

PointForward



University of Wisconsin
Stevens Point



A proposal from
Chancellor Bernie
Patterson to the
UW-Stevens Point
Common Council

Nov. 12, 2018



A New Kind of Regional University

Innovating to meet changing educational needs is at the heart of any university's purpose. The University of Wisconsin-Stevens Point has always followed this path, evolving from a small teacher's college to a state university as the local demand for higher education expanded during the past century.

Now, as we approach our 125th anniversary, we must recognize that central and northern Wisconsin have changed since the 1970s when UW-Stevens Point last expanded. The signals are clear that we must become a **new kind of regional university**.

- In an era of fiscal constraints, UW-Stevens Point can no longer be all things to all people. Instead, we must focus on our strengths, prioritizing those programs that best help the communities of central and northern Wisconsin become more vibrant, healthy, prosperous, and sustainable.
- At a time when employers need professionals with both technical know-how and the capacity to evolve and innovate with changing circumstances, UW-Stevens Point can no longer separate the liberal arts from our career-focused majors. Instead, we must ensure they are closely integrated so that every graduate leaves the university equipped for professional opportunity and advancement.
- As demand for education shifts, UW-Stevens Point can no longer serve primarily recent high school graduates. Instead, we must envision a "college education" as a lifelong process by taking seriously the needs of potential students with families, jobs, and financial constraints of their own.
- With the communities of central and northern Wisconsin facing challenges that jeopardize their sustainability, UW-Stevens Point can no longer assume teaching alone is the answer. Instead we must partner with local communities and businesses to involve our students and faculty members beyond the classroom, working in the best tradition of the Wisconsin Idea to understand and solve local problems.

Together, these goals comprise a call to action that UW-Stevens Point stands ready to answer. But to advance this vision from ideal to reality will require a genuine transformation of the university.

A Plan for Change

As a first step, UW-Stevens Point will focus our academic programs and restructure our organization to help achieve these goals. We must begin with the liberal arts. Today, central and northern Wisconsin need more people with a stronger foundation in the liberal arts than ever before—for a thriving economy, an educated citizenry, and the well-being of our society. In a world now awash in information, people must be equipped to learn and continue learning over a lifetime, to think critically and analyze arguments, and to creatively solve problems. Consequently, we cannot allow the liberal arts to be an afterthought at our university, something too many of our students encounter only through randomly selected general education courses with little connection to one another and tenuous relevance to their future careers.

Instead, UW-Stevens Point will place the liberal arts directly at the heart of our curriculum. To accomplish this, we will create a new entity in our University College called the **Institute for the Wisconsin Idea** to assume responsibility for education and outreach related to the liberal arts in central and northern Wisconsin. The unit will be staffed by faculty members from liberal arts disciplines across the university. Among their principal tasks will be to create a stronger, more focused and enriching liberal arts core curriculum that will foster lifelong learning, prepare graduates for engaged citizenship, and complement the university's career-focused majors. We will place special focus on critical thinking, a core analytical skill we will teach initially in foundation courses and then reinforce repeatedly across the curriculum to ensure that our graduates are among the best prepared professionals in the state. As part of this effort, UW-Stevens Point will create a new **Center for Critical Thinking** to provide the same training through outreach to local high schools, employers, nonprofits, and other community partners.

In addition, to ensure that we deliver this liberal arts curriculum in a manner best integrated with current and future professional opportunities in our region, UW-Stevens Point will reorganize our degree-granting colleges. In place of traditional academic departments, we will create new interdisciplinary professional schools. These schools will deliver specific degree programs grouped together in ways that align with the career-focused goals of our students and the talent needs of the region's communities and businesses. These include the following broad schools:

- **Natural Resources**
- **Science and Engineering**
- **Health and Wellness**
- **Human Services**
- **Design**
- **Computing and Information Science**
- **English and Communication**
- **Performing Arts**
- **Global and Public Affairs**
- **Business and Economics**
- **Education**

Creating schools that integrate faculty members in the liberal arts with colleagues in professional fields offers another mechanism for infusing liberal arts skills and mindsets into career-focused programs. In each area, we will emphasize professional preparation, including the development of specialized knowledge and skills, helping students to explore a variety of educational pathways related to their chosen fields.

UW-Stevens Point's new branch campuses in **Wausau** and **Marshfield** are critically important components in the university's restructuring, extending our reach both geographically and programmatically beyond the boundaries of our main campus. In addition to the associate degree, we will expand opportunities to earn bachelor's and even graduate degrees in areas of high regional demand. Likewise, our **Office of Economic and Community Development** will focus on extending education beyond our traditional degrees, working to facilitate regional economic growth and professional development for local communities, businesses, and other stakeholders seeking education, but not necessarily a three-credit class.

