Impact 2030 is an ambitious initiative designed to dramatically strengthen our already highly regarded School of Education. Thanks to generous donors who backed these efforts with $40 million in gift funds, Impact 2030 is helping us push the boundaries of innovation, research, and creativity over the next decade.

We are bolstering opportunities and significantly increasing financial support for our faculty, staff, and students so they can thrive — with the ripple effects of their work better serving our communities, the state, and the world. We are especially focused on equity, diversity, and inclusion work that reduces barriers to access; increases the demographic diversity of our faculty, staff, and students; and encourages scholarship and service that embraces all members of society.

Over the last year, the School has put these big ideas into action. Although the COVID-19 pandemic presented challenges, there were opportunities to make a difference in unexpected ways.

None of this would have been possible without the support of our alumni and friends who have generously supported the Impact 2030 initiative. There were over 900 gifts, many of which were doubled by the Impact 2030 Morgridge Match made possible by Tashia and John Morgridge.

These funds will provide significant support to students with scholarships and innovative learning experiences. Faculty fellowships will assist in recruiting, supporting, and retaining world-class faculty to the School of Education. Read on to learn more about how your support has made a difference.

“There are many ingredients that go into building and maintaining a top-ranked School of Education. World-renowned faculty. Great students. Leaders who foster a culture of innovation. And cutting-edge scholarship. Impact 2030 will allow us to make important investments in all of these areas, to ensure that the School of Education remains one of the best in the country. I am grateful to the alumni and friends who support our mission, and who believe — as we do — in the power of education to change lives.”

— Chancellor Rebecca Blank
We challenge our students to change the world. However, they need support to do so. The School of Education is significantly increasing its scholarship and fellowship packages, and utilizing a new strategic plan for equity, diversity, and inclusion to better attract and serve students from groups that are historically under-represented at UW–Madison. These supports, in the form of scholarships and fully funded doctoral and master of fine arts programs, make us competitive with highly ranked peers across the nation. In addition, during the COVID-19 pandemic we launched a new Bridge to Success scholarship program for students facing financial need due to the crisis. Combined, these bold efforts are an investment in our students — and in our future.

Impact 2030 provided funds so virtually all of our students were able to stay enrolled and on track with their academic programs during the pandemic. In April 2020, close to 200 faculty and staff across the School’s 10 departments called more than 2,600 graduate and undergraduate students to ask how they were faring. Through these calls we heard stories of financial hardship and internet problems. Students of color and international students reported disproportionately greater concerns, especially with regard to internet connectivity and financial stress. We wanted to do something to help.

In the course of a few short weeks, in partnership with Student Financial Aid, we developed and launched the School of Education Bridge to Success scholarship program, which was made possible in part by a generous estate gift from Glen and Janet Lillegren Gustafson and the Impact 2030 Morgridge Match. The first round of scholarships supported students during the Summer 2020 term. With the pandemic continuing, a second round of scholarships were granted for the Fall 2020 term. The Tech Equity program was also established to provide students in need of laptops or better internet connectivity with assistance.

**Bridge to Success** 869 awards totaling $2.38 million

**SUMMER**
- 367 awards
- Average award $3,650
- Total $1.34 million

**FALL 2020**
- 502 awards
- Average award $2,075
- Total $1.04 million

FUNDRAISING GOAL: $5 MILLION
Funds Created or Enhanced: 35
Scholarships make a difference

“I am deeply appreciative of this support from School of Education alumni and friends, and especially for your empathy and dedication to help students in these challenging times. The financial assistance provided will be of great help to me in paying my summer educational expenses as my daughter and I are facing the financial hardship brought on by COVID-19. This scholarship will allow me to concentrate more of my time on studying.”

— Trang Diem, master’s student, curriculum and instruction, Bridge to Success scholarship recipient

“I hope to be working as a high school Spanish teacher in the Madison or Milwaukee areas. I agree that diversity in education is lacking. A few years ago, I worked as an aide in a school in which many of the Latinx students voiced their desire to have a teacher they could relate to. They encouraged me to continue my education to become a teacher.

