

2026 UW-Madison School of Education State of the School Address

10 March 2026

YouTube Transcription below

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So, we'll get started pretty soon,

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and as I stated before we have all of these cards on your tables that highlight some of the fun

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facts about the people that make this school of education number one, and it really is about the people.

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So, I'll start with one. I heard this lady the other day on NPR.

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Department of Curriculum and Instruction faculty member and Department of Theater and Drama chair Erica Halverson's podcast "Art Educators Save the World"

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received the 2025 Earworthy Award for Best Education Podcast.

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The podcast has featured a star-studded lineup of guests, including Broadway's Linn Manuel Miranda!

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Right, here's another one. Dale Chihuly, an alumnus of the Art Department, is a world-renowned glass artist whose innovations in production methods, color application,

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and installations in public settings are recognized as groundbreaking. He came here!

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If you go to the big museum in Seattle, it's amazing because when you see Chihuly's art, you look at it and you're like, Oh my god, this has got to be really mathematically. How did you even put those

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things together? And if you watch a video, he's like Yeah, that one should go in there somewhere and why don't you get the little red one. But, these are just like a couple of couple of examples

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again of the people that make this place great. Other examples of the people that make this place great are seated right next to you, right? So, you look around. And I'm glad to have you guys here.

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Good morning, everybody — and welcome to our annual State of the School. I'm Percival Matthews, Associate Dean for Academic Programs and Professor in

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Educational Psychology. Thank you to all of you who are joining us today.

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Before we get started, I want to take a moment to acknowledge that the University of Wisconsin-Madison occupies the ancestral lands of the Ho-Chunk people,

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who have called this place Teejop (Dejope) since time immemorial. We recognize and respect

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their enduring relationship with this land and honor their history, culture, and sovereignty.

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So, as we start today, we're going to start by recognizing this year's School of Education 2026 Distinguished Faculty and Staff Achievement Awards.

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So, the natural reputation, natural...national...it's natural,

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too, right? When you get the people we have, it's only natural that you wind up where we are.

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The national reputation of our School of Education is really due in large part to the dedication and talent of our faculty and staff. When we say in large part, sort of like entirely.

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Every year, our School recognizes the most outstanding members of our family with these honors.

As their slides appear on the screen,

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I'll briefly share the award name, its purpose, and the recipient.

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Number one, we're going to begin with the Ann Wallace Academic Staff Distinguished Achievement

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Award recognizes a staff member's impact on the mission of their unit and their outstanding performance. So, this year we have two recipients.

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One is Elton Crim from the Department of Educational Leadership & Policy Analysis

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We also recognize Kristy Kelly from the Department of Educational Psychology.

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There's a typo...it's supposed to say the number one rated department of Educational Psychology, but that's okay.

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For our next, we're going to talk about the University Staff Distinguished Achievement Award.

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This award recognizes outstanding job performance, innovation that improves service or efficiency, and grace under pressure.

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So, we also have two recipients for this award. The first is Sydney Prather from the Department of Theatre and Drama.

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And we are also going to honor Patrick Smyczek with this award from the Tandem Press.

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Next, we have the Dick & Julie Daly Award for Education Student Staff Achievement.

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And this award recognizes a student staff member who demonstrates exceptional professionalism, creativity, and service beyond the expectations of their role.

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This year's recipient is Natalie Thuente from the Dean's Office and Building Services.

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Alright, so our Community of Excellence Award recognizes faculty or staff who have made significant contributions toward building a welcoming and accessible School of Education.

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Now, I came here as a tenure track faculty member. I built these things up so I could get tenure. And a lot of that started somewhere else.

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But, when there are these things that you do yourself, like I remember the first time I gave blood I was really proud because I made it myself.

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This next person I hired myself. This year's recipient is Tricia Dusick from the Center for Community and Well-Being.

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So proud of her. So proud of myself for having an eye for talent and bringing her here for you guys.

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And then we have the Wisconsin Idea Award and this highlights the importance of community-engaged scholarship that advances partnership and reciprocity beyond campus.

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It's a big part of what we do and this year's recipient is Carlyn Mueller from the Department of

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Rehabilitation Psychology and Special Education. So, each of these colleagues reflects the

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dedication and excellence that make our School one of the very best in the nation every day. We will celebrate their accomplishments more fully with a reception this afternoon. But,

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right now, please join me in recognizing this outstanding group all together.

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Okay, so now I'm going to have you join me in welcoming the Dean of our School of Education: Dean Marcelle Haddix.

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Good morning! Come on, good morning!

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Thank you, Percival! I want you to pat yourself on the back there. And, thank you for your leadership.

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I am grateful that I get the opportunity to work with Dr. Matthews and to see him just about every day.

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So, I also want to thank our event staff for this amazing event.

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Communications & Advancement and MERIT, our partners at Union South,

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and everyone who helped to make this morning possible. Please join me in thanking them.

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And, again, a huge congratulations again to our Distinguished Achievement Award recipients!

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I was happy that we decided to include that as a part of this event. They reflect the

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very best of this School — not just in their accomplishments, but in the way they support
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students, colleagues, and one another. I'm deeply grateful for the work they do, and I look forward to celebrating everyone later this afternoon.

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So, this is our second annual State of the School gathering. And, I want to say that I think of this less

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as a formal report but more so an opportunity to pause together, to reflect on where we are, to talk honestly about what we're

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navigating, and to think about how we move forward as a community.

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You all should know, too, just so you have a sense of how the program will run, that there will be

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time for questions at the end, so please hold your thoughts or questions until then, but also that if

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anything comes to mind later, you can always reach out to me, to my office. I am happy to continue to be engaged with you all.

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This has been a year of significant transition.

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Within our School, we've navigated leadership changes and had important conversations about research infrastructure, about graduate education, about financial planning, about so much more.

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We've also had several key leadership changes over this past year. So, I want to take a moment to recognize some important people.

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So, first, as you know, Percival Matthew is now the Associate Dean for Academic Programs.

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Stacey Lee is the Associate Dean for Faculty Affairs and Development.

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And Dorothy Farrar Edwards is our Associate Dean for Research and Director of Health Research.

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Pete Boguszewski is the Chief Information Officer of the School of Education and also Director of MERIT.

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Mariana Castro is the Interim Director of WCER.

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And Erica Halverson is now a Special Advisor to the Dean for Arts and Innovation, a role she

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is filling as Faisal Abdu'Allah — our Associate Dean for Arts and Innovation — is on sabbatical.

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Todd Finkelmeyer is the Interim Associate Dean for Communications and Advancement. Dorene Uhrich is WIDA's Chief Operating Officer.

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And newly joined us earlier this month is Nichole Austion who is the new Chief Communications and Marketing Officer

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The School is also preparing for additional leadership changes, as we will begin a search for a new Chief Financial Officer very soon — I

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believe I meet with the committee to day or tomorrow, very soon,

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to launch that search — as our interim CFO Sheryl Van Gruensven's time with us will come to an end

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late this summer. You'll be hearing from her a little later in this morning's presentation.

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Another very important focus area for us is the Wisconsin Center for Educational Research. We are

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working closely with the Office of Research and Scholarship, WCER Interim Director Mariana Castro,

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Deputy Director Chris Pfund, and the entire WCER community to map community engagement efforts,

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understand needs, define strategic priorities, and plan a recruitment timeline for the next director.

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You see here what we are anticipating, what we're imagining.

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On Feb. 23, members of the WCER community came together for a facilitated conversation

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to reflect on recent changes and identify opportunities in this moment of transition. The next community meeting will be held in early May. I encourage

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those of you in WCER to attend and engage with this important search.

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After spending the next several months on engagement and planning, we plan to launch a national search for the next director this fall,

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with the goal of naming a new director by Spring 2027.

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Another significant change within our School is WIDA's transition out of WCER as a project and

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to a standalone unit within our School. For more than two decades, WIDA has supported multilingual

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learners and the educators who serve them across the United States and around the world.

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WIDA's work connects research, policy, and practice in ways that directly affect

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classrooms and communities. When we talk about the impact of our School beyond our walls, and

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when we talk about how we reflect the Wisconsin Idea, WIDA is one of the clearest examples.

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I would like to invite Jenni Torres, Executive Director of WIDA, to share a few reflections on WIDA's work and its role within our School.

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Thank you so much, and thank you for giving us the opportunity to share a little bit today about WIDA, WIDA's work. We have lots of WIDA teammates here. If you work at WIDA,

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would you please give a quick wave so people can see a little bit around the room and I actually know where to look for some friendly faces? Thank you for that.

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We have recently had the opportunity to update our mission, vision, and values. I'm going to just read the mission to you, which is: To engage, equip,

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and inspire the educators who impact the lives of multilingual learners.

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What I hope you'll see is that that mission directly aligns with the School of Education's mission and the work that each of you do every single

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day to prepare educators and to impact the lives of learners. In our case, we're focused most specifically on the lives of multilingual learners.

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Something else I'd love to point out to you here is that one of our newer values is partnership.

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As we move from being a project into being our own unit, what we're looking for is partnership all across this School of Education. I hope that, as you listen to me today,

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what you will find are opportunities, and at the end you might want to reach out to someone to be a part of the work that we're all doing and doing together.

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There is a need—I've said since I got here—that the world needs WIDA, and WIDA needs each of the people at WIDA and each of you. About 11% of learners in

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the United States K-12 system are English language learners. Yet 64% of educators do

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not feel prepared to serve these learners. They don't feel ready to ensure that these learners have the absolute best and greatest chance to reach their full potential.

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On top of that, there's a law, the Every Student Succeeds Act, known as ESSA, that requires that states measure English language proficiency with a highly validated,

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reliable, gold-standard assessment every single year. We have a team that ensures that this assessment—and the suite of assessments we now offer—meet those high-quality standards.

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We provide a whole system, actually—an approach with our standards for English language development—and we also have Spanish language development standards.

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At the center of the system is our assessment, our suite of assessments, and lots of professional learning that can help all those educators feel better

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prepared to support learners. We do all of this work on a foundation of research.

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We have lots of research roles across WIDA, and we are really proud of the excellent quality that

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WIDA is known for and the reputation, which is partly because we're here at this School. So I want to share a little bit about our impact at the School and then our impact beyond.

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We have had close to \$30 million in grants over the past 20 years, with \$4 million currently in active grants. I want to take a moment to recognize that I'm new here.

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There are lots of people who have been working under the leadership of Tim Boals

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for the first two decades of this work, and Tim and his vision for what this could become

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is really what has created this opportunity for WIDA to grow from being a project in WCER—which we're super grateful for that opportunity—to being a unit here within the School of Education.

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We've contributed significantly, and plan to continue to do that, here within the School of Education through the indirects that we pay. None of that has

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changed. We employ about over 150 people, and those 150 employees, as I mentioned,

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many of them are researchers and do work every single day. We have teams of people who are also out in states—policy folks that are communicating with state leaders every single day.

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We've had over a hundred students employed by WIDA over the past decade. We currently have five team members working on their doctoral degrees.

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Our reach is wide. Our consortium, which is managed under Sam Aguirre—who's here and also is a student at the School of Education—now includes 42 states,

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territories, and federal agencies. Every year we impact the lives of over 2.8 million students who

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rely upon our valid and reliable assessment to ensure that they have access to the programming at their local school that they need. Over 25,000 educators are part of that consortium.

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Like the dean shared, we believe this is a great example of the Wisconsin Idea, and we hope that you're proud of the fact that this has grown here

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and really represents an incredible impact all across the United States.

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Every year we have a conference, and we do lots of other things with educators

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throughout the year. Meg Van Borris is back there and leads that team. She's sitting next to

Grace,

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who leads all of the assessment work. We have over 44,000 self-paced workshops, and we also

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had more than 2,500 educators on site in Seattle at our recent conference. We have webinars that we provide for free that are attended regularly by thousands of educators, and many more things.

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We recently took a look at our strategic plan. Dorene is helping us to lead that work,

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and these are our four strategic goals for the next three years that you're going to hear more about if you engage with us.

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We want to strengthen and amplify the value of this consortium. We believe there's more that we can do, and we believe that we can amplify their voices and share more around English language learners, especially in this moment in time.

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We want to expand our educator reach. There's much more work to be done to build the capacity of educators, pre-service educators as well, and ensure that every child is in a classroom where their educator is prepared to ensure they can thrive.

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We want to strengthen our suite of assessments, and we want to increase our capacity through engaged people and efficient systems. I see Meredith there, who helps us make sure that our people are engaged, and Dorene, who will help us with efficient systems as well.

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We believe that this work aligns very clearly with the One School vision that the dean has laid out. You can see that a lot of what we do falls in the category of championing impact through innovation and collaboration.

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So we want to link arms with all of you and help you be a part of the impact that we're having every day. If we can help support you with the impact that you're having here and beyond, we would love to do that as well.

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I would invite you to subscribe to our newsletter. I would really love if you would share this

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newsletter with students that you see every day. We want to make sure that students—especially those that are being prepared to be educators—know about WIDA before they leave the School.

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My email is here. If you have an idea of a way that we could partner together, or a question, or anything at all that you're curious about, I'm more than happy to have a conversation.

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I invite you to join us and hopefully be proud of the fact that this School of Education

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is where WIDA exists. From here we launch and have the opportunity to work alongside all of the students and educators across the nation.

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So thank you for giving me a few minutes today. Thank you, Dean. Have a great morning.

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Thank you, Jenni. And thank you to the entire WIDA team. They are having their executive

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team meeting over the next couple of days, and I had the opportunity to join them last night for

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one of their community builders at—where were we?—High Noon Saloon for a Moth storytelling

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event, which is hosted by Wisconsin Public Radio. Really interesting. People had to get up and give

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stories in five minutes. A lot of fun. None of us volunteered to do that, though. And the theme was

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fumbles and fouls, and so you had to tell of a time that you fumbled or made a mistake. And

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I was like, I have too many to tell. But, as Jenni shared, WIDA's reach and influence are

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extraordinary, and we are fortunate to have that work be a part of the School. I'm excited to leverage its impact and to continue to build on that and to build with them.

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So...campus wide challenges. Despite all the great work that is taking place across our School, this has also been a significant time of change — and of course with change comes challenge.

