kitty Hawk. Imagine there's no radio. Not because NPR is on the fritz, but because Marconi is still perfecting his primitive wireless.

Imagine there's no Theory of Relativity (Einstein is in college), and no Panama Canal (Panama is part of Colombia). Peter Pan, Peter Rabbit and the Scarlet Pimpernel are fictional characters waiting for authors to create them. Vitamins are unknown; so is Cellophane. Automobiles exist, but are as common on the streets of Milwaukee as carriages are today.

I'm describing the world as it was in 1900, of course, not as it is in 2000. What's remarkable about that time, 100 years ago, is that within a decade everything I've mentioned would come into being. Almost overnight, the Victorian Age would be a memory as people began to fly, drive and think at unheard of speeds.

A new book published by the State Historical Society of Wisconsin and distributed by the UW Press, *Yesterday's Future: The Twentieth Century Begins*,



E.L. Luther, shown at the Oneida County courthouse in 1912, was Wisconsin's first county extension agent. Photo courtesy of UW-Madison Archives.

takes us back to a year, 1900, that proved to be the brink of an inventive supernova. Editor Michael Stevens has collected newspaper articles and editorials from around the state that contain fascinating comments and predictions at the dawn of the 20th century.

Some of the forecasts proved to be outlandish ("The people of the Earth will be in close communication with Mars by being shot off in great cannons.") Others were remarkably accurate ("Wireless telephone and telegraph circuits will span the world. . . We will be able to telephone to China as readily as we now talk from New York to Brooklyn.") All make interesting reading.

Hardly anyone seems to have foreseen the tremendous growth of education

that took place at all levels during the 1900s. But *Yesterday's Future* does include the thoughts of James H. Stout, founder of what is now UW-Stout, on the future direction of university education. He was correct when he wrote, for the *Milwaukee Sentinel* of December 30, 1900, that "[The] increase in demand for technical education does not mean a decrease in the demand for general education. On the contrary, all signs indicate that the coming years will see a great increase in this demand, both as regards the number of persons seeking a higher education and in the amount and quality of the education which is required." (At the time he wrote this, UW-Madison was smaller than Saint Norbert College is today.)

Senator Stout also looked for "a rapid increase in graduate instruction and in

the number of graduate students [as well as] a progressive enrichment of the general undergraduate curricula of the universities and constant improvements in their methods." The UW System now has about 20,000 graduate and professional students, and adult learners are a growing segment of our market.

The pace of events didn't exactly slow down once the new century began, as you know. Nor should we expect anything other than constant and often dramatic change in the years ahead. James Duderstadt, president emeritus of the University of Michigan, recently made this observation:

"Four decades ago, one of the earliest computers, ENIAC, stood 10 feet tall, stretched 80 feet wide, included more than 17,000 vacuum tubes, and weighed about 30 tons. . . Today you can buy a musical greeting card with a silicon chip more powerful than ENIAC. Already, a modern \$1,000 notebook computer has more computing horsepower than a \$20 million supercomputer of the early 1990s."

At this rate, he notes, in 2020 such a computer "will have data processing and memory capacity roughly comparable to the human brain." Think of the impact such a development will have on the way we educate students, conduct research, and serve Wisconsin.

We need not be daunted by such changes, however. We can choose to think of change as gaining something rather than as losing something. After all, in 2000 as in 1900, the most powerful instrument for learning, invention and leadership remains the one I spoke of at the start of this column: *imagine*.

Programs Evolving to Meet Marketplace Needs

Outlook— From page 1

engineers, systems analysts and database administrators — all require bachelor's degrees and all had median earnings in 1997 that were in the top earnings quartile.

