



# University of Wisconsin Stevens Point

STEVENS POINT • MARSHFIELD • WAUSAU

## 2021 Monitoring Report

### **Appendix 15. Operational Efficiencies – Board of Regents Authorization for College Restructuring - June 2020**

This appendix includes information and materials from the University of Wisconsin Board of Regents meeting where the proposed college and school restructuring was approved in June of 2020.

**REQUEST FOR INSTITUTIONAL REORGANIZATION  
UNIVERSITY OF WISCONSIN-STEVENSON POINT  
SUBMITTED BY THE UNIVERSITY OF WISCONSIN-STEVENSON POINT**

**BACKGROUND**

The University of Wisconsin-Stevens Point currently operates with an organizational structure of four curricular colleges: the College of Fine Arts and Communication (COFAC), the College of Letters and Science (COLS), the College of Professional Studies (CPS), and the College of Natural Resources. This proposal modifies the existing department structure within three of these colleges (COFAC, COLS, and CPS) to combine existing units into new schools. Within COFAC, the proposal includes the creation of the School of Design and Communication and the School of Performing Arts. Replacing the existing 13-department structure within COLS, the proposal creates the following schools: the School of Behavioral and Social Sciences; the School of Biology, Chemistry, and Biochemistry; the School of Humanities and Global Studies; and the School of Mathematics, Computing, Physics and Astronomy. Finally, within CPS, a School of Health Sciences and Wellness is proposed. This proposed restructuring results from a two-year-long campus dialogue, with objectives related to reorganization of units explicitly included in the recently approved strategic vision and goals for UW-Stevens Point. In addition to aligning with the strategic plan goals, the reorganization proposed here will: better align institutional spending with revenue, especially in curricular areas; enhance interdisciplinary curricular offerings, and provide clearer professional foci to our academic programs. Additionally, it will facilitate the implementation of the university's new marketing and branding campaign. The proposed restructuring detailed herein will be achieved through a reallocation of existing resources and will be achieved through a revenue-neutral plan.

**REQUESTED ACTION**

Adoption of Resolution xx, authorizing the institutional reorganization at UW-Stevens Point.

**RELEVANT STATUTES AND REGULATIONS**

The existing college structure within the Division of Academic Affairs at UW-Stevens Point is given in Figure 1 in the Appendix. UW System Administrative Policy 102 (formerly ACIS 1.0) requires the UW System Administration and the Board of Regents to approve the establishment of a new college or school. The University of Wisconsin-Stevens Point seeks to reorganize in order to create schools within three of its four existing curricular colleges: the College of Fine Arts and Communication (COFAC), the College of Letters and Science (COLS), and the College of Professional Studies (CPS) (see Figure 2 in the appendix). There are no proposed changes to the structure of the fourth existing curricular college, the College of Natural Resources, because this college is already organized as an interdisciplinary, professional unit similar to the proposed schools. In each of the three affected colleges, the proposed schools consolidate and replace existing departmental units (headed by a chair) with an assistant dean who, in conjunction with the dean of the college, will manage the administrative responsibilities of each school.

Permission to form the following schools is requested.

Within the College of Fine Arts and Communication (COFAC) (see Figure 3 in the appendix):

- The creation of the School of Design and Communication that will comprise the existing Department of Art and Design, the Division of Interior Architecture, and the Division of Communication
- The creation of the School of Performing Arts that will comprise the existing Department of Music and the Department of Theatre and Dance

Within the College of Letters and Sciences (COLS) (see Figure 4 in the appendix):

- The creation of the School of Behavioral and Social Sciences that will comprise the existing Department of Geography and Geology, the Department of Political Science, the Department of Psychology, and the Department of Sociology and Social Work
- The creation of the School of Humanities and Global Studies that will comprise the existing Department of English, the Department of History and International Studies, the Department of Philosophy, and the Department of World Languages and Literatures
- The creation of the School of Biology, Chemistry, and Biochemistry that will comprise the existing Departments of Biology and Chemistry

- The creation of the School of Mathematics, Computing, Physics and Astronomy that will comprise the existing Department of Computing and New Media Technologies, the Department of Mathematical Sciences, and the Department of Physics and Astronomy

Within the College of Professional Studies (CPS) (see Figure 5 in the appendix):

- The creation of the School of Health Sciences and Wellness that will consolidate the existing School of Communication Sciences and Disorders, the School of Health Care Professions, and the School of Health Promotion and Human Development

## HISTORY

UW-Stevens Point was founded in 1894 as a so-called normal school, one of a growing network of state institutions dedicated to the training of public-school teachers. Normal schools were fundamentally products of America's westward expansion. As people settled frontier regions and formed communities, residents created schools and demanded more education for their children. By the 1890s, public schools had become commonplace, even in rural areas, and they were badly in need of teachers. Normal schools emerged to meet this demand. Simply producing teachers, however, was not enough. In the industrializing economy of the early twentieth century, businesses and communities faced growing needs for middle managers with college degrees. With the University of Wisconsin in Madison as the state's only significant institution, many rural communities felt isolated from the opportunities it provided, and so Wisconsin's normal schools evolved to fill the gap. By the late 1920s, Stevens Point's institution had become Central State Teacher's College with an expanded faculty and newly granted permission to offer four-year degrees. The 1950s brought the next era of rapid expansion as post-war prosperity and the baby boom increased both demand for education and the resources to provide it. Central State became the Wisconsin State College at Stevens Point and by the 1960s a Wisconsin State University, with a massive expansion in campus buildings, facilities, faculty, and programs. Finally, in 1971, the state brought its numerous burgeoning institutions of higher education together to form the University of Wisconsin System, and UW-Stevens Point assumed its modern form.

The current structure of UWSP's four curricular colleges emerged during this same period, most importantly in response to the substantial growth in enrollment during the period between the end of World War II and the early 1970s. During these years, the number of majors offered in the curriculum exploded, as did the organizational structure required to support their delivery. A teacher's college with exactly two baccalaureate degrees in 1950 became a state college with 20 majors by 1960 and then a full-fledged university with 42 majors by 1970. A new College of Letters and Sciences was formed immediately in 1951 to assume responsibility for the liberal arts disciplines. In addition, a variety of new majors in applied fields took shape, most of which were outgrowths of earlier offerings focused specifically on teacher training. These included majors in speech pathology, audiology, physical education, business administration, art, music, forestry, and conservation. Many of these programs were housed under a College of Applied Arts and Sciences beginning in 1961. But so quickly did growth in all these programs take place that by the end of the 1960s, the College of Letters and Science had spawned a separate College of Fine Arts while the applied programs were reorganized in the early 1970s into two new units called the College of Natural Resources and the College of Professional Studies. Since then, the university has experienced continued periods of evolution and growth, and continued adjustments to its organizational structure. However, these changes have been incremental and largely occurred within its existing institutional framework. For example, the last major restructuring to occur took place in 2008, when the Department of Business and Economics moved from the College of Letters and Science to the College of Professional Studies and became a School.