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At the campus level, we are still adjusting to Workday. We are working hard to prepare to

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operate under a new campus budget model this July, while also moving through leadership

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transitions both at the Provost level and in the Chancellor's offices. We were excited to see the

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announcement yesterday that John Zumbrennen was named UW-Madison's provost and executive

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vice chancellor for academic affairs — after serving as interim provost since June. So,

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I'm excited to continue to work very closely with John in that new role. And, as we hear

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more about the search for the next Chancellor, we will certainly keep everyone posted. But, we

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will an interim Chancellor, Eric Wilcott, my dean colleague from the College of Letters and Science.

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At the state level, Act 15 continues to shape our work on campus, particularly in areas such

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as instructional workload and general education requirements. The Universities of Wisconsin has

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issued interim guidance, and campus is developing its response. We do have teams
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within the School of Education who are working to make sure that we align thoughtfully and
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meaningfully while protecting the integrity of our programs and minimizing disruption
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to students. As we know and as we develop our approach, we will certainly continue
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to communicate out as that work progresses. At the national level, changes in federal
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policy have led to dips in international student enrollments and research projects
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being funded. The Institute of Education Sciences (IES) is also undergoing a major
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"reimagining" that will overhaul its structure and shift efforts away from long-term,
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academic research toward faster, high-impact, and state-aligned studies. And overall, higher
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education remains under scrutiny, particularly around issues of equity and public purpose.
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There is a lot shifting at once and it can be tempting to respond by trying to map out
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every detail of the next five years. But given how much is still evolving,
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what feels more important for me right now is clarity about who we are and what we stand for.
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That is really why the One School Vision took shape.
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The One School Vision is a way of grounding ourselves in who we are and what we value.
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It began with conversations. You know, when I joined you all last year, there were so
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many listening sessions and community forums I went to and continue to go to every department,

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every administrative unit—I made it a priority to listen. I sat down with leadership teams. We had

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visioning retreats and invited feedback in large gatherings and small ones.

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Many of you shared time with me, whether it was a one-on-one meeting or you stopped by Coffee

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with the Dean. You shared your ideas, your honest reflections along the way. In those conversations,

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I asked about what matters most to you—what are your commitments, your aspirations, the challenges that you're navigating, the kind of school that you want to be a part of.

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As I listened, things began to emerge, and over time those themes took shape as this

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vision. So this was a reflection back to you all about what you shared. It is a synthesis of what this community has shared so far,

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and it is what will continue to evolve as we keep listening and learning together. So our vision statement is:

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We are one school. We innovate in the arts, education, and health to enrich lives,

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to empower communities, and to shape the future.

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With that overarching purpose, we identified four areas.

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The first: Champion impact through innovation and collaboration. This is about strengthening our

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disciplinary expertise and the work that we do across fields, across the school.

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The second strategic focus area is creating a transformative student experience for all,

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and that means making sure that our undergraduate and graduate students have the support and the experiences that they need to thrive.

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The third strategic focus area is providing equitable school infrastructure, and this is about ensuring that all faculty and

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staff have the systems and the tools that they need to do their best work.

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And finally, cultivating a thriving and inclusive community. That speaks to well-being, belonging,

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and connection. Because our success depends on the strength of our community. I have to say that that

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fourth area, for me, resonates so deeply because one of the things that I hear so much from many of you is the importance of being seen, of being heard, and feeling valued in the work that we do.

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So together, these focus areas give us a clear sense of direction without boxing us in.

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Let me share several ways that we are already living out the commitments that are outlined in this vision.

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One part of the work is how we are strengthening research and scholarship across the school. Our Office of Research and Scholarship plays a central role by

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providing expertise to faculty—helping them find funding opportunities, sharpen their proposals,

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boost their visibility, and stay informed about upcoming deadlines and opportunities.

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This year, the ORS team has worked especially hard to support PIs as the federal landscape

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continues to shift—tracking changes and helping faculty navigate this uncertainty. To help fill the gap for canceled grants, the school has supported 22

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bridge funding requests totaling over \$1.4 million, funded by our school and campus.

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Despite the challenges, 35 awards have been made to School of Education PIs this fiscal year, totaling \$10.8 million as of January 31. So that's wonderful news. That's great news.

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Another way that we've worked together to support the school's research enterprise is through the

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new One School Research and Innovation Fund. As of February 25—which was the deadline—the Office of Research and Scholarship received 73 applications for that fund.

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So many of you in this room contributed with innovative and collaborative proposals cutting

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across all 10 academic departments and several units—including WCER, WIDA, PLACE, the Career Center, the Teacher Education Center, and more.

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So be on the lookout—awards will be announced in May. I know that many of you are being tapped to review those 73 proposals, so please say yes when they reach out to you to review.

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This past summer, the launch of the new College of Computing and Artificial Intelligence marks

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another evolution on this campus landscape. And, it may open new opportunities, it will open new

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opportunities for partnership. We have been in conversation already about those opportunities.

So, to be clear, we are already doing amazing work across the

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school landscape. Faculty are advancing human-centered AI tools in partnership

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with rural Wisconsin schools. Researchers are leading federally funded studies to

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improve digital mental health tools. Others are collaborating with engineers to create immersive dance performance experiences that rethink how audiences engage with art.

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These are just a few examples. All of this work that people are doing across the school is highly valued, so I want to thank you all for your outstanding efforts.

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Another important part of living this vision is how we are strengthening

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connections within our faculty and staff community and also with students. Coffee with the Dean has created space for faculty and staff to connect across

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departments and units. Often with people they would not otherwise interact with. We rotate

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locations across buildings so that we can better understand each other's work environments and to see that the School of Education is not just in one building, but that we are all across campus.

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I believe we have one this week in the Discovery Center.

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We've had the Dining with the Dean series, which has provided a similar opportunity. By the end of

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this academic year, I will have had dinner and met with 45 faculty members who joined us since 2020,

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since the pandemic. These are small-group dinners that are intentionally mixed across disciplines to

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encourage connection and collaboration. And, I think that what I learned in talking with

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a few faculty that it was in some of those dinners where people others across campus,

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learned about each other's work, and came up with ideas that seeded some of the proposals that we received for the research fund. So, I don't take any of those experiences lightly.

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Over the past year, these efforts have also included our Winter Social—which we've already talked about whether there will be a mug next year,

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that's in conversations. We have our Community Conversations, the faculty and staff Welcome Back Bash, which is an annual tradition, and, coming up next week,

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our first School of Education Well-Being Week — a faculty and staff-led series of optional sessions

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exploring well-being in creative ways. I know there will be lots of yoga, some line dancing, art, meditation. I hope you'll watch for more information and consider participating.

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We also strengthen our community through communication. The Dean's Update, which comes out every other week, the Insider Scoop, Learning

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Connections — all of these communications keep us well-informed and connected. This past year,

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there more than 250 news stories that were posted to amplify your work to audiences near and far.

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That visibility matters. It matters very much. And, I'm always looking for ways to help faculty

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and staff feel to seen and to feel valued here. When we understand one another's work, we're better positioned to support each other — and our students.

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Christina Klawitter, our Associate Dean for Student Experience, has been leading important work to strengthen the undergraduate student experience,

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and rather than summarize it myself, I going to invite her to come on up to share a bit more.

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Good morning, everyone. Thank you. I appreciate the opportunity to speak with you.

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Last summer, Dean Haddix gave a clear and important charge. With our commitment to

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being One School in mind, identify some unifying initiatives that we can invest in over the next

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few years to enhance the School of Education undergraduate experience. At a time when we face

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headwinds and a lot of change, some of which we were just discussing, I was excited about

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the charge because it allowed an opportunity to focus in a positive, forward-looking way, and I'm excited to be here right now to share what we learned and to tell you where we're headed.

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Before we could answer the "what can we do?" question, we had to tackle a more fundamental

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question. We needed a shared way of thinking—a framework to hook our ideas into. So we started

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by asking, "what does the student experience actually mean for this School of Education?". We

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came at that question from a few different angles. Developmentally, what do our students need, and

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when do they need it? Competitively, what have our students been telling us they want? What have they

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been asking for, and how do we stack up relative to other schools and universities on those points?

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And lastly—maybe most importantly—ideally, aspirationally, what do we want to be true for all of the School of Education undergraduate students,

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regardless of what they're studying? At our best, what would we be offering to all?

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To find some answers to those questions, we engaged in think-tank-style conversations with over 40 faculty and staff, many of whom are here today—thank you very much for your

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participation. And we gathered direct input from more than a couple hundred students.

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The framework and vision I'm sharing today is a product of those voices.

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So this basic student experience framework is our answer to the question: ideally,

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what can all students across all majors expect to experience here? A few points

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I'd like to highlight. This framework lays out a 4-year experience unified by

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core components we think can apply across all majors and programs. It's grounded in general tenets of student development, but without being overly rigid or prescriptive.

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So the logic is pretty simple. Introductory experiences should support exploration and

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interest confirmation, while advanced experiences encourage deepening,

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reflecting, and synthesizing. Ideally, early and introductory learning and doing,

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leads to increased readiness to learn in upper-level courses, and to deeper,

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more intentional hands-on learning later. At the base, you see support and community—the foundational elements that must be ongoing for any of this to work.

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As you might imagine, there's a more detailed version of this that I'd be happy to share with anyone who's interested.

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So I am inviting us into a bit of a mindset shift here. It's an invitation to think about

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how we engage students across the full four-year arc. We want to provide a clear pathway while

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remaining flexible enough that students can still discover us along the way. But for those

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who do start with us as freshmen, it's about creating a One School experience with shared,

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understandable milestones that foster connection and progress from orientation to graduation.

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Student voice has shaped a lot of what we've been talking about. We asked students a lot of different questions, in a lot of different ways, and have a lot of great

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input and insight about what they're looking for. We asked what they came to UW hoping for

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and expecting. We asked what they're afraid of as they look toward their futures. Questions such as:

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what experiences have been so impactful that you think every student should have that experience?

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What would have made your School of Education experience even better? And is there a resource or experience that you need right now to feel even more prepared for life after college?

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We listened to highs and lows, to logistical hurdles and hassles, they explained what they wish college leaders understood about being a college student

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today. Of course, we heard about the best things happening in individual departments, and then we asked ourselves: is that something all students could benefit from?

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So a main takeaway from all of this input is that our students speak very highly of the

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excellence within their programs, but we need to move from pockets of departmental excellence to a more intentional school-wide experience that starts right from the jump.

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Closing the gaps in our early offerings—thus anchoring students even more firmly to the School of Education—is our biggest opportunity.

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So we return to the Dean Haddix's original question. What unifying initiatives should we

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invest in? So, using this new way of thinking or this new framework to audit, where we are

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currently strong and where we have room to grow, the answer seemed fairly obvious: To be the school

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we aspire to be, our biggest opportunity is to invest more deeply in the early years,

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specifically in transition support, introductory courses, and early experiential learning.

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These are critical touch points. They create initial connection to peers and faculty,

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they foster the feeling that I belong here in this program. They provide the

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clarity that transforms a student from being someone who's just taking some classes to someone with the enthusiasm to finish the degree and pursue the field.

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So our vision is this: by 2030, every first-year student in the

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School of Education will have easy, equitable access to three things— One: a first-year seminar that bridges the transition between high school and college while anchoring the student to the School of Education.

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Two: an introductory course that pulls back the curtain on their major and shows off the diverse career paths that are available to them.

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Three: A formative, low-pressure experiential learning opportunity.

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We want them to test the waters early, helping them commit to more intensive upper-level coursework with confidence rather than uncertainty.

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So, good news—we aren't starting from scratch in any of these areas.

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This past fall, already about half of our incoming first-year students were enrolled in

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a first-year seminar, so we only have half the freshman class to go. And of course,

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as many of you know—some of you in this room teach such classes—we have really interesting introductory courses on offer, but they tend not to be easily accessible to freshmen.

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So the goal here isn't to add to students' to-do lists. It's about refining the entry

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invitation we extend to them. It's about weaving a more cohesive thread throughout students' first few semesters and adding clarity to the path

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that they're on. It's about them being even more prepared for your upper-level classes.

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I'm confident that by focusing some shared energy here, together we can cultivate a school-wide culture where every student can access belonging and purpose right from the start.

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So, that's the "what are we imagining?". I am excited to get to work on the how

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we are going to accomplish that. I was sharing this with my partner last night, and he said,

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"Well, why is it going to take you to 2030?" "Geez, alright, I don't know—if we want to get it done by '28, that's fine. 27, I don't know, I mean I'm inviting you into that, you know."

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Anyway, I'm excited to start working on how we will bring this vision to life in ways that are substantive and authentic to our school. Success will most certainly depend

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on collaborating creatively and leveraging expertise and resources across the school.

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You can anticipate learning about some next steps in the Insider Scoop and possibly in the Dean's weekly that are upcoming. And in the meantime,

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if you have ideas or observations or just want to talk more about this,

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you have questions, I am here for it so just reach out. Thank you very much.

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You said "by 2030" so that means it could happen sooner, before then.

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Thank you, Christina. And thank you to your team in the Office of Student Experience and thank you

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to everyone who participated in the think tank to ideate on ways that we could continue to enhance

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and build on the undergraduate student experience here. I'm excited to work with all of you and to

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continue to support our students. One of the highlights for me is that I get to meet regularly with our undergraduate Student Ambassadors. And, what a wonderful group. They

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are very creative, and innovative, they have great ideas. They care deeply about the School and the School that they'll leave for future generations of students to come.

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At the graduate level, we are also working to strengthen connection and coordination across

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the School. Graduate students are vital to what we do: they help drive our research;

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often teach and mentor our undergraduate students; and they're the ones who will maintain

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disciplines and fields and lead the institutions of tomorrow. They are a significant part of why we

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are the No. 1 School of Education in the nation. This year, we launched a graduate student task

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force, we launched a graduate student welcome gathering, we supported the creation of a new

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graduate student organization, and held a graduate student resource fair. These were all initiatives

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that were led by our graduate students. The School is also providing Graduate Student Travel Grants

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to support opportunities for students to travel both nationally and internationally to attend

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conferences, present their work, and more. And there's been funding support to support

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graduate students who are doing international research or need travel for their research.