Preparing a well-educated workforce

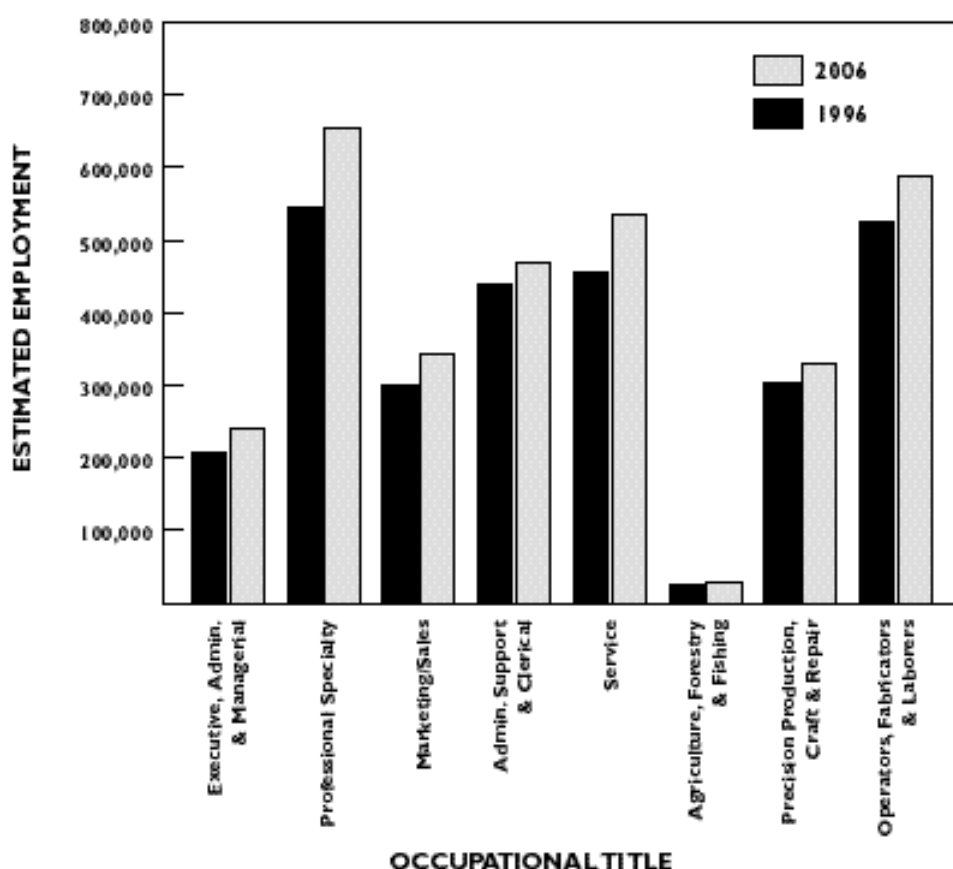
UW System programs provide opportunities that encourage young people to reach their highest potential, and continuing education is offered to working adults who are returning to school to update or learn new skills as their jobs demand. Each year, over 25,000 students graduate from UW System institutions. Meeting their educational needs is accomplished by offering courses that are the basis of a well-rounded education and by identifying the needs of the economy.

The UW System's ability to respond to market conditions and demands by providing professional development courses and customized programs ensures that students receive the education and training they need to compete in the marketplace.

This biennium, the Governor and Legislature, recognizing these trends, made provisions for 1,000 additional students to enter the UW System. The accessibility and affordability of higher education in Wisconsin, as the BLS report illustrates, is key to the state's long-term economic health.

Lorre Kolb is a writer for university relations, UW System.

Wisconsin Employment Projection



Source: Wisconsin Department of Workforce Development, Bureau of Workforce Information

UW-Green Bay Ponders a Return to Its Future

By Christopher Sampson

Plan to Re-energize the Campus Calls for Return to Focus on Interdisciplinary Study, Student Learning

The University of Wisconsin-Green Bay — distinctive, trend-setting and non-traditional — sparked when new a generation ago. Today, new light on the University's most appealing facets is intended to help it shine even brighter for a new generation of learners.

Faculty and students are leading a drive to reestablish UW-Green Bay as a one-of-a-kind option among Wisconsin's public universities, and to invigorate its offerings with a "learning experience" focus for students seeking an engaged, personalized education.

UW-Green Bay may ask for more faculty, and an enrollment decrease, to bring student/faculty ratios in line with the personal interaction described in the plan.

"It's not just a matter of more money or new programs, it's a plan to literally re-energize the campus," says Harvey J. Kaye, professor of history and social change and development. "It will be a much better learning experience."

Kaye helped write the university report which proposes that every UW-Green Bay student will have experience with portfolios, personal learning plans, learning through teaching, citizenship and professional practice. The report identifies five key objectives:

- High-impact first contact with students
- Personalized learning
- Competency-based general education built on standards and accountability



PHOTO BY DAVE GAROT

Chancellor Mark Perkins meets with students at a round table workshop last spring to discuss plans for UW-Green Bay's future.

- Active and integrated learning
- Putting learning to work through internships and citizenship

"Knowledge is completed by doing," says Howard Cohen, UW-Green Bay provost and vice chancellor for academic affairs. "For every student there would be an opportunity to take what they're learning and demonstrate it in a workplace setting."

Cohen and Kaye were members of the learning task force of 30 people — faculty, staff, students and a representative of the University's community advisory board. Governance groups endorsed the plan following a series of campus hearings. The Board of Regents Education Committee saw the report in December.

UW-Green Bay began its study after UW System President Katharine Lyall challenged all institutions to identify enrollment plans. UW-Green Bay took advantage of that opportunity to examine its total package, from academic focus to facilities planning.

The result, task force members say, is a report that builds upon the University's Green Bay Idea of an Educated Person, captures best practices from units across the university, and expands them to prepare all students as "smart, articulate and engaged citizens."

"It's not that we don't do these things at some level or another," Cohen says of the learning recommendations. "We do, but we don't do them at scale for all students."

Many on the campus of 5,500 students say the "learning experience" proposal is in keeping with the innovative spirit that once earned UW-Green Bay a national following in higher education circles.

"This plan really amplifies and extends UW-Green Bay's existing mission, and our traditional strengths," says Chancellor Mark Perkins.

In the late 1960s, the new UW-Green Bay touted fresh concepts including an emphasis on problem solving, "communiversity," and an academic organization around broad, interdisciplinary areas rather than narrow, specialized departments.

Interdisciplinary study has since moved toward the mainstream, but UW-Green Bay still stands out. It is one of six schools profiled in the new book, *The Innovative Campus* (Oryx Press, 1999), which revisits groundbreaking institutions of higher education's boom years. Author Joy Rosenzweig Kliwer calls UW-Green Bay



PHOTO BY DAVE GAROT

Campus path leading from UW-Green Bay student housing to the University Union and the David A. Cofrin Library in the background.

