

From: Chancellor Bernie Patterson
Sent: Tuesday, April 03, 2018 5:13 PM
To: Bryan Steil
Subject: RE: Essays from UW-Stevens Point

Thanks so much. I really appreciate it—
See you in Madison.

bernie

From: Bryan Steil <bryansteil@uwalumni.com>
Sent: Tuesday, April 03, 2018 1:27 PM
To: Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu>
Subject: Re: Essays from UW-Stevens Point

Chancellor Patterson,

Thank you for sending the two articles. The articles do a great job of laying out the rationale of the changes and how they help (rather than hinder) the Point Forward initiative. I look forward to seeing you at the meeting later this week.

Bryan

On Tue, Apr 3, 2018 at 11:39 AM, Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu> wrote:

Members of the Board of Regents and President Cross:

In my message to you last week I provided several sources where you can access accurate information about the proposed curriculum changes and refocusing of UW-Stevens Point. I also promised to keep you informed going forward. Here are links to two excellent essays by Provost Greg Summers that have appeared in the *Chronicle of Higher Education* and *Inside Higher Ed*. He adeptly provides perspective and historical context regarding the Point Forward proposal. I think you will find these essays insightful, interesting and instructive.

<https://www.chronicle.com/article/Back-to-the-Future-at-Stevens/242978>

Back to the Future at Stevens Point

www.chronicle.com



A controversial realignment of the curriculum on the Wisconsin campus harks back to the roots and mission of this and other regional public universities.

<https://www.insidehighered.com/views/2018/04/02/why-university-wisconsin-stevens-point-plans-eliminate-certain-traditional-liberal>

Why the University of Wisconsin Stevens Point plans to eliminate



[certain traditional liberal arts majors \(opinion\) | Inside Higher Ed](#)

www.insidehighered.com

The claim that cutting back on certain liberal arts majors means that an institution cannot be a university makes assumptions that are worth examining, writes Greg Summers.

We continue to welcome constructive suggestions regarding the proposal. I'm happy to answer questions you may have when we meet later this week.

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Bryan Steil
UW Board of Regents

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Bernie

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Bryan Steil

UW Board of Regents

From: Patterson, Bernie
Sent: Monday, April 02, 2018 12:04 PM
To: 'Marlea Gilbert'
Cc: Jore, Katie;Noltze, Marv
Subject: RE: Proposed curricular changes

Hi Marlea,

Thank you for your email – I appreciate your passion and concern for your alma mater. Please know that it is because of Pointers like you that we are doing our level best to ensure a continued liberal arts core at UW-Stevens Point, though it may look different than it has in previous years.

When we first started talking about the discontinuance of some majors I felt like I had been kicked in the gut. I spent 25 years of my career either teaching or in administrative positions in a college of arts and science, the last nine years as dean of the College of Arts and Sciences at Georgia College. I was there when that university decided to change its mission to become the public liberal arts university of Georgia. That's a lot of years explaining, promoting and defending the liberal arts.

Rest assured that no one wants to make cuts, but, we have just about run out of options. I'm sure you recall the \$250 million cut to the UW last biennial budget (\$6.5 million at Stevens Point, the largest percent of any comprehensive in the System) as well as the cuts the previous biennial budget. Just over those four years our state support was cut 25%. We managed that without a single layoff of faculty or staff, but it meant cutting student services, IT, travel, supplies, administration, maintenance, etc. We cut so deeply into administration we even talked about putting Communications in CPS and Fine Arts in L&S, thus eliminating a dean's position. The campus just about imploded. We are now in the 5th year of a six-year tuition freeze, something that could easily be extended another two years or longer after the next round of elections. This represents a \$7 million loss of revenue if tuition had increased at just the rate of inflation.

I hope we have gotten past the question of why we need to change. I'm encouraging everyone to use our energy and intellect to engage in a civil discussion about what we can and must do given our current reality. This is why I was pleased to see that Academic Affairs, SGA and Common Council are joining forces to come up with an alternate proposal.

We hear from alumni often that it is here, at UWSP, where they learned how to learn, and in that spirit we are committed to retaining as many of the liberal arts classes as possible. Though the majors may no longer be offered, 80% of the course offerings will continue, and we are working to ensure that the access to liberal arts classes will continue to be a fundamental part of what it means to be a Pointer.

I am including links to several resources below in case you missed them when they first appeared. Thank you again for staying connected and for your thoughts on different ways to move forward through this uncharted territory.

Sincerely,

Bernie

- [Point Forward: Reimagining Our Curriculum for the Future](#)
- My March 13 column in the Stevens Point Journal, "[Humanities will continue under proposed changes at UW-Stevens Point](#)"
- My [opening remarks](#) at the March 15, 2018 Campus Forum noted how UW-Stevens Point has adapted to the changing needs of students and the community throughout its history. I encouraged those in attendance to provide feedback to the proposal and to fully engage in the review process.
- [Provost Greg Summers presentation](#) at the March 15, 2018 Campus Forum provided a detailed review of the Point Forward proposal, including a discussion regarding the data used to determine which majors would be proposed to be eliminated. Provost Summers' PowerPoint slides are available [here](#).

From: Marlea Gilbert [REDACTED]
Sent: Wednesday, March 28, 2018 2:50 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Noltze, Marv <Marv.Noltze@uwsp.edu>; Jore, Katie <kjore@uwsp.edu>
Subject: Proposed curricular changes

I read with dismay your suggested cuts to the programs of UW-SP. The attached is my response and plea for reconsideration.

Dr. Marlea Gilbert
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

From: Paul, Justus
Sent: Monday, April 02, 2018 8:49 AM
To: Patterson, Bernie
Subject: Re: Program changes

Thanks, Bernie. I appreciate what you said and the fact that another look will be taken at what needs to be done.

Justus

From: Patterson, Bernie
Sent: Monday, April 2, 2018 5:05 AM
To: Paul, Justus
Subject: RE: Program changes

I understand Justus and in many ways I agree. Hope all is well with you and your family.

bernie

From: Paul, Justus
Sent: Wednesday, March 28, 2018 12:31 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Re: Program changes

Chancellor Patterson, thank you for your reply to my earlier message. While I appreciate that you took the time to respond, I cannot say that I was pleased about the content of that reply.

Having spent more than 40 years trying to build and strengthen the liberal arts parts of UWSP, I feel like my work is being denigrated and that my career was in vain. I feel the gut kick that you mention in your reply.

During the 40 years plus, we had regular budget crises and enrollment swings. None of them required that we deny a good part of what a university is all about as your tentative plans appear to do. It is time that the UWS take its case to the public and to the courts or a once-great university system will be reduced to a job training enterprise. That is what one political party has long sought and universities must stand up and fight for what they believe in and for the support needed to insure that those goals are met.

Again, thanks for the courtesy of your reply. Know that I will not willingly let what I spent my career doing go without further actions to prevent or at least significantly modify the planned destruction of UWSP as a true and good university.

Justus

From: Patterson, Bernie
Sent: Sunday, March 25, 2018 8:24 PM
To: Paul, Justus
Subject: RE: Program changes

Hi Justus,

I hope you will forgive me for taking so long to reply, but I think we will both agree that it has been an intense and difficult two weeks. I do hope this note finds you well and looking forward to your return

to Wisconsin for the summer.

When we first started talking about the discontinuance of some majors I felt like I had been kicked in the gut. You may recall that I spent 25 years of my career either teaching or in administrative positions in a college of arts and science, the last nine years as dean of the College of Arts and Sciences at Georgia College. I was there when that university decided to change its mission to become the public liberal arts university of Georgia. That's a lot of years explaining, promoting and defending the liberal arts.

Justus, we have just about run out of options. I'm sure you recall the \$250 million cut to the UW last biennial budget (\$6.5 million at Stevens Point, the largest percent of any comprehensive in the System) as well as the cuts the previous biennial budget. Just over those four years we were cut 25% of our state support. We managed that without a single layoff of faculty or staff, but it meant cutting student services, IT, travel, supplies, administration, maintenance, etc. We cut so deeply into administration we even talked about putting Communications in CPS and fine arts in L&S, thus eliminating a dean's position. The campus just about imploded. We are now in the 5th year of a six-year tuition freeze, something that could easily be extended another two years or longer after the next round of elections. This represents a \$7 million loss of revenue if tuition had increased at just the rate of inflation.