“Last year, I ran into one of these students. Sadly, he had dropped out but he came up to me and asked me what I was doing. I told him I was still studying to become a teacher and he said how happy he was for me. I wonder if he would have graduated from high school if he would have had different teachers in his life. I plan to create a safe environment for all my students. I plan to have a classroom that allows students to feel empowered to speak their minds and build on their knowledge.”

— Daisey Velazquez, ’21 Spanish education, recipient of the Martha B. and Dean T. Brusegar Scholarship in Teacher Education

Joanne Grebner ’75 and Michael Grebner wanted to promote inclusivity within the School of Education occupational therapy program and provide scholarship support to assist with costs incurred by students who participate in full-time fieldwork experiences outside the Madison area. They created the Grebner Family OT Fieldwork Scholarship Fund, which was matched by the Impact 2030 Morgridge Match.

The Grebner Family OT Fieldwork Scholarship Fund was awarded for the first time in the 2020–21 academic year. Yasmeena Ougayour ’18, MS’20, shared, “I truly am very grateful for this award. This year has been very hard financially as a student due to COVID-19. I am in my second year of the master of science in occupational therapy program at UW-Madison and aspire to become an OT who serves underrepresented communities in need of support in all aspects of their lives. Additionally, I am working toward my clinical doctorate in occupational therapy and hope to become a leader in the profession and an OT clinical researcher, as well as achieve a personal dream of becoming a clinical instructor at a university.”
Faculty members are central to the School’s success as dedicated educators, groundbreaking researchers, and vital mentors to the next generation. We are recruiting top academics with diverse backgrounds who are committed to scholarship, teaching, and service that embraces and engages the full measure of the diversity of our society. We are making substantial new efforts to support faculty doing outstanding work by committing significant resources over the next decade to a new faculty fellowship program. We are focused on increasing the number of endowed professorships and chairs, as well as providing support for our academic staff.

### Teaching Innovation grants

To better support our instructors for teaching during the pandemic in the fall of 2020 and the spring of 2021, the School of Education made available Teaching Innovation grants to all instructors (faculty, academic staff, and teaching assistants). Grants were awarded to help support the development of high-quality online, hybrid, or face-to-face course redesigns that fostered student engagement and student learning. Instructors received financial support to invest additional time reconfiguring or converting their courses to high-quality online or hybrid modes, or to physically distanced face-to-face instruction. The School provided pedagogical and instructional design support, as well as technological help in the form of software and/or equipment when needed.

**By the numbers**

**FALL 2020 and SPRING 2021**

- 101 instructors received funds
- $1,500 average instructor award
- $156,749 via School of Education Impact 2030 funds
- $56,500 in funding from the vice provost of teaching and learning
- $213,249 total funds disbursed

“My Teaching Innovation grant allowed me to completely overhaul the facility to maximize bodies while staying under capacity caps, enable distancing during standard glass processes, and figure out what processes were/weren’t safe under COVID restrictions. I generated full signage and new protocols for entering the building, traffic flow, and capacity caps. My class syllabus was reworked to attempt to teach units in parallel versus in series.”

— Helen Lee, Impact 2030 Helen Burish Faculty Fellow, Art Department’s Glass Lab
Impact 2030 Faculty Fellows

Faculty fellowships are smaller than professorships or chairs, and are meant to be deployed nimbly to high-achieving, early- to mid-career faculty members. Since the creation of Impact 2030, nine new faculty fellows have been named. These awards recognize outstanding faculty who might otherwise be lured away by other top institutions. Faculty fellowships provide awardees with critical discretionary support for their teaching and research efforts.

“This has been an interesting year to have this fellowship, especially given the travel and research restrictions. I have tried to strategically use these funds in order to maximize success in the following years. One of the main areas is to improve essential laboratory equipment with needed supplies and equipment. Additionally, I purchased a software package that will be used in a research study next year. This software allows for collection of biomechanical variables using only our force plates. Finally, I used funds for summer salary support.”