"a bold survivor" and devotes an entire chapter to the success of the campus in keeping alive its distinctive approach.

Perkins and others say it's not about recapturing the past. It's about celebrating what UW-Green Bay does best. That, they say, positions the university nicely for 21st century learners who will need not just mastery of information but mastery of themselves as rapid-change, lifelong learners.

"UW-Green Bay has the capacity to create a coherent focus on student learning unlike any other institution," Perkins says.

The approach is expected to enhance retention and raise the school's graduation rate, now slightly below 50 percent.

Student government leaders say their colleagues support the idea of even greater interaction with faculty and additional opportunities for independent study, research projects, and personalized learning.

"This is more of a guarantee that every student will be able to have those kinds of learning experiences," says Rob Killian, a senior from Niagara.

Those opportunities were more common in the university's early days, before enrollment growth pushed the

student-faculty ratio to today's levels, or near the highest in the UW System.

UW-Green Bay is likely to ask for more faculty, and an enrollment decrease of roughly 250 students over several years, to bring student/faculty ratios in line with the personal interaction described in the plan.

Students are willing to pay their share. The Student Government Association endorsed a plan to pay up to \$300 more a year, above basic UW tuition, to support the learning plan, and \$200 more in activity fees for related facilities and services.

Perkins says he believes the "learning experience" focus will diversify educational choice and could prove attractive to top students inside and outside Wisconsin, complementing the state's "Brain Gain" strategy.

"Wisconsin students deserve a broad array of learning options," he says. "We have a wonderful opportunity here in Green Bay, with the history of this institution and the community support of the professional practice and citizenship elements, to position ourselves as a very special alternative."

Christopher Sampson is associate director of news services at UW-Green Bay.

Establishing a Quality Niche in the Northland: UW-Superior Works to Raise Its Market Profile

By Beth George and Al Miller

Wisconsin's Public Liberal Arts College Prepares for 21st Century

In today's world of higher education, building a quality niche alone is not enough. Universities also need to spread the word about their efforts. At University of Wisconsin-Superior, Wisconsin's public liberal arts college, the campus community has embarked on an aggressive and long-term effort to build a quality niche and raise the profile of the UW System's northernmost campus.

"We have used the elements of strategic planning to help us lay a course of improving academic quality, upgrading facilities and improving image that will be the foundation of our direction for many years to come," said Chancellor Julius Erlenbach.

This approach began with the 1997 Strategic Plan. The inclusive process identified the campus' strengths as: excellence in the liberal arts, select professional programs, the Extended Degree Program and graduate programming. It also outlined goals for building the academic standards and experience, and for recruiting and retaining students.

The plan's findings showed that a UW-Superior education offers qualities which students generally seek from a small, private liberal arts college: small interactive classes; excellent, engaged teaching faculty; common but individualized learning experiences; undergraduate research; and internship and capstone opportunities. While the campus has long known the importance of these qualities, accentuating them is bringing results.

A regional advertising strategy touts the campus as "Everything you'd expect

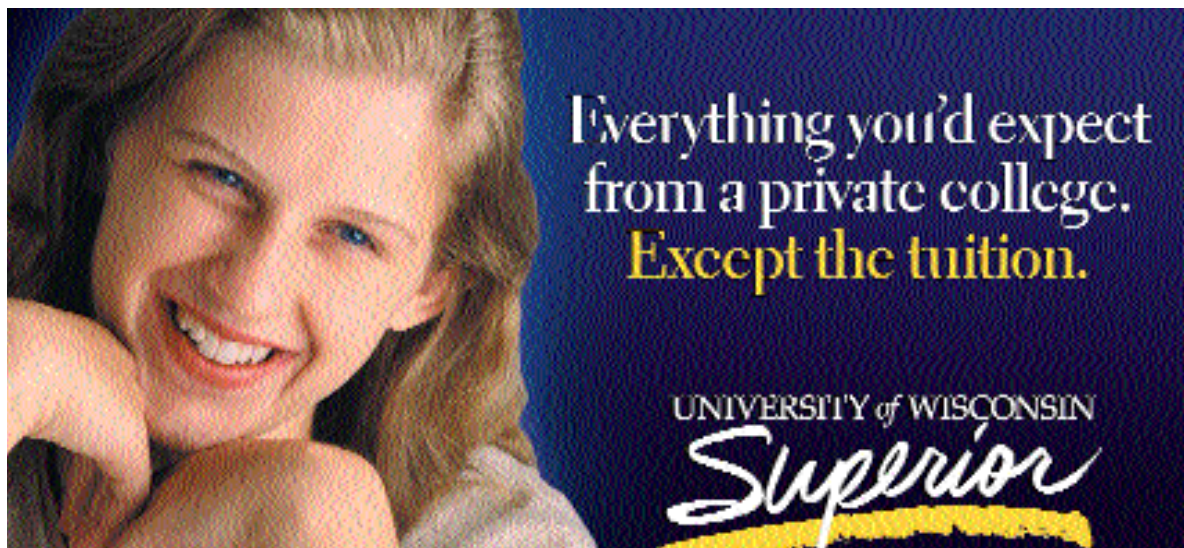


PHOTO COURTESY OF H.T. KLATZKY & ASSOCIATES

Poster boards around the Twin Cities of Minnesota were part of the fall advertising strategy for UW-Superior. The Twin Cities campaign consisted of the poster boards, newspaper advertising aimed at adult readers and radio spots targeted toward teens.

from a private college. . . Except the tuition." It compares similar attributes of private colleges in Wisconsin and Minnesota to UW-Superior. The campaign's regional success in 1998-99 encouraged the campus to extend its recruiting market to the Twin Cities in Minnesota in fall 1999. Results for that campaign look strong.