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In addition, we convened a graduate student task force to think more intentionally about

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the graduate experience. Their input is helping shape our next steps, including recommendations

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to strengthen leadership in graduate education through the potential creation

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of an Associate Dean for Graduate Education. So, that's something we're still talking about

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and potentially moving forward with. And on a more personal note, I have

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regular Dishing with the Dean, so lunches with graduate and undergraduate students. That has been

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one small and meaningful way to bring students from different majors and class years together

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for lunch. Those conversations are a reminder of why this work matters.

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Yesterday, I had a Dishing with the Dean, it was more a breakfast, with graduate students.

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About 10 graduate students joined me. And, the conversation, the opportunity for them to share

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what they love about their experiences, also ways we can improve. They also asked to have,

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similar to the undergraduate Student Ambassadors, kind of a Dean's Advisory Group, so I look forward to working more closely with our graduate students as well.

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Individually, these efforts may seem modest. Together, they reflect our commitment to

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ensuring that graduate students experience at this School is thoughtful, connected, and supportive.

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All of this work exists within a financial context. Because campus is implementing a new budget model this summer,

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a budget approach this summer, we established a School Budget Committee to ensure broader insight

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and shared understanding as we navigate these changes. I am grateful for the many colleagues,

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several of you are in the room, who have agreed to serve in that advisory role and for their

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willingness to engage in difficult conversations. I am also grateful for the leadership from

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Interim Chief Financial Officer Sheryl Van Gruensven in this area. She has helped bring clarity to complex systems and has been a steady partner as we plan responsibly.

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So, I'd like to invite Sheryl to come on up to give a budget overview.

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Okay, I feel like I first have to apologize for the obvious...I don't have red on. So,

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I will say that three different outfits laid out for me this morning. And I'm like,

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last year we all looked the same., so I'm glad to say that if I had worn the outfit I was going to wear, Percival, you and I would have the same outfit on.

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Good morning. I'd like to cover three key areas over the next seven minutes. The current campus-wide financial landscape, the current School of Education fiscal state,

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and next steps for the School of Education as it relates to our budget process.

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So we've all been navigating a great deal of change over the last 15 months. We are hearing from campus leadership that the next few years will not see significant undergraduate enrollment

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as it has seen in recent years. There is limited capacity for more freshmen. And, it will be capped

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at about 9,600 students for both 2025 and 2026. The total undergraduate enrollment will likely be

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flat at about 36,700 students as well for next year. All schools and colleges want to grow, and campus is realizing that there is a great need for strategic enrollment planning campus-wide.

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We've heard that, if all schools and colleges could grow as they would like to,

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leadership has said that they would need about 11,500 new freshmen annual to meet those goals.

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Other impacts to revenue include declining international enrollment applications over the past year, and we're also learning that there may be limited undergraduate tuition rate increases approved by the Board of Regents in the next few years as well.

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We all experienced the unprecedented changes to federal research funding this past year. Authorized federal research funding from campus-wide declined by \$174

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million from calendar year '24 to '25. I've heard recently that the actual indirect cost recovery revenue is better than expected for fiscal year '26,

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but the full impact of the loss of those federal grants has not yet been fully realized.

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In summary, there's still a lot of uncertainty on the financial front. Campus leaders are projecting

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a 10% decrease in indirect cost recovery for fiscal year '27. Many of you probably

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know that indirect cost recovery supplements the Fund 101 budget annually by about \$70 million,

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which covers a lot of our base operations and our base budgets. And, like all of us, inflation is impacting the campus buying power as well.

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All of these impacts and uncertainties led to the budget cut directed by campus this

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past spring. This meant a 5% cut for schools and colleges and a 7% cut for non-academic units on Fund 101, which yielded about \$64 million in savings for the campus.

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The positive news is that leadership is seeing an increase in federal awards with no reduction to some of the indirect rates. And international student applications are also rebounding. So

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they are not expecting to implement another budget cut in fiscal year '27. And last but not least—we

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have the complexity of the new budget approach, which goes live on July 1, 2026.

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So moving down to the School of Education fiscal landscape, we've talked about the fact that we have healthy cash balances in the School of Education, which meant we could bridge

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our budget cut in fiscal year '26 to buy us a little bit more time to make those decisions.

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We continue see strong primary academic group enrollment growth, up 5% from fiscal '24 to '25.

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For those of you who do not think or talk about CFIs or PAGs on a regular basis, the student's

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primary academic group is the school's or college's academic owner of the student's degree program. These numbers are very important for us in the new budget approach in the future.

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Summer of '25 revenue actually posts in '26, and we saw some stable, almost even numbers from last year at about \$5 million in gross revenue.

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141 programs continue to grow this year too—up about 11% from last year for a total of about \$10 million in gross revenue.

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131 programs, also called service-based pricing programs, are for non-traditional students that respond to market demands. Examples for

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us include the master's in Sports Leadership and the Doctorate in Occupational Therapy.

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And finally, as I stated earlier, we took a 5% budget cut in the School of Education on July 1, which was a reduction of about \$3 million to our base budget.

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So here we look at the big picture for the School of Education. The School of Education's total budget is about \$245 million. Our core operations include academic units,

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student support services, WCER fee-for-service projects, and administrative services and are

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about 42% of our total budget. \$61 million of this \$102 million is on Fund 101 that

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we just had that reduction from. 20% of our budget is generated from gifts and grants, \$36 million of that is generated through federal or non-federal grants, and about \$11 million

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is generated through gift funding that passes through our state accounts to be spent annually.

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Finally, WIDA, which you just heard about, is a significant operation and generates about \$90 million annually and is expecting to spend a little over that this year

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using some of their cash balances as well. So where are we investing our cash balances that we talk about?

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We have a number of plans for those dollars—in fact, many more plans than we have funding for—so we will need to prioritize those plans in the future.

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The School of Education invests about \$650,000 annually in funding for Ed-GRS. We committed about

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\$5 million for Vilas Hall for improvements to Mitchell Theatre. WIDA is investing \$5 million in Ed Sciences this fall in the spring so they can

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create some new modern work spaces. We committed \$2 million in fiscal year '26 to the Office of Research and Scholarship for the One School Innovation Fund and student research support.

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Dean Haddix continues to support WCER projects and is funding about \$2 million over the next few years for some of those projects and innovations.

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Finally, we are spending down our cash balances by about \$4 million annually, primarily due to the budget cut, which is why we need to rightsize our budget and our spending very soon.

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So where are we right now?

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Right now, we're planning for the fiscal year '27 budget. Budget presentations are currently in progress. Our goal is to move to a place of shared understanding of direction, strategic priorities, opportunities, and challenges as a collective school.

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As part of this process, we will work through managing our 5% budget reduction as well.

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The newly-established budget committee is just getting started. We've only had three meetings and we have a lot to talk about. Our meetings are full and we meet

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every two weeks and will plan to do so over the next six months. The budget committee is providing input on the budget planning process, identifying

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data to help inform decision-making, and will be analyzing the new budget approach with plans to make recommendations for advocacy where needed and provide ideas on implementation within the school.

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And finally, we must prioritize our projects and manage our cash balances to ensure longterm financial sustainability for the School of Education.

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So here's a quick recap of where we're at. The budget process kicked off at the end of January, which is a little bit later than typical for the campus. Chairs and unit leaders are

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now making presentations over the next two months, and we are expecting campus budget decisions—at the campus and school level—to be made between May and June of this year.

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So that's all I have for today and I want to thank you for your time.

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Thank you, Sheryl. And I think it's okay that you wore purple. And thank you to all again those of

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you who are participating in the budget committee, as well as all of you who are in the process now

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of budget presentations which this year we're doing something a little bit different where chairs are sharing their budget presentations with each other. heads of administrative units

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are sharing their budget presentation. so we're trying to not only think about our own individual units but to understand more holistically and comprehensively the budget for the entire,

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and budget priorities for, the entire School. I know that whenever we talk about budgets and

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higher education it can create anxiety. it's natural to wonder about Staffing,

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to wonder about stability. I think the word stability is something that I consistently hear

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especially in a time of transition and a time where there's lots of changes and things that

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are going on and one of the things that I will often say is that you know I feel that my role

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as dean is to help us navigate change because one thing we know is that change will always be.

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And to help us to move through those periods so as we move through this budget process,

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I want you all to hear me clearly when I say that we will do everything that we can to protect our

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people and to keep this community intact. that's really important to me and I think

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in these first two years I think we we've done a really good job and I know there's a lot that is

ahead but we'll continue to do that and to be as transparent and open and engage with all

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of you in that process. managing our budget responsibly is one of the parts of sustaining

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this school you know and that commitment is really what is guiding how we approach decisions

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we want everyone to feel to be in the know but also to feel a part of that process. the other

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part is continuing to build support for our work and that's where advancement comes in

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in that it's really important. so we continue to make meaningful progress in advancement.

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Since August 2024, when I began here as Dean, the School has raised \$17.34 million

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in philanthropic support. Of that, \$7.37 million has been raised in this fiscal year.

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These totals reflect strong support for our School and for the work that you do every day.

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This support has led to important investments in academic leadership, including two endowed

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department chairs: one in Counseling Psychology and the other in Educational Psychology, helping

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to secure vital, discretionary support for these departments. My goal is to achieve this and endow

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EVERY department chair — so I've got a bit of work to do and I'm going to need your help with that.

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One area I am especially proud of is that we launched a Dean's Innovation Fund. We

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set an ambitious goal of raising \$1 million in discretionary support from our alumni and

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friends. And thanks to the generosity of a member of our Board of Visitors, we are already halfway

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there with a \$500,000 gift. Still a little bit of work to go. Yes, thank you! So, it's that kind of

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flexible support allows us to respond to emerging opportunities and invest where it matters most.

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We continue to prioritize scholarships, scholarships, and scholarships for undergraduate and graduate students because expanding access and reducing financial

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barriers remains central to our mission. At the same time, we are refreshing our

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Impact 2030 fundraising initiative so that our advancement priorities align with our current

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direction, including the addition of a new pillar that is focused on literacy, and also

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intentionality on emerging technologies and AI and what that means for the future of education.

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This is important as our campus is preparing for its next comprehensive campaign in fall 2027.

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Advancement is certainly about fundraising. But it is also very much about building relationships.

It

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is about helping others understand the impact of what we do and inviting them to be part of it.

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So looking ahead, as we wrap things up, I want to thank you for your engagement and

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how you've helped to bring forth the One School Vision. It has grown out of our conversations,

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out of your feedback, out of the shared work across our community.

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I feel really encouraged about what is ahead. We will continue to navigate change and we will

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adjust when that is needed. And we will continue to build on what is already really strong.

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Now that the One School Vision is in place, and also my understanding is that we will

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hear soon about the university's strategic plan, I hope, we will begin aligning it with

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a formal strategic planning process. So, it will be really important to do that. Vision in place.

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Next step is strategic planning. We'll work on setting priorities, developing measurable goals,

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and aligning our resources so that all units can succeed. These conversations will begin this

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spring, starting with our leadership here, and ramp up so that we can start formally across the

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school again with the start of the fall semester. In 2030, you all know that this School will

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celebrate its 100th anniversary. 2030 will be here before we know it. We've

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actually been talking about that we need to get to planning. We've got some work to do.

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We'll be inviting members of this community to help shape that milestone. I hope that when we

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put out the call that many of you—faculty, staff, and students—will want to engage in that process.

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At the top of our program, we recognized our colleagues who reflect the very best

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of this School. The qualities we celebrated in them — collaboration,

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1 hour, 6 minutes

care, excellence — these are all qualities that I see across this community every day.

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So, I want to thank you all for the work you do and for the role you play in this community.

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Give yourselves a round of applause. I want to thank you all.

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And now, I want to open it up for questions. I think there are mics that are around.

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If you have a question, please raise your hand and a member of our team

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is ready to come to you. They'll bring a microphone. If something comes up later,

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feel free to reach out and I will try my best to answer any questions. There are also members of the leadership team who can answer questions as well.

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And when you raise your hand, say who you are. So, folks—yes, I think Lisa.

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Hi, I'm Lisa Barker. There's like 17 Lisas in the School of Education. Shout out to the

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Lisas. I'm from the Office of Professional Learning and Community Education (PLACE). I

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had a question. Christina, I saw on several of your slides the phrase experiential learning,

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experiential education. As a human, I was curious about how we're defining that, and what examples you find really inspiring about experiential learning.

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Hello. Hi, Lisa. Thank you—one of the 17 Lisas. Thank you for the question. What

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do we find really compelling? You probably heard in the recent past us talking about internships.

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That's an example that we've been very focused on for a number of years. I think that is one of many good examples of how we can look at experiential learning.

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This is a school already rich in this offering at the upper levels. I mean,

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if you look at the campus data, 100% of our students already graduate with some sort of

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experience. You think about our teacher education programs, where there's deep experiential learning embedded within—required, in fact—to graduate. Other programs have similar opportunities.

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I think where we are—where we have our biggest opportunity—is the kind of early thing that keeps you attracted to something. You're like,

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“Hey, I might like teaching,” and how do I figure out if I do or not? So the kind that

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you asked about is the kind where you can dabble, you can dip your toe in the water, and figure out if the thing you're headed toward is the thing you actually want to do.

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Because we are a school of many kinds, we need to think about it pretty broadly. A too narrow definition wouldn't be helpful here. So there's a couple of thoughts. Thank you, Lisa.

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And I'll just add—because I know Lisa and I have had this conversation too—what I hear a

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lot from students, undergraduate and graduate, is that they want more opportunities to engage

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in community and with community. I know that that's already happening across the school,

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but we need kind of a mapping to understand all of the ways. When we say transformative experiences for all, there's variance in students' experiences.

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I think students want to know: what are the opportunities? What are the ways that I can

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engage? So that's really important. But I think we need to maintain an expansive understanding of experiential learning to be inclusive of the different ways that students learn.

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Study abroad is another important experience that students want to have. We want to continue to support those opportunities.

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Global education is important to that. So I think there are a number of ways, across undergraduate and graduate education experiences, that we can think about that.

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There was a—oh, there you go. Hi.