You may also recall that not all money is green in Wisconsin, i.e., we are not allowed to use PR to cover GPR cuts, which is what has been cut by the State. And when you layer on the fact that over 80% of our GPR finding is in Academic Affairs, we have an almost insurmountable problem. Oh yes, then there's the drop in enrollment of over 1,500 students and still counting.

I sure hope the campus has gotten past the question of why we need to change. Just saying no, don't do this does not solve the problem. I'm encouraging the campus community to use our energy and our intellect to engage in a civil discussion about what we can and must change given our current reality. This is why I was pleased to see that that Academic Affairs, SGA and Common Council are joining forces to come up with an alternate proposal.

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From: Paul, Justus
Sent: Tuesday, March 06, 2018 10:06 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Fwd: Program changes

Sent from my iPhone

Begin forwarded message:

From: jpaul@uwsp.edu
Date: March 6, 2018 at 10:20:03 AM EST
To: Tony.Romano@uwsp.edu, eyonke@uwsp.edu, bpatterson@uwsp.edu
Subject: Program changes

I will watch closely to see what comes out of this discussion but if the results come anywhere close to the destruction of the College of Letters and Sciences as appears from the "proposals" suggested , I will reconsider future donations, to UWSP including those in my will.

Justus F. Paul

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Sent from my iPhone

From: Jaeger, C Stephen <[REDACTED]>
Sent: Friday, March 30, 2018 1:27 PM
To: Patterson, Bernie;Summers, Greg;Yonke, Eric
Subject: Humanities at UWSP

To:

Bernie Patterson, Chancellor, University of Wisconsin, Stevens Point
Greg Summers, Provost and Vice Chancellor for Academic Affairs, UWSP
Eric Yonke, Interim Dean, College of Letters and Sciences, UWSP

The Washington Post report on projected changes in the curriculum of UW Stevens Point (WAPO March 21) is alarming. I urge you to reconsider the plan to scrap the central humanities majors.

Such drastic cuts are a clear declaration of an ending commitment to the humanities. In ending the major, you inevitably weaken the offerings, demoralize the humanities faculty, and lower your chances for recruiting high quality faculty in the future. That means that Chancellor Patterson's statement that UWSP "remains committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts," is wishful thinking. The way to make that commitment realistic is to commit to excellence in humanities offerings and integrate them into technical/scientific offerings.

Given the mood of the country at the moment, it may well be that UWSP is embracing a vision of higher education that is about to fail along with the larger program of weakening or dismantling institutions dependent on state funding—not a position a new university administration will want to find itself in. UWSP's strategic plan accepts as inevitable the drift of the past two decades away from state funding and a conservative government's conception of the role of the university. Abandoning the basics is not the way to a sustainable university education. Whatever the statistics tell you, you will be gutting vital programs. It is a clear declaration of a lack of commitment to humanities, whatever the ameliorating statements of the administration in response to protests after the announcement of the future plans.

A model case of humanities-ending reforms (rejected) is offered by the Technical University, Berlin. I urge your administration to consider it. The reunification of Germany in 1989 imposed enormous financial burdens on the city of Berlin, which inherited two universities from the GDR in addition to its own, the Free University. A proposal was floated to specialize the three. Humboldt University: humanities; Free University: social/historical/political sciences; Technical University: science and technology. The proposal to end humanities programs at Technical University (which had been a major intellectual and practical force in the arming of the Nazi government), was rejected. Its charter from 1946 declared that it would always offer and require a humanistic education. The lack of humanities in the years leading to WW II was seen as a factor in the elimination of human values from university education, producing a system that facilitated construction of war machinery and a generation of conscience-free technicians and technocrats.

I warmly recommend the TU's current mission statement (http://www.tu-berlin.de/fakultaet_i/menue/fakultaet_i/parameter/en/): "When in 1946 the former Technical College (Technische Hochschule) was newly founded and renamed Technical University Berlin, it had the declared goal of a reorientation in terms of educational policy: The technological and natural scientific expertise were to align with a humanistic mind-set. Today, one of the tasks of the humanities-related faculty is to build bridges between humanities and the technical and natural sciences. For that reason it describes its subject areas as 'the humanities in the technical scientific world'."

This view finds strength in a return to the humanities, not their elimination.

Yours cordially,

C. Stephen Jaeger, Edgar William and Jane Marr Gutgsell Professor emeritus University of Illinois, Urbana/Champaign

Department of Germanic Language and Literature, Department of Comparative and World Literature, Program in Medieval Studies

Past Fellow, UIUC Center for Advanced Study

From: Patterson, Bernie
Sent: Thursday, March 29, 2018 8:16 AM
To: 'Baron, Kassie J'
Subject: RE: Letter in Regards to Proposed Cuts

Dear Kassie Jo,

Thank you so much for your thoughtful comments and your genuine concern for UWSP. I appreciate your perspective, as well as, your honesty. I am gratified by the passion of our students, faculty and alumni like you, who clearly and rightfully are proud of our academic programs. I am proud, too, both of the programs and those who have or will complete their degrees in them.

I am not sure whether I can adequately respond to each one of your points, but please allow me to clarify a few points of confusion.

First, let me assure you, the liberal arts are not going away at UW-Stevens Point. English, World Languages, Political Science, History, Philosophy, and Art will continue to be taught here. Most of our students who take courses in these fields do not major in them. Approximately 80-percent of the humanities courses offered at UW-Stevens Point will continue under this proposal.

Second, I want to emphasize that this proposal is a starting point for the formal decision-making that lies ahead. It is also the culmination of years of strategic planning, during which we invited input from faculty and staff. We have updated the campus community on our challenges, and our academic deans and department chairs have been involved in developing our proposal. This is the beginning of a process to prepare a formal proposal, which will be reviewed by a campus governance committee of faculty, and ultimately by the UW-System Board of Regents.

Twenty-five years of my academic career was in teaching and administrative roles at a college of arts and science, so I cannot emphasize enough: A broad liberal arts education is crucial. We remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as, prepared for a successful career path. It is critical our students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams. This is the value of earning a bachelor's degree. I believe it is a false choice, however, to suggest we must offer these broad skills or majors with career pathways. Both are essential, and both will continue to be offered at UW-Stevens Point.

To help you understand the planning and strategy behind this proposal, let me ask you to consider the following:

Less than 10-percent of current UW-Stevens Point students are majoring in programs proposed to be discontinued. This is closer to 6-percent if we focus on a student's primary major, the one that attracted the student to UW-Stevens Point. Of the students admitted to UW-Stevens Point for fall 2018, only 3.6-percent have indicated intent to major in one of the programs proposed to be discontinued. I agree with your assertion that "erasing the liberal arts is not what our customers are asking for," and I can assure you it is not what our University intends to do. However, I want to point out that it is our students who, through their enrollment choices, are actually driving the need for our institution to adapt.

Minors and certificates will continue to be offered in these programs. We will maintain a major in English with a narrower, more professional focus. Majors with teaching emphasis in English and History (broad field Social Science) will continue. Political Science will reposition to offer a program in Public and Global Affairs. Sociology will develop a new major in Criminal Justice, and Social Work will continue as a major. Graphic Design, the most popular Art program, will become a major. Several new interdisciplinary majors in the humanities, world languages and social sciences are being explored, including Environmental Studies.

As UW-Stevens Point has faced decades of declining state support, and more recently, declining enrollment (a national trend), we have tried nearly every strategy, except cutting programs to address fiscal challenges. Open positions were left unfilled, contracts not renewed, administrative roles consolidated. We have implemented cost-savings, increased workloads, raised class sizes, reduced administrative spending, and nearly eliminated budgets for supplies, equipment, technology and facilities. We have restricted travel and professional development, reduced student activities, and declined for years to invest in salaries for our faculty, 95-percent of whom are paid below national averages. We have spent down our reserves, as the state Legislature mandated -- a precarious position no business would willingly employ.

In short, we have cut everywhere else.