— David Bell, Impact 2030 Faculty Fellow, Department of Kinesiology

“The Impact 2030 Faculty Fellowship greatly supported my research and professional development during the 2020-21 academic year. I am incredibly grateful for the fellowship funds, as they enabled me to move forward with my research during a year marked by dramatic change, instability, and inequality related to the pandemic. The funds provided me with the time and support to advance my research agenda, as well as participate in (virtual) conferences in my field and connect with colleagues across the globe around shared research interests.”

— Linn Posey-Maddox, Impact 2030 Faculty Fellow, Department of Educational Policy Studies

Endowed professorships and chairs

“This professorship serves as a timely and continuous reminder to be that grounded researcher, teacher, and learner who acts with clarity, urgency, and an unwavering commitment to equity and social justice.”

— Xueli Wang, Barbara and Glenn Thompson Professor in Educational Leadership

At the foundation of UW–Madison’s present and future are the members of its faculty. As teachers, they inspire students. As researchers, they increase our understanding of the world and make discoveries that change society. Faculty are at the core of a university’s mission, and the competition to secure great teachers and researchers has grown fiercer than ever.

While the market for top academic talent is extremely competitive, the School is committed to recruiting the next generation of academic luminaries across the arts, health, and education — and retaining them. To do so, the School is seeking to build on recent investments in faculty support by dramatically increasing the number of endowed chairs, professorships, and privately funded awards. Since the launch of Impact 2030, we have received three endowed professorships. These awards generate enthusiasm, and the income helps to attract and retain faculty members who ensure that the School provides exceptional student experiences and improves lives throughout Wisconsin and around the globe.
Our goal is to provide the very best, high-impact educational experiences for our students. In addition to strengthening these efforts across the arts, health, and education, we’re also innovating beyond our classroom walls by putting new resources into developing the highest quality online and hybrid learning experiences that the COVID-19 crisis accentuated a need for.

The School is committed to helping undergraduates become involved with cutting-edge research projects, and is creating and expanding valuable in-person and virtual paid internship options. We’re refocusing our vital global engagement strategies and, once it’s safe again to travel internationally, growing the number of study abroad opportunities tied to one’s major. The School is also dedicated to educating and empowering our students to be equity-oriented agents of change and productive citizens who embody the Wisconsin Idea.

**Internships**

The School of Education is committed to dramatically increasing the number of students who participate in high-quality, paid internships. The highest quality internships engage students in professional, meaningful work that has clear, strong connections to their academic program. High quality internships offer many educational benefits, such as access to mentors, and professional feedback and opportunities to test out a career path. Internships also positively impact post-graduation employability. It is essential that students across our school have opportunities to pursue paid internships; for many students, accepting a low or unpaid internship is not a financially viable option.

One donor is making a difference by providing scholarships for students to spend a summer in Washington, D.C. After receiving her PhD in educational leadership and policy analysis, Dr. Alexa Posny worked for the U.S. Department of Education in Washington, D.C. It was an eye-opening experience.

Each summer, two students studying to become administrators will have the opportunity to work in policy and networking. “This experience will open doors and their minds,” Posny says.

“As a former special education teacher and now graduate student, I am really thrilled with the opportunity to have a seat at the table within the policy realm,” says Kate Roberts, who utilized one of these scholarships and who will complete her PhD in special education and educational leadership and policy analysis in 2022.
Whoopensocker

Whoopensocker is an education residency focused on creativity, expression, writing, and collaboration. Whoopensocker’s ensemble of teaching artists bring in new ideas to the classroom. They use performing and creative arts to design innovative classroom experiences. The focus of the Whoopensocker six-week residency is self-empowerment of students and is ideal for children in elementary school.