"To do our part in 'gaining brains' for Wisconsin we look to the Twin Cities because many of our graduates, especially those in high tech areas, are drawn from the Twin Ports to positions in the Twin Cities," said Provost Charles Schelin. "We are now working to reverse this drain by actively recruiting in this area."

Faculty and staff are continually discussing ways to improve personalized student attention. As a result:

- Increased admissions standards are being considered.
- A concerted effort is being made to meet increased enrollment by adding

permanent faculty to replace ad hoc instructors.

- A distinguished lecture series has brought a common learning experience to all fields.
- The honors program, study abroad and second language requirements are being reviewed.
- The Extended Degree Program reaches out to non-traditional students with increased on-line courses.

The new transportation and logistics major and accompanying research center have already earned certification from the industry and are highly regarded in the Twin Ports. Attracting federal support makes this program a key component in addressing some non-traditional student needs. The program will provide incumbent worker studies, basic skills training, on site degree completion and a certificate program.

To meet the needs of other non-traditional students, UW-Superior provides a paralegal certificate, gerontology certificate through Continuing

Education/Extension, and is planning certificate offerings in computer information systems.

Continuous planning will enable UW-Superior to meet the challenges for the 2000-2006 enrollment planning period. The campus will maintain enrollment at about 2,150 full-time equivalent students, or a 2,800 head count. It will continue highlighting its strengths and market them, seek more ways to serve adult students, and move toward selective pricing for special programs.

Through aggressive marketing and increased enrollment of non-traditional students, the campus expects to make up for a projected 5 percent drop in traditional-age undergraduates in the region, while maintaining steady enrollment of graduate students.

Beth George is director of university relations, UW-Superior. Al Miller is university relations specialist, UW-Superior.

E-Commerce Workshops Benefit Small Businesses Statewide

By Judi Wittkopf

Newsweek lauded it by featuring it on the cover. A major toy store used it to increase their sales, but then failed to deliver the toys in time for Christmas. One Wisconsin business, Lands' End, is praised as being on the cutting edge of its use.

It's E-commerce, and because of workshops sponsored by several UW System campuses, Wisconsin small businesses are entering the fray.

Since 1995, Bob O'Donnell, instructional technology coordinator at UW-Marathon County, has conducted well over 100 workshops on E-commerce. He estimates that he has reached roughly 2,000 business and professional people.

The workshops differ somewhat, but all "are designed to help Wisconsin small businesses learn how to use the Internet to market their products and services," said O'Donnell. "Separating the hype from the reality of doing business on the Web can be a challenge for small businesses in Wisconsin," he explained. "Our goal in these collaborative workshops is to provide understandable and objective information to our businesses."

O'Donnell's workshops have been coordinated by the Small Business Development Centers at UW-Stevens Point, UW-Madison, UW-Whitewater and UW-Eau Claire. In addition, workshops were also coordinated by UW-Stout, St. Norbert College, and Northcentral, Waukesha County and Nicolet Technical Colleges. The initial workshops were set up through the

Marathon County UW-Extension office, where O'Donnell worked at that time.

Kevin Jones, director of UW-Eau Claire's Small Business Development Center, praised O'Donnell's objectivity. "We have done several seminars on the Internet applications in small business," he said, "but the instructors were either from the private sector and were more interested in selling their services than teaching, or they were academics who had a tough time relating to business people. Bob did a great job for us."

Terry Dehring, director of research and development for the Culver Franchising Systems, attended the workshop coordinated by the UW-Madison Small Business Development Center. He noted that the workshop he attended "provided a good solid base of informa-

tion about what E-business is and how to take advantage of it to benefit your business."

Dehring praised the UW System for providing workshops for small businesses. "These types of seminars should be provided to small businesses for the same reasons that the county extension agents were set up to help rural farmers: to help them run their businesses better, which helps Wisconsin become more economically diverse, stable, and prosperous."

Judi Wittkopf is director of university relations, UW-Marathon County, Wausau.

Clinton's Last Budget Boosts Access and Research

ON CAPITOL HILL

By Kevin Boatright

To his critics, the president's final State of the Union address on January 27 was the swan song of a lame duck. To Clinton, however, it was a nationally televised opportunity to bolster his White House legacy. Coupled with the ambitious FY01 budget proposal released on February 7, it signaled his determination not to drift quietly into retirement.

Clinton wants to be remembered as a champion of education, especially higher education. He said as much in an earlier speech, given January 21 at the California Institute of Technology. "More and more," he stated, "given the cost of higher education, a higher and higher percentage of our students need more [financial aid]. This has been a virtual obsession for me ever since I became President. I was determined to leave office saying we had opened the doors of college to all Americans."