Finally, the university must confront both the changing nature of demand for learning among students and the rising cost of higher education. To make higher education available to a broader group of learners—from gifted youth and traditional undergraduates to degree-seeking adults and successful professionals aspiring to advance in their careers—we must offer coursework online and away from campus, utilize the full 12 months of the calendar year, and partner with local high schools and technical colleges to open new educational pathways for students. In addition, we need to offer creative solutions—beyond loans and financial aid—to help people afford the opportunities we provide. We must reduce time-to-degree for our students as well as create shorter-term, stackable credentials that working professionals can combine flexibly into baccalaureate and graduate degrees.

In making these changes, UW-Stevens Point can truly become a new kind of regional university. Our institution has long been an integral partner for the communities, businesses, and residents of central and northern Wisconsin, but amid the changing circumstances of the 21st century, we need to do more. Like many rural places throughout the Midwest, our region faces challenges that jeopardize its future, including aging populations, reduced access to health care, fragile local economies, and struggling cultural institutions. UW-Stevens Point can play a critical role in helping with each of these issues. By focusing our curriculum in the key professional schools outlined above, we can enhance our ability to serve as a regional partner. It is not enough simply to train graduates in areas of need. In addition, we must ensure that the university and its programs are deeply engaged in our local communities, that our students learn by doing as they work to understand, analyze, and solve real-world problems throughout our region. In this way, UW-Stevens Point can transform its rural location into the university's singular strength, working in partnership with stakeholders beyond the classroom in the best tradition of the Wisconsin Idea.

Restructuring Around Our Strengths

UW-Stevens Point must adapt to the changing needs of central and northern Wisconsin in the best tradition of the regional university, proactively charting our course in ways that capitalize on our longstanding strengths and improve our ability to serve as a community partner. To make this possible, we propose reorganizing the university's academic colleges, moving from five colleges to four. This restructuring will help the university respond to our current situation in three ways:

1. It will yield short-term spending reductions in our administrative structure, helping to preserve needed faculty positions.
2. By joining together faculty members from areas of curricular overlap, it will allow the university to seek further efficiency and spending reductions over time as we focus and streamline course offerings.
3. Perhaps most importantly, the restructuring will help UW-Stevens Point to better serve our students and the region by creating new interdisciplinary structures, each with a professional focus aligned with the educational needs of today's careers and integrated with a strong foundation in the liberal arts.

The administrative structure outlined below is a proposal that will follow the process outlined in the UW-Stevens Point [Handbook](#). We will collaborate with the Executive Committee of the Common Council to finalize a plan that must be voted on by March 2019 to coincide with the submission of next fiscal year's budget. Most likely, this would entail creating a task force charged with engaging campus stakeholders in a discussion of the proposed restructuring and making the appropriate revisions prior to a Common Council vote. Once a plan has been approved by the chancellor, an administrative project management team will be created and assigned responsibility for the restructuring. This group will identify issues, craft a timeline for implementation, and manage the overall process. The first stages in our new administrative structure must be in place no later than July 2020.

Proposal

UW-Stevens Point's **University College** will continue to house our library, academic student support services (such as advising, tutoring, and disability services), and faculty and staff professional development. In addition, it will provide oversight for the university's new branch campuses, our associate degree, and the General Education Program.

However, to ensure that general education can be managed as a cohesive curriculum that receives priority in the assignment of faculty teaching load, we propose creating a new entity in University College called the **Institute for the Wisconsin Idea**. This institute would assume responsibility for education and outreach related to the liberal arts in central and northern Wisconsin. The unit will be staffed by faculty members from liberal arts disciplines across the university. Among their principal tasks will be to create a stronger, more focused and enriching liberal arts core curriculum tailored to complement the university's career-focused majors. We will place special focus on critical thinking, skills we will teach in foundation courses and then reinforce repeatedly across the curriculum to ensure our graduates are among the best prepared professionals in the state. As part of this effort, UW-Stevens Point will create a new **Center for Critical Thinking** to provide the same training through outreach to local high schools, employers, nonprofits, and other community partners.

In our degree-granting areas, we propose realigning to create three colleges:

- **The College of Natural Resources and Sciences**
- **The College of Professional Studies**
- **The College of Fine Arts and Humanities**

In each college, we propose eliminating our former, largely discipline-specific departments in favor of new interdisciplinary schools, each focused on our strongest areas of professional education and career development.

College of Natural Resources and Sciences

UW-Stevens Point's programs in natural resource management are clearly among the university's most important and signature offerings. Two new groups of faculty members would join our existing programs to create a single College of Natural Resources and Sciences.

- First, because our natural resource programs already depend heavily on coursework in the sciences, we propose reorganizing faculty members in these areas into a new **School of Science and Engineering** to house disciplines such as chemistry, physics and biology alongside our existing faculty in engineering. With the addition of our new \$75 million science building that opened this fall, this new school would provide an interdisciplinary foundation for students seeking careers in the STEM fields.
- Second, because of our longstanding focus on natural resources, UW-Stevens Point has strong expertise in environmental issues among faculty in the humanities and social sciences. These select faculty members—from disciplines such as English, history, philosophy, political science and geography—would join our existing natural resources faculty to create a new **School of Natural Resources**. This new interdisciplinary structure will make our natural resource programs even stronger. It will also facilitate the creation of new offerings in sustainability studies that allow students to pursue careers related to the social, political and cultural aspects of environmental issues in areas such as public policy, nonprofit leadership, and urban and regional planning.