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I'm Christine Wenc. I'm a research brand editor in the Office of Research and Scholarship. We're

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also branching out maybe into book editing. My question is—you mentioned literacy initiatives as well as rural—and I just want to know if you could talk a little bit more about that.

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Yeah, I'd be happy to let my colleague Dorothy talk maybe some about rural, because we actually just put a proposal together around that for the school.

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In terms of literacy, there's already a lot of work that is happening in the literacy space

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here in the school. But there's so much that we can do when we think about literacy and

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where we are in terms of literacy achievement, especially in the state of Wisconsin. I feel that we have a responsibility as the flagship, as a land-grant university, when we think about

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the Wisconsin Idea, to do work, to be a part of the conversation, and to lead in those efforts.

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There's been a regular group of us across the school that have been meeting around what

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we already do—which is a lot. You heard about WIDA. There's the CCBC. I saw my

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colleagues somewhere in terms of that. The Cooperative Children's Book Center. We just welcomed back the Greater Madison Writing Project into the Teacher Education Center.

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The Teacher Education Center does a lot in that space. Our departments of Curriculum and Instruction and Rehabilitation Psychology and Special Education,

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as well as colleagues in departments like Educational Policy Studies, are advancing the conversation around literacy—especially in this state with Act 20 implementation.

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We should be studying this. We should be talking about the effects. In our conversations with donors and alumni, they're asking us, "What are you doing?" and they want to support that.

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I'll add on a personal note—many of you know I'm a literacy scholar, and I care deeply about literacy. So it also aligns very closely with what I hope to leave as part of my legacy here at UW as well.

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So that's what we're doing in that space. Dorothy, do you want to say a little bit about rural?

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I'll say a little bit about rural. I know that many of us are engaged in activities with rural

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communities. We had the opportunity about a week and a half ago, we got very short notice that,

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under the new federal budget bill, the state of Wisconsin was receiving money for rural health.

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Now that was to offset the draconian cost of Medicaid services. So we can't touch those.

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But anyway, the state was given money to address rural health issues, and some of that money—about \$22 million of that money—was allocated to the Board of Regents and into the UW system.

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And we heard, because Marcelle is part of the health related Dean's group, that there was going to be an initiative. So we were asked to submit a proposal in a very, very quick turnaround.

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We had, thanks to my colleagues in Kinesiology, we put together sort of a broad spectrum Rural Health Initiative proposal. The

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group that was putting it together from the Vet School and the Medical School liked it, and we heard on Thursday that we had to have a proposal in by yesterday morning for this.

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And so thanks to many, many people across the school, we put in a rural health initiative proposal that includes faculty support, support for graduate students, support for undergraduate

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students, two internships—two nine month paid internships per year—for students in

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rural health or community health placements, and community engagement funding across the board.

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So we put in a proposal for about \$3 million—\$1.5 per year—to support work across the school. So this is not confined to any given department.

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We had money for school psychology internships. We got five of those into the budget. And so it

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was a really quick turnaround, but thanks to the people across the school, and particularly in ORS who really put together the budget and edited my kind of clunky statements, we got it in.

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And actually it was integrated into the larger proposal yesterday afternoon, and we actually have a high likelihood of getting this funding. So thanks to everybody for helping me.

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Also, I will say this—for Marcella being at the table—we were not included in the

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original health related discussions because, once again, we are at the other end of the campus from the other health programs.

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And so sometimes you have to be at the table in order to find out about these very, very quickly moving initiatives. And we are fortunate that our good work across the school got integrated into that application.

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Thank you. Thank you, Dorothy.

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There is more work being done when we think about rural initiatives. With all of these things,

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it's important for us to continue to create spaces and opportunities for people to talk across the school around the work that we're doing in these big areas.

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You know, with the university's RISE initiative, there was an incentive for us to think about what work we are doing around AI and artificial intelligence and

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emerging technologies as we think about that in its role across the arts, health, and education. We were encouraged to think around earth, sustainability, climate, and environment.

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I know we're doing one of our first hires in that area, but there are lots of people across the school that are doing work in that area.

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These initiatives encourage us to talk, learn, and think about where we can elevate the work. The

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area of THRIVE in health across the lifespan—we've had a number of hires in that area. It's elevated

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us, or at least it's brought visibility to us, to think about what work we're doing in this space.

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Another initiative around literacy—we are in conversation with and collaborating with the

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School of Human Ecology and the School of Medicine and Public Health around what we're calling a RISE 2.0 THRIVE initiative that focuses on early childhood development and literacy.

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So there are a number of collaborations and things I'm really excited about in these

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spaces. It brings attention to work already being done but it forms resources and incentives for

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greater coordination for us, which only increases the collective impact we can have.

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Other questions?

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Hi, I'm Mary Thompson Shriver. I am an undergraduate academic advisor. I have a

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question about when I see the desire to increase enrollment—we have been increasing enrollment—how

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do we balance the desire for more students with still offering quality services

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in a landscape of budget cuts? I just don't know if there are, like, conversations happening around that and creative ways of thinking of how to still offer that same kind of service.

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Thank you for that question. There certainly are conversations happening. The first part of your

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question around increasing enrollment—we have a group meeting that is meeting, and we need to more formally constitute this group around an enrollment strategy.

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That's for the school, but also for the university. That hasn't been a part of the culture, like having an enrollment strategy and thinking about where are the areas that we grow,

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where are the areas that we maintain, and where are the areas that maybe evolve because the workforce demand, student interest—those things change over time, over decades.

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So there's opportunity there and there are conversations there, for sure.

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In terms of what are some of the key areas of growth for us and where are the points of opportunity. To your question of how do we balance that with people resources—because

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as more students come there's more need for the kind of support if we say we want to have a transformative experience for all, we need the people to support that.

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One of the first steps for us in doing that is taking stock of all of what we currently have.

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And are there areas where when we think of roles and responsibilities that need to shift in order to really stay focused on what are key?

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And I think that's going to be an important part of the strategic planning process to help us see what are the gaps in areas that maybe we aren't doing some things,

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and maybe there are areas where we are doing too much, or maybe there are areas where we're doing things that we don't need to do anymore.

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So how do we shift in terms of supporting student services?

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And so I think it's going to align—it will need to align—with what we say we want to offer in terms of an overall student experience and how that might change.

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I mentioned the need for a focus on graduate education. That's an area right now—we

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think about people—a lot of that student experience work happens within departments. We want to continue to support that, but there also is a need for coordination for the school.

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That's another person or persons, right? So that means looking at are there already ways that the graduate student experience is being supported.

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What do we need to reorganize to make that possible, to provide those supports?

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It may mean over time more people, and I think it's hard to think about that when we're also saying five percent budget reduction.

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So that's where I think we have to be very intentional about how we grow in those spaces and making sure that it aligns very clearly with the goals and objectives that we say we have.

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But the conversations are happening, and we're going to continue to be as fiscally responsible as we can but also maintain the integrity of the student experience.

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I know I'm a teacher, so it's always the wait time.

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We did have a few questions that were pre-sent as people registered. I think many of those questions were answered throughout the presentation.

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We tried to be intentional about answering some of those questions. A lot of questions about the budget—which again are hard discussions to have—but I'm

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grateful that we use this forum to share with you each year kind of an update and to say this is where we are and this is what we're facing.

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And I think the Budget Committee, which really grew out of your feedback, is a great step in maintaining regular conversations there.

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One of the questions that I was asked was about what I'm excited about or what's inspiring me, what collaboration.

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So I mentioned some of those areas and things. You see I'm just talking and I'm waiting— somebody will have a place.

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I think we have a question over here actually, but Jamie has a question. Okay, there we go.

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Hello, I'm Jamie Macias with the Career Center. So following that lead, I would love to hear a little bit more about as you've socialized the

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One School Vision with our donors and alumni, what are they excited about, what are they curious about, and how might we connect into those relationships being built?

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Well, I'll tell you one thing. People actually are really excited when they hear about the One School Vision. They're very excited about it because folks know about all

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the wonderful things that we do, but they don't readily think about all parts of the School.

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So depending on when they graduated or what program they were a part of, they may associate with their program but they may not know the amazing work

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that we're also doing in education or the work that's happening in kinesiology or in the arts.

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So that's one of the things that I think they're really excited about.

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We have our upcoming Board of Visitors meeting in April. The theme of that meeting is around

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AI and the future of education, where we will talk about all of the research and ways that AI is shaping the work that we do both within the School but also across the world.

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They're really excited to know how we are leading in that space and what the opportunities are.

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We have some major milestones. In addition to the 100th anniversary for the school this next year, we're celebrating the 100th anniversary of the dance program.

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That's a huge milestone. Folks are really excited about being able to celebrate.

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Last year when I met with a group of

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our alum—women alum who were part of the PE department—they were excited to

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see how things have evolved and continue to grow and to hear from our current students. I think that's one of the things that they're also really excited about.

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That's why I said the student scholarships and fellowships in terms of fundraising and garnering support.

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What you hear most from our dedicated and committed alum is how much they want to secure those same experiences for generations that come after them.

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And so that will always remain true. And that's why I'm so proud to be from Wisconsin—as you all know, born right here in

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Madison—because my parents had an opportunity to come here to UW-Madison as students in the 1970s.

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Just to be able to come back and say I can give back to the community that raised me means a lot.

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And I think that resonates deeply with our donors and our alum.

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Marcelle, I think Mary would like to address that question as well. I'll let her introduce herself.

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Yep, hi. I'm Mary Gulbrandson and I'm on the Board of Visitors.

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And I would just say to respond to your question, the Board of Visitors couldn't be more excited about the One School model.

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I think that every single meeting we focus primarily on one department of the ten, but to have it all come together.

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And I think Marcelle has really shown some excellent leadership to the Board of Visitors in helping us understand that we really are an incredible place.

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And you guys are fabulous. Every time we get to meet with you we leave thinking, wow, this is an incredible place.

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So thank you for all that you do. You really are an amazing place.

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Thank you, Mary. I'll say too we try intentionally to end each of those meetings with a student panel.

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And our students are just awesome. I mean I just I'm always like wow. So we make sure that that is a really important part of the meeting.

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So thank all of you for all that you do to support our amazing students. I have one last question. One last question. All right.

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Thank you, Shaun.

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Hi everybody. My name is Dani Molle. I'm a researcher at the Wisconsin Center for Education Research. And thank you for hosting this event.

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I have a question for you about the Wisconsin Center for Education Research.

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I'm wondering what your vision is for the center because now we have a leadership transition—a very senior leadership transition—and that is an opportunity, right, as you have mentioned. Do you use this change as an opportunity to maybe re-envision things.

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So I'm very curious about what you would say or maybe some key components of your vision for the center and what are some things that you really want to see in the new director.

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Wow. That's a huge question for me. So yeah, thank you. You know, I know just where you are right now.

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Yeah, yeah. No, thank you. So for the Wisconsin Center for Education Research first there is already a really strong legacy and foundation.

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So my thing is first to acknowledge all of the wonderful and important work that has come out of the center and continues to come out of the center that leads the field of education and education research.

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I think that's first and foremost.

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So when we think about a leadership transition and the next person, they have to take it to the next level. That's a tall order in many ways.

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I'm going to rely really heavily on the WCER community, the current interim leadership folks,

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Mariana and Chris, who've been a part of WCER for a long time, and all of you here in the

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room who are connected to or PIs to really lead that charge as we think about the next

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era of its leadership. I know that WCER over the years—as I've talked to past directors and faculty

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1 hour, 29 minutes, 5 seconds

members who were here in its inception—they've seen it continue to grow over time.

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1 hour, 29 minutes, 11 seconds

And so I think it's really important to go through that process of when you have a leadership change.

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1 hour, 29 minutes, 17 seconds

People being in conversation, being in dialog, talking about what the vision is. I don't think it's my role to be the one to say this is the vision.

1:29:26

1 hour, 29 minutes, 26 seconds

It comes in conversation and dialog.

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1 hour, 29 minutes, 29 seconds

I think one of my first engagements with the group will be with the Director's Advisory Council later this week on Thursday.

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1 hour, 29 minutes, 36 seconds

So that will be a first opportunity for me to hear from folks in terms of where we've been and where we want to go.

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1 hour, 29 minutes, 43 seconds

And then next time you ask me that question I'll have a more formed answer because it will be in conversation.

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1 hour, 29 minutes, 50 seconds

I don't think it's something that I myself—but for sure if I were to say a couple of things I imagine will be a part of that.

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1 hour, 29 minutes, 58 seconds

It is someone who is well connected and understanding of the funding

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1 hour, 30 minutes, 2 seconds

landscape and able to be responsive to the current needs and to also forecast and to think to the future in terms of positioning us where we need to be.

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1 hour, 30 minutes, 15 seconds

That person will be a really strong partner in working with myself and the rest of leadership

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1 hour, 30 minutes, 21 seconds

across the school and being able to tap and connect with all of our stakeholders to say what are ways that we can work together to elevate the interdisciplinary work

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1 hour, 30 minutes, 32 seconds

that's happening in the education research space both within the school but also across campus.

Because this is a campus leadership role too.

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1 hour, 30 minutes, 40 seconds

So I think it will be really important to engage with members of the community to think about and to dream big—to think about what are the ways that we want to move and grow moving forward.

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1 hour, 30 minutes, 52 seconds

So thank you. So I think that was my last question.

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1 hour, 30 minutes, 58 seconds

Thank you all so much for joining us for breakfast, for being here, for all of the things that you do to make this school as wonderful and great as it is.

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1 hour, 31 minutes, 10 seconds

And also just to say thank you for embracing me. This is year two. I'm a sophomore now. So I feel like, you know, I'm here.

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1 hour, 31 minutes, 20 seconds

I'm not a freshman. I'm not as timid. I'm ready to do some real work.

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1 hour, 31 minutes, 26 seconds

And so I'm grateful that you all are walking with me through this journey and engaging with me.
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1 hour, 31 minutes, 34 seconds

And I look forward to the ways that we will continue to enact and elevate the One School Vision.
Thank you. Applause.

0:02

2 seconds

So, we'll get started pretty soon,

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5 seconds

and as I stated before we have all of these cards on your tables that highlight some of the fun

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12 seconds

facts about the people that make this school of education number one, and it really is about the people.

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So, I'll start with one. I heard this lady the other day on NPR.