“The Impact 2030 fund has made a huge impact on Whoopensocker and our capacity to provide high quality arts education programming throughout Madison. During COVID we rolled out a fully virtual artist residency program with our Madison school partners. We will continue to use this online residency program to reach more schools across the state of Wisconsin. Beginning in fall 2021, we will take up occupancy in Madison’s new youth arts center, where we will launch an in-person after school program to complement our schools-based residencies. We will also host school groups to see our highly innovative performances in a professional theater space. It is an exciting time for youth arts work in the Madison community!”

— Erica Halverson, professor, Department of Curriculum and Instruction, mayor of Whoopensocker

Real Talk for Real Change

The Office of Equity, Diversity, and Inclusion (OEDI) teamed up with the Office of Professional Learning and Community Education (PLACE) in the fall of 2020 to launch a series of symposia focused on issues of racial justice. Real Talk for Real Change aims to provide transformational learning experiences and to create a platform that “lifts up the work of scholarship and voices, especially of faculty of color,” according to Lisa Barker, executive director of PLACE. In all, more than 2,600 people signed up for the seven Real Talk for Real Change events during the fall 2020 and spring 2021 semesters, with people tuning in from campus, across the nation, and even the world.

Adapted Fitness space in new Natatorium

As part of the School’s Impact 2030 initiative, UW-Madison alumni Ginny (’78 physical education) and Mike (’78 engineering) Conway made a generous major gift to make sure the Adapted Fitness program will have dedicated space in the new UW Natatorium, which is scheduled to open in 2023. The Conways are passionate about this program. Their support, plus generous backing from the university, will assure there is a new, state-of-the-art Adapted Fitness space that will not only better serve clients from the community — but continue to provide incredible training and leadership experiences for students.
Impact 2030 funding provided for the development of six new short-term, faculty-led study abroad programs. The grants support faculty and instructor travel to program sites, as well as summer salary for time spent on course development. These, along with current faculty-led programs, make up a portfolio of eight short-term programs available to School of Education students and the UW–Madison community in the coming years. The faculty and collaborators who have received funding started on the course development in summer 2021, will conduct site visits in summer 2022, and intend to launch in summer 2023.

**Faculty-led Study Abroad Development grants**

- **Curriculum Development and Galapagueño Diversity**
  Location: Ecuador
  Faculty lead: Mariana Pacheco, associate professor, Curriculum and Instruction

- **Sociocultural Foundations of Learning: Uganda**
  Location: Uganda
  Faculty lead: Margaret Hawkins, professor, Curriculum and Instruction

- **Dancing Histories in Greece: Balancing the Past, Present and Future**
  Location: Greece
  Faculty lead: Natalie Zervou, assistant professor, Dance

- **Group Development and Behavior Management in Costa Rica**
  Location: Costa Rica
  Faculty lead: Luis Columna, associate professor, Kinesiology

- **Psychological Factors Across the Physical Activity Continuum: Sedentary to Elite Athletes**
  Location: Portugal
  Faculty lead: Dane Cook, professor, Kinesiology

- **Experiencing British Theatre**
  Location: United Kingdom
  Faculty lead: Colleen Conroy, assistant professor, Theatre and Drama

- **UW Exploring Cuba Through Art***
  Location: Havana, Cuba
  Faculty lead: Faisal Abdu’Allah, professor, Art

- **UW Conflict, Human Rights, and Education in Colombia***
  Location: Bogotá, Colombia
  Faculty lead: Diana Rodríguez-Gómez, assistant professor and Lesley Bartlett, professor, Educational Policy Studies

*Current Program

“These novel, faculty-led study abroad programs across the arts, health, and education will offer many unique opportunities for undergraduate students, who will take School of Education courses in their field of study and experience different styles of teaching and global perspectives. Students will also build lasting friendships and networks with individuals from around the world, and develop key academic and professional competencies and capabilities.”