College of Professional Studies

UW-Stevens Point already has an outstanding collection of career-focused programs within our College of Professional Studies. In addition to our existing **School of Education** and **School of Business and Economics**, we propose creating three newly reorganized units within the college.

- First, we propose bringing together a variety of health-related programs under a single and much larger **School of Health and Wellness**, which would highlight the growing role of prevention in health care training. This school would house four distinct disciplines in clinical health, rehabilitation sciences, community health and prevention, and communication sciences and disorders. Together, these disciplines will offer 15 bachelor's and master's degrees and eight pre-professional health programs.
- Second, given the growing need for information and analysis among today's professions, we propose creating a **School of Computing and Information Science** to house computer science, mathematics, data analytics and geographic information systems. Locating these disciplines within professional studies will allow faculty members to work closely with colleagues in business, health and education to ensure these programs as well as their own degrees are closely aligned with regional needs.
- Third, faculty members from psychology, sociology and social work would join with faculty from human development and child and family studies to create a new **School of Human Services**, focused on supporting the social service and mental health needs of the region. This new school will be tasked with developing more applied degree offerings and advancing our growing social work program.

College of Fine Arts and Humanities

Much like our programs in natural resources, UW-Stevens Point's contributions to the arts and humanities are among the university's most important curricular offerings, both for our students and for the communities we serve. To ensure these programs remain vital and sustainable, we propose reorganizing in four ways, each focused on key pathways of professional preparation.

- First, we suggest bringing together our existing programs in music, theatre, dance, and arts management under a single **School of Performing Arts**. Their curricular programs, community performances and internships will remain integral components of our partnership with central and northern Wisconsin.
- Second, we propose bringing together faculty members from art, graphic design, and interior architecture to form a new **School of Design** focused on community engagement. This interdisciplinary structure will feature a shared core curriculum and hands-on learning to ensure that students develop common skills, concepts and familiarity with key technologies as they explore a wide range of professional pathways in the respective majors. Expanded studio options will include digital media, theatre design, and intermedia arts with projects aimed at promoting the kinds of innovative problem-solving skills needed for careers in all fields of art and design.
- Third, we propose creating a **School of English and Communication**, joining faculty members from English education, English literature, professional writing, editing and publishing, media studies, and strategic communication. Under a single umbrella, faculty would be asked to focus the curriculum around clearly defined career pathways.
- Finally, faculty members from the disciplines of history, world languages, political science, philosophy, and religious studies would join to form a **School of Global and Public Affairs**. Faculty members will be asked to explore which interdisciplinary degrees best meet regional demand for coursework and career opportunities in these fields, including graduate school, legal studies and public affairs.

For a full list of majors and minors currently available at UW-Stevens Point, see this [link](#).

Focusing Our Curriculum

Dealing with UW-Stevens Point's changing circumstances requires that we prioritize career-focused programs tailored to the region's current and future needs for university-level knowledge and skills. We will accomplish this in two stages:

1. We propose discontinuing six low-enrolled programs under [Regent Policy Document \(RPD\) 20-24](#). This will help the university to make short-term spending reductions to stabilize our budget. As stipulated in RPD 20-24, UW-Stevens Point's Common Council will now form a Consultative Committee which has no longer than three months to consider these proposals and make recommendations to the chancellor. Admission in these majors will remain open pending a formal vote by the Board of Regents later this year. Of course, for any major that is discontinued, the university will ensure that currently enrolled students have the opportunity to complete their degrees.

Curricular programs were reviewed based on numerous metrics. Some are highly quantitative, such as number of majors, and others are far more qualitative, such as the impact on the community. For the programs proposed for discontinuance, the number of students the program currently serves in its major, as well as the program's ability to attract new students to UW-Stevens Point were primary considerations. In all these programs, the number of students initially showing interest is very low, or the major has experienced a sharp decline in the number of students it serves. Additional consideration was given to the program's ability to retain students, either within its own major, or at the university, and to the overall demand for courses within the program in the form of student credit hours taken in each discipline. Finally, the cost of individual programs was also considered. In some cases, it was found that although the cost of the program was relatively low, the low number of students enrolled, or the sharp decline in demand outweighed cost considerations.

2. During the next several years, we will seek further efficiency and spending reductions, looking especially in areas of curricular overlap that result from restructuring as we sharpen the institution's focus on professional preparation for our students. To this end, we will work with faculty members to consider longer-term changes in curricula, including the potential elimination of other majors that do not require implementation of RPD 20-24.