Importantly, within both the College and Professional Studies and the College of Natural Resources, curricular units have long been organized as professionally focused, interdisciplinary schools. Based on this experience and recognizing the many advantages of this structure, this proposal is intended to replicate this structure across all four of our curricular colleges.

## RATIONALE

Planning, collaboration with affected units, and approvals for this restructuring have taken place over a two-year period. The initial idea of restructuring UW-Stevens Point's academic colleges was first proposed by Chancellor Patterson in March 2018. This was followed by a formal proposal from administration in November 2018. UW-Stevens Point's Common Council established an Academic Restructuring Task Force to gather campus input and review and revise the proposal accordingly. This process occurred from December 2018 through the spring 2019.

In fall of 2019, Chancellor Patterson also charged the Integrated Planning and Advisory Council (IPAC) to engage in creating a new strategic plan. During the fall of 2019 and continuing into early 2020, led by IPAC, the UW-Stevens Point community of students, faculty, and staff at all three campuses (i.e., Stevens Point, Wausau, and Marshfield) engaged in appreciative inquiry surveys, visioning sessions, and consensus workshops. In February of 2020 a draft vision statement was authored and during March of 2020, high-level strategic plan goals were developed and approved. The draft vision and goals, tentatively named *Purpose Made Possible*, was approved by the Common Council on April 15, 2020 and by

Chancellor Patterson thereafter.

The *Purpose Made Possible* plan has been informed by the [Society for College and University Planning](#) framework. The plan articulates UW-Stevens Point's vision and goals. The work of developing the strategies, tactics, and metrics for each goal is ongoing, and will be presented to the Common Council and Chancellor Patterson for approval in the fall of 2020. Importantly however, the plan goals are now formally approved and firmly established. Two goals specifically address the administrative restructuring proposal presented here:

- *We will capitalize on the creation of new schools to collaboratively evaluate curricular and non-curricular structures across the institution's broad spectrum of disciplines and ways of thinking to maximize resource use.*
- *We will create intentional institutional pathways for schools, campuses, locations, and units to regularly communicate and collaborate in the service of student recruitment, retention, and completion.*

The proposed reorganization described below is expressly intended to capitalize on several opportunities for collaboration, efficiency in program delivery, and administrative and curricular streamlining. First, by placing faculty members together in interdisciplinary but professionally focused schools, we will better enable them to work together to innovate and shape their curricula in ways that will yield long-term spending reductions while at the same time improving our service to students. For example, faculty members from the Department of Art and Design and the Division of Interior Architecture are working to identify a common foundational curriculum for their respective majors that will both improve student learning and reduce institutional spending at the same time. Second, these professionally focused schools will facilitate a new approach to recruitment and marketing at UW-Stevens Point – one based on the professional pathways and career outcomes that students most typically seek in pursuing higher education. Third and finally, by shifting responsibility for the management of budget and curriculum from a large, relatively decentralized group of discipline-specific department chairs to a smaller, more tightly focused team of assistant deans within each college, we will create an administrative structure better able to allocate resources across disciplines, deliver curriculum, and serve students efficiently.

This restructuring proposal also aligns with UW-Stevens Point's new brand development strategy. Importantly, while our updated strategic plan describes *what* goals UW-Stevens Point intends to pursue, our newly developed brand plays an equally important role by describing *how* we will achieve these objectives. To develop our brand, the university partnered with BVK, a Milwaukee-based marketing and advertising agency with expertise in higher education. Together, we developed a "Discover Your Purpose" branding and marketing campaign built on the strengths of UW-Stevens Point's many professionally focused programs, which integrate career preparation with a strong foundation in the liberal arts.

The "Discover Your Purpose" brand is much more than a tagline. It has also provided a strategic roadmap for how the university is changing its approach to student recruitment, advising, and delivering academic programs. The choice to focus our brand on the concept of "Purpose" was deliberate and intended to align with the strategies suggested by Complete College America's (CCA) [Purpose First](#) strategic framework. CCA suggests several approaches to bridge what it describes as "the missing link between career choice, guided pathways, and first-year momentum." These include the 15 to Finish, Math Pathways, and Co-Requisite campaigns that UW System is already working to advance among UW institutions. In addition, UW-Stevens Point will build on this foundation to shift our approach to student recruitment and advising, by creating professionally focused, guided academic pathways to assist students in linking career aspirations to their choice of major and academic plans.

The proposed administrative restructuring will support this initiative in several ways. For example, the proposed schools are structured around exactly the same academic groupings that now shape our "Purpose First" conversations with prospective students, which focus initially on their career aspirations before leading eventually to available majors. In addition, organizing our curriculum into interdisciplinary schools with common professional outcomes will facilitate the creation of the kinds of guided academic pathways crucial to academic advising. Finally, the proposed schools will foster changes in how we teach, especially during the crucial first year of college, what CCA describes as the Momentum Year. Within each school, we will offer career-focused first-year seminars that outline the available pathways for students and assist them in finalizing their choice of majors much sooner, which will aid their timely graduation.

We know from long experience with these kinds of interdisciplinary schools within our existing College of Professional Studies and College of Natural Resources that these strategies work. Our aim with this proposal is to implement such approaches campuswide.

### **Details for the College of Fine Arts and Communication**

When campus leadership called for the reorganization of various academic units as a means to achieve greater efficiencies in curricular delivery/staffing, develop curricular programs that address 21<sup>st</sup> century professional pathways for

students, allow for expanded collaboration among disciplines, and strengthen the university's mission in support of community partnerships, faculty members responded. Colleagues from three independent departments (the Department of Art & Design, the Division of Interior Architecture, and the Division of Communication) voted to bring the units together as the School of Design and Communication. This vote was taken with the understanding that the unit will continue to maintain national standards through accreditation by both NASAD and CIDA as critical to the unit's strength, reputation, and potential for growth. The main outcome of the proposed restructuring is to provide a strong organizational framework that:

- 1) Engages faculty in effective strategic planning and decision-making to address a broad range of areas such as curricular program development and evaluation, activity calendar development, budgetary efficiencies including hiring decisions (particularly shared needs such as public relations), general education and major course offerings on all three campuses, and equipment purchases.
- 2) Creates an environment in which faculty and students in the School of Design and Communication work together to examine thinking, making, communication, and career applications. These dispositions will be cultivated by teaching creativity through analysis, and collaborative engagement with an array of aesthetic and communication forms and audiences. In order to meet the increasing demand for critical thinking, effective communication, digital literacy, and transferrable skill sets, innovative creation must consider the comprehensive, multi-disciplinary practices of meaning-making and content creation, which is manifested in forms such as: rhetoric, social media, public relations, journalism, marketing, advertising, painting, interior architecture, environmental design, drawing, sculpture, printmaking, photography, performance art, film, graphic design, communication design, and architecture, art, and media history, theory, and criticism. Along with discipline-specific skills, students in the School of Design and Communication will learn important soft skills that frequently appear on job postings: leadership, oral and written communication, problem solving, attention to details, creative and critical thinking, collaboration and feedback, time management, flexibility, and teamwork. These are vital skills that our students learn in addition to technical and preprofessional skills.
- 3) Provides a pathway for faculty in Studio Art, Art History, Graphic Design, Interior Architecture, Media Studies, and Communication to engage in contemporary and forward-thinking models of higher education where an integration of these broad disciplines have brought together faculty members across a wide range of specialties including, but not limited to: creative strategy development, editorial work, curatorial work, public relations, design thinking, project management, branding and brand management, event planning, commercial and residential design, lighting, space planning, wayfinding, placemaking, furniture design, media law and ethics, art & media history, art & communication theory and analytics, film & video production, various fine art techniques, advertising and marketing communications, social engagement, graphic narration, UI/UX design, social media, motion graphics, projection mapping, augmented reality, copy writing, sound design, prototyping and much more. Upon completing these programs, students will be positioned to enter the ever expanding multivalent, creative economy. They will be educated to fill the growing need for capable professionals who can communicate ideas in an assortment of media with critical understanding, build powerful projects through effective communication and create inclusive and thriving organizations. Students from all our majors will learn to integrate methodology, solve problems, develop organizational skills, develop an understanding of context, explore aesthetic practice, and understand audiences/various constituents. All our students, across the disciplines, will understand how to strategically form effective communication and deliver it to an intended audience as print, screen, word, document, composition or built environment.
- 4) Expands opportunities to empower and prepare our students for future career pathways through faculty-supervised engagement in a wide variety of hands-on, "real life" experiences. These include, but are not limited to: Art & Art History, Graphic Design, Interior Architecture, Media Studies, and Communication coursework, eleven student groups, capstone projects in degree tracks, commissions, dozens of community partners each semester as internships/externships relationships and a planned Center for Design Innovation to serve clients and pursue marketable projects that would engage students in areas such as promotion and strategy, teamwork building, and creative products. This center could serve as a brand-builder for the school and the campus.
- 5) Provides enhanced opportunities for marketing and recruitment for all disciplines by offering an overarching 'entry point' for students with an interest in fields within the broader context of Design and Communication. This allows students to enter the school and use their first year to figure out their major. It also allows the faculty and staff to launch a more effective marketing strategy and an efficient means to coordinate and focus mailings, school visits, and on-campus exhibits, workshops, conferences, guest artist/speaker presentations and portfolio reviews, and camps. This rebranding and grouping of programs within COFAC and across the campus offers UW-Stevens Point the opportunity to promote and exemplify the School of Design and Communication through the "Discover Your Purpose" campaign.

#### **Details for the College of Letters and Science**

The College of Letters and Science (COLS) is home to academic disciplines ranging from Biology to World Languages. Through its breadth of expertise and its identity as home of the liberal arts disciplines, the college plays a unique role

in advancing the liberal arts education of all UW-Stevens Point students. Approximately 80% of the college's coursework is dedicated to serving the university's General Education Program (GEP) and specialized instruction for majors across campus.

A new leadership structure for the college is critical to meet the challenges we face. The four schools represent consolidation for a more streamlined administration and embody a commitment to interdisciplinary cooperation for student support, recruitment, advancement, and public outreach. School-based administration through assistant deans will provide more responsive day-to-day support and operations for the academic programs and, at the same time, allow the college's dean to dedicate more time and energy to fundraising, outreach, and recruitment.

The proposed reorganization unifies and integrates administrative and academic resources from thirteen academic departments and eight affiliated centers into four schools. The schools will bring together disciplines with shared teaching and research practices as well as similar resource needs. The schools will also provide relative balance in terms of size (i.e., number of faculty) and structure (i.e., facilities). The extraordinary array of coursework, student support, and outreach programming can be more easily coordinated and evenly supported in a more simplified structure. Done well and intentionally, coordination of programming for the humanities, natural sciences and social sciences will elevate visibility and leverage finite resources for the greatest impact.

The COLS dean currently serves as an internal operations manager to support the thirteen departments and eight affiliated centers and facilities. The proposed reorganization creates four schools within the college: the School of Biology, Chemistry and Biochemistry; the School of Humanities and Global Studies; the School of Mathematics, Computing, Physics and Astronomy; and the School of Behavioral and Social Sciences. The schools will be administered by four assistant deans who, along with the dean, will constitute the college's new leadership team. The existing associate dean positions will be phased out.

- The School of Behavioral and Social Sciences: With the largest number of students, the School of Behavioral and Social Sciences will consolidate four academic departments and two centers into one school based in the Science Building.
- The School of Biology, Chemistry and Biochemistry: Drawing together two of the largest departments, the School of Biology, Chemistry and Biochemistry will be based in one of the newest laboratory facilities in the UW System.
- The School of Humanities and Global Studies: Based in a single building (Collins Classroom Center), the School of Humanities and Global Studies brings together our four humanities departments and five multidisciplinary programs.
- The School of Mathematics, Computing, Physics and Astronomy: Combining three departments with various teaching and research labs in the Science Building, the School of Mathematics, Computing, Physics and Astronomy provides critical service coursework for STEM programs across the university.

### **Details for the College of Professional Studies**

Members of the School of Health Care Professions, the School of Health Promotion and Human Development, and the School of Communication Sciences and Disorders overwhelmingly approved the merger of all three units to become one new School of Health Sciences and Wellness on April 28, 2019 (i.e., 46-0-1). This decision was a first step in creating a stronger, more prominent, collaborative, and unified health program array. The rationale for merging is to increase awareness of the growing health-related programs at UW-Stevens Point, improve recruitment and retention of undergraduate students interested in a health-related profession, and to meet IPP/IPE (interprofessional practice and education) accreditation standards. Together the newly proposed School of Health Sciences and Wellness will have ten undergraduate majors, eight graduate programs (six master's level and two doctoral level), and six centers (i.e., Speech, Language and Hearing Clinic, CPS Café, Adventure Tours, SPLASH, PLAY). The School will also offer several undergraduate minors and graduate certificates.