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Department of Curriculum and Instruction faculty member and Department of Theater and Drama chair Erica Halverson's podcast "Art Educators Save the World"

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received the 2025 Earworthy Award for Best Education Podcast.

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The podcast has featured a star-studded lineup of guests, including Broadway's Linn Manuel Miranda!

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Right, here's another one. Dale Chihuly, an alumnus of the Art Department, is a world-renowned glass artist whose innovations in production methods, color application,

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and installations in public settings are recognized as groundbreaking. He came here!

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1 minute, 3 seconds

If you go to the big museum in Seattle, it's amazing because when you see Chihuly's art, you look at it and you're like, Oh my god, this has got to be really mathematically. How did you even put those

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1 minute, 13 seconds

things together? And if you watch a video, he's like Yeah, that one should go in there somewhere and why don't you get the little red one. But, these are just like a couple of couple of examples

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1 minute, 22 seconds

again of the people that make this place great. Other examples of the people that make this place great are seated right next to you, right? So, you look around. And I'm glad to have you guys here.

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1 minute, 33 seconds

Good morning, everybody – and welcome to our annual State of the School. I'm Percival Matthews, Associate Dean for Academic Programs and Professor in

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Educational Psychology. Thank you to all of you who are joining us today.

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Before we get started, I want to take a moment to acknowledge that the University of Wisconsin-Madison occupies the ancestral lands of the Ho-Chunk people,

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1 minute, 59 seconds

who have called this place Teejop (Dejope) since time immemorial. We recognize and respect

2:04

2 minutes, 4 seconds

their enduring relationship with this land and honor their history, culture, and sovereignty.

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2 minutes, 16 seconds

So, as we start today, we're going to start by recognizing this year's School of Education 2026 Distinguished Faculty and Staff Achievement Awards.

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2 minutes, 29 seconds

So, the natural reputation, natural...national...it's natural,

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2 minutes, 37 seconds

too, right? When you get the people we have, it's only natural that you wind up where we are.

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2 minutes, 54 seconds

The national reputation of our School of Education is really due in large part to the dedication and talent of our faculty and staff. When we say in large part, sort of like entirely.

3:04

3 minutes, 4 seconds

Every year, our School recognizes the most outstanding members of our family with these honors. As their slides appear on the screen,

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3 minutes, 13 seconds

I'll briefly share the award name, its purpose, and the recipient.

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3 minutes, 19 seconds

Number one, we're going to begin with the Ann Wallace Academic Staff Distinguished Achievement

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3 minutes, 32 seconds

Award recognizes a staff member's impact on the mission of their unit and their outstanding performance. So, this year we have two recipients.

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3 minutes, 40 seconds

One is Elton Crim from the Department of Educational Leadership & Policy Analysis

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3 minutes, 54 seconds

We also recognize Kristy Kelly from the Department of Educational Psychology.

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4 minutes, 6 seconds

There's a typo...it's supposed to say the number one rated department of Educational Psychology, but that's okay.

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For our next, we're going to talk about the University Staff Distinguished Achievement Award.

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4 minutes, 22 seconds

This award recognizes outstanding job performance, innovation that improves service or efficiency, and grace under pressure.

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4 minutes, 30 seconds

So, we also have two recipients for this award. The first is Sydney Prather from the Department of Theatre and Drama.

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And we are also going to honor Patrick Smyczek with this award from the Tandem Press.

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4 minutes, 58 seconds

Next, we have the Dick & Julie Daly Award for Education Student Staff Achievement.

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And this award recognizes a student staff member who demonstrates exceptional professionalism, creativity, and service beyond the expectations of their role.

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This year's recipient is Natalie Thuente from the Dean's Office and Building Services.

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Alright, so our Community of Excellence Award recognizes faculty or staff who have made significant contributions toward building a welcoming and accessible School of Education.

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Now, I came here as a tenure track faculty member. I built these things up so I could get tenure.

And a lot of that started somewhere else.

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5 minutes, 43 seconds

But, when there are these things that you do yourself, like I remember the first time I gave blood I was really proud because I made it myself.

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5 minutes, 50 seconds

This next person I hired myself. This year's recipient is Tricia Dusick from the Center for Community and Well-Being.

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So proud of her. So proud of myself for having an eye for talent and bringing her here for you guys.

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And then we have the Wisconsin Idea Award and this highlights the importance of community-engaged scholarship that advances partnership and reciprocity beyond campus.

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It's a big part of what we do and this year's recipient is Carlyn Mueller from the Department of

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Rehabilitation Psychology and Special Education. So, each of these colleagues reflects the

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dedication and excellence that make our School one of the very best in the nation every day. We will celebrate their accomplishments more fully with a reception this afternoon. But,

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6 minutes, 51 seconds

right now, please join me in recognizing this outstanding group all together.

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Okay, so now I'm going to have you join me in welcoming the Dean of our School of Education:

Dean Marcelle Haddix.

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Good morning! Come on, good morning!

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Thank you, Percival! I want you to pat yourself on the back there. And, thank you for your leadership.

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I am grateful that I get the opportunity to work with Dr. Matthews and to see him just about every day.

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So, I also want to thank our event staff for this amazing event.

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Communications & Advancement and MERIT, our partners at Union South,

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and everyone who helped to make this morning possible. Please join me in thanking them.

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And, again, a huge congratulations again to our Distinguished Achievement Award recipients!

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I was happy that we decided to include that as a part of this event. They reflect the

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very best of this School — not just in their accomplishments, but in the way they support

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students, colleagues, and one another. I'm deeply grateful for the work they do, and I look forward to celebrating everyone later this afternoon.

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8 minutes, 45 seconds

So, this is our second annual State of the School gathering. And, I want to say that I think of this less

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as a formal report but more so an opportunity to pause together, to reflect on where we are, to talk honestly about what we're

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navigating, and to think about how we move forward as a community.

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You all should know, too, just so you have a sense of how the program will run, that there will be

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time for questions at the end, so please hold your thoughts or questions until then, but also that if

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anything comes to mind later, you can always reach out to me, to my office. I am happy to continue to be engaged with you all.

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This has been a year of significant transition.

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9 minutes, 44 seconds

Within our School, we've navigated leadership changes and had important conversations about research infrastructure, about graduate education, about financial planning, about so much more.

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We've also had several key leadership changes over this past year. So, I want to take a moment to recognize some important people.

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So, first, as you know, Percival Matthew is now the Associate Dean for Academic Programs.

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Stacey Lee is the Associate Dean for Faculty Affairs and Development.

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And Dorothy Farrar Edwards is our Associate Dean for Research and Director of Health Research.

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Pete Boguszewski is the Chief Information Officer of the School of Education and also Director of MERIT.

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Mariana Castro is the Interim Director of WCER.

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And Erica Halverson is now a Special Advisor to the Dean for Arts and Innovation, a role she

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is filling as Faisal Abdu'Allah — our Associate Dean for Arts and Innovation — is on sabbatical.

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Todd Finkelmeyer is the Interim Associate Dean for Communications and Advancement. Dorene Uhrich is WIDA's Chief Operating Officer.

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And newly joined us earlier this month is Nichole Austion who is the new Chief Communications and Marketing Officer

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The School is also preparing for additional leadership changes, as we will begin a search for a new Chief Financial Officer very soon — I

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believe I meet with the committee to day or tomorrow, very soon,

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to launch that search — as our interim CFO Sheryl Van Gruensven's time with us will come to an end

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late this summer. You'll be hearing from her a little later in this morning's presentation.

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Another very important focus area for us is the Wisconsin Center for Educational Research. We are

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working closely with the Office of Research and Scholarship, WCER Interim Director Mariana Castro,

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Deputy Director Chris Pfund, and the entire WCER community to map community engagement efforts,

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understand needs, define strategic priorities, and plan a recruitment timeline for the next director.

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You see here what we are anticipating, what we're imagining.

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On Feb. 23, members of the WCER community came together for a facilitated conversation

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to reflect on recent changes and identify opportunities in this moment of transition. The next community meeting will be held in early May. I encourage

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those of you in WCER to attend and engage with this important search.

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After spending the next several months on engagement and planning, we plan to launch a national search for the next director this fall,

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with the goal of naming a new director by Spring 2027.

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Another significant change within our School is WIDA's transition out of WCER as a project and

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to a standalone unit within our School. For more than two decades, WIDA has supported multilingual

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learners and the educators who serve them across the United States and around the world.

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WIDA's work connects research, policy, and practice in ways that directly affect

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classrooms and communities. When we talk about the impact of our School beyond our walls, and

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when we talk about how we reflect the Wisconsin Idea, WIDA is one of the clearest examples.

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13 minutes, 52 seconds

I would like to invite Jenni Torres, Executive Director of WIDA, to share a few reflections on WIDA's work and its role within our School.

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14 minutes, 12 seconds

Thank you so much, and thank you for giving us the opportunity to share a little bit today about WIDA, WIDA's work. We have lots of WIDA teammates here. If you work at WIDA,

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14 minutes, 21 seconds

would you please give a quick wave so people can see a little bit around the room and I actually know where to look for some friendly faces? Thank you for that.

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14 minutes, 30 seconds

We have recently had the opportunity to update our mission, vision, and values. I'm going to just read the mission to you, which is: To engage, equip,

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14 minutes, 39 seconds

and inspire the educators who impact the lives of multilingual learners.

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What I hope you'll see is that that mission directly aligns with the School of Education's mission and the work that each of you do every single

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14 minutes, 53 seconds

day to prepare educators and to impact the lives of learners. In our case, we're focused most specifically on the lives of multilingual learners.

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Something else I'd love to point out to you here is that one of our newer values is partnership.

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As we move from being a project into being our own unit, what we're looking for is partnership all across this School of Education. I hope that, as you listen to me today,

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what you will find are opportunities, and at the end you might want to reach out to someone to be a part of the work that we're all doing and doing together.

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There is a need—I've said since I got here—that the world needs WIDA, and WIDA needs each of the people at WIDA and each of you. About 11% of learners in

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the United States K-12 system are English language learners. Yet 64% of educators do

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not feel prepared to serve these learners. They don't feel ready to ensure that these learners have the absolute best and greatest chance to reach their full potential.

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On top of that, there's a law, the Every Student Succeeds Act, known as ESSA, that requires that states measure English language proficiency with a highly validated,

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reliable, gold-standard assessment every single year. We have a team that ensures that this assessment—and the suite of assessments we now offer—meet those high-quality standards.

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We provide a whole system, actually—an approach with our standards for English language development—and we also have Spanish language development standards.

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At the center of the system is our assessment, our suite of assessments, and lots of professional learning that can help all those educators feel better

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prepared to support learners. We do all of this work on a foundation of research.

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We have lots of research roles across WIDA, and we are really proud of the excellent quality that

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16 minutes, 56 seconds

WIDA is known for and the reputation, which is partly because we're here at this School. So I want to share a little bit about our impact at the School and then our impact beyond.

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17 minutes, 8 seconds

We have had close to \$30 million in grants over the past 20 years, with \$4 million currently in active grants. I want to take a moment to recognize that I'm new here.

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There are lots of people who have been working under the leadership of Tim Boals

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for the first two decades of this work, and Tim and his vision for what this could become

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is really what has created this opportunity for WIDA to grow from being a project in WCER—which we're super grateful for that opportunity—to being a unit here within the School of Education.

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We've contributed significantly, and plan to continue to do that, here within the School of Education through the indirects that we pay. None of that has

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17 minutes, 52 seconds

changed. We employ about over 150 people, and those 150 employees, as I mentioned,

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many of them are researchers and do work every single day. We have teams of people who are also out in states—policy folks that are communicating with state leaders every single day.

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We've had over a hundred students employed by WIDA over the past decade. We currently have five team members working on their doctoral degrees.

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Our reach is wide. Our consortium, which is managed under Sam Aguirre—who's here and also is a student at the School of Education—now includes 42 states,

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territories, and federal agencies. Every year we impact the lives of over 2.8 million students who

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rely upon our valid and reliable assessment to ensure that they have access to the programming at their local school that they need. Over 25,000 educators are part of that consortium.

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Like the dean shared, we believe this is a great example of the Wisconsin Idea, and we hope that you're proud of the fact that this has grown here

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and really represents an incredible impact all across the United States.

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Every year we have a conference, and we do lots of other things with educators

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throughout the year. Meg Van Borris is back there and leads that team. She's sitting next to Grace,

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who leads all of the assessment work. We have over 44,000 self-paced workshops, and we also

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had more than 2,500 educators on site in Seattle at our recent conference. We have webinars that we provide for free that are attended regularly by thousands of educators, and many more things.

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We recently took a look at our strategic plan. Dorene is helping us to lead that work,

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and these are our four strategic goals for the next three years that you're going to hear more about if you engage with us.

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We want to strengthen and amplify the value of this consortium. We believe there's more that we can do, and we believe that we can amplify their voices and share more around English language learners, especially in this moment in time.

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We want to expand our educator reach. There's much more work to be done to build the capacity of educators, pre-service educators as well, and ensure that every child is in a classroom where their educator is prepared to ensure they can thrive.

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20 minutes, 16 seconds

We want to strengthen our suite of assessments, and we want to increase our capacity through engaged people and efficient systems. I see Meredith there, who helps us make sure that our people are engaged, and Dorene, who will help us with efficient systems as well.

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We believe that this work aligns very clearly with the One School vision that the dean has laid out. You can see that a lot of what we do falls in the category of championing impact through innovation and collaboration.

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So we want to link arms with all of you and help you be a part of the impact that we're having every day. If we can help support you with the impact that you're having here and beyond, we would love to do that as well.

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I would invite you to subscribe to our newsletter. I would really love if you would share this

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newsletter with students that you see every day. We want to make sure that students—especially those that are being prepared to be educators—know about WIDA before they leave the School.

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My email is here. If you have an idea of a way that we could partner together, or a question, or anything at all that you're curious about, I'm more than happy to have a conversation.

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I invite you to join us and hopefully be proud of the fact that this School of Education

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is where WIDA exists. From here we launch and have the opportunity to work alongside all of the students and educators across the nation.

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So thank you for giving me a few minutes today. Thank you, Dean. Have a great morning.