Whether Clinton will get his way in a high-stakes election year remains to be seen. Ordinarily, a president's eighth year in office has been marked by political jockeying rather than by the passage of momentous new programs.

\$31.4 billion for affordability

Of primary interest to the UW System is Clinton's proposal for \$31.4 billion in support of higher education affordability. The funds would be provided in three main areas:

- **The College Opportunity Tax Cut** (\$30 billion over 10 years) would use the tax code to make college more affordable. The proposal expands upon existing Hope and Lifetime Learning tax credits. Persons who file with the IRS could receive a tax deduction of up

to \$10,000 per year for tuition, fees and job-related training (or a tax credit of up to \$2,800 per year). In addition, tax-free treatment of employer-provided graduate tuition would be restored, and the deductibility of student loan interest payments would be increased.

- **Funding for new and existing need-based aid** (\$1 billion in FY01) would increase the Pell Grant maximum by \$200 (to \$3,500), while boosting spending for Supplemental Educational Opportunity Grants (+\$60 million) and the Work-Study program (+\$77 million). New programs would include the College Completion Challenge Grant, which would use \$35 million in FY01 to reduce the post-secondary dropout rate among minority students.

- **TRIO, Gear Up and other programs** (\$400 million in FY01) that benefit economically disadvantaged students would receive increased funding. Gear Up (+\$125 million, to \$325 million) is a pre-college program, while the TRIO programs (+\$80 million, to \$725 million, including the College Completion Challenge Grant) primarily support students once they enroll.

"It's time to make four years of college affordable for all."

— President Bill Clinton, State of Union Address, January 27, 2000

While support for these programs would be welcome at these levels, not everyone is happy with the way the funding is allocated. The UW System and the 11 comprehensive campuses are members of the American Association of State Colleges and Universities (AASCU), which states that it "does not support using tax incentives for the delivery of federal student aid. Using

the tax code as a vehicle... tends to benefit students from middle and upper income families, who attend high-priced institutions and are already destined to attend college."

This has been a consistent AASCU position. It also objected to adoption of the Hope and Lifetime Learning tax credits in 1997. AASCU would prefer to see a much higher level of funding for Pell Grants and other need-based aid.

More federal research funding

The FY01 budget proposal also contains \$2.8 billion in new funding for federal science and technology research. Included is a \$1 billion increase in biomedical research for the National Institutes of Health, \$675 million for the National Science Foundation, and major funding increases for information technology (\$605 million), nanotechnology (\$227 million) and bio-based technologies (\$93 million).

"This budget makes research at our nation's universities a top priority," said Clinton during his Cal Tech speech. "University-based research provides the kind of fundamental insights that are most important in any new technology or treatment. It helps to produce the next generation of scientists, engineers, entrepreneurs. And we intend to give university-based research a major lift."

Clinton also offered a challenge to science educators at all levels, saying "we have not done a good enough job in helping all Americans to understand why we need very, very large investment in science and technology." Said Clinton:

"It is our responsibility to open the world of science to more of our fellow citizens; to help them understand the great questions science is seeking to answer and to help them see how those answers will actually affect their lives and their children's lives in profoundly important and positive ways."

In a recent message, Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges, observed that "the good news is that higher education enjoys general Congressional approval, regardless of the sniping from some legislators on particular issues." That's important to remember. We'll report on the status of the budget and appropriations process, as well as those "particular issues," throughout the second session of the 106th Congress.

Kevin Boatright is assistant vice president for university relations. He monitors federal issues on behalf of the UW System.

Beacon Award to UW Learning Innovations and Famous Footwear

UW Learning Innovations (LI) and Famous Footwear, Inc. of Madison were named recipients of the Lotus/IBM Beacon Award for "Excellence in Education and Training." UW System President Katharine C. Lyall made the announcement at the February Board of Regents meeting. She was joined by Mike Offerman, executive director of UW Learning Innovations, and Susan Miller, director of training and development for Famous Footwear.

"This year, Lotus and IBM received more than 500 nominations from over 40 countries for the Beacon Award," observed Lyall. "Only one nominee was recognized for 'Excellence in Education and Training,' and it was the UW Learning Innovations-Famous Footwear collaboration. This speaks volumes about how LI is using computer technology to transform and raise the learning environments of Wisconsin-based businesses."

According to Offerman, LI used Lotus' LearningSpace and Domino software programs in its collaboration with Famous Footwear to create *Steps to Success*, an online training program for launching new sales employees into the culture of the company and teaching appropriate sales techniques.

"Through LI's support, we were able to make our vision of learning a reality in our stores," added Miller, emphasizing that LI delivered a learning environment that can be accessed by over 8,000 employees, can be updated quickly and automatically and can be managed at lower costs and with total consistency.

"UW Learning Innovations is helping the UW extend its knowledge and resources in unique ways," concluded President Lyall. "Moreover, as the Beacon Award demonstrates, LI is doing it better than just about anyone in the world."



Regent President San Orr, Jr. (left) presents plaque to Assembly Speaker Scott Jensen.



UW System President Katharine C. Lyall presents award to Senate Majority Leader Chuck Chvala.