The targeted outcomes of the School of Health Sciences and Wellness are:

- Strengthen Visibility and Public Perception – many outside constituents, parents, and prospective students do not have a clear understanding of the alignment of majors and academic programs within three different health-related schools. Our schools are likely competing for independent brand recognition.
- Enhance Recruitment – we hope to streamline marketing and promotional efforts, simplify our brand, share resources, and funnel students with common interests for helping people into health-related professions.
- Integrate Curriculum – interdisciplinary education is increasingly important and required by many of the professions accredited by national health organizations. We hope to integrate prevention with treatment and weave a wellness thread within all of our health-related majors. We also hope to optimally infuse components which support health equity, social determinants of health, and mental health.
- Enrich Student Experience and Expand Opportunities – students will likely share foundational and introductory courses and more seamlessly transition between health-related majors as they discover and refine their career aspirations and passions.

- Gain Efficiencies – as budgets tighten, it becomes increasingly important to seek efficiencies, recruit and retain students, and integrate curriculum/common learning components between majors.
- Remain cost neutral – this merger will not result in requests for any new FTE.

The organizational structure is designed to provide the necessary autonomy for each of our 19 unique and independently accredited programs to be successful, while fostering efficiency and curricular collaboration across all programs of the school. The structure houses a central office to support common business functions yet allows program management such as curriculum, assessment and accreditation to happen at the program director level. Because characteristics and requirements of each of the 19 program areas are distinct, a rubric was developed to customize position descriptions and determine the reassigned time required to fulfill the duties of the program director positions.

## **Governance Review**

As noted previously, planning, collaboration with affected units, and approvals for this restructuring have taken place over a two-year period. The engagement of faculty and staff members has been robust throughout the process. The initial idea of restructuring UW-Stevens Point’s academic colleges was first proposed by Chancellor Patterson in March 2018. This was followed by a formal proposal from administration in November 2018. UW-Stevens Point’s Common Council established an Academic Restructuring Task Force to gather campus input and review and revise the proposal accordingly. This process occurred from December 2018 through the spring 2019. With the support of faculty members in each of the affected departments, a general restructuring plan was approved by the UW-Stevens Point Common Council on May 1, 2019, and Chancellor Bernie Patterson endorsed their recommendations on May 16, 2019. (The Common Council is the campus governance entity at UW-Stevens Point responsible for these approvals, akin to what might be termed a University Senate on other campuses.)

More recently, during the 2019-20 academic year, collaborative planning conversations within and among affected units continued. Planning discussions with faculty and staff from each affected unit continued during the 2019-2020 academic year and on April 29, 2020 the Common Council approved the final school restructuring proposals for all three affected colleges. This final version is the one presented here for approval by the Board of Regents.

## **BUSINESS MODEL**

The purpose of restructuring the colleges is not to gain immediate savings by the reduction of staff. In fact, most administrators in the colleges, whether they are assistant/associate deans or chairs are typically derived from the faculty. Instead, the benefits of consolidating administrative duties as part of restructuring will come through developing more centrally focused administrative expertise, especially in the areas of budget and personnel within the assistant deans. It also ensures more consistency and coordination among related disciplines in the oversight of faculty and staff workload, coordination of service, general education, and major courses as well management of resources.

The administrative structure of the colleges will become more consistent as part of the restructuring process, but will also maintain some differences to meet the needs of the individual disciplines. Financial details for each college are included in Figures 6, 7, and 8 in the appendix. In these figures, only the types of administrative positions that are changing are illustrated. Support personnel are also not included. Salary and FTE are based on average salaries within the various colleges since the individual salary of any chair will change based on who is in the position at any given time. Salary totals also includes the average dollars spent for summer stipends for chairs. In summary:

- The College of Natural Resources will not have any administrative changes.
- The College of Fine Arts and Communication (see Figure 6) will merge three departments into one school with an assistant dean. The other school will be led temporarily by an executive committee of their chairs. The nature of the specialized faculty and instruction within this area mean that no one faculty member can be released fully to serve in an assistant dean capacity.
- The College of Letters and Sciences (see Figure 7) will move from 13 departments to four schools, each with an assistant dean. Two associate dean positions are eliminated as part of this restructuring. Curricular coordinators of the various disciplines will continue to be called chairs, but these redefined positions will have significantly less responsibilities with respect to budget management, personnel and overall coordination. They will also be allocated correspondingly less financial support.
- The College of Professional Studies (see Figure 8) will be moving the chair positions of two larger units already designated as schools to assistant deans. Three other schools will be merged and will be led by a single assistant dean. Coordinators of various programs will remain, but with no increase in administrative release time.

As part of the restructuring, the overall number of faculty and assistant/associate dean remains neutral. In cases where FTE or dollars are freed up, it is typically from a reallocation of faculty time back to teaching instead of release for administrative duties. In areas that also rely on instructional academic staff, there will be savings in the reduced need to hire adjunct instructors. It is also anticipated that as these disciplines work more closely together, further efficiencies and possible changes to the internal

administrative structure of each school will take place over time.

The proposed restructuring will not necessarily result in a further reduction of other support personnel such as dean's assistants and academic department associates. As part of planned and implemented budget cuts for FYs 20-22, many of those positions have already been eliminated. For example, within the College of Letters and Sciences, there are already many ADAs assisting multiple departments. The remaining positions may be reassigned into the schools, but with minimal future potential savings of \$15,000.



Dr. Ray Cross, President  
University of Wisconsin System  
1770 Van Hise Hall; 1220 Linden Drive  
Madison, Wisconsin 53706-1559

May 5, 2020

Dear President Cross:

I am seeking permission to reorganize the Division of Academic Affairs at the University of Wisconsin-Stevens Point from its existing college structure with departmental components to schools within three colleges: the College of Fine Arts and Communication, the College of Letters and Science, and the College of Professional Studies. This can be accomplished through internal reorganization and reallocation of resources as described in the attached document - no new funds are required to accomplish the restructuring. In addition to aligning with our strategic plan goals, the reorganization proposed will increase efficiency in the delivery of the curriculum, better align institutional spending with revenue, and enhance interdisciplinary curricular offerings. Most importantly, the proposed new organization aligns disciplinary expertise with university programs and research areas to provide a more substantial foundation upon which to meet the needs of stakeholders in Central Wisconsin.

Since the creation of these structures involve reorganizing existing units, and not the creation of a college offering a new academic program, these changes do not require legislative approval. Vice President Anny Morobel-Sosa and her staff assisted in the development of the formal Board of Regents Proposal (attached).