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Thank you, Jenni. And thank you to the entire WIDA team. They are having their executive

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team meeting over the next couple of days, and I had the opportunity to join them last night for

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one of their community builders at—where were we?—High Noon Saloon for a Moth storytelling

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event, which is hosted by Wisconsin Public Radio. Really interesting. People had to get up and give

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stories in five minutes. A lot of fun. None of us volunteered to do that, though. And the theme was

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fumbles and fouls, and so you had to tell of a time that you fumbled or made a mistake. And

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22 minutes, 39 seconds

I was like, I have too many to tell. But, as Jenni shared, WIDA's reach and influence are

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extraordinary, and we are fortunate to have that work be a part of the School. I'm excited to leverage its impact and to continue to build on that and to build with them.

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So...campus wide challenges. Despite all the great work that is taking place across our School, this has also been a significant time of change — and of course with change comes challenge.

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At the campus level, we are still adjusting to Workday. We are working hard to prepare to

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operate under a new campus budget model this July, while also moving through leadership

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transitions both at the Provost level and in the Chancellor's offices. We were excited to see the

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announcement yesterday that John Zumbrennen was named UW-Madison's provost and executive

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vice chancellor for academic affairs — after serving as interim provost since June. So,

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I'm excited to continue to work very closely with John in that new role. And, as we hear

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more about the search for the next Chancellor, we will certainly keep everyone posted. But, we

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will an interim Chancellor, Eric Wilcott, my dean colleague from the College of Letters and Science.

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At the state level, Act 15 continues to shape our work on campus, particularly in areas such

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as instructional workload and general education requirements. The Universities of Wisconsin has

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issued interim guidance, and campus is developing its response. We do have teams
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within the School of Education who are working to make sure that we align thoughtfully and
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meaningfully while protecting the integrity of our programs and minimizing disruption
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to students. As we know and as we develop our approach, we will certainly continue
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to communicate out as that work progresses. At the national level, changes in federal
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policy have led to dips in international student enrollments and research projects
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being funded. The Institute of Education Sciences (IES) is also undergoing a major
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"reimagining" that will overhaul its structure and shift efforts away from long-term,
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academic research toward faster, high-impact, and state-aligned studies. And overall, higher
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education remains under scrutiny, particularly around issues of equity and public purpose.
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25 minutes, 26 seconds
There is a lot shifting at once and it can be tempting to respond by trying to map out
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every detail of the next five years. But given how much is still evolving,
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what feels more important for me right now is clarity about who we are and what we stand for.
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25 minutes, 46 seconds
That is really why the One School Vision took shape.
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25 minutes, 54 seconds
The One School Vision is a way of grounding ourselves in who we are and what we value.
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26 minutes, 1 second
It began with conversations. You know, when I joined you all last year, there were so
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many listening sessions and community forums I went to and continue to go to every department,

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every administrative unit—I made it a priority to listen. I sat down with leadership teams. We had

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visioning retreats and invited feedback in large gatherings and small ones.

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Many of you shared time with me, whether it was a one-on-one meeting or you stopped by Coffee

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with the Dean. You shared your ideas, your honest reflections along the way. In those conversations,

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I asked about what matters most to you—what are your commitments, your aspirations, the challenges that you're navigating, the kind of school that you want to be a part of.

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As I listened, things began to emerge, and over time those themes took shape as this

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27 minutes

vision. So this was a reflection back to you all about what you shared. It is a synthesis of what this community has shared so far,

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and it is what will continue to evolve as we keep listening and learning together. So our vision statement is:

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We are one school. We innovate in the arts, education, and health to enrich lives,

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to empower communities, and to shape the future.

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With that overarching purpose, we identified four areas.

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The first: Champion impact through innovation and collaboration. This is about strengthening our

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disciplinary expertise and the work that we do across fields, across the school.

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27 minutes, 56 seconds

The second strategic focus area is creating a transformative student experience for all,

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and that means making sure that our undergraduate and graduate students have the support and the experiences that they need to thrive.

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The third strategic focus area is providing equitable school infrastructure, and this is about ensuring that all faculty and

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staff have the systems and the tools that they need to do their best work.

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And finally, cultivating a thriving and inclusive community. That speaks to well-being, belonging,

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and connection. Because our success depends on the strength of our community. I have to say that that

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fourth area, for me, resonates so deeply because one of the things that I hear so much from many of you is the importance of being seen, of being heard, and feeling valued in the work that we do.

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So together, these focus areas give us a clear sense of direction without boxing us in.

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Let me share several ways that we are already living out the commitments that are outlined in this vision.

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One part of the work is how we are strengthening research and scholarship across the school. Our Office of Research and Scholarship plays a central role by

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providing expertise to faculty—helping them find funding opportunities, sharpen their proposals,

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boost their visibility, and stay informed about upcoming deadlines and opportunities.

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This year, the ORS team has worked especially hard to support PIs as the federal landscape

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continues to shift—tracking changes and helping faculty navigate this uncertainty. To help fill the gap for canceled grants, the school has supported 22

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bridge funding requests totaling over \$1.4 million, funded by our school and campus.

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Despite the challenges, 35 awards have been made to School of Education PIs this fiscal year, totaling \$10.8 million as of January 31. So that's wonderful news. That's great news.

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Another way that we've worked together to support the school's research enterprise is through the

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new One School Research and Innovation Fund. As of February 25—which was the deadline—the Office of Research and Scholarship received 73 applications for that fund.

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So many of you in this room contributed with innovative and collaborative proposals cutting

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across all 10 academic departments and several units—including WCER, WIDA, PLACE, the Career Center, the Teacher Education Center, and more.

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So be on the lookout—awards will be announced in May. I know that many of you are being tapped to review those 73 proposals, so please say yes when they reach out to you to review.

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This past summer, the launch of the new College of Computing and Artificial Intelligence marks

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another evolution on this campus landscape. And, it may open new opportunities, it will open new

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opportunities for partnership. We have been in conversation already about those opportunities.

So, to be clear, we are already doing amazing work across the

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school landscape. Faculty are advancing human-centered AI tools in partnership

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with rural Wisconsin schools. Researchers are leading federally funded studies to

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improve digital mental health tools. Others are collaborating with engineers to create immersive dance performance experiences that rethink how audiences engage with art.

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These are just a few examples. All of this work that people are doing across the school is highly valued, so I want to thank you all for your outstanding efforts.

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Another important part of living this vision is how we are strengthening

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connections within our faculty and staff community and also with students. Coffee with the Dean has created space for faculty and staff to connect across

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departments and units. Often with people they would not otherwise interact with. We rotate

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locations across buildings so that we can better understand each other's work environments and to see that the School of Education is not just in one building, but that we are all across campus.

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I believe we have one this week in the Discovery Center.

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We've had the Dining with the Dean series, which has provided a similar opportunity. By the end of

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this academic year, I will have had dinner and met with 45 faculty members who joined us since 2020,

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since the pandemic. These are small-group dinners that are intentionally mixed across disciplines to

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encourage connection and collaboration. And, I think that what I learned in talking with

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a few faculty that it was in some of those dinners where people others across campus,

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learned about each other's work, and came up with ideas that seeded some of the proposals that we received for the research fund. So, I don't take any of those experiences lightly.

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Over the past year, these efforts have also included our Winter Social—which we've already talked about whether there will be a mug next year,

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that's in conversations. We have our Community Conversations, the faculty and staff Welcome Back Bash, which is an annual tradition, and, coming up next week,

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34 minutes

our first School of Education Well-Being Week — a faculty and staff-led series of optional sessions

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exploring well-being in creative ways. I know there will be lots of yoga, some line dancing, art, meditation. I hope you'll watch for more information and consider participating.

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We also strengthen our community through communication. The Dean's Update, which comes out every other week, the Insider Scoop, Learning

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Connections — all of these communications keep us well-informed and connected. This past year,

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there more than 250 news stories that were posted to amplify your work to audiences near and far.

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That visibility matters. It matters very much. And, I'm always looking for ways to help faculty

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and staff feel to seen and to feel valued here. When we understand one another's work, we're better positioned to support each other — and our students.

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35 minutes, 8 seconds

Christina Klawitter, our Associate Dean for Student Experience, has been leading important work to strengthen the undergraduate student experience,

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and rather than summarize it myself, I going to invite her to come on up to share a bit more.

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Good morning, everyone. Thank you. I appreciate the opportunity to speak with you.

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Last summer, Dean Haddix gave a clear and important charge. With our commitment to

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being One School in mind, identify some unifying initiatives that we can invest in over the next

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few years to enhance the School of Education undergraduate experience. At a time when we face

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headwinds and a lot of change, some of which we were just discussing, I was excited about

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the charge because it allowed an opportunity to focus in a positive, forward-looking way, and I'm excited to be here right now to share what we learned and to tell you where we're headed.

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Before we could answer the "what can we do?" question, we had to tackle a more fundamental

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question. We needed a shared way of thinking—a framework to hook our ideas into. So we started

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by asking, "what does the student experience actually mean for this School of Education?". We

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came at that question from a few different angles. Developmentally, what do our students need, and

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when do they need it? Competitively, what have our students been telling us they want? What have they

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been asking for, and how do we stack up relative to other schools and universities on those points?

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And lastly—maybe most importantly—ideally, aspirationally, what do we want to be true for all of the School of Education undergraduate students,

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regardless of what they're studying? At our best, what would we be offering to all?

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To find some answers to those questions, we engaged in think-tank-style conversations with over 40 faculty and staff, many of whom are here today—thank you very much for your

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participation. And we gathered direct input from more than a couple hundred students.

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The framework and vision I'm sharing today is a product of those voices.

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So this basic student experience framework is our answer to the question: ideally,

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what can all students across all majors expect to experience here? A few points

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I'd like to highlight. This framework lays out a 4-year experience unified by

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core components we think can apply across all majors and programs. It's grounded in general tenets of student development, but without being overly rigid or prescriptive.

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So the logic is pretty simple. Introductory experiences should support exploration and

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interest confirmation, while advanced experiences encourage deepening,

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reflecting, and synthesizing. Ideally, early and introductory learning and doing,

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leads to increased readiness to learn in upper-level courses, and to deeper,

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more intentional hands-on learning later. At the base, you see support and community—the foundational elements that must be ongoing for any of this to work.

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As you might imagine, there's a more detailed version of this that I'd be happy to share with anyone who's interested.

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So I am inviting us into a bit of a mindset shift here. It's an invitation to think about

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how we engage students across the full four-year arc. We want to provide a clear pathway while

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remaining flexible enough that students can still discover us along the way. But for those

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who do start with us as freshmen, it's about creating a One School experience with shared,

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understandable milestones that foster connection and progress from orientation to graduation.

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Student voice has shaped a lot of what we've been talking about. We asked students a lot of different questions, in a lot of different ways, and have a lot of great

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input and insight about what they're looking for. We asked what they came to UW hoping for

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and expecting. We asked what they're afraid of as they look toward their futures. Questions such as:

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what experiences have been so impactful that you think every student should have that experience?

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What would have made your School of Education experience even better? And is there a resource or experience that you need right now to feel even more prepared for life after college?

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We listened to highs and lows, to logistical hurdles and hassles, they explained what they wish college leaders understood about being a college student

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today. Of course, we heard about the best things happening in individual departments, and then we asked ourselves: is that something all students could benefit from?

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So a main takeaway from all of this input is that our students speak very highly of the

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excellence within their programs, but we need to move from pockets of departmental excellence to a more intentional school-wide experience that starts right from the jump.

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Closing the gaps in our early offerings—thus anchoring students even more firmly to the School of Education—is our biggest opportunity.

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So we return to the Dean Haddix's original question. What unifying initiatives should we

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invest in? So, using this new way of thinking or this new framework to audit, where we are

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currently strong and where we have room to grow, the answer seemed fairly obvious: To be the school

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we aspire to be, our biggest opportunity is to invest more deeply in the early years,

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specifically in transition support, introductory courses, and early experiential learning.

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These are critical touch points. They create initial connection to peers and faculty,

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they foster the feeling that I belong here in this program. They provide the

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clarity that transforms a student from being someone who's just taking some classes to someone with the enthusiasm to finish the degree and pursue the field.

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So our vision is this: by 2030, every first-year student in the

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School of Education will have easy, equitable access to three things— One: a first-year seminar that bridges the transition between high school and college while anchoring the student to the School of Education.

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Two: an introductory course that pulls back the curtain on their major and shows off the diverse career paths that are available to them.

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Three: A formative, low-pressure experiential learning opportunity.

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We want them to test the waters early, helping them commit to more intensive upper-level coursework with confidence rather than uncertainty.

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So, good news—we aren't starting from scratch in any of these areas.

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This past fall, already about half of our incoming first-year students were enrolled in

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a first-year seminar, so we only have half the freshman class to go. And of course,

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as many of you know—some of you in this room teach such classes—we have really interesting introductory courses on offer, but they tend not to be easily accessible to freshmen.

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So the goal here isn't to add to students' to-do lists. It's about refining the entry

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invitation we extend to them. It's about weaving a more cohesive thread throughout students' first few semesters and adding clarity to the path

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that they're on. It's about them being even more prepared for your upper-level classes.

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I'm confident that by focusing some shared energy here, together we can cultivate a school-wide culture where every student can access belonging and purpose right from the start.

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So, that's the "what are we imagining?". I am excited to get to work on the how

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we are going to accomplish that. I was sharing this with my partner last night, and he said,

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"Well, why is it going to take you to 2030?" "Geez, alright, I don't know—if we want to get it done by '28, that's fine. 27, I don't know, I mean I'm inviting you into that, you know."

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Anyway, I'm excited to start working on how we will bring this vision to life in ways that are substantive and authentic to our school. Success will most certainly depend

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on collaborating creatively and leveraging expertise and resources across the school.

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You can anticipate learning about some next steps in the Insider Scoop and possibly in the Dean's weekly that are upcoming. And in the meantime,

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if you have ideas or observations or just want to talk more about this,

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you have questions, I am here for it so just reach out. Thank you very much.

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You said "by 2030" so that means it could happen sooner, before then.