These are painful realities. They affect lives and dreams, our friends and neighbors. Yet, doing nothing is not the answer. Nor do I believe, as you suggested, that we have simply chosen capitulation over resistance. As Chancellor, it is my responsibility to ensure the University continues to thrive. No organization simply cuts its way to greatness. That is why our proposal also includes ways to begin new majors and expand high-demand majors to meet our students' interests and the needs of our regional communities. Given our growing dependence on tuition, frozen now for five years, we must explore programs that will enhance enrollment.

These proposed changes are intended to create a responsive, forward-looking, sustainable future for UW-Stevens Point. Again, let me stress that this proposal is a starting point for the formal decision-making that lies ahead. As I mentioned previously, we value your constructive feedback as well as, the input we have received from all of our stakeholders, including our students, faculty and staff, alumni, community members, and business leaders. I can assure you that we have not forgotten what has made our University great, and we are working to make sure it stays that way.

Thank you for your concern, and best wishes for success as you continue your studies in Iowa toward a future teaching career.

Sincerely,

Bernie L. Patterson
Chancellor

From: Baron, Kassie J <[REDACTED]>

Sent: Saturday, March 24, 2018 2:34 PM

To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>

Cc: Alumni Affairs Office <Alumni.Aff.Office@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>; STUDENT GOVERNMENT ASSOCIATION <STUDENTGOVERNMENTASSOCIATION@uwsp.edu>; College of Letters and Science Office <College.of.Letters.and.Science.Office@uwsp.edu>

Subject: Letter in Regards to Proposed Cuts

Good Afternoon,

Attached please find my letter in response to the proposed humanities major cuts at UWSP.

Cordially,

Kassie Jo Baron

PhD Student | English Literature
Foundations Office Hours T: 12-3
71 EPB

From: Patterson, Bernie
Sent: Wednesday, March 28, 2018 10:30 PM
To: Richards, Chris;Smith, Julie;Pare, Nicole
Subject: Fwd: Proposed curricular changes
Attachments: Letter to UW-SP.docx; ATT00001.htm

Bernie

Sent from my iPhone

Begin forwarded message:

From: Marlea Gilbert <[REDACTED]>
Date: March 28, 2018 at 2:49:43 PM CDT
To: "Patterson, Bernie" <Bernie.Patterson@uwsp.edu>, "Noltze, Marv" <Marv.Noltze@uwsp.edu>, "Jore, Katie" <kjore@uwsp.edu>
Subject: **Proposed curricular changes**

I read with dismay your suggested cuts to the programs of UW-SP. The attached is my response and plea for reconsideration.

Dr. Marlea Gilbert

[REDACTED]

Rev. Marlea Gilbert, Ph. D.



March 28, 2018

Chancellor Bernie Patterson
2100 Main St.
Room 213 Old Main
Stevens Point WI 54481

Dear Chancellor Patterson,

I have just read the following quote from your materials in an article by Willard Dix in *Forbes*.

“To create programs that meet the evolving needs of students, UW-Stevens Point proposes shifting resources from programs where fewer students are enrolled. Discontinuing the following programs is recommended:

- American Studies
- Art - Graphic Design will continue as a distinct major
- English - English for teacher certification will continue
- French
- Geography
- Geoscience
- German
- History - Social Science for teacher certification will continue
- Music Literature
- Philosophy
- Political Science
- Sociology -- Social Work major will continue
- Spanish”

Dix continues: “In effect, UW-SP is cutting the heart out of its educational mission in order to “prepare for the future.” (Note that English, history and sociology will continue only as transactional majors.)”

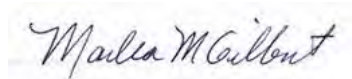
As a liberal arts graduate of UW-Stevens Point, I am greatly disturbed. I understand there are financial challenges, but I strongly oppose this direction on the part of a UW system school. A university education should be diverse and life enhancing, not simply a job preparation. For one thing, fewer and fewer people stay with one profession, or in one area of work all their lives. I certainly did not. For another, specialized education is not as effective. I went on to an Architecture degree at the University of Minnesota. I have told

many people in the years since that I believe that the Bachelor of Architecture students who went straight through that program were greatly deprived of knowledge that would have been of great benefit to them. Why? Because they had so few electives and did not get a broad grounding in the ideas and history and ways of the world. Because of my UW-Stevens Point BS in Social Studies, I had touched on nearly all of the programs you are proposing to eliminate. Those have informed my ability to understand the political and social world around me, to speak in a common language with the lawyers and engineers and deli owners that I worked with in architecture, and gave me a grounding that I brought to my second career in ministry through a Masters of Divinity and then a Ph. D. My fellow architecture students did not know how to translate the lingo they learned in school to their clients. Neither did their instructors. English, sociology, anthropology, geography, art appreciation and so much more build intelligent, creative, idea generating people that can build a better world from within whatever field they specialize. But over-specialized people are not as ready to collaborate across fields to develop the creative solutions we need for the future of our planet, nor do they have the breadth of knowledge even to experience the richness of the world around them.

There have to be other solutions. I tell congregations all the time, churches are not businesses, we have higher values that guide us in our decision-making beyond profit or breaking even or even the preservation of an institution. When we do what we are called to do, the other things will work out. The same is true of a university. Fiscal responsibility is important, but it is not primary. Education and wisdom, in depth and breadth, historical and present and future-speculative, is primary. Do we need to support our universities better as a state? Of course. We need to pay instructors and maintain buildings and provide services to students and the community. But, first and foremost, we need to believe in and promote the best, well rounded, education for students in this state that we can. Do we need majors in all the liberal arts fields? Probably not. But we need variety and depth. Dix quotes Margaret Spellings president of the University of North Carolina system: "Education is not a commodity, and making it more accessible doesn't make it less valuable. Our country thrives when more people get the chance to learn and contribute."

Please do not be penny wise and pound foolish, do not abandon the ideal of a university for the practicality of a trade school. Rather let us work to fund good education and support post-bachelors programs for specialties. The money is out there. We need to find ways to claim it.

Sincerely yours,



Rev. Dr. Marlea M. Gilbert
UW-Stevens Point Alum 1975

From: Chancellor Bernie Patterson
Sent: Wednesday, March 28, 2018 5:24 PM
To: Jose Delgado
Subject: RE: UW-Stevens Point curriculum proposal

Thank you so much! We really appreciate your support for all we do to serve our students.
bernie

From: Jose Delgado <[REDACTED]>
Sent: Wednesday, March 28, 2018 11:07 AM
To: Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu>
Subject: Re: UW-Stevens Point curriculum proposal

Well done Bernie, keep it up!

José Delgado
from [REDACTED]

On Wed, Mar 28, 2018, 10:24 AM Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu> wrote:

Members of the Board of Regents and President Cross,

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Our general education requirements will continue for all majors and may be enhanced. Approximately 80 percent of our liberal arts courses will continue to be offered. At the core of our proposal is a desire to innovate, to be on the cutting edge of where higher education is headed in the future, and move beyond the constant cycle of living from biennial budget to biennial budget. We have decided to lead rather than follow.

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Based on the numerous emails and letters we have received from students, faculty, alumni and scholarly organizations, it is clear the proposal has often been misunderstood and in some cases deliberately distorted. I am writing to help clarify these issues.

When you review the materials linked below, you'll see we have worked hard over a period of years to gather input from campus stakeholders. We have built a plan that stays true to the core identity of UW-Stevens Point, and we are seeking to reimagine what a liberal education should mean at a comprehensive public university in the 21st century. We have made difficult recommendations, but the possibilities for what we can build are truly exciting. This is the beginning of the

process, not the end. It will be November 2018, at the earliest, before I forward any recommendations to President Cross and the Board of Regents concerning possible layoff of tenured faculty if academic programs are discontinued. During the next eight months, we expect a thorough vetting of this and other proposals. I anticipate and welcome alternatives, suggestions and constructive criticism.

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Sincerely,

Bernie

From: Chancellor Bernie Patterson
Sent: Wednesday, March 28, 2018 5:19 PM
To: Petersen, Andrew (Sr. VP - Corporate Affairs)
Subject: RE: UW-Stevens Point curriculum proposal

Drew, I really appreciate your note and your ongoing support for all we do to serve our students! See you next week--

bernie

From: Petersen, Andrew (Sr. VP - Corporate Affairs) [REDACTED]
Sent: Wednesday, March 28, 2018 10:33 AM
To: Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu>
Subject: RE: UW-Stevens Point curriculum proposal

Bernie:

Thanks for the note, follow up and your tenacity on this. UWSP has had to make hard choices to preserve the mission and focus of the campus. This is what good, thoughtful leadership is all about. Congratulations to you and Provost Summers for staying true to your vision on these reforms.