Appreciation Shown for Partnership and Support on Budget

Assembly Speaker Scott Jensen and Senate Majority Leader Chuck Chvala each received plaques in appreciation of their role in providing continued state support to the UW System. The plaques were awarded on separate occasions by Board of Regents President San Orr, Jr., and UW System President Katharine C. Lyall, in appreciation of the state 1999-2001 biennial budget.

The awards were a public acknowledgement of the linkages between the work of the University and the urgent needs of the state in today's knowledge-based global economy. The budget affirms the vital role that public higher education will play in Wisconsin's future and recognizes it among the state's top priorities. The budget helps the UW System remain competitive in the recruitment of faculty and staff in order to remain one of the nation's leading university systems. In her presentation, President Lyall expressed her thanks for the support and partnership of Governor Tommy Thompson, Speaker Jensen, Senate Majority Leader Chvala and members of the Wisconsin State Legislature.

KUDOS

Awards and Honors:

UW-Green Bay "Teaching at Its Best" awards went to **Linda Curl**, information science; **Linda Toonen**, composition; and **Lynn Walter**, social change and development.

Wendy Way, human ecology, UW-Madison, is recipient of the 1999 Leader Award from the Wisconsin Association of Family and Consumer Sciences.

Kenneth L. Frazier, director, UW-Madison library system, was named president of the Association of Research Libraries.

John R. "Jack" Johnson, communication, UW-Milwaukee, received the National Communication Association Donald H. Ecroyd Award for Outstanding Teaching in Higher Education.

The Cambridge Experience, a video on UW-Oshkosh students who studied at Cambridge University, won an Award of Merit from the Wisconsin Association of Public, Education and Government Channels. **Andrew O'Shaughnessy**, history, and **Jeanie Grant Moore**, English, were faculty leaders of the study-abroad program. The video was produced by **Kathleen Dunn**, Wisconsin Public Radio, and **Doug Freshner**, electronic media relations, UW-Oshkosh.

Linda Christian-Smith, education/human services, UW-Oshkosh, received the British Education Research Association's Senior Career Research Award for her work in feminist studies of children's and adolescent fiction.

A team led by **Don Piele**, mathematics, UW-Parkside, earned four medals, two silver and two bronze, at the International Olympiad of Informatics in Antalya, Turkey.

UW-Parkside will be the site of Wisconsin's first Business Information Center (BIC), in partnership with the U.S. Small Business Administration, providing information to local businesses and entrepreneurs.

Purnendu Vasavada, food science, UW-River Falls, received the 1999 Chair Award from the Minnesota Section of the Institute of Food Technologists.

Charles Young, music, UW-Stevens Point, won first prize in the National Band Association Merrill Jones Composer's Competition for "Legends of the Northern Wind."

UW-Rock County was selected to participate in the first national symposium on Science Education for New Civic Engagements and Responsibilities (SENCER), a program to improve undergraduate science education. "The History, Science and Ethics of the Atomic Bomb," a course developed by **David McKay**, history, **David Murray**, physics and **David Carlson**, philosophy, was nominated as a SENCER model.

Murugesapillai Maheswaran, mathematics, UW-Marathon County, received a Tarati Sokam Atmavid award from Eurasia Academic Publishers for *A Catalog of Mathematics Resources on the World Wide Web and the Internet*.

Grants, Gifts, Research Support:

The UW System Institute for Global Studies awarded over \$76,000 in curriculum development grants to 30 faculty members at eight UW institutions, including: UW-La Crosse, UW-Marathon County, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-River Falls, UW-Stout and UW-Whitewater.

Garry Running, geography, UW-Eau Claire, and Canadian colleagues were awarded a \$2.5 million five-year grant from the Social Sciences and Humanities Research Council for geoarchaeological research in three Canadian prairie provinces.

Tess Onwueme, English, UW-Eau Claire, received a \$98,000 Ford Foundation grant for production of a play on Nigeria's Niger River Delta, titled "Who Can Silence the Drums..."

Marleen Pugach and **Amy Staples**, curriculum and instruction, UW-Milwaukee, received a \$428,128 U.S. Dept. of Education grant for the UWM Technology and Urban Teaching Project.

Timothy Ehlinger, biological sciences, UW-Milwaukee, received a \$322,000 Great Lakes Protection Fund grant for his study of Degradation and Recovery in Urban Watersheds: The Role of Floodplain Restoration.

Robert Rosenfield, biology and wildlife, UW-Stevens Point, was awarded a \$3,600 Personnel Development Committee grant for the study of falcons in Greenland.

UW-Stout was awarded a \$413,409 U.S. Dept. of Education grant for the three-year Teachable Moments Faculty Development Project, headed by **Pinckney Hall**, project director and dean of students.

Jeffrey McKinnon, biology, UW-Whitewater, was awarded a three-year National Science Foundation grant of \$262,742 for work with species origin of the threespine stickleback fish.

New Publications:

Katherine Ann Rhoades, foundations of education, UW-Eau Claire, is lead editor of *Women, Poverty and Public Policy*, Office of the UW System Women's Studies Librarian.

Carol Oyster, psychology, UW-La Crosse, is author of *Groups: A User's Guide*, McGraw/Hill.