The proposed formations of schools within our college structure is supported by our recent strategic planning efforts that have produced a vision and high-level goals. This restructuring proposal also aligns with UW-Stevens Point's new brand development strategy. Specifically, our "Discover Your Purpose" brand has also provided a strategic roadmap for how UW-Stevens Point is changing our approach to student recruitment, advising, and delivering academic programs. Concisely, while our updated strategic plan describes *what* goals UW-Stevens Point intends to pursue, our newly developed brand plays an equally important role by describing *how* we will achieve these objectives.

Finally, this organizational plan was developed in collaboration with representatives of faculty and staff from each of the affected colleges, in coordination with the Executive Committee of the Common Council (that includes representatives from university staff, academic staff, and faculty employment categories). The proposals for the schools were developed by each college and widely discussed in unit meetings and informal information sessions. The Executive Committee of the Common Council approved college plans during meetings held in March and April of 2020. The complete proposal was approved by the Common Council on April 29, 2020.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Bernie L. Patterson".

Bernie L. Patterson, Chancellor

cc: Anny Morobel-Sosa, Vice President for Academic and Student Affairs

Figure 1

**UWSP  
ACADEMIC AFFAIRS  
July 2019**

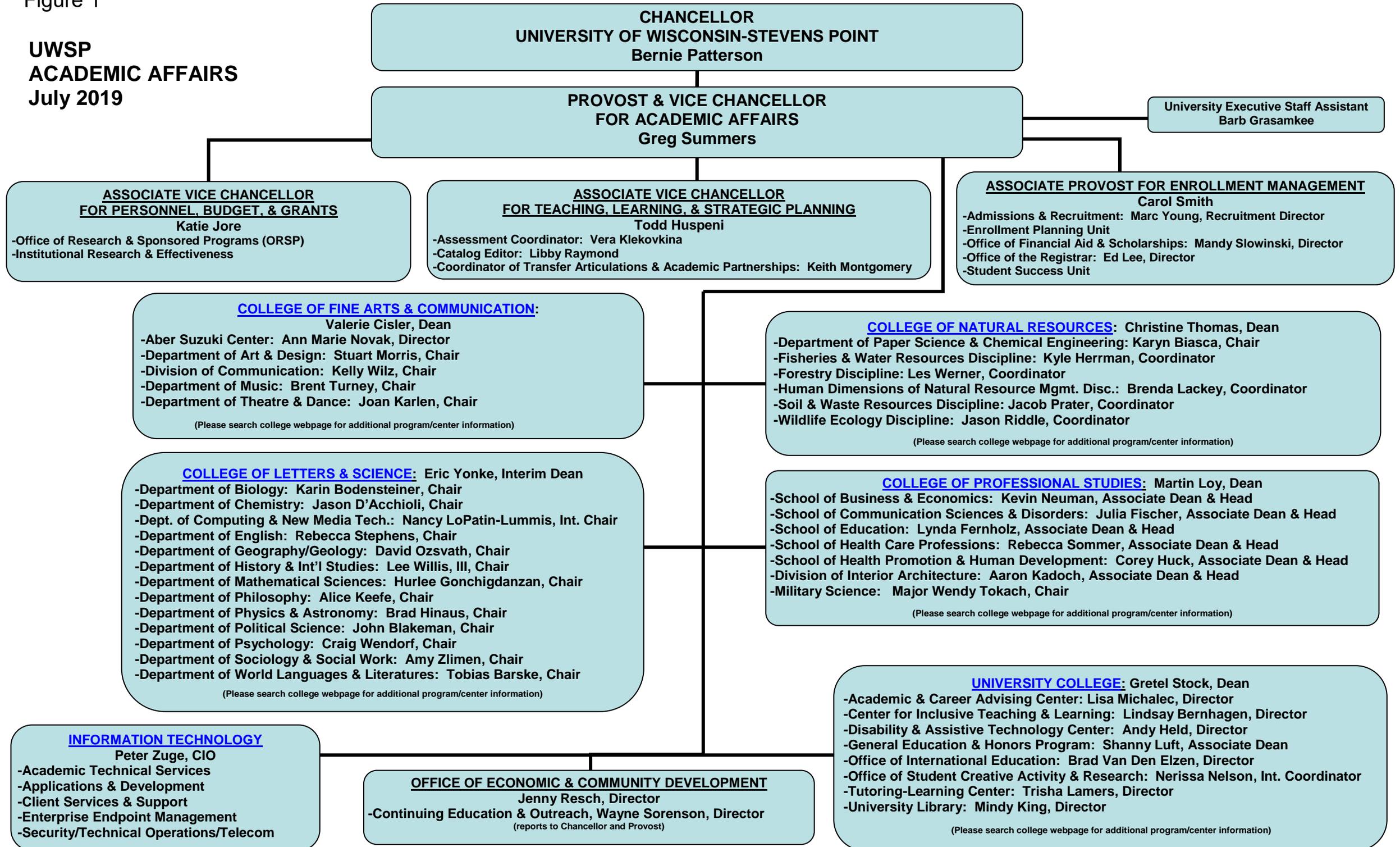


Figure 2. Academic Affairs Proposed Restructuring  
\*Newly designated schools in purple