Let me know if there is anything I, or the Board of Regents, can do to assist.

All the best,

Drew

From: Chancellor Bernie Patterson
Sent: Wednesday, March 28, 2018 10:23:59 AM
Cc: Summers, Greg
Subject: UW-Stevens Point curriculum proposal

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Sincerely,

Bernie

From: Marlea Gilbert <[REDACTED]>
Sent: Wednesday, March 28, 2018 2:50 PM
To: Patterson, Bernie;Noltze, Marv;Jore, Katie
Subject: Proposed curricular changes
Attachments: Letter to UW-SP.docx

I read with dismay your suggested cuts to the programs of UW-SP. The attached is my response and plea for reconsideration.

Dr. Marlea Gilbert
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Rev. Marlea Gilbert, Ph. D.



March 28, 2018

Chancellor Bernie Patterson
2100 Main St.
Room 213 Old Main
Stevens Point WI 54481

Dear Chancellor Patterson,

I have just read the following quote from your materials in an article by Willard Dix in *Forbes*.

“To create programs that meet the evolving needs of students, UW-Stevens Point proposes shifting resources from programs where fewer students are enrolled. Discontinuing the following programs is recommended:

- American Studies
- Art - Graphic Design will continue as a distinct major
- English - English for teacher certification will continue
- French
- Geography
- Geoscience
- German
- History - Social Science for teacher certification will continue
- Music Literature
- Philosophy
- Political Science
- Sociology -- Social Work major will continue
- Spanish”

Dix continues: “In effect, UW-SP is cutting the heart out of its educational mission in order to “prepare for the future.” (Note that English, history and sociology will continue only as transactional majors.)”

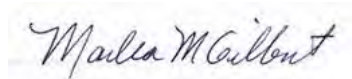
As a liberal arts graduate of UW-Stevens Point, I am greatly disturbed. I understand there are financial challenges, but I strongly oppose this direction on the part of a UW system school. A university education should be diverse and life enhancing, not simply a job preparation. For one thing, fewer and fewer people stay with one profession, or in one area of work all their lives. I certainly did not. For another, specialized education is not as effective. I went on to an Architecture degree at the University of Minnesota. I have told

many people in the years since that I believe that the Bachelor of Architecture students who went straight through that program were greatly deprived of knowledge that would have been of great benefit to them. Why? Because they had so few electives and did not get a broad grounding in the ideas and history and ways of the world. Because of my UW-Stevens Point BS in Social Studies, I had touched on nearly all of the programs you are proposing to eliminate. Those have informed my ability to understand the political and social world around me, to speak in a common language with the lawyers and engineers and deli owners that I worked with in architecture, and gave me a grounding that I brought to my second career in ministry through a Masters of Divinity and then a Ph. D. My fellow architecture students did not know how to translate the lingo they learned in school to their clients. Neither did their instructors. English, sociology, anthropology, geography, art appreciation and so much more build intelligent, creative, idea generating people that can build a better world from within whatever field they specialize. But over-specialized people are not as ready to collaborate across fields to develop the creative solutions we need for the future of our planet, nor do they have the breadth of knowledge even to experience the richness of the world around them.

There have to be other solutions. I tell congregations all the time, churches are not businesses, we have higher values that guide us in our decision-making beyond profit or breaking even or even the preservation of an institution. When we do what we are called to do, the other things will work out. The same is true of a university. Fiscal responsibility is important, but it is not primary. Education and wisdom, in depth and breadth, historical and present and future-speculative, is primary. Do we need to support our universities better as a state? Of course. We need to pay instructors and maintain buildings and provide services to students and the community. But, first and foremost, we need to believe in and promote the best, well rounded, education for students in this state that we can. Do we need majors in all the liberal arts fields? Probably not. But we need variety and depth. Dix quotes Margaret Spellings president of the University of North Carolina system: "Education is not a commodity, and making it more accessible doesn't make it less valuable. Our country thrives when more people get the chance to learn and contribute."

Please do not be penny wise and pound foolish, do not abandon the ideal of a university for the practicality of a trade school. Rather let us work to fund good education and support post-bachelors programs for specialties. The money is out there. We need to find ways to claim it.

Sincerely yours,



Rev. Dr. Marlea M. Gilbert
UW-Stevens Point Alum 1975

From: Paul, Justus
Sent: Wednesday, March 28, 2018 12:31 PM
To: Patterson, Bernie
Subject: Re: Program changes

Chancellor Patterson, thank you for your reply to my earlier message. While I appreciate that you took the time to respond, I cannot say that I was pleased about the content of that reply.

Having spent more than 40 years trying to build and strengthen the liberal arts parts of UWSP, I feel like my work is being denigrated and that my career was in vain. I feel the gut kick that you mention in your reply.

During the 40 years plus, we had regular budget crises and enrollment swings. None of them required that we deny a good part of what a university is all about as your tentative plans appear to do. It is time that the UWS take its case to the public and to the courts or a once-great university system will be reduced to a job training enterprise. That is what one political party has long sought and universities must stand up and fight for what they believe in and for the support needed to insure that those goals are met.

Again, thanks for the courtesy of your reply. Know that I will not willingly let what I spent my career doing go without further actions to prevent or at least significantly modify the planned destruction of UWSP as a true and good university.

Justus

From: Patterson, Bernie
Sent: Sunday, March 25, 2018 8:24 PM
To: Paul, Justus
Subject: RE: Program changes

Hi Justus,

I hope you will forgive me for taking so long to reply, but I think we will both agree that it has been an intense and difficult two weeks. I do hope this note finds you well and looking forward to your return to Wisconsin for the summer.

When we first started talking about the discontinuance of some majors I felt like I had been kicked in the gut. You may recall that I spent 25 years of my career either teaching or in administrative positions in a college of arts and science, the last nine years as dean of the College of Arts and Sciences at Georgia College. I was there when that university decided to change its mission to become the public liberal arts university of Georgia. That's a lot of years explaining, promoting and defending the liberal arts.

Justus, we have just about run out of options. I'm sure you recall the \$250 million cut to the UW last biennial budget (\$6.5 million at Stevens Point, the largest percent of any comprehensive in the System) as well as the cuts the previous biennial budget. Just over those four years we were cut 25% of our state support. We managed that without a single layoff of faculty or staff, but it meant cutting student services, IT, travel, supplies, administration, maintenance, etc. We cut so deeply into administration we even talked about putting Communications in CPS and fine arts in L&S, thus eliminating a dean's position. The campus just about imploded. We are now in the 5th year of a six-

year tuition freeze, something that could easily be extended another two years or longer after the next round of elections. This represents a \$7 million loss of revenue if tuition had increased at just the rate of inflation.

You may also recall that not all money is green in Wisconsin, i.e., we are not allowed to use PR to cover GPR cuts, which is what has been cut by the State. And when you layer on the fact that over 80% of our GPR funding is in Academic Affairs, we have an almost insurmountable problem. Oh yes, then there's the drop in enrollment of over 1,500 students and still counting.

I sure hope the campus has gotten past the question of why we need to change. Just saying no, don't do this does not solve the problem. I'm encouraging the campus community to use our energy and our intellect to engage in a civil discussion about what we can and must change given our current reality. This is why I was pleased to see that that Academic Affairs, SGA and Common Council are joining forces to come up with an alternate proposal.

I am including links to several resources below in case you missed them when they first appeared. Take care—

Bernie

[Point Forward: Reimagining Our Curriculum for the Future](#)

My March 13 column in the Stevens Point Journal, "[Humanities will continue under proposed changes at UW-Stevens Point](#)"

My [opening remarks](#) at the March 15, 2018 Campus Forum noted how UW-Stevens Point has adapted to the changing needs of students and the community throughout its history. I encouraged those in attendance to provide feedback to the proposal and to fully engage in the review process.