Tyrone Greive, professor of violin, UW-Madison, has released a CD, *Polish Romantic Music of late 19th and 20 Centuries* (Troy 338), by Albany Records. He is accompanied by pianist **Ellen Burmeister**, retired, music, UW-Madison.

David Mladenoff, landscape ecology, UW-Madison, is coeditor of *Spatial Modeling of Forest Landscape Change*, Cambridge University Press.

Philip Z. Sobocinski, associate director, University-Industry Relations (UIR), UW-Madison, is author of *Creating High-Tech Business Growth in Wisconsin*, published by UIR.

Ken Zeichner, Hoefs-Bascom Professor of Education, UW-Madison, is coeditor of *Democratic Teacher Education Reform in Africa: The Case of Namibia*, Westview Press.

Joseph A. Rodriguez, history, UW-Milwaukee, is author of *City Against Suburb: The Culture Wars in an American Metropolis*, Praeger, 1999.

Layth C. Alwan, business administration, UW-Milwaukee, is author of *Statistical Process Analysis*, Irwin/McGraw-Hill.

Ian Harris, educational policy/community studies, UW-Milwaukee, is coauthor of *Peacebuilding for Adolescents: Strategies for Community Leaders and Educators*, Peter Lang, New York.

Paul Keeney, educational administration, UW-Superior, is coauthor of the *Wisconsin School Bus Manual*, for the Wisconsin School Bus Association.

Ellen Argyros, English, UW-Fox Valley, is author of *Without Any Check of Proud Reserve*, Peter Lang Publishing.

Public Service:

John Katers, natural & applied sciences, UW-Green Bay, is project director for a \$159,000 Eisenhower Professional Development grant to benefit mathematics and science learning for middle school and high school students.

Christine Thomas and **Dan Trainer**, emeritus dean, both of the College of Natural Resources, UW-Stevens Point, were named two of the top 20 most influential people in conservation for the 20th century by *Wisconsin Outdoor Journal*.

Sergeant **Faye Schouten**, UW-Whitewater police department, was named Woman Officer of the Year by the Wisconsin Association of Women Police.

John Dellinger, health sciences, UW-Milwaukee, received a \$250,000 U.S. Dept. of Health and Human Services grant for an Ojibwa health study on Great Lakes human health effects.

UW System's **Collaborative Nursing Program** was awarded a \$500,000 grant from the U.S. Dept. of Health and Human Services and the Rural Distance Learning Cooperative to enhance access to rural nurses and nurses of color in Wisconsin and contiguous states.

GeoMeet 2000 Brings Geographers, Geologists Together

By Cathy Helgeland

GeoMeet II will be held this year on April 14 and 15 at UW-Green Bay. Participants will continue to work on initiatives stemming from the first GeoMeet and to further enhance colleague interaction in the fields of geography and geology.

Last April, nearly 65 geographers and geologists participated in the first UW System GeoMeet at UW-Baraboo/Sauk County. The event was sponsored by the UW System Office of Academic Affairs under the guidance of David Ward, senior vice president for academic affairs. Larry Rubin, assistant vice president, worked closely with the department of Geography and Geology of the UW Colleges to coordinate the event.

The goal of the meeting was to introduce geography, geology, meteorology, and earth sciences faculty and staff members systemwide, to discuss issues of common concern, and to begin initiatives to carry the departments into the next decades.

Geographers, geologists and atmospheric scientists from throughout UW System attended the event. Also in attendance were Senior Vice President Ward and Hal Schlais, coordinator of Learning Technology Development for the UW System. Robert Dott and Gordon Medaris, geology, UW-Madison, led a well-attended field trip to the Baraboo Range.

Discussion sessions the following day focused on services to students, merger of disciplines, service and internship pro-

grams for students, K-16 connections, enhancement of Wisconsin courses, effective field trips, online courses, and development of a GeoWeb proposal.

Several initiatives resulted from the meeting, including plans for submission of the GeoWeb project proposal to the Office of Learning and Information Technology, investigation with UW System legal counsel of faculty liability on field trips, and development of a Geography of Wisconsin text. Benjamin Ofori-Amoah, geography and geology, UW-Stevens Point, also clarified several transfer issues. In general, transfer appears to be occurring smoothly between UW System campuses.

The conference will begin with two Friday field trips, both to Door County. Steve Dutch, Ron Stieglitz and Kevin

Fermanich, all of the UW-Green Bay Department of Earth Science, will lead a field trip dealing with glacio-karst features of the peninsula. William Laatsch, geography, UW-Green Bay, will lead a cultural trip, discussing the ethnic settlement of the region. On Saturday, sessions will continue work on initiatives from GeoMeet I, as well as new initiatives.

All members of departments of geography, geology, meteorology and any associated disciplines are invited to attend. Anyone with ideas for sessions is encouraged to contact Steve Dutch, GeoMeet coordinator, at dutchs@uwgb.edu or (920) 465-2246.

Cathy Helgeland is chair of the Dept. of Geography and Geology, UW Colleges, and was coordinator of GeoMeet I.