— Li-Ching Ho, faculty director, Global Engagement Office
In order to provide children with the best possible education, the School of Education is dedicated to strengthening and diversifying Wisconsin’s teacher workforce. To accomplish this goal, we developed and launched the UW–Madison School of Education Wisconsin Teacher Pledge. The Teacher Pledge is the first program of its kind offered by a public university. This will help the School attract and retain diverse cohorts of students who are dedicated to becoming future educators across Wisconsin.

Here’s how it works: The initiative “pledges” to provide financial support — including up to in-state tuition, fees, and testing certification costs — for students enrolled in any of the School’s teacher education programs. In return, after graduating the students “pledge” to teach for three or four years at a pre-kindergarten through 12th grade school in Wisconsin. Students who go on to teach in a high-need school or in a high-need subject area will fulfill their obligation in three years, while all others will do so in four.

We are celebrating one year since the launch of the Teacher Pledge. The program was successfully and virtually set in motion in the fall of 2020 in partnership with UW–Madison’s Office of Student Financial Aid. We have received positive inquiries and feedback from students, parents, and alumni. A number of professionals have reached out to share their plans to revisit their “teaching dreams.” In addition to voicing gratitude, students and parents often express surprise at the lack of bureaucracy in the process to participate. We are looking ahead to welcoming the next round of Teacher Pledge participants.
**Student stories**

**How did you hear about the Teacher Pledge, and what was your reaction?**

“The Teacher Pledge was rolled out to my cohort at the end of the summer, and it honestly came as a relief. Even before the pandemic began, supporting myself financially during this year of pre-service teaching was daunting. But the Teacher Pledge put my mind at ease, and additionally it was encouraging to see this institution invest in teachers and in the future. It’s well known that being a teacher can often be a thankless profession, but to be appreciated and valued in this sense from the get-go has been a heartwarming way to start my career.”

— Jon-Luc Cayabyab, pursuing a master’s degree in curriculum and instruction, with secondary education teaching certification

**What class or professor has had the greatest impact on you, and why?**

“It is difficult for me to name just one professor that has had a great impact on me. However, one professor was the main reason I chose to become a teacher. While in Kinesiology 325, a Group Development and Behavior Management class, I continuously saw Cindy Kuhrasch come in with a big smile, excited to see us. She has contagious energy, and it is impossible to not be in a good mood when you are with her. After a few weeks of classes with her, she inspired me to change my career path from health care to education. I realized while I was in her class that I wanted to be what she was for us, for other kids. I discovered that I had a passion for teaching and leading, and that I wanted to help students fall in love with movement while feeling accepted and included along the way.”

— Olivia Rigg, an undergraduate student in kinesiology

**What inspired you to become a teacher?**

“I decided that I would become a teacher around the same time that I became explicitly aware that racism festered all over this country and that anti-Blackness was alive and well in our classrooms, which, up until this realization during my freshman year, had always been posed as separate from the ‘outside world.’ Then I began learning about the disparities in educational experiences between students of color and white students. And, as I continued to investigate this, I was left with a lot of questions and with a very strong urge to put myself where I recognized the work that I wanted to do would matter most — in the classrooms.”

— Sierrena Taylor-Seals, pursuing a master’s degree in curriculum and instruction, with secondary education teaching certification

**How do you hope to make a difference as an educator in Wisconsin?**

“I want kids to be able to interact with and learn from the world around them, and I think curiosity is a skill that a language teacher is particularly suited to help cultivate. It is one of my most deeply held beliefs that life passes by way of ideas, and ideas are transmitted through language. With this in mind, I hope that as a teacher I can help students discover new ideas about how the world works, and then be able to interact with these by articulating new ideas of their own, all through the lens of a new language. Personally, my middle school Spanish class was one of the first places where it really clicked for me that the world is, in fact, a much bigger place than my 12-year-old self had ever experienced in the bubble of Winnebago County. As a future Wisconsin teacher, I hope that I can guide students to similar ‘ah-ha!’ moments.”

— Mason Gauthier, an undergraduate student majoring in Spanish education