[Provost Greg Summers presentation](#) at the March 15, 2018 Campus Forum provided a detailed review of the Point Forward proposal, including a discussion regarding the data used to determine which majors would be proposed to be eliminated. Provost Summers' PowerPoint slides are available [here](#).

From: Paul, Justus
Sent: Tuesday, March 06, 2018 10:06 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Fwd: Program changes

Sent from my iPhone

Begin forwarded message:

From: jpaul@uwsp.edu

Date: March 6, 2018 at 10:20:03 AM EST

To: Tony.Romano@uwsp.edu, eyonke@uwsp.edu, bpatterson@uwsp.edu

Subject: Program changes

I will watch closely to see what comes out of this discussion but if the results come anywhere close to the destruction of the College of Letters and Sciences as appears from the "proposals" suggested , I will reconsider future donations, to UWSP including those in my will.

Justus F. Paul

Sent from my iPhone

From: Jose Delgado <[REDACTED]>
Sent: Wednesday, March 28, 2018 11:07 AM
To: Chancellor Bernie Patterson
Subject: Re: UW-Stevens Point curriculum proposal

Well done Bernie, keep it up!

José Delgado
from [REDACTED]

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Sincerely,

Bernie

From: Petersen, Andrew (Sr. VP - Corporate Affairs) [REDACTED]
Sent: Wednesday, March 28, 2018 10:33 AM
To: Chancellor Bernie Patterson
Subject: RE: UW-Stevens Point curriculum proposal

Bernie:

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Let me know if there is anything I, or the Board of Regents, can do to assist.

All the best,

Drew

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Cc: Summers, Greg
Subject: UW-Stevens Point curriculum proposal

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Sincerely,

Bernie

From: "Koth, Michelle" [REDACTED] >
Date: March 15, 2018 at 5:01:08 PM CDT
To: "Nicole.Pare@uwsp.edu" <Nicole.Pare@uwsp.edu>, "Bernie.Patterson@uwsp.edu" <Bernie.Patterson@uwsp.edu>
Subject: RE: Cutting the liberal arts at UWSP: Forbes article

Dear Ms. Pare and Chancellor Patterson,

Have you read the Forbes article about UWSP? Read it here:

<https://www.forbes.com/sites/willarddix/2018/03/13/its-time-to-worry-when-colleges-erase-humanities-departments/#7edb2fc461a2>

The author, Willard Dix, says, "It seems clear that the university, far from continuing to thoroughly ground its students in the liberal arts as part of their education, is *converting itself into a trade school, relying on market forces to determine its programs and jettisoning anything that doesn't offer a clear path toward a career.*" [emphasis added]

He goes on to ask, "As of this writing, it appears that the subjects themselves haven't been eliminated, but it's hard not to wonder how each field functions without a 'departmental structure.' Are things streamlined as a result? Is there more flexibility and less bureaucracy?"

He concludes, "I don't want to suggest that colleges and universities shouldn't respond to the various financial and cultural forces surrounding them. After all, many that now turn out lawyers, doctors and business leaders were founded to educate ministers and men, not women. Nor should we discount the value of vocational education. But to prioritize departments that pay over those that may be elemental (English, history, philosophy, for example) but not 'profitable,' is wrongheaded in the long run."

Additionally, and even more unconscionable, is the suggestion that your plan was devised without the input of the faculty in the areas you plan to cut programs: "In a recent article in Inside Higher Education, Mary Bowman, a professor of English and chair of the council's General Education Committee, said, 'No formally constituted committee or working group was involved in producing the plan released Monday,' and to what degree any faculty recommendations were incorporated is unclear."

The only hope I see for UWSP is that your plan raises such a ruckus that it will be withdrawn, and a new plan, one with the input of all constituents affected, be formulated.

Sincerely,

Michelle S. Koth
UWSP Class of 1981
Catalog Librarian

[REDACTED]
Yale University Music Library
PO Box 208240, New Haven, CT 06520-8240

From: Patterson, Bernie
Sent: Wednesday, March 28, 2018 7:38 AM
To: Ritter, Michael
Cc: Summers, Greg
Subject: Re: Your Thursday presentation

Thanks Mike. We will need the entire campus working together to continue making that underpinning a reality.

Bernie

Sent from my iPad

On Mar 16, 2018, at 7:33 AM, Ritter, Michael <[REDACTED]> wrote:

Hi Greg,

Just wanted to say that your presentation on Thursday afternoon was one of the best I've seen you do. As you point out, this is a gut-wrenching experience that none of us want to go through. However, UW-SP must reimagine its programs to position itself for a future that is far different from (relatively) recent past. I trust you and Bernie when you say that the liberal arts will remain a fundamental underpinning to the education of all UW-SP students.

All the best to you,
Mike

Michael Ritter, PhD
Professor of Geography
Department of Geography & Geology

SCI D331
University of Wisconsin - Stevens Point
Stevens Point, WI 54481

From: Emily Hagenburger <emily.hagenburger@ooliganpress.pdx.edu>
Date: March 16, 2018 at 12:47:08 PM CDT
To: bpatters@uwsp.edu, gsummers@uwsp.edu
Subject: Letter of Support for Humanities and Cornerstone Press

Chancellor
Patterson and Provost Summers:

I would like to express my support for the humanities and urge you not to take them or the ability to major in them away from your institution. The humanities often don't create as much visible success as other departments, but that does not mean that studying them, or receiving a degree in these subjects, is a worthless endeavor. The humanities create a basis for many careers, and are vital to supporting a university that fosters empathy, understanding, and conversation.

I have been in the humanities for most of my academic and professional career. I was an English major, which gave me the ability to pursue my goal of working in publishing. I'm currently finishing up the publishing graduate program at Portland State University, where I have learned very practical and applicable skills that have helped me to get a job lined up after graduation in marketing for a high-profile architecture firm—a job that I would not have gotten without the skills learned in this program. My career may lead me away from the humanities, but my studies in humanities formed the base on which I've built all of my skills and successes.

Yes, practical and skill-based programs in the sciences are important and should be available. But by taking away departments and programs in the humanities, you

would be doing a disservice to your students. English courses taught me the importance of expressing myself clearly and being able to write for various audiences, a skill that is highly desired in all fields, not just English or the humanities.

Many

studies and business leaders have noted that the humanities create skilled and needed workers in every field, including STEM. [Gerald Greenberg of Syracuse University said that employers are always looking for problem-solvers and critical thinkers](#), which humanities studies foster. [The State of the Humanities 2018 study from the American Academy of Arts & Sciences](#) shows that humanities graduates are able to find gainful employment with their degrees and are successfully contributing to many various fields.

While

finishing my degree, I currently work in the Dean's Office in the College of Liberal Arts and Sciences at Portland State, where every day I see the great work our humanities faculty, students, and graduates are doing and contributing to. They are a part of cutting-edge and much-needed studies and analysis that reach into every sector of our lives, from our jobs to our education and home life, and help us understand more about ourselves and the world. This desire to understand, share, and communicate is at the heart of the humanities, and shouldn't be taken away from any higher learning institution that deems to create a well-rounded education.

This

removal or decimation of humanities programs, including English, would also be a regrettable choice for the future of your student publishing house, Cornerstone Press, which relies on English majors and the skills they have to staff their program and complete their work. As a fellow publishing program student, I urge you to consider their needs as well.

Thank you

for your time and attention.

Sincerely,

Emily A.
HagenBurger

Emily A. HagenBurger
Ooligan Press
Portland State University

From: Patterson, Bernie
Sent: Tuesday, March 27, 2018 8:12 AM
To: 'Tisha King-Heiden'
Subject: RE: proposed curricular changes

Dr. King-Heiden,

First, I want to thank you for your thoughtful and passionate comments. It is my hope to respond with the same thoughtfulness you provided in your message. While I understand and certainly don't disagree with your position, I hope you will allow me to clarify a few points regarding the recent proposal currently under review on campus.

Please keep in mind that what was presented earlier this month is not a fait accompli – it is a *proposal* that is being vetted by the campus community and UWSP stakeholders. Campus governance will weigh in and a review committee will make recommendations; from there, the Board of Regents will have the final say. The document offered on March 5 is a jumping off point. I believe this document will simply help us begin to deeply examine what lies ahead.