Since last spring, we have had extensive and productive discussions with faculty, staff, and students in departments, in summer work groups, and through formal shared governance. Through these discussions, we have sought to minimize the number of majors we are discontinuing. In fact, the list of programs formally proposed for discontinuation is smaller than initially recommended last spring. This is possible in areas where faculty resignations and retirements produced significant spending reductions, and where curricular revisions produced greater efficiency and emphasis on professional outcomes. For example, we intend to preserve Bachelor of Arts degrees in both English and art, each of which experienced staff reductions due to resignations and retirements and each of which proposed significant revisions to majors. Where full majors are being eliminated, the disciplines themselves will remain integral to our curriculum. UW-Stevens Point will continue to offer coursework in each area through the general education curriculum, as required courses in other majors, and as part of new interdisciplinary programs.

In areas of potential curricular expansion, we will follow a similar process. Some new programs, such as the MBA, the Master's of Natural Resources, and the Doctor of Physical Therapy degrees, which have long been discussed and for which there is a viable financial plan, will proceed immediately toward implementation. In other areas, however, such as environmental engineering or aquaculture and aquaponics, we will move these programs forward only when we have the appropriate revenue and faculty expertise to support the effort.

French

UW-Stevens Point proposes the elimination of the French major (including teaching certification) based on the continual drop in enrollment in this program and the general under-enrollment in the courses. Few students are recruited as freshmen into this major. Lower-level courses will continue to be taught, but there will not be the need for the current staffing levels if the major courses are no longer offered.

There are currently two tenured faculty in the French discipline. The discontinuation of the program would result in the layoff of one tenured faculty member. The remaining member would teach the lower-level curriculum.

Trends in Majors and Degrees Awarded

The number of students majoring in all world languages has been steadily declining over the past five years, with enrollments in French and German less than 15 students. These low enrollments are unsustainable, especially in providing upper-division courses for the majors. Average enrollments in upper-level French and German courses have been approximately 10 students per course, in contrast with 20 students per course for Spanish.

Major	2013	2014	2015	2016	2017	Average Percent Declaring Teaching Intent
French	23	25	22	17	11	29%
German	34	29	21	14	13	22%
German Culture Studies	1	0	0	0	0	0
Spanish	129	112	101	100	84	22%
Spanish Culture Studies	7	4	3	0	0	0

Degrees in all areas have also followed similar trends to the major.

Analysis of Recruitment and Retention

During the academic years from 2013-14 through 2016-17, the number of students initially declaring a major in a world language has remained low.

Major/Emphasis	2013-14	2014-15	2015-16	2016-17	Grand Total
FRENCH-BA	1		3		4
GERMAN-BA	1	1			2
SPAN-BA	5	8	3	7	23

The low number of initial students makes any retention rate calculated for majors in French and German not statistically significant.

Cost analysis

The cost of the French program is high, mainly due to the under-enrollment in courses at the upper levels.

Program	Department	College	Total Credit Needed	Average Major Credit	Average Major Courses Cost per SCH	Total Cost of Education	Average Cost Within the College to Education per SCH for Major
French: Teacher Certification, BA	World Languages	COLS	120	67.5	\$436	\$39,301	\$328
French, BA	World Languages	COLS	120	21	\$573	\$32,571	\$271
German: Teacher Certification, BA	World Languages	COLS	120	67.5	\$274	\$28,316	\$236
Spanish: Teacher Certification, BA	World Languages	COLS	120	67.5	\$252	\$26,815	\$223
Spanish, BA	World Languages	COLS	120	21	\$244	\$25,658	\$214
German, BA	World Languages	COLS	120	21	\$213	\$25,017	\$208

German

UW-Stevens Point proposes the elimination of the German major (including teaching certification) based on the continual drop in enrollment in this program and the overall under-enrollment in the courses. Few students are recruited as freshmen in to this major. Lower-level courses will continue to be taught, but there will not be the need for the current staffing levels if the major courses are no longer offered.

There are currently two tenured faculty members within the German discipline. The discontinuation of the program would result in the layoff of one tenured faculty member. The remaining member would teach the lower-level curriculum.

Trends in Majors and Degrees Awarded

The number of student majoring in all world languages has been steadily declining over the past five years, with enrollments in French and German less than 15 students. These low enrollments are unsustainable, especially in providing upper-division courses for the majors. Average enrollments in upper-level French and German courses have been approximately 10 students per course, in contrast with 20 students per course for Spanish.

Major	2013	2014	2015	2016	2017	Average Percent Declaring Teaching Intent
French	23	25	22	17	11	29%
German	34	29	21	14	13	22%
German Culture Studies	1	0	0	0	0	0
Spanish	129	112	101	100	84	22%
Spanish Culture Studies	7	4	3	0	0	0

Degrees in all areas have also followed similar trends to the major.

Analysis of Recruitment and Retention

During the academic years from 2013-14 through 2016-17, the number of students initially declaring a major in a world language has remained low.

Major/Emphasis	2013-14	2014-15	2015-16	2016-17	Grand Total
FRENCH-BA	1		3		4
GERMAN-BA	1	1			2
SPAN-BA	5	8	3	7	23

The low number of initial students makes any retention rate calculated for majors in French and German not statistically significant.

Cost analysis

Although the cost to educate a major in German is lower than that of French, the low number of majors makes this major unsustainable.