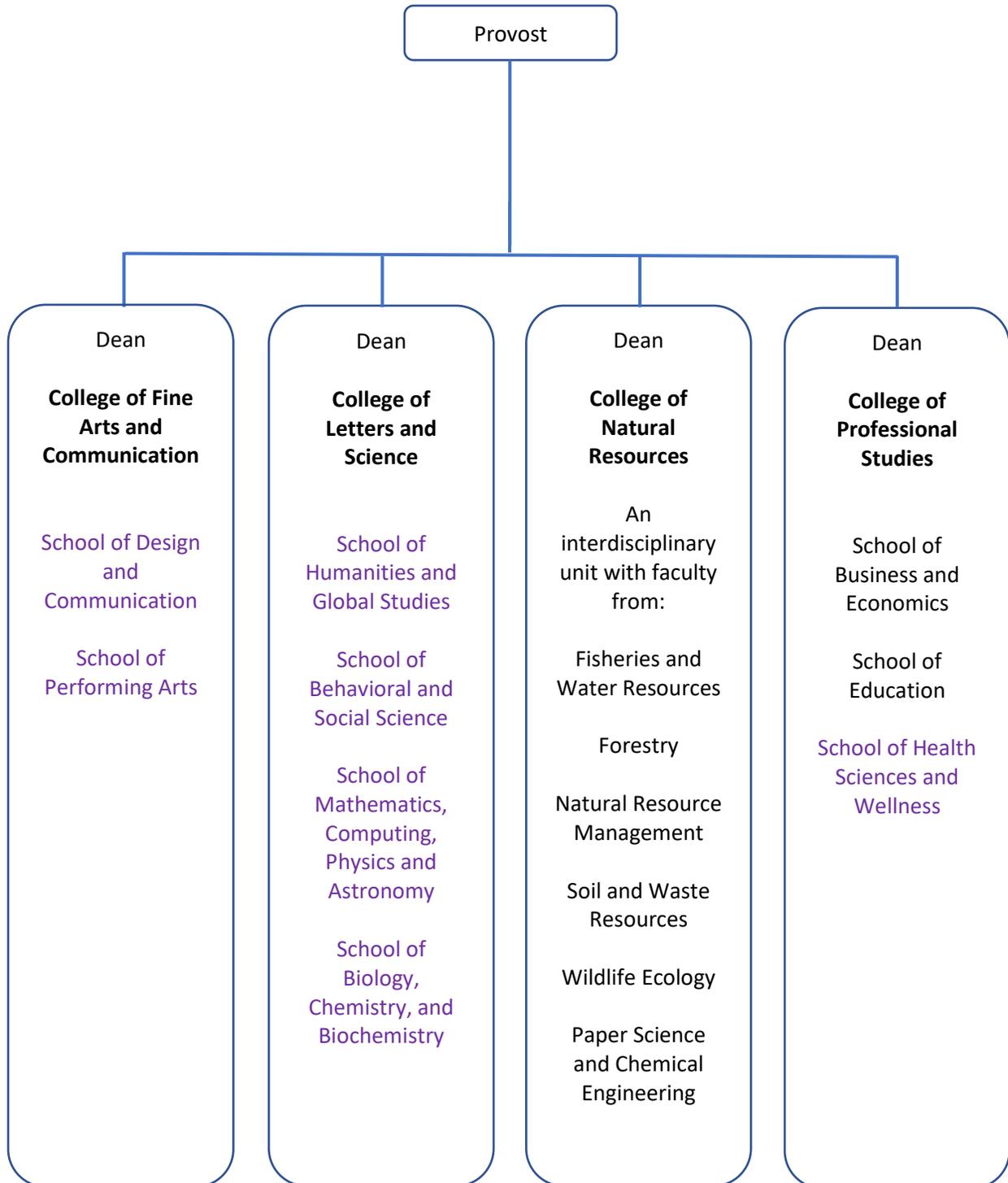


Figure 3. College of Fine Arts and Communication Proposed Restructuring  
\*Newly designated schools in purple

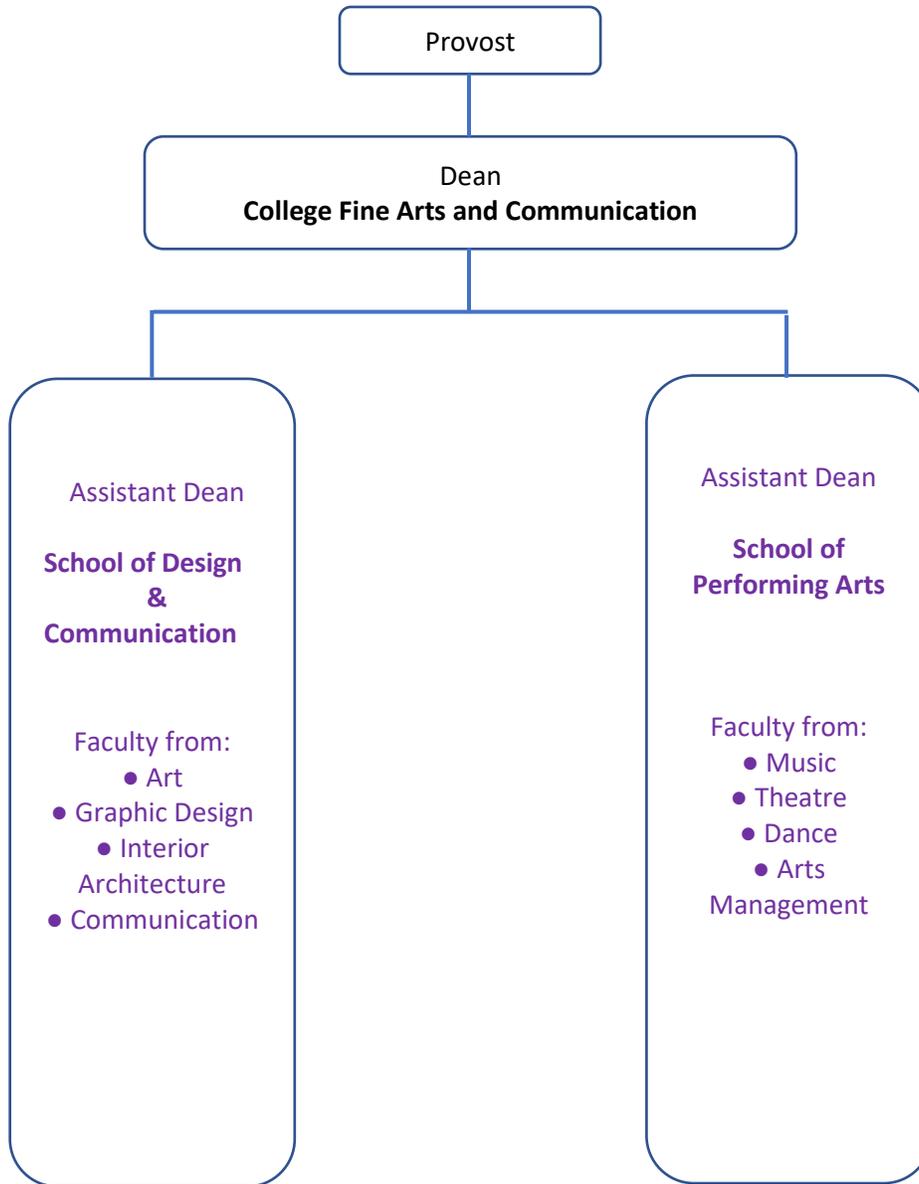


Figure 4. College of Letters and Science Proposed Restructuring  
\*Newly designated schools in purple