As you are aware of our budget situation, I would like to emphasize that we must pay particular attention to enrollment, as that is our main source of revenue. Therefore, we examined our offerings in light of this changing environment. While the proposal suggests reducing 13 majors, those subjects will continue to be taught on campus – in fact, 80% of the current courses in those disciplines will still be offered. We remain committed to teaching the liberal arts because they are a critical factor in what differentiates a university degree from a vocational school: Over 90% of our students do not major in the impacted subject areas, so the liberal arts offerings that buttress a university education will remain in place for the vast majority of our students.

Our intent is to reshape UWSP by reallocating resources to programs that offer strong career pathways for our graduates, disciplines that we have found are important to prospective students. Our enrollment data and trends in the job market have helped guide us. We believe that future opportunities for our graduates, at least in part, should color what we offer, and because our budget situation does not allow us to offer all the majors we would like, we had to make choices we believe will help stabilize and, in time, grow enrollment. We also recognize our role in shaping our society by offering opportunities in the liberal arts that give our students a foundation for critical thinking, complex problem solving, writing, and global awareness that spans cultures across the world. We believe the changes under review on campus move us in a direction to accomplish these objectives.

From a monetary standpoint, this proposal is aimed at both cost savings and an increase in tuition revenue. As an institution, we must focus on both to accomplish our goals. We are cutting more deeply than the deficit we have in order to afford the programs we hope to build. The programs projected for growth are a result of years of strategic planning and enrollment data that coincide with areas that we recognize as strengths. As far as HLC and accreditation is concerned, we don't anticipate significant issues with what is being proposed.

I am uncertain of how this proposal will develop in the coming months, but UWSP is at a point where we cannot continue to do things as we have – the enrollment and budget data suggest a new course needs to be charted. As an alumna, I welcome your expression of concern about the proposal that is the subject of so much discussion among the Pointer Community. But I would also be delighted if you joined the conversation about a way forward; we need ideas that help us create a sustainable budget model in an environment in which our enrollment has declined by 1500 students over the past four years. We both know the state is not going to increase appropriations, and unfreezing tuition is not politically popular. So we have put one idea on the table and look forward to others -- perhaps better -- that will reposition us for greater strength in the future.

Sincerely,

Bernie L. Patterson
Chancellor

From: Tisha King-Heiden <tking-heiden@uwlax.edu>
Sent: Friday, March 23, 2018 3:13 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: proposed curricular changes

Chancellor Patterson,

As a UWSP Alumna, I write to you with extreme disappointment in your recent proposal to cut several humanities majors from the UWSP program. Never before have I been embarrassed to be a Pointer.

As a STEM educator in WI who has served on the Senate Executive Committee of our Faculty Senate, I am very well aware of the budgetary constraints we are facing. I see your plan as short-sighted and unimaginative. The importance of a liberal arts education could not be more clear at this point in our history. The job market for someone with a major in the humanities is not different from those majoring in STEM fields. In fact, major corporations within STEM fields have repeatedly stated that they value workers with a broad education in the arts, humanities, and social sciences as they are more adaptable and capable of moving their companies forward. A vocational approach will not solve future problems.

Not to mention, even if you consider this from a purely monetary perspective... How do you expect to save any money by losing faculty who are relatively inexpensive, and recruit faculty in particularly expensive fields? Do you really expect that faculty will flock to a glorified vocational program? How will you afford the difference in salary and research start up to recruit good faculty in your proposed STEM fields? Will this pass HLC muster? Will you lose accreditation?

I urge you to reconsider.
Sincerely,

Dr. Tisha King-Heiden
Biology Alumna Class of 1996

<Z>< <Z>< <Z>< <Z>< <Z>< <Z>< <Z>< <Z>< <Z><

Tisha King-Heiden

Pronouns: she, her, they, them or theirs

Associate Professor
University of Wisconsin - La Crosse
Department of Biology,
River Studies Center, &
Institute of Biomolecular Sciences
3028 Cowley Hall
[\(608\)785-6463](tel:6087856463)

1725 State Street
La Crosse, WI 54601

Please visit the new UW-L River Studies Center Website!
<http://www.uwlax.edu/biology/rivercntr/>

From: Patterson, Bernie
Sent: Tuesday, March 27, 2018 8:04 AM
To: 'Zach Halliwell'
Subject: RE: Dropping of Majors

Dear Zach,

Thank you for taking time to voice your opinion about the proposed changes to curriculum at UW-Stevens Point. I appreciate the passion of our alumni and assure you that we are taking time to consider your perspective in addition to all of the feedback we've been receiving.

While the current proposal is the culmination of years of strategic planning, it is also the starting point for the formal decision-making that lies ahead. Even if the proposal moves forward in its current form, the liberal arts are not going away. English, Political Science, History, Philosophy, World Languages and Art will continue to be taught here—80 percent of the humanities courses offered will continue under this proposal, as most students taking courses in these fields do not major in them.

This proposal was not put forward lightly. I spent 25 years of my career either teaching or in administrative positions in a college of arts and science, the last nine years as dean of the College of Arts and Sciences at Georgia College. I was there when that university decided to change its mission to become the public liberal arts university of Georgia. That's a lot of years explaining, promoting and defending the liberal arts. Now, at UWSP, we remain committed to ensuring students are grounded in these disciplines.

I'm encouraging the campus community to use our energy and our intellect to engage in a civil discussion about what we can and must change given our current reality. This is why I was pleased to see that Academic Affairs, Student Government Association, and Common Council are joining forces to come up with an alternate proposal. I am also proud that our alumni have stepped forward in a variety of ways to share their critiques, concerns, ideas, and support. Thank you for joining the discussion.

Sincerely,

Bernie L. Patterson, Chancellor

From: Zach Halliwell [REDACTED]
Sent: Wednesday, March 21, 2018 11:41 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>
Subject: Dropping of Majors

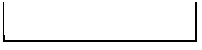
Chancellor Patterson and Vice Chancellor Summers,

As a UWSP Alumni, class of 2014, I am appalled and sickened to see my Alma Mater dropping so many liberal arts degrees. Especially majors as important and utilized as English, History, and Political Science. This is not due to low enrollment, we are not that blind. You cannot tell me that you have more people interested in Captive Wildlife than English, or History, or Sociology, and even if you do this is still a disgusting perversion of what it means to be a Pointer. To say "we don't value foreign languages, or music literature, or art enough to offer students a major" is utterly and unequivocally asinine.

If you are not going to stand up for the students, then we will.

Make no mistake, the alumni of UWSP are **pissed off**.

Zach Halliwell [REDACTED]



From: Patterson, Bernie
Sent: Monday, March 26, 2018 2:52 PM
To: [REDACTED]
Subject: FW: Humanities Policy

Dear Jacob,

First, I want to thank you for your thoughtful and passionate comments. It is my hope to respond with the same thoughtfulness you provided in your message. While I understand and certainly don't disagree with your position; you and I are both examples of the preparation the liberal arts provides to undergraduate students. That's why UWSP remains committed to them. So, in the lines below, I will try to clarify a few points regarding the recent proposal currently under review on campus.

Please keep in mind that what was presented earlier this month is not a *fait accompli* – it is a *proposal* that will be vetted by the campus community and UWSP stakeholders during the coming months. Campus governance will weigh in and a review committee will make recommendations; from there, the Board of Regents will have the final say. The document offered on March 5 is a jumping off point. I believe this document will simply help us begin to deeply examine what lies ahead.

What brought us to this point is a \$4.5 million budget deficit. A variety of things were precipitating factors: a 25% reduction state support; a six-year freeze on tuition; and, importantly, a decline in enrollment due to recent record graduation rates and a demographic dip that reduced the number of prospective students in high schools. In short, in an era when our budget is more than ever tuition dependent (we only get 13% of our funding from state taxes), we are particularly attentive to enrollment as that is our main source of revenue. Therefore we have had to reexamine our offerings in light of this changing environment.

While the proposal suggests reducing 13 majors, those subjects will continue to be taught on campus – in fact, 80% of the current courses in those disciplines will still be offered. We remain committed to teaching the liberal arts because they are a critical factor in what differentiates a university degree from a tech school education. The reality of declining enrollments and reduced state funding has forced us to reimagine how, and not if, we deliver the liberal arts to our students.