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Thank you, Christina. And thank you to your team in the Office of Student Experience and thank you

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to everyone who participated in the think tank to ideate on ways that we could continue to enhance

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and build on the undergraduate student experience here. I'm excited to work with all of you and to

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continue to support our students. One of the highlights for me is that I get to meet regularly with our undergraduate Student Ambassadors. And, what a wonderful group. They

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are very creative, and innovative, they have great ideas. They care deeply about the School and the School that they'll leave for future generations of students to come.

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At the graduate level, we are also working to strengthen connection and coordination across

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the School. Graduate students are vital to what we do: they help drive our research;

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often teach and mentor our undergraduate students; and they're the ones who will maintain

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disciplines and fields and lead the institutions of tomorrow. They are a significant part of why we

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are the No. 1 School of Education in the nation. This year, we launched a graduate student task

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force, we launched a graduate student welcome gathering, we supported the creation of a new

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graduate student organization, and held a graduate student resource fair. These were all initiatives

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that were led by our graduate students. The School is also providing Graduate Student Travel Grants

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to support opportunities for students to travel both nationally and internationally to attend

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conferences, present their work, and more. And there's been funding support to support

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graduate students who are doing international research or need travel for their research.

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In addition, we convened a graduate student task force to think more intentionally about

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the graduate experience. Their input is helping shape our next steps, including recommendations

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to strengthen leadership in graduate education through the potential creation

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of an Associate Dean for Graduate Education. So, that's something we're still talking about

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and potentially moving forward with. And on a more personal note, I have

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regular Dishing with the Dean, so lunches with graduate and undergraduate students. That has been

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one small and meaningful way to bring students from different majors and class years together

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for lunch. Those conversations are a reminder of why this work matters.

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Yesterday, I had a Dishing with the Dean, it was more a breakfast, with graduate students.

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About 10 graduate students joined me. And, the conversation, the opportunity for them to share

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what they love about their experiences, also ways we can improve. They also asked to have,

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similar to the undergraduate Student Ambassadors, kind of a Dean's Advisory Group, so I look forward to working more closely with our graduate students as well.

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Individually, these efforts may seem modest. Together, they reflect our commitment to

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ensuring that graduate students experience at this School is thoughtful, connected, and supportive.

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All of this work exists within a financial context. Because campus is implementing a new budget model this summer,

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a budget approach this summer, we established a School Budget Committee to ensure broader insight

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and shared understanding as we navigate these changes. I am grateful for the many colleagues,

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several of you are in the room, who have agreed to serve in that advisory role and for their

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willingness to engage in difficult conversations. I am also grateful for the leadership from

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Interim Chief Financial Officer Sheryl Van Gruensven in this area. She has helped bring clarity to complex systems and has been a steady partner as we plan responsibly.

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So, I'd like to invite Sheryl to come on up to give a budget overview.

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Okay, I feel like I first have to apologize for the obvious...I don't have red on. So,

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I will say that three different outfits laid out for me this morning. And I'm like,

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last year we all looked the same., so I'm glad to say that if I had worn the outfit I was going to wear, Percival, you and I would have the same outfit on.

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Good morning. I'd like to cover three key areas over the next seven minutes. The current campus-wide financial landscape, the current School of Education fiscal state,

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and next steps for the School of Education as it relates to our budget process.

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So we've all been navigating a great deal of change over the last 15 months. We are hearing from campus leadership that the next few years will not see significant undergraduate enrollment

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as it has seen in recent years. There is limited capacity for more freshmen. And, it will be capped

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at about 9,600 students for both 2025 and 2026. The total undergraduate enrollment will likely be

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flat at about 36,700 students as well for next year. All schools and colleges want to grow, and campus is realizing that there is a great need for strategic enrollment planning campus-wide.

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We've heard that, if all schools and colleges could grow as they would like to,

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leadership has said that they would need about 11,500 new freshmen annual to meet those goals.

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Other impacts to revenue include declining international enrollment applications over the past year, and we're also learning that there may be limited undergraduate tuition rate increases approved by the Board of Regents in the next few years as well.

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We all experienced the unprecedented changes to federal research funding this past year. Authorized federal research funding from campus-wide declined by \$174

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million from calendar year '24 to '25. I've heard recently that the actual indirect cost recovery revenue is better than expected for fiscal year '26,

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but the full impact of the loss of those federal grants has not yet been fully realized.

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In summary, there's still a lot of uncertainty on the financial front. Campus leaders are projecting

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a 10% decrease in indirect cost recovery for fiscal year '27. Many of you probably

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know that indirect cost recovery supplements the Fund 101 budget annually by about \$70 million,

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which covers a lot of our base operations and our base budgets. And, like all of us, inflation is impacting the campus buying power as well.

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All of these impacts and uncertainties led to the budget cut directed by campus this

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past spring. This meant a 5% cut for schools and colleges and a 7% cut for non-academic units on Fund 101, which yielded about \$64 million in savings for the campus.

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The positive news is that leadership is seeing an increase in federal awards with no reduction to some of the indirect rates. And international student applications are also rebounding. So

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they are not expecting to implement another budget cut in fiscal year '27. And last but not least—we

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have the complexity of the new budget approach, which goes live on July 1, 2026.

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So moving down to the School of Education fiscal landscape, we've talked about the fact that we have healthy cash balances in the School of Education, which meant we could bridge

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our budget cut in fiscal year '26 to buy us a little bit more time to make those decisions.

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We continue see strong primary academic group enrollment growth, up 5% from fiscal '24 to '25.

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For those of you who do not think or talk about CFIs or PAGs on a regular basis, the student's

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primary academic group is the school's or college's academic owner of the student's degree program. These numbers are very important for us in the new budget approach in the future.

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Summer of '25 revenue actually posts in '26, and we saw some stable, almost even numbers from last year at about \$5 million in gross revenue.

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141 programs continue to grow this year too—up about 11% from last year for a total of about \$10 million in gross revenue.

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131 programs, also called service-based pricing programs, are for non-traditional students that respond to market demands. Examples for

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us include the master's in Sports Leadership and the Doctorate in Occupational Therapy.

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And finally, as I stated earlier, we took a 5% budget cut in the School of Education on July 1, which was a reduction of about \$3 million to our base budget.

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So here we look at the big picture for the School of Education. The School of Education's total budget is about \$245 million. Our core operations include academic units,

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student support services, WCER fee-for-service projects, and administrative services and are

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about 42% of our total budget. \$61 million of this \$102 million is on Fund 101 that

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we just had that reduction from. 20% of our budget is generated from gifts and grants, \$36 million of that is generated through federal or non-federal grants, and about \$11 million

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is generated through gift funding that passes through our state accounts to be spent annually.

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Finally, WIDA, which you just heard about, is a significant operation and generates about \$90 million annually and is expecting to spend a little over that this year

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using some of their cash balances as well. So where are we investing our cash balances that we talk about?

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We have a number of plans for those dollars—in fact, many more plans than we have funding for—so we will need to prioritize those plans in the future.

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The School of Education invests about \$650,000 annually in funding for Ed-GRS. We committed about

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\$5 million for Vilas Hall for improvements to Mitchell Theatre. WIDA is investing \$5 million in Ed Sciences this fall in the spring so they can

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create some new modern work spaces. We committed \$2 million in fiscal year '26 to the Office of Research and Scholarship for the One School Innovation Fund and student research support.

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Dean Haddix continues to support WCER projects and is funding about \$2 million over the next few years for some of those projects and innovations.

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Finally, we are spending down our cash balances by about \$4 million annually, primarily due to the budget cut, which is why we need to rightsize our budget and our spending very soon.

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So where are we right now?

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Right now, we're planning for the fiscal year '27 budget. Budget presentations are currently in progress. Our goal is to move to a place of shared understanding of direction, strategic priorities, opportunities, and challenges as a collective school.

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As part of this process, we will work through managing our 5% budget reduction as well.

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The newly-established budget committee is just getting started. We've only had three meetings and we have a lot to talk about. Our meetings are full and we meet

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every two weeks and will plan to do so over the next six months. The budget committee is providing input on the budget planning process, identifying

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data to help inform decision-making, and will be analyzing the new budget approach with plans to make recommendations for advocacy where needed and provide ideas on implementation within the school.

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And finally, we must prioritize our projects and manage our cash balances to ensure longterm financial sustainability for the School of Education.

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So here's a quick recap of where we're at. The budget process kicked off at the end of January, which is a little bit later than typical for the campus. Chairs and unit leaders are

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now making presentations over the next two months, and we are expecting campus budget decisions—at the campus and school level—to be made between May and June of this year.

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So that's all I have for today and I want to thank you for your time.

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Thank you, Sheryl. And I think it's okay that you wore purple. And thank you to all again those of

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you who are participating in the budget committee, as well as all of you who are in the process now

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of budget presentations which this year we're doing something a little bit different where chairs are sharing their budget presentations with each other. heads of administrative units

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are sharing their budget presentation. so we're trying to not only think about our own individual units but to understand more holistically and comprehensively the budget for the entire,

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and budget priorities for, the entire School. I know that whenever we talk about budgets and

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higher education it can create anxiety. it's natural to wonder about Staffing,

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to wonder about stability. I think the word stability is something that I consistently hear

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especially in a time of transition and a time where there's lots of changes and things that

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are going on and one of the things that I will often say is that you know I feel that my role

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as dean is to help us navigate change because one thing we know is that change will always be.

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And to help us to move through those periods so as we move through this budget process,

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I want you all to hear me clearly when I say that we will do everything that we can to protect our

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people and to keep this community intact. that's really important to me and I think

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in these first two years I think we we've done a really good job and I know there's a lot that is

ahead but we'll continue to do that and to be as transparent and open and engage with all

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of you in that process. managing our budget responsibly is one of the parts of sustaining

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this school you know and that commitment is really what is guiding how we approach decisions

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we want everyone to feel to be in the know but also to feel a part of that process. the other

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part is continuing to build support for our work and that's where advancement comes in

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in that it's really important. so we continue to make meaningful progress in advancement.

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Since August 2024, when I began here as Dean, the School has raised \$17.34 million

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in philanthropic support. Of that, \$7.37 million has been raised in this fiscal year.

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These totals reflect strong support for our School and for the work that you do every day.

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This support has led to important investments in academic leadership, including two endowed

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department chairs: one in Counseling Psychology and the other in Educational Psychology, helping

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to secure vital, discretionary support for these departments. My goal is to achieve this and endow

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EVERY department chair — so I've got a bit of work to do and I'm going to need your help with that.

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One area I am especially proud of is that we launched a Dean's Innovation Fund. We

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set an ambitious goal of raising \$1 million in discretionary support from our alumni and

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friends. And thanks to the generosity of a member of our Board of Visitors, we are already halfway

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there with a \$500,000 gift. Still a little bit of work to go. Yes, thank you! So, it's that kind of

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flexible support allows us to respond to emerging opportunities and invest where it matters most.

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We continue to prioritize scholarships, scholarships, and scholarships for undergraduate and graduate students because expanding access and reducing financial

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barriers remains central to our mission. At the same time, we are refreshing our

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Impact 2030 fundraising initiative so that our advancement priorities align with our current

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direction, including the addition of a new pillar that is focused on literacy, and also

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intentionality on emerging technologies and AI and what that means for the future of education.

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This is important as our campus is preparing for its next comprehensive campaign in fall 2027.

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Advancement is certainly about fundraising. But it is also very much about building relationships.

It

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is about helping others understand the impact of what we do and inviting them to be part of it.

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So looking ahead, as we wrap things up, I want to thank you for your engagement and

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how you've helped to bring forth the One School Vision. It has grown out of our conversations,

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out of your feedback, out of the shared work across our community.

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I feel really encouraged about what is ahead. We will continue to navigate change and we will

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adjust when that is needed. And we will continue to build on what is already really strong.

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Now that the One School Vision is in place, and also my understanding is that we will

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hear soon about the university's strategic plan, I hope, we will begin aligning it with

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a formal strategic planning process. So, it will be really important to do that. Vision in place.

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Next step is strategic planning. We'll work on setting priorities, developing measurable goals,

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and aligning our resources so that all units can succeed. These conversations will begin this

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spring, starting with our leadership here, and ramp up so that we can start formally across the

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school again with the start of the fall semester. In 2030, you all know that this School will

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celebrate its 100th anniversary. 2030 will be here before we know it. We've

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actually been talking about that we need to get to planning. We've got some work to do.

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We'll be inviting members of this community to help shape that milestone. I hope that when we

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put out the call that many of you—faculty, staff, and students—will want to engage in that process.

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At the top of our program, we recognized our colleagues who reflect the very best

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of this School. The qualities we celebrated in them — collaboration,

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1 hour, 6 minutes

care, excellence — these are all qualities that I see across this community every day.

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So, I want to thank you all for the work you do and for the role you play in this community.

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Give yourselves a round of applause. I want to thank you all.

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And now, I want to open it up for questions. I think there are mics that are around.

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If you have a question, please raise your hand and a member of our team

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is ready to come to you. They'll bring a microphone. If something comes up later,

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feel free to reach out and I will try my best to answer any questions. There are also members of the leadership team who can answer questions as well.

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And when you raise your hand, say who you are. So, folks—yes, I think Lisa.

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Hi, I'm Lisa Barker. There's like 17 Lisas in the School of Education. Shout out to the

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Lisas. I'm from the Office of Professional Learning and Community Education (PLACE). I

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had a question. Christina, I saw on several of your slides the phrase experiential learning,

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experiential education. As a human, I was curious about how we're defining that, and what examples you find really inspiring about experiential learning.

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Hello. Hi, Lisa. Thank you—one of the 17 Lisas. Thank you for the question. What

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do we find really compelling? You probably heard in the recent past us talking about internships.

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That's an example that we've been very focused on for a number of years. I think that is one of many good examples of how we can look at experiential learning.

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This is a school already rich in this offering at the upper levels. I mean,

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if you look at the campus data, 100% of our students already graduate with some sort of

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experience. You think about our teacher education programs, where there's deep experiential learning embedded within—required, in fact—to graduate. Other programs have similar opportunities.

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I think where we are—where we have our biggest opportunity—is the kind of early thing that keeps you attracted to something. You're like,

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“Hey, I might like teaching,” and how do I figure out if I do or not? So the kind that

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you asked about is the kind where you can dabble, you can dip your toe in the water, and figure out if the thing you're headed toward is the thing you actually want to do.