Program	Department	College	Total Credit Needed	Average Major Credit	Average Major Courses Cost per SCH	Total Cost of Education	Average Cost Within the College to Education per SCH for Major
French: Teacher Certification, BA	World Languages	COLS	120	67.5	\$436	\$39,301	\$328
French, BA	World Languages	COLS	120	21	\$573	\$32,571	\$271
German: Teacher Certification, BA	World Languages	COLS	120	67.5	\$274	\$28,316	\$236
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German, BA	World Languages	COLS	120	21	\$213	\$25,017	\$208

Art: 2-Dimensional Emphasis (BFA) and Art: 3-Dimensional Emphasis (BFA)

UW-Stevens Point proposes the elimination of the BFA Art 2-Dimensional Emphasis and the BFA Art 3-Dimensional Emphasis. The third emphasis within the BFA Art major, Graphic Design, is already in the process of being changed to a discrete BFA degree in Graphic Design. Of the BFA programs in Art, Graphic Design has the highest major enrollment as well as the strongest recruitment potential. In comparison, the 2-Dimensional and 3-Dimensional areas have significantly fewer majors. In addition, the cost of three different BFA programs is prohibitive. Continuing with one BFA in Graphic Design will create efficiencies in the upper-level curriculum and reduce the number of specialized studio courses for the other programs.

Currently, there are 11 faculty within the department of Art and Design. Of those, three have specializations in graphic design. One of these three is un-tenured. The proposed elimination will result in less need for both upper level 2-Dimensional and 3-Dimensional courses as well as Art History courses. We anticipate a reduction in at least one tenured studio faculty member outside of graphic design. The remaining faculty members will continue to teach support courses for Graphic Design and Interior Architecture as well as the Art BA degree.

Analysis of Recruitment and Retention

During the academic years from 2013-24 through 2016-17, the number of students initially declaring an emphasis in Art were predominately in graphic design. The second most prominent was 2-Dimensional Art. Very few students initially enroll in the 3-Dimensional Art emphasis or the Art History major.

Emphasis	2013-14	2014-15	2015-16	2016-17
ART HI-BA	1			
ART2D-BFA	12	9	13	12
ART3D-BFA	3	3	5	1
ART-BA	12	6	7	4
ART-BFA	1			
ARTGR-BFA	34	28	23	36

Overall the Graphic Design emphasis is the strongest emphasis within the department of Art and Design. Enrollments in 2-Dimensional and 3-Dimensional Art have declined over the past 5 years while enrollments within Graphic Design remain steady. The BA degree in studio art will continue to serve liberal arts majors. This is a lower-credit, more sustainable major in comparison to the two BFA programs that are proposed for elimination.

Major/Emphasis	2013	2014	2015	2016	2017
Art: Art History Emphasis	10	6	10	13	13
Art: Graphic Design Emphasis	143	136	126	130	128
Art: Studio Art	74	51	54	47	38
Art: Three Dimensional Emphasis	31	32	24	30	19
Art: Two Dimensional Emphasis	81	78	65	61	45

Cost analysis

All BFA art majors are high-cost programs. Offering only one BFA degree in Graphic Design will allow for efficiencies in the upper level courses that will help lower the average cost-per-major within the program.

Program	Department	College	Total Credit Needed	Average Major Credit	Average Major Courses Cost per SCH	Total Cost of Education
Art: Three-Dimensional Emphasis, BFA	Art and Design	COFAC	120	72	\$474	\$42,942
Art: Two Dimensional Emphasis, BFA	Art and Design	COFAC	120	72	\$458	\$41,795
Art: Graphic Design Emphasis, BFA	Art and Design	COFAC	120	76	\$409	\$38,993
Art: Studio Art Emphasis, BA	Art and Design	COFAC	120	53	\$310	\$29,586
Art: Art History Emphasis, BA	Art and Design	COFAC	120	65	\$277	\$28,427

Geoscience

UW-Stevens Point proposes the elimination of all emphases within the Geoscience (BS) major. Enrollments in all emphasis areas have declined over the past five years. In addition, few students come to the university and declare these majors. Of those students who do come to UW-Stevens Point for these programs, the retention rate in the major and at the university is significantly lower than in other departments. Service courses for other majors and general education courses in both Geography and Geology would continue to be taught, as well as any courses needed to support the Geographical Information Systems (GIS) program. There are currently 7 tenured faculty members within the Department of Geography and Geology. Of these faculty one has a specialization in GIS. The elimination of the Geoscience major will likely result in a layoff of at least two faculty members with specialization in geology.

Analysis of Recruitment and Retention

During the academic years from 2013-14 through 2016-17, the number of students initially declaring majors or emphases in Geography and Geoscience was low. The major in highest demand is the Geoscience (BS) with an average of 6 students per year.