Our intent is to reshape UWSP by reallocating resources to programs that offer strong career pathways for our graduates, disciplines that we have found are important to prospective students. Our enrollment data and trends in the job market have helped guide us. We believe that future opportunities for our graduates, at least in part, should color what we offer. In return, we also recognize that we play a role in shaping our society by offering opportunities in the liberal arts that give our students a foundation for critical thinking, complex problem solving, writing, and global awareness that spans cultures across the world. We believe the changes under review on campus move us in a direction to accomplish these objectives.

As I survey the landscape, I think we stand at a fork in the road, looking back at an institution that many recognize completely, and forward to a reimagined university that helps prepare graduates for a rapidly changing world. We are in the business of broadening minds, creating future leaders, and seeking the truth through knowledge; in so doing, UWSP plays a significant role in shaping the world. A university that languishes simply cannot accomplish this. I am uncertain of how this proposal will develop in the coming months, but I am confident that our faculty, students, alumni, and campus leadership will develop a plan that will put us in a position to thrive for many generations.

Sincerely,

Bernie L. Patterson
Chancellor

From: Jacob Haseman [REDACTED] >
Sent: Thursday, March 22, 2018 10:46 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Humanities Policy

Dear Chancellor Patterson:

I urge the University of Wisconsin – Stevens Point (“UWSP”) administration to reconsider its recommended elimination of thirteen (13) undergraduate majors, most, if not all, of which involve key humanities and social science programs. As a 2003 graduate of UWSP with majors and minors in all of the affected areas (Physical/Environmental Geography, Philosophy/Environmental Ethics, Political Science, Geology, and Earth Science), I believe the policy proposed by the administration is shortsighted and overlooks the importance of humanities to a well-rounded public secondary education.

While I recognize that effective university leaders today are faced with difficult times when making decisions regarding a sustainable course for the future, I believe the policy is unfounded and ill advised. All colleges and universities benefit from strong programs in the humanities, and it is especially important for regional public universities like UWSP, which serve large populations of college students, students of color, and students from families of limited means, to provide access to in-depth education in the full range of humanities and social science programs.

From my understanding of the policy, it appears UWSP proposed increasing resources and programs in areas with “high demand career paths;” mostly technical programs such as Fire Science and Aquaponics, at the expense of the thirteen (13) undergraduate humanities programs. This is a dangerous step, and I do not believe UWSP has given much thought to the reality of “high demand career paths” and the career paths available to a student receiving a humanities-based education. There is convincing evidence that college graduates can be expected to change careers (not just jobs) several times in their working lives. By focusing on preparation only for narrowly defined jobs, UWSP administrations risk leaving students with considerably poorer preparation for the full range of careers most Americans will experience in a working lifetime.

Access to humanities is essential for all students, no matter their career paths, as is the opportunity to major in these disciplines. It is deeply misguided to eliminate humanities majors based on an inaccurate presumption that they do not prepare students for high-demand careers. I provide a perfect example. I graduated from UWSP with majors in Philosophy (Environmental Ethics) and Physical/Environmental Geography (focusing on geomorphology and hydrology), with minors in Political Science, Geology, and Earth Science (which are now under the mantra “geoscience.”) While my studies incorporated two (2) very different paths, I utilized the skills learned in all disciplines to my advantage as a practicing attorney in the realm of natural resources and energy. Without the educational base I received in my line of study, I am certain I would have had difficulties excelling in both law school and my practice. Ultimately, while I took a very proactive and broad approach to my undergraduate studies at UWSP, I found a very clear career path in law where both the humanities and science aspects of my undergraduate education formed the foundation of my future successes.

Most importantly, I fear that implementation of the proposed policy will greatly affect the reputation and, ultimately, enrollment at UWSP. I cherish my time in Stevens Point and fear that elimination of these programs will tarnish the legacy at UWSP, damage relations with alumni, and make UWSP a one-sided public institution. I find it especially important that humanities and social science majors be available to students at UWSP, and I urge both Provost Summers and yourself to reconsider this plan, which I am certain will irreparably damage liberal arts education at an important and traditionally successful public university.

Very truly yours,

Jacob T. Haseman, J.D.

B.S., University of Wisconsin – Stevens Point (2003)

J.D., University of Wyoming (2007)

[REDACTED]
[REDACTED]

From: Patterson, Bernie
Sent: Sunday, March 25, 2018 9:57 PM
To: Koth, Michelle;Pare, Nicole;Manzke, Rob
Subject: RE: Cutting the liberal arts at UWSP

Michelle,

Dear Committee Members does sound like an interesting read.

Rob, can provide you with a list of area legislators. We can use all the help we can get. Thanks

Bernie

From: Koth, Michelle [mailto:michelle.koth@yale.edu]
Sent: Wednesday, March 14, 2018 11:03 AM
To: Pare, Nicole <Nicole.Pare@uwsp.edu>; Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Cutting the liberal arts at UWSP

Dear Ms. Pare (and Chancellor Patterson),

Thank you for your response of March 8. While it did not reassure me that UWSP will not become a technical school, it was nice of you to respond.

I have been reading a novel that both of you should read. It takes the form of a series of letters and e-mails from a beleaguered English professor at a small, second-tier Midwestern university to various recipients, including companies to whom he has been requested to send letters of recommendation for student and administrators with whom he must continually justify the existence of his department. It is droll, it is funny, it is sad. One can extrapolate from it the low morale the faculty feels in the face of the technocratization of the university and the concomitant redistribution of funding away from the liberal arts.

The book is *Dear Committee Members* by Julie Schumacher and it's available at the UWSP library under the call number: PS3569.C5548 D34 2014

Two pertinent and trenchant excerpts from the book:

Pages 66-67, from a letter of recommendation for a former student who wishes to get a job at a computer-oriented business.

P.S.: Belatedly it occurs to me that some members of your HR committee, a few skeptical souls, may be clutching a double strand of worry beads and wondering aloud about the practicality or usefulness of a degree in English rather than, let's say, computers. Be reassured: the literature student has learned to inquire, to question, to interpret, to critique, to compare, to research, to argue, to sift, to analyze, to shape, to express. His intellect can be put to broad use. The computer major, by contrast, is a technician—a plumber clutching a single, albeit shining, box of tools.

Page 152, from an e-mail to an administration member who is in charge of renewing (or not) the appointment of a head of the English department:

You want undergraduates who can write, think, and read? Stop pretending that writing can be taught across the curriculum by geologists and physicists who wouldn't recognize a dependent clause if it bit them on the ass.

By eliminating the majors in the liberal arts, you may be preventing residents from surrounding towns from going to college. When I attended UWSP, I had to get from my hometown, Wisconsin Rapids, to Stevens Point without the benefit of my family owning a car. Had I been forced to go further afield for college, I probably would not have been able to get there!

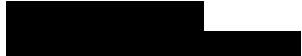
Without majors in fields like English, philosophy, history, sociology, or political science, local high school graduate may

decide to not bother going to college. In fact, some in my hometown, might decide to attend Mid-State Technical College for business, computer, and technology programs at less cost than they would have to pay to go to the University of Wisconsin-Stevens Point Technical College.

I'd like to do more than just write letters to you who have to make the difficult choices of what programs to cut. Could you direct me to the appropriate persons in the state legislature to whom I could write, plead, and cajole into providing more funding to the University of Wisconsin system in general and Stevens Point specifically?

Thank you,

Michelle S. Koth
UWSP Class of 1981
Catalog Librarian


Yale University Music Library
PO Box 208240, New Haven, CT 06520-8240

From: Patterson, Bernie
Sent: Sunday, March 25, 2018 8:24 PM
To: Paul, Justus
Subject: RE: Program changes

Hi Justus,

I hope you will forgive me for taking so long to reply, but I think we will both agree that it has been an intense and difficult two weeks. I do hope this note finds you well and looking forward to your return to Wisconsin for the summer.

When we first started talking about the discontinuance of some majors I felt like I had been kicked in the gut. You may recall that I spent 25 years of my career either teaching or in administrative positions in a college of arts and science, the last nine years as dean of the College of Arts and Sciences at Georgia College. I was there when that university decided to change its mission to become the public liberal arts university of Georgia. That's a lot of years explaining, promoting and defending the liberal arts.