UW-Extension Unit Marks 20 Years of Service to State's Small Businesses

By Joel Bradtke

The University of Wisconsin-Extension's Small Business Development Center (SBDC), which provides counseling and management education for small-business owners, has completed 20 years of service to Wisconsin's entrepreneurs. The SBDC marked its anniversary with a celebration February 9 at the Pyle Center, Madison. Wisconsin Secretary of Commerce Brenda Blanchard was the featured speaker.

"Statewide, we have provided one-on-one counseling and have delivered relevant educational programs for nearly 280,000 entrepreneurs in the last two decades," said Erica Kauten, SBDC state director. "Our network is the largest provider of entrepreneurial services in Wisconsin. Independent studies show that this translates into entrepreneurial success, job creation and community vitality throughout the state."

The SBDC is operated with support from a broad-based partnership. It includes the U.S. Small Business Administration, UW-Extension, 12 UW System campuses, the Wisconsin Department of Commerce, and many other local partners statewide.



Kauten

In 1977, Gaylord Nelson, then U.S. senator from Wisconsin, introduced the Small Business Development Center Act, which created the SBDC program. After passage of similar legislation in the U.S. House of Representatives, President Jimmy Carter signed legislation in 1980 that established the SBDCs. Wisconsin's SBDC began with a \$40,000 grant in 1979 on a pilot-program basis. Today it has 13 service offices throughout the state.

The SBDC's counseling service has a significant positive impact on Wisconsin's economy, according to a December 1999 report. Dr. James Chrisman of the University of Calgary studied a sample of Wisconsin SBDC clients who received five or more hours of business management counseling. In 1998, as a result of this counseling:

- Small-business clients obtained \$32.5 million in new debt and equity financing, leveraging each dollar spent on SBDC counseling with \$11 in new capital raised from external sources.
- Clients reported an average increase in sales of 9.2 percent over the previous year, compared to a 5.6 percent state average for all businesses.
- Clients reported 1,113 jobs created and 329 jobs saved.
- Incremental performance improvements of the clients yielded an estimated \$6.9 million in additional tax revenues.

The Chrisman study concluded, "From a public policy standpoint, the implication

of this research is that the SBDC makes an important contribution to the economies of Wisconsin and the U.S. By assisting established small businesses to improve their operations and raise capital, the Wisconsin SBDC contributes to the more efficient allocation and utilization of resources."

Support for Wisconsin SBDC offices comes through 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-Superior, UW-Whitewater, and the Wisconsin Innovation Service Center on the Whitewater campus.

Joel Bradtke is editor for the Small Business Development Center, UW-Extension.

UW System Senior Vice President Ward Announces Plans to Retire in July

David J. Ward, senior vice president for academic and student affairs for the University of Wisconsin System, has announced that he plans to step down from that position on July 7, 2000.



Ward

matters of professional and personal interest."

Senior Vice President for Administration David W. Olien is serving as chair of the search committee. Olien said the search committee held its first meeting February 14 and hopes to complete its work in time for a decision by President Lyall on her choice for the appointment by late May or early June.

The senior vice president for academic and student affairs position is responsible for systemwide academic planning, technology planning, student affairs policies, as well as the Office of Policy Analysis and Research, Multicultural Affairs, the Undergraduate Teaching Improvement Council, the Transfer Information System, and the Women's Studies Consortium.

"It is with sincere regret that I accept David J. Ward's decision to retire," said UW System President Katharine C. Lyall.

Lyall credited Ward with spearheading development of the UW's systemwide technology plans, including the automated library system, installation of BadgerNet voice, data and video services for the system, and development of courses and degrees available over the Internet.

Lyall said, "David has been at the forefront of alerting Wisconsin policymakers to the need to develop a 'brain gain' strategy for state economic development efforts, relying on talent from the UW System."

Ward, 56, was named UW System senior vice president for academic affairs in 1994, after serving as vice chancellor for academic affairs, deputy to the chancellor and acting chancellor at UW-Oshkosh. He had served on the UW-Oshkosh faculty since 1976, and had chaired the Department of Finance and Business Law.

"Serving in System Administration has been a capstone to my 31 years of service to the University of Wisconsin System," Ward said. "Retirement will allow me to turn my attention to other

Market Research Conference Open to Recruitment Staff Systemwide

By Colleen Howes

UW System Market Research will again sponsor a two-day market research conference on March 16 and 17 at UW-Marathon County in Wausau.

This conference will focus on how UW System institutions can use market research data to develop and refine marketing and recruitment efforts. We are very pleased that Senior Vice President David J. Ward will give a presentation on the "Brain Gain in Wisconsin." Also, Linda Weimer, new vice president for university relations, will host a session entitled "Effective Web Marketing for UW System Institutions."

In addition to speakers from UW System, nationally recognized speakers will address emerging issues in higher education marketing such as Internet

marketing, marketing to teens and direct marketing techniques.

This conference is for people who are involved in any phase of developing, implementing and evaluating marketing and recruitment plans for their institution. We especially encourage you to attend if you are a director of admissions, other admissions or recruitment professional, institutional researcher, public information officer or staff, or marketing director.

If you would like more information about the conference, or would like to receive registration materials, please call (608) 265-9792 or e-mail market@uwsa.edu. The registration deadline is Friday, March 3.

Colleen Howes is head of the market research unit, UW System Administration.

University of Wisconsin System

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