Major/Emphasis	2013-14	2014-15	2015-16	2016-17	Grand Total
GE-BIO-BS	2	2			4
GE-GIS-BA				2	2
GE-GIS-BS	1	4	4	3	12
GE-HUM-BS	1	1			2
GEOENV-BS	1	2			3
GEOG-BS	1	1	1		3
GEOHYD-BS		1		1	2
GEOSCI-BS	4	4	11	8	27
GE-PHY-BS	1	1			2

Below are the number of students initially enrolling in both Geoscience and Geography from 2012-13 through 2015-16, along with the number of these students retained both at the university as well as within the major. Students enrolling initially in the Geography major are significantly non-retained at the university. For the Geoscience majors, the first-to-second year retention rate is higher than the campus average, but the retention rate to the third year is low compared to other majors at the university.

Major	Number of Initial Students	Students Retained to Second Year at the University	Students Retained to Second Year in Initial Major	Retention Rate to Year 2 at the University	Retention Rate to Year 2 in Initial Major	Retention Rate to Year 3 in University	Retention Rate to Year 3 in Initial Major
Geoscience (BS)	19	15	9	79%	47%	58%	32%
Geography (BS)	7	2	2	29%	29%	14%	14%

Enrollment in Major

Enrollments in all Geography and Geoscience emphasis areas is low. These low major counts have resulted in average enrollments in upper-level courses between 10 and 13 students.

Program/Major	2013	2014	2015	2016	2017
Geography: GIS-Cartography	23	17	22	24	10
Geography: Human Geography	13	14	10	7	1
Geography: Physical Geography	3	7	5	3	
Geography: Physical Environment	13	12	5		
Geography	1	2		7	14
Geography: Urban Planning	10	8	6	4	
Geoscience: Biogeoscience	9	8	5	2	3
Geoscience: Earth Materials	6	5	2	1	
Geoscience: Earth Sys Sci	1	1			
Geoscience	7	8	10	28	30
Geoscience: Environmental Analysis	21	20	16	9	2
Geoscience: Hydrogeology	12	10	13	3	2

Student Credit Hour Production

Overall student credit hour production has also declined substantially over the past five years in both upper division (41.4% for geography and 11.3% for geology) and lower division (18.4% for geography and 28.8% for geology) courses. This reduction is due in part to the reduced overall enrollment at UW-Stevens Point, leading to a reduced demand for service and general education courses. In the case of upper division courses, there is a reduced demand due to the low number of Geography and Geoscience majors.

Prefix and Level	2013-14	2014-15	2015-16	2016-17	2017-18
GEOG - Total	7622	6843	6290	5770	5780
Graduate	33	21	97	99	15
Lower Division	5723	5297	4760	4179	4671
Upper Division	1866	1525	1433	1492	1094
GEOL - Total	1319	1373	1259	977	1009
Lower Division	922	875	862	703	657
Upper Division	397	498	397	274	352

Cost Analysis

The overall cost to educate for the Geoscience major is not high compared to other professional majors, however the small enrollments in upper-level courses make the program unsustainable.

Program	Department	College	Total Credit Needed	Average Major Credit	Average Major Courses Cost per SCH	Total Cost of Education
Geoscience, BS	Geography and Geology	COLS	120	59	\$235	\$25,642
Geography, BS	Geography and Geology	COLS	120	52	\$231	\$25,402

Geography

UW-Stevens Point proposes the elimination of all emphases within the Geography (BS) major. Enrollments in all emphasis areas have declined over the past five years. In addition, few students come to the university and declare these majors. Of those students that do come to UW-Stevens Point for these programs, the retention rate in the major and at the university is significantly lower than in other departments. The university does see opportunity to create programs in Geographical Information Systems (GIS). There is a current GIS emphasis within the Geography major and the department is currently working with UW System to produce both a baccalaureate degree and a Flex Master's degree in this area. Service courses for other majors and general education courses would continue to be taught, as well as any courses needed to support the GIS program. There are currently 7 tenured faculty members within the Department of Geography and Geology. Of these faculty members, one has a specialization in GIS. The elimination of the Geography major will likely result in a layoff of at least two faculty members with specialization in geography.

Analysis of Recruitment and Retention

During the academic years from 2013-14 through 2016-17, the number of students initially declaring majors or emphases in Geography and Geoscience is low. The major in highest demand is the Geoscience (BS) with an average of 6 students per year.

Major/Emphasis	2013-14	2014-15	2015-16	2016-17	Grand Total
GE-BIO-BS	2	2			4
GE-GIS-BA				2	2
GE-GIS-BS	1	4	4	3	12
GE-HUM-BS	1	1			2
GEOENV-BS	1	2			3
GEOG-BS	1	1	1		3
GEOHYD-BS		1		1	2
GEOSCI-BS	4	4	11	8	27
GE-PHY-BS	1	1			2

Below are the number of students initially enrolling in both Geoscience and Geography from 2012-13 through 2015-16, along with the number of these students retained both at the university as well as within the major. Students enrolling initially in the Geography major are significantly non-retained at the university. For the Geoscience majors, first-to-second year retention rate is higher than the campus average, but the retention rate to the third year is low compared to other majors at the university.