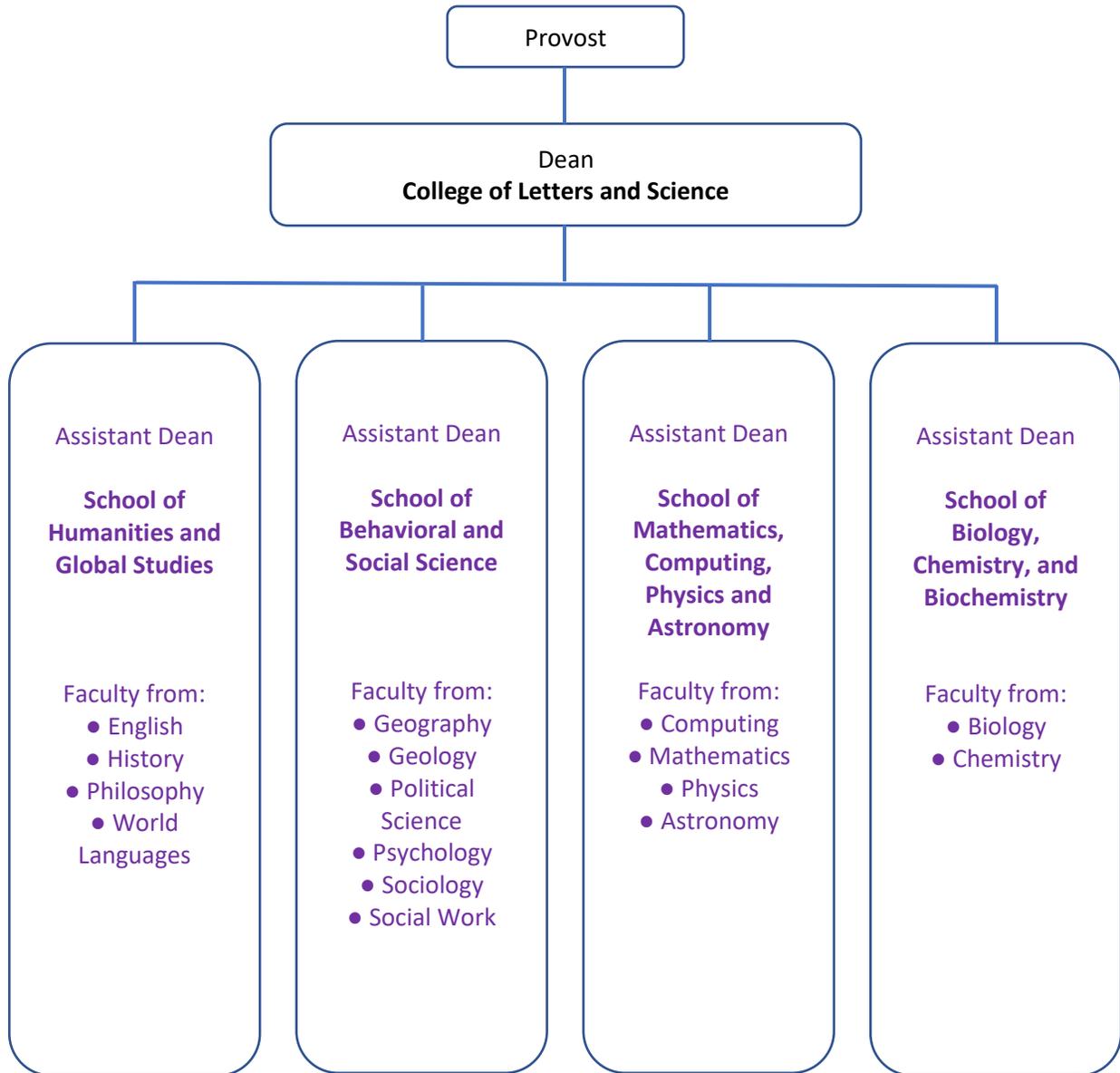


Figure 5. College of Professional Studies Proposed Restructuring  
\*Newly designated schools in purple

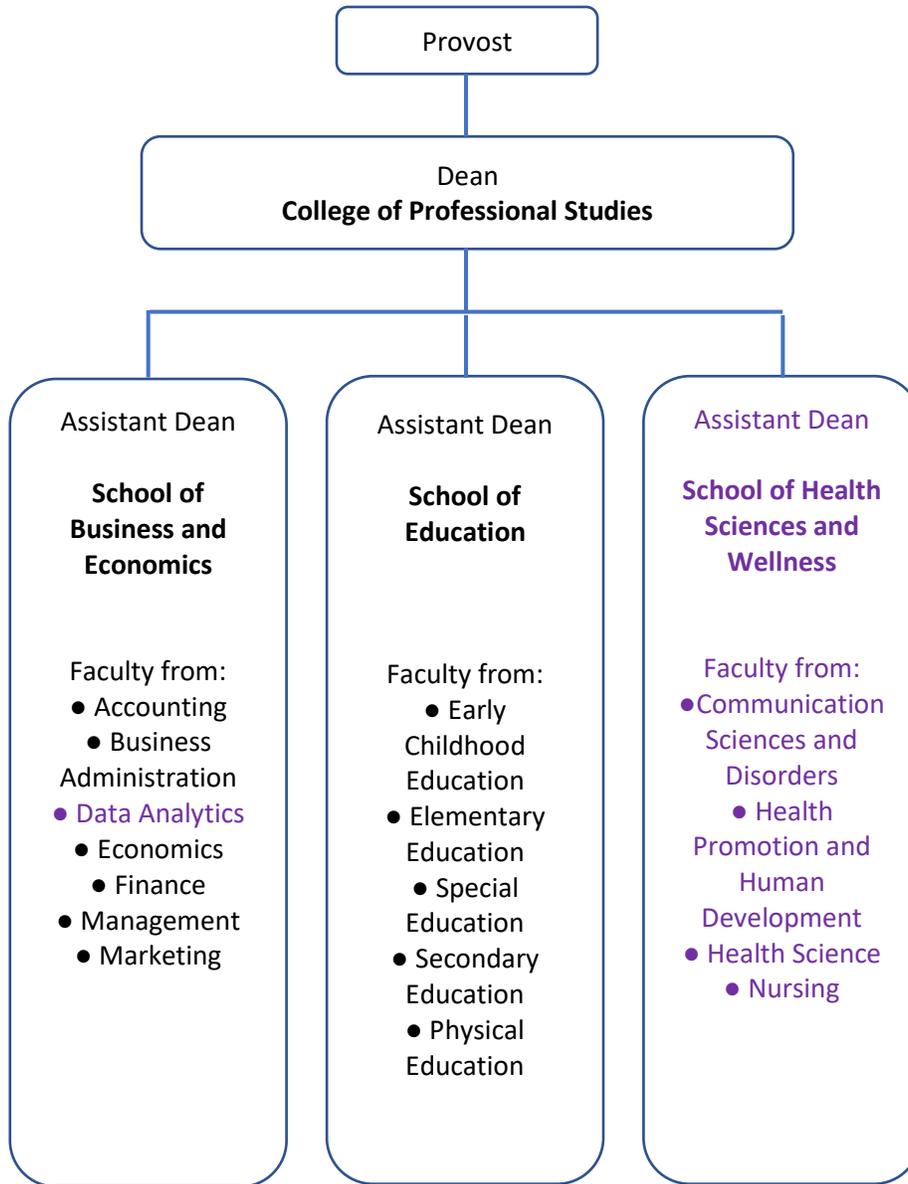
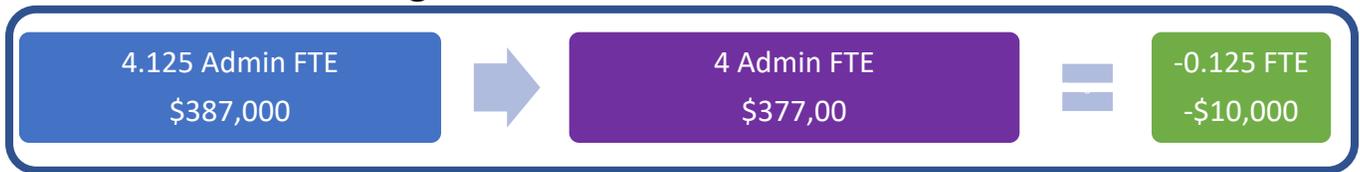