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Because we are a school of many kinds, we need to think about it pretty broadly. A too narrow definition wouldn't be helpful here. So there's a couple of thoughts. Thank you, Lisa.

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And I'll just add—because I know Lisa and I have had this conversation too—what I hear a

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lot from students, undergraduate and graduate, is that they want more opportunities to engage

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in community and with community. I know that that's already happening across the school,

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but we need kind of a mapping to understand all of the ways. When we say transformative experiences for all, there's variance in students' experiences.

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I think students want to know: what are the opportunities? What are the ways that I can

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engage? So that's really important. But I think we need to maintain an expansive understanding of experiential learning to be inclusive of the different ways that students learn.

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Study abroad is another important experience that students want to have. We want to continue to support those opportunities.

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Global education is important to that. So I think there are a number of ways, across undergraduate and graduate education experiences, that we can think about that.

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There was a—oh, there you go. Hi.

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I'm Christine Wenc. I'm a research brand editor in the Office of Research and Scholarship. We're

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also branching out maybe into book editing. My question is—you mentioned literacy initiatives as well as rural—and I just want to know if you could talk a little bit more about that.

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Yeah, I'd be happy to let my colleague Dorothy talk maybe some about rural, because we actually just put a proposal together around that for the school.

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In terms of literacy, there's already a lot of work that is happening in the literacy space

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here in the school. But there's so much that we can do when we think about literacy and

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where we are in terms of literacy achievement, especially in the state of Wisconsin. I feel that we have a responsibility as the flagship, as a land-grant university, when we think about

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the Wisconsin Idea, to do work, to be a part of the conversation, and to lead in those efforts.

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There's been a regular group of us across the school that have been meeting around what

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we already do—which is a lot. You heard about WIDA. There's the CCBC. I saw my

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colleagues somewhere in terms of that. The Cooperative Children's Book Center. We just welcomed back the Greater Madison Writing Project into the Teacher Education Center.

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The Teacher Education Center does a lot in that space. Our departments of Curriculum and Instruction and Rehabilitation Psychology and Special Education,

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as well as colleagues in departments like Educational Policy Studies, are advancing the conversation around literacy—especially in this state with Act 20 implementation.

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We should be studying this. We should be talking about the effects. In our conversations with donors and alumni, they're asking us, "What are you doing?" and they want to support that.

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I'll add on a personal note—many of you know I'm a literacy scholar, and I care deeply about literacy. So it also aligns very closely with what I hope to leave as part of my legacy here at UW as well.

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So that's what we're doing in that space. Dorothy, do you want to say a little bit about rural?

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I'll say a little bit about rural. I know that many of us are engaged in activities with rural

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communities. We had the opportunity about a week and a half ago, we got very short notice that,

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under the new federal budget bill, the state of Wisconsin was receiving money for rural health.

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Now that was to offset the draconian cost of Medicaid services. So we can't touch those.

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But anyway, the state was given money to address rural health issues, and some of that money—about \$22 million of that money—was allocated to the Board of Regents and into the UW system.

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And we heard, because Marcelle is part of the health related Dean's group, that there was going to be an initiative. So we were asked to submit a proposal in a very, very quick turnaround.

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We had, thanks to my colleagues in Kinesiology, we put together sort of a broad spectrum Rural Health Initiative proposal. The

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group that was putting it together from the Vet School and the Medical School liked it, and we heard on Thursday that we had to have a proposal in by yesterday morning for this.

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And so thanks to many, many people across the school, we put in a rural health initiative proposal that includes faculty support, support for graduate students, support for undergraduate

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students, two internships—two nine month paid internships per year—for students in

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rural health or community health placements, and community engagement funding across the board.

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So we put in a proposal for about \$3 million—\$1.5 per year—to support work across the school. So this is not confined to any given department.

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We had money for school psychology internships. We got five of those into the budget. And so it

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was a really quick turnaround, but thanks to the people across the school, and particularly in ORS who really put together the budget and edited my kind of clunky statements, we got it in.

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And actually it was integrated into the larger proposal yesterday afternoon, and we actually have a high likelihood of getting this funding. So thanks to everybody for helping me.

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Also, I will say this—for Marcella being at the table—we were not included in the

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original health related discussions because, once again, we are at the other end of the campus from the other health programs.

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And so sometimes you have to be at the table in order to find out about these very, very quickly moving initiatives. And we are fortunate that our good work across the school got integrated into that application.

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Thank you. Thank you, Dorothy.

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There is more work being done when we think about rural initiatives. With all of these things,

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it's important for us to continue to create spaces and opportunities for people to talk across the school around the work that we're doing in these big areas.

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You know, with the university's RISE initiative, there was an incentive for us to think about what work we are doing around AI and artificial intelligence and

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emerging technologies as we think about that in its role across the arts, health, and education. We were encouraged to think around earth, sustainability, climate, and environment.

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I know we're doing one of our first hires in that area, but there are lots of people across the school that are doing work in that area.

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These initiatives encourage us to talk, learn, and think about where we can elevate the work. The

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area of THRIVE in health across the lifespan—we've had a number of hires in that area. It's elevated

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us, or at least it's brought visibility to us, to think about what work we're doing in this space.

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Another initiative around literacy—we are in conversation with and collaborating with the

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School of Human Ecology and the School of Medicine and Public Health around what we're calling a RISE 2.0 THRIVE initiative that focuses on early childhood development and literacy.

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So there are a number of collaborations and things I'm really excited about in these

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spaces. It brings attention to work already being done but it forms resources and incentives for

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greater coordination for us, which only increases the collective impact we can have.

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Other questions?

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Hi, I'm Mary Thompson Shriver. I am an undergraduate academic advisor. I have a

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question about when I see the desire to increase enrollment—we have been increasing enrollment—how

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do we balance the desire for more students with still offering quality services

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in a landscape of budget cuts? I just don't know if there are, like, conversations happening around that and creative ways of thinking of how to still offer that same kind of service.

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Thank you for that question. There certainly are conversations happening. The first part of your

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question around increasing enrollment—we have a group meeting that is meeting, and we need to more formally constitute this group around an enrollment strategy.

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That's for the school, but also for the university. That hasn't been a part of the culture, like having an enrollment strategy and thinking about where are the areas that we grow,

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where are the areas that we maintain, and where are the areas that maybe evolve because the workforce demand, student interest—those things change over time, over decades.

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So there's opportunity there and there are conversations there, for sure.

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In terms of what are some of the key areas of growth for us and where are the points of opportunity. To your question of how do we balance that with people resources—because

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as more students come there's more need for the kind of support if we say we want to have a transformative experience for all, we need the people to support that.

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One of the first steps for us in doing that is taking stock of all of what we currently have.

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And are there areas where when we think of roles and responsibilities that need to shift in order to really stay focused on what are key?

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And I think that's going to be an important part of the strategic planning process to help us see what are the gaps in areas that maybe we aren't doing some things,

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and maybe there are areas where we are doing too much, or maybe there are areas where we're doing things that we don't need to do anymore.

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So how do we shift in terms of supporting student services?

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And so I think it's going to align—it will need to align—with what we say we want to offer in terms of an overall student experience and how that might change.

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I mentioned the need for a focus on graduate education. That's an area right now—we

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think about people—a lot of that student experience work happens within departments. We want to continue to support that, but there also is a need for coordination for the school.

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That's another person or persons, right? So that means looking at are there already ways that the graduate student experience is being supported.

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What do we need to reorganize to make that possible, to provide those supports?

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It may mean over time more people, and I think it's hard to think about that when we're also saying five percent budget reduction.

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So that's where I think we have to be very intentional about how we grow in those spaces and making sure that it aligns very clearly with the goals and objectives that we say we have.

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But the conversations are happening, and we're going to continue to be as fiscally responsible as we can but also maintain the integrity of the student experience.

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I know I'm a teacher, so it's always the wait time.

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We did have a few questions that were pre-sent as people registered. I think many of those questions were answered throughout the presentation.

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We tried to be intentional about answering some of those questions. A lot of questions about the budget—which again are hard discussions to have—but I'm

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grateful that we use this forum to share with you each year kind of an update and to say this is where we are and this is what we're facing.

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And I think the Budget Committee, which really grew out of your feedback, is a great step in maintaining regular conversations there.

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One of the questions that I was asked was about what I'm excited about or what's inspiring me, what collaboration.

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So I mentioned some of those areas and things. You see I'm just talking and I'm waiting— somebody will have a place.

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I think we have a question over here actually, but Jamie has a question. Okay, there we go.

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Hello, I'm Jamie Macias with the Career Center. So following that lead, I would love to hear a little bit more about as you've socialized the

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One School Vision with our donors and alumni, what are they excited about, what are they curious about, and how might we connect into those relationships being built?

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Well, I'll tell you one thing. People actually are really excited when they hear about the One School Vision. They're very excited about it because folks know about all

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the wonderful things that we do, but they don't readily think about all parts of the School.

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So depending on when they graduated or what program they were a part of, they may associate with their program but they may not know the amazing work

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that we're also doing in education or the work that's happening in kinesiology or in the arts.

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So that's one of the things that I think they're really excited about.

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We have our upcoming Board of Visitors meeting in April. The theme of that meeting is around

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AI and the future of education, where we will talk about all of the research and ways that AI is shaping the work that we do both within the School but also across the world.

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They're really excited to know how we are leading in that space and what the opportunities are.

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We have some major milestones. In addition to the 100th anniversary for the school this next year, we're celebrating the 100th anniversary of the dance program.

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That's a huge milestone. Folks are really excited about being able to celebrate.

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Last year when I met with a group of

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our alum—women alum who were part of the PE department—they were excited to

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see how things have evolved and continue to grow and to hear from our current students. I think that's one of the things that they're also really excited about.

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That's why I said the student scholarships and fellowships in terms of fundraising and garnering support.

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What you hear most from our dedicated and committed alum is how much they want to secure those same experiences for generations that come after them.

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And so that will always remain true. And that's why I'm so proud to be from Wisconsin—as you all know, born right here in

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Madison—because my parents had an opportunity to come here to UW-Madison as students in the 1970s.

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Just to be able to come back and say I can give back to the community that raised me means a lot.

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And I think that resonates deeply with our donors and our alum.

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Marcelle, I think Mary would like to address that question as well. I'll let her introduce herself.

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Yep, hi. I'm Mary Gulbrandson and I'm on the Board of Visitors.

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And I would just say to respond to your question, the Board of Visitors couldn't be more excited about the One School model.

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I think that every single meeting we focus primarily on one department of the ten, but to have it all come together.

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And I think Marcelle has really shown some excellent leadership to the Board of Visitors in helping us understand that we really are an incredible place.

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And you guys are fabulous. Every time we get to meet with you we leave thinking, wow, this is an incredible place.

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So thank you for all that you do. You really are an amazing place.

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Thank you, Mary. I'll say too we try intentionally to end each of those meetings with a student panel.

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And our students are just awesome. I mean I just I'm always like wow. So we make sure that that is a really important part of the meeting.

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So thank all of you for all that you do to support our amazing students. I have one last question. One last question. All right.

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Thank you, Shaun.

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Hi everybody. My name is Dani Molle. I'm a researcher at the Wisconsin Center for Education Research. And thank you for hosting this event.

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I have a question for you about the Wisconsin Center for Education Research.

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I'm wondering what your vision is for the center because now we have a leadership transition—a very senior leadership transition—and that is an opportunity, right, as you have mentioned. Do you use this change as an opportunity to maybe re-envision things.

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So I'm very curious about what you would say or maybe some key components of your vision for the center and what are some things that you really want to see in the new director.

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Wow. That's a huge question for me. So yeah, thank you. You know, I know just where you are right now.

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1 hour, 28 minutes

Yeah, yeah. No, thank you. So for the Wisconsin Center for Education Research first there is already a really strong legacy and foundation.

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So my thing is first to acknowledge all of the wonderful and important work that has come out of the center and continues to come out of the center that leads the field of education and education research.

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I think that's first and foremost.

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So when we think about a leadership transition and the next person, they have to take it to the next level. That's a tall order in many ways.

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I'm going to rely really heavily on the WCER community, the current interim leadership folks,

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Mariana and Chris, who've been a part of WCER for a long time, and all of you here in the

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room who are connected to or PIs to really lead that charge as we think about the next

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era of its leadership. I know that WCER over the years—as I've talked to past directors and faculty

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members who were here in its inception—they've seen it continue to grow over time.

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And so I think it's really important to go through that process of when you have a leadership change.

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People being in conversation, being in dialog, talking about what the vision is. I don't think it's my role to be the one to say this is the vision.

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It comes in conversation and dialog.

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I think one of my first engagements with the group will be with the Director's Advisory Council later this week on Thursday.

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So that will be a first opportunity for me to hear from folks in terms of where we've been and where we want to go.

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And then next time you ask me that question I'll have a more formed answer because it will be in conversation.

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1 hour, 29 minutes, 50 seconds

I don't think it's something that I myself—but for sure if I were to say a couple of things I imagine will be a part of that.

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It is someone who is well connected and understanding of the funding

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landscape and able to be responsive to the current needs and to also forecast and to think to the future in terms of positioning us where we need to be.

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That person will be a really strong partner in working with myself and the rest of leadership

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across the school and being able to tap and connect with all of our stakeholders to say what are ways that we can work together to elevate the interdisciplinary work

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that's happening in the education research space both within the school but also across campus.

Because this is a campus leadership role too.

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So I think it will be really important to engage with members of the community to think about and to dream big—to think about what are the ways that we want to move and grow moving forward.

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1 hour, 30 minutes, 52 seconds

So thank you. So I think that was my last question.

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Thank you all so much for joining us for breakfast, for being here, for all of the things that you do to make this school as wonderful and great as it is.

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And also just to say thank you for embracing me. This is year two. I'm a sophomore now. So I feel like, you know, I'm here.

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I'm not a freshman. I'm not as timid. I'm ready to do some real work.

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And so I'm grateful that you all are walking with me through this journey and engaging with me.
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And I look forward to the ways that we will continue to enact and elevate the One School Vision.
Thank you. Applause.

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