Major	Number of Initial Students	Students Retained to Second Year at the University	Students Retained to Second Year in Initial Major	Retention Rate to Year 2 at the University	Retention Rate to Year 2 in Initial Major	Retention Rate to Year 3 in University	Retention Rate to Year 3 in Initial Major
Geoscience (BS)	19	15	9	79%	47%	58%	32%
Geography (BS)	7	2	2	29%	29%	14%	14%

Enrollment in Major

Enrollment in all Geography and Geoscience emphasis areas is low. These low major counts have resulted in average enrollments in upper level courses between 11 and 14 students.

Program/Major	2013	2014	2015	2016	2017
Geography: GIS-Cartography	23	17	22	24	10
Geography: Human Geography	13	14	10	7	1
Geography: Physical Geography	3	7	5	3	
Geography: Physical Environment	13	12	5		
Geography	1	2		7	14
Geography: Urban Planning	10	8	6	4	
Geoscience: Biogeoscience	9	8	5	2	3
Geoscience: Earth Materials	6	5	2	1	
Geoscience: Earth Sys Sci	1	1			
Geoscience	7	8	10	28	30
Geoscience: Environmental Analysis	21	20	16	9	2
Geoscience: Hydrogeology	12	10	13	3	2

Student Credit Hour Production

Overall student credit hour production has also declined substantially over the past five years at both the upper division (41.4% for geography and 11.3% for geology) and lower division (18.4% for geography and 28.8% for geology) courses. This reduction is due in part to the reduced overall enrollment at UW-Stevens Point, leading to a reduced demand for service and general education courses. In the case of upper division courses, there is a reduced demand due to the low number of majors.

Prefix and Level	2013-14	2014-15	2015-16	2016-17	2017-18
GEOG - Total	7622	6843	6290	5770	5780
Graduate	33	21	97	99	15
Lower Division	5723	5297	4760	4179	4671
Upper Division	1866	1525	1433	1492	1094
GEOL - Total	1319	1373	1259	977	1009
Lower Division	922	875	862	703	657
Upper Division	397	498	397	274	352

Cost Analysis

The overall cost to educate for the Geography major is not high compared to other professional majors, however the small enrollments in upper-level courses make the program unsustainable.

Program	Department	College	Total Credit Needed	Average Major Credit	Average Major Courses Cost per SCH	Total Cost of Education
Geoscience, BS	Geography and Geology	COLS	120	59	\$235	\$25,642
Geography, BS	Geography and Geology	COLS	120	52	\$231	\$25,402

History

UW-Stevens Point proposes the elimination of the History Major (BA and BS). Enrollments in the major have decreased by roughly 50% in the past five years. The Department of History and International Studies supports two other majors, International Studies and Broad-field Social Science for Teacher Certification, which remain. The discontinuance of the History major would result in a consolidation of the curriculum within the department, resulting in fewer upper division courses and enrollments higher than the current 13-19 per course. The department has also experienced a downturn in the enrollment of its general education courses, resulting in further need for reduction of instructional staffing.

There are currently 14 faculty (3 untenured) within the department. Of these faculty, there would be an anticipated loss of at least 4 positions. The remaining faculty would continue to teach in the department's other major programs and in the general education curriculum.

Analysis of Recruitment and Retention

During the academic years from 2013-14 through 2016-17, the number of students initially declaring a major in History and International Studies was relatively low. Of the total of 44 students declaring a Broad-field Social Science Major (BA), 16 of them are also represented under the History BA. For those declaring Broad-field Social Science Major (BS), 16 are also represented under the History BS. Overall first-to-second year retention rates for students declaring a major in History are over 85%.

Major/Emphasis	2013-14	2014-15	2015-16	2016-17	Grand Total
HIST-BA	4	13	7	18	42
HIST-BS	4	6	14	12	36
HIST-E-BA		1			1
INTL-S-BA	7	5	5	2	17
IS-EUR-BA				1	1
SOCSCI-BA	2				2
SOCSCI-BS	1				1
SS-BRD-BA	17	7	8	12	44
SS-BRD-BS	13	6	21	21	61

Enrollment in the Major

The numbers of majors in History has steadily declined over the past 5 years, with a 48% decrease in majors over the past 5 years. During that same time, the number of majors in International Studies declined by 28% and those in Broad-field Social Science declined by 52%. During that same period, the overall number of declared majors on campus has decreased by 24%, mainly due to the decrease in enrollment at the university. There is no indication that the number of students enrolling in these programs will increase.

Major/Emphasis	2013	2014	2015	2016	2017
History	146	124	116	112	76
History: Race and Ethnicity	1	2	2	1	1
International Studies	95	77	64	67	68
Broad-field Social Science	163	110	117	115	78

Student Credit Hour production

Student credit hour (SCH) production within the department has decreased 19.5% in the past year (21% at the lower division and 15% at the upper division). This decreased SCH production is partially due to the decrease in the number of majors as well as the decrease in general education courses due to overall enrollment decline.