Figure 6. Financial Summary of FTE and Salary Changes for College of Fine Arts and Communication

### College of Fine Arts and Communication



### Dean's office



### School of Design and Communication



### School of Performing Arts

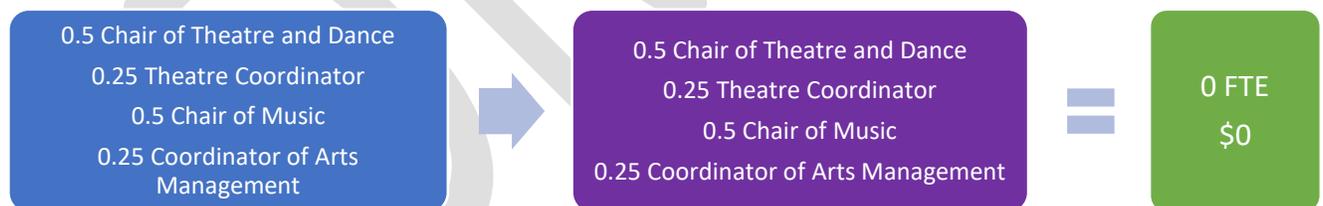


Figure 7. Financial Summary of FTE and Salary Changes for College of Letters and Science

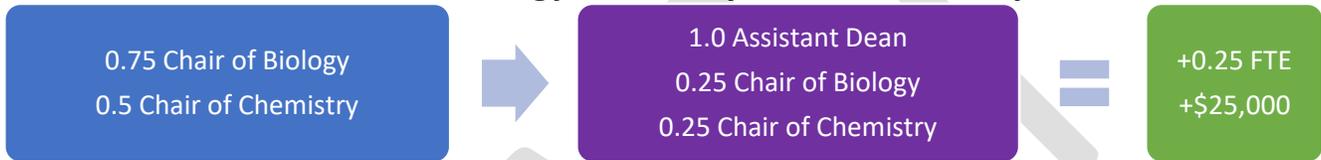
## College of Letters and Science



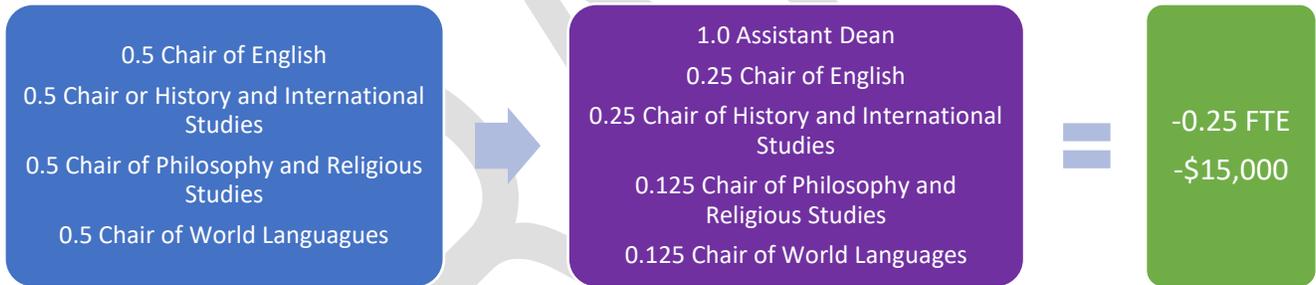
### Dean's office



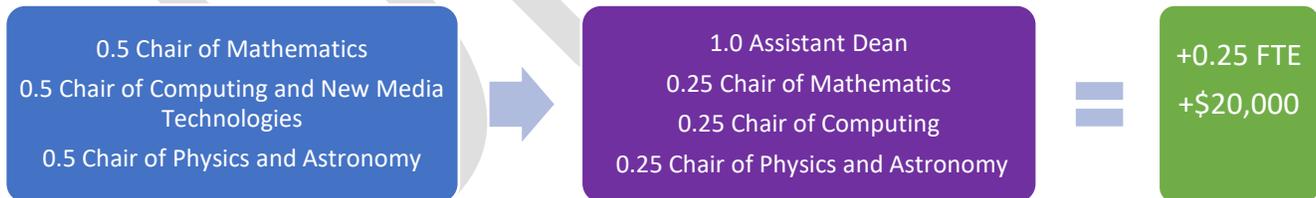
### School of Biology, Chemistry, and Biochemistry



### School of Humanities and Global Studies



### School of Computing, Mathematics, Physics and Astronomy



### School of Behavioral and Social Sciences

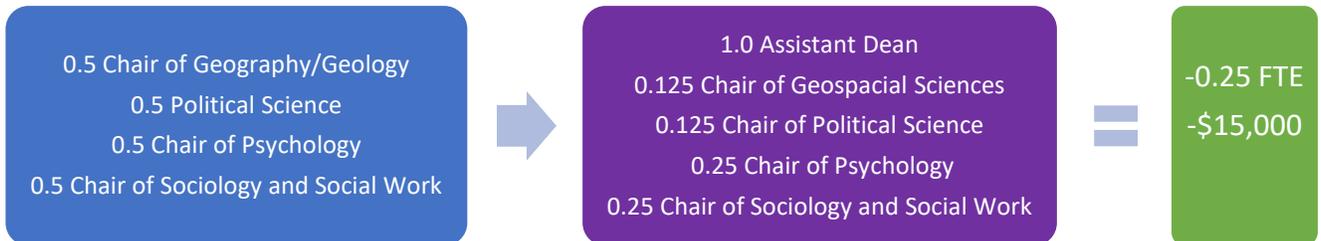


Figure 8. Financial Summary of FTE and Salary Changes for College of Professional Studies