Prefix/Level	2013-14	2014-15	2015-16	2016-17	2017-18
HIED – Total	222	114	222	204	210
Upper Division	222	114	222	204	210
HIST – Total	10014	9138	9470	9218	7468
Graduate	15	15	16	9	3
Lower Division	8206	7604	7971	7741	6186
Upper Division	1793	1519	1483	1468	1279
INTL – Total	132	121	738	519	777
Lower Division			621	474	456
Upper Division	132	121	117	45	321
PAX – Total	129	204	204	183	
Lower Division	123	195	201	183	
Upper Division	6	9	3		

Cost Analysis

The overall cost to educate for the History major is not high compared to other professional majors, however the small enrollments in upper-level courses make the program unsustainable.

Program	Department	College	Total Credit Needed	Average Major Credit	Average Major Courses Cost per SCH	Total Cost of Education
History, BA	History and International Studies	COLS	120	38	\$214	\$24,771
History, BS	History and International Studies	COLS	120	36.5	\$212	\$24,715
History: Race and Ethnicity, BS	History and International Studies	COLS	120	36.5	\$200	\$24,281
International Studies, BA	History and International Studies	COLS	120	36.5	\$199	\$24,138
History: Race and Ethnicity, BA	History and International Studies	COLS	120	38	\$197	\$24,107

Other Budget-Related Initiatives

To create a financially sustainable institution that can invest in growth and innovation, UW-Stevens Point will move aggressively over the next three years to balance its budget. The university will align its spending with available revenue and create a sufficient reserve to respond to unforeseen changes in the environment. In addition to the efforts in Academic Affairs to reduce spending, departments and units across the university will also need to find ways to cut costs.

Since 2013, UW-Stevens Point has cut spending in its general fund by more than \$10 million. Over this time, spending reductions were largely realized through attrition and not filling vacant positions. Many cuts have already been made. However, further reductions in some units would severely impact our ability to deliver key services to the university.

To reduce spending outside of Academic Affairs, UW-Stevens Point will initiate bold strategies that will aim to cut costs while preserving service levels as much as possible. Many of these strategies, outlined below, are the result of the time and hard work of the action teams working on cost reduction strategies announced during Chancellor Bernie Patterson's University Address in late August.

Consolidation of Services

Based on the recommendation of the Centralizing Facility Services Action Team, effective July 1, 2019, UW-Stevens Point will merge facilities staff in Residential Living and University Centers with Facility Services. This consolidation will create more efficient and standardized services across the university while decreasing redundancy and reducing costs.

UW-Stevens Point will continue to explore the possibility of consolidating budget and finance staff working within units and departments with the university's Budget Office. More analysis of this potential merger is needed to determine potential costs savings and increased efficiencies.

Outsourcing of Services

Based on the work of the Outsourcing Action Team, it is evident that opportunities for cost reduction and revenue generation exist if the university outsources certain operational functions. To that end, over the next year, the university will move to outsource operation of the UW-Stevens Point bookstore. The text rental operation is not being considered for outsourcing at this time. This will allow us to reduce costs, generate additional revenue, and preserve services provided to the university.

More analysis is needed to determine which additional functions are possible candidates for outsourcing. To assist with this effort, UW-Stevens Point will seek outside funding to engage the expertise of a consultant team to complete financial analyses of the following functions:

- Dining and Food Services
- Print and Design
- Transportation and Fleet Services
- Student Health Services

Shared Services and Partnerships

UW-Stevens Point will explore opportunities to work with UW System and other UW institutions to deliver administrative services, particularly those more transactional in nature. Recently, UW System formed UW Shared Services (UWSS), a unit devoted to scaling administrative functions at the system level and avoiding duplication of services across multiple campuses. UW-Stevens Point will work with UWSS over the coming months to identify those services that could be delivered by UWSS and result in additional savings for the university. UW-Stevens Point also will explore service-sharing opportunities with other UW institutions to capitalize on expertise and to reduce redundancy.

Reorganization of Departments

To improve efficiency and reduce duplication of services, Business Affairs will restructure and consolidate departments within the division. Small departments will merge with larger units to take advantage of support structures. Administrative functions will move to new departments to increase efficiency and service delivery. New departments will be created to fill current gaps in service and position the division to meet the university's future needs. The Business Affairs reorganization plan will be developed over the next several months in preparation for the 2019 fiscal year budget.

To ensure students are successful, it is important that UW-Stevens Point preserves necessary student programming, so Student Affairs will be looking within departments to realign services with the least impact on students. However, to reduce costs, the division will also consolidate some departments, programs and services.

Alternative Funding Sources

UW-Stevens Point also will explore opportunities to shift positions currently supported with state funds and tuition to appropriate alternative funding sources. For example, in Business Affairs, financial operations positions will be shifted to service fee revenues. Student Affairs will also implement this strategy by moving Athletics' personnel on to program revenue. And University Advancement will continue its ongoing strategy to fund more alumni, development and foundation activities on revenue generated through the UWSP Foundation.