Justus, we have just about run out of options. I'm sure you recall the \$250 million cut to the UW last biennial budget (\$6.5 million at Stevens Point, the largest percent of any comprehensive in the System) as well as the cuts the previous biennial budget. Just over those four years we were cut 25% of our state support. We managed that without a single layoff of faculty or staff, but it meant cutting student services, IT, travel, supplies, administration, maintenance, etc. We cut so deeply into administration we even talked about putting Communications in CPS and fine arts in L&S, thus eliminating a dean's position. The campus just about imploded. We are now in the 5th year of a six-year tuition freeze, something that could easily be extended another two years or longer after the next round of elections. This represents a \$7 million loss of revenue if tuition had increased at just the rate of inflation.

You may also recall that not all money is green in Wisconsin, i.e., we are not allowed to use PR to cover GPR cuts, which is what has been cut by the State. And when you layer on the fact that over 80% of our GPR finding is in Academic Affairs, we have an almost insurmountable problem. Oh yes, then there's the drop in enrollment of over 1,500 students and still counting.

I sure hope the campus has gotten past the question of why we need to change. Just saying no, don't do this does not solve the problem. I'm encouraging the campus community to use our energy and our intellect to engage in a civil discussion about what we can and must change given our current reality. This is why I was pleased to see that that Academic Affairs, SGA and Common Council are joining forces to come up with an alternate proposal.

I am including links to several resources below in case you missed them when they first appeared. Take care—

Bernie

- [Point Forward: Reimagining Our Curriculum for the Future](#)
- My March 13 column in the Stevens Point Journal, "[Humanities will continue under proposed changes at UW-Stevens Point](#)"
- My [opening remarks](#) at the March 15, 2018 Campus Forum noted how UW-Stevens Point has adapted to the changing needs of students and the community throughout its history. I encouraged those in attendance to provide feedback to the proposal and to fully engage in the review process.
- [Provost Greg Summers presentation](#) at the March 15, 2018 Campus Forum provided a detailed review of the Point Forward proposal, including a discussion regarding the data used to determine which majors would be proposed to be eliminated. Provost Summers' PowerPoint slides are available [here](#).

From: Paul, Justus
Sent: Tuesday, March 06, 2018 10:06 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Fwd: Program changes

Sent from my iPhone

Begin forwarded message:

From: jpaul@uwsp.edu
Date: March 6, 2018 at 10:20:03 AM EST
To: Tony.Romano@uwsp.edu, eyonke@uwsp.edu, bpatterson@uwsp.edu
Subject: Program changes

I will watch closely to see what comes out of this discussion but if the results come anywhere close to the destruction of the College of Letters and Sciences as appears from the "proposals" suggested, I will reconsider future donations, to UWSP including those in my will.

Justus F. Paul

Sent from my iPhone

From: Patterson, Bernie
Sent: Sunday, March 25, 2018 5:08 PM
To: Perkins, Dan
Subject: RE: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

Good advice—thanks
bernie

From: Perkins, Dan [mailto:PERKINDJ@uwec.edu]
Sent: Sunday, March 25, 2018 5:05 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Re: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

I know you have a difficult job. I was in charge of the radio, TV, film program at Iowa State University back in the 70s. Only seven faculty under my charge but the program was part of a larger speech department that included theater, rhetoric, and speech therapy. All areas constantly fighting for budgets, new courses, faculty replacements, and their own teaching schedule. Nothing has changed, has it?

Nothing like you are coping with these days but it is a big chess game played over a long period of time. Be patient with yourself and certainly with all of those with whom I am more strongly connected — that is faculty. “We” can really be a pain in the old ---.

DjP

On Mar 25, 2018, at 16:58, Patterson, Bernie <Bernie.Patterson@uwsp.edu> wrote:

Thanks so much Dan. I really appreciate our outreach and support. Take care—

bernie

From: Perkins, Dan [mailto:PERKINDJ@uwec.edu]
Sent: Saturday, March 24, 2018 3:54 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Fwd: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

Well, the fats in the fire now. I still don't understand why people are making such a stink about possible changes. My recollection is that a 1967 I graduated needing 136 credits. Nobody complained much when it went to 120. Does that mean that all of those students who missed 16 credits were less in anyway as graduates? I seriously doubt it.

If what I wrote seems inappropriate, incomplete, biased, etc., please ignore. Nothing I can do about it once I clicked “send”.

Oh, I had not seen her article where the mission statements were included and the letter from the students.

DjP

Begin forwarded message:

From: "Strauss, Valerie" <Valerie.Strauss@washpost.com>
Date: March 24, 2018 at 15:11:33 CDT
To: "'Perkins, Dan'" <PERKINDJ@uwec.edu>
Subject: RE: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

Thanks for writing.

I am doing more on this story, touching on some of the things you wrote about.

I also wrote this:

https://www.washingtonpost.com/news/answer-sheet/wp/2018/03/22/university-of-wisconsin-students-protest-plan-to-drop-slew-of-liberal-arts-majors/?utm_term=.a61213c84cb0

May I quote from your email?

Regards, Valerie Strauss

From: Perkins, Dan [<mailto:PERKINDJ@uwec.edu>]
Sent: Saturday, March 24, 2018 4:10 PM
To: Strauss, Valerie <Valerie.Strauss@washpost.com>
Subject: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

[EXTERNAL EMAIL]

Thank you for the detailed article. As someone who graduated from that university many years ago (1967) I feel some allegiance to UWSP. What seems to be missing in this article, and in most of the comments I perused, is any detail regarding the mission and goals of the University.

In the University of Wisconsin System, each of the 10 has a clearly stated Mission and a set of Goals. Thus, each university can work within the parameters of that Mission and those Goals as necessary for their "audience".

So, from a journalistic standpoint I would think you would want to discuss how, if at all, such changes as suggested at the University of Wisconsin Stevens Point, would impact, or auger against, the stated mission or goals of the University.

I say that in some confidence as I spent my career once as a university academician — 38 years in various universities in the Midwest. One element occurred over and over. I never met a student, nor the parents of the student who ever really knew what the mission or goals of the university was. And still, they complained because the University wasn't doing what they thought it should be doing.

This article seems to be buying into that same circumstance.

My understanding of a undergraduate university degree is that “one learns how to learn”. Thus all undergraduates take a variety of courses, and it is in the variety builds an undergraduate education. Such changes as UWSP are suggesting will not alter the basis of their liberal arts education. Students will still have to take the same number (120) of credits in the various areas – science, humanities, arts etc., they will simply not have access to a major in certain fields. As I understand the difference will be some 14 credits —3/4 classes in that field. For example, at the present time a major is 38 credits. A minor is 24 credits. The question is, how might that change in number of credits overall effect and undergraduate students “learning how to learn”.

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Daniel J Perkins, Ph. D.
Eau Claire, WI

From: Perkins, Dan <PERKINDJ@uwec.edu>
Sent: Sunday, March 25, 2018 5:05 PM
To: Patterson, Bernie
Subject: Re: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

I know you have a difficult job. I was in charge of the radio, TV, film program at Iowa State University back in the 70s. Only seven faculty under my charge but the program was part of a larger speech department that included theater, rhetoric, and speech therapy. All areas constantly fighting for budgets, new courses, faculty replacements, and their own teaching schedule. Nothing has changed, has it?

Nothing like you are coping with these days but it is a big chess game played over a long period of time. Be patient with yourself and certainly with all of those with whom I am more strongly connected — that is faculty. “We” can really be a pain in the old ---.

DjP

On Mar 25, 2018, at 16:58, Patterson, Bernie <Bernie.Patterson@uwsp.edu> wrote:

Thanks so much Dan. I really appreciate our outreach and support. Take care—

bernie

From: Perkins, Dan [<mailto:PERKINDJ@uwec.edu>]
Sent: Saturday, March 24, 2018 3:54 PM
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Begin forwarded message:

From: "Strauss, Valerie" <Valerie.Strauss@washpost.com>
Date: March 24, 2018 at 15:11:33 CDT
To: "'Perkins, Dan'" <PERKINDJ@uwec.edu>
Subject: RE: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

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May I quote from your email?

Regards, Valerie Strauss

From: Perkins, Dan [<mailto:PERKINDJ@uwec.edu>]
Sent: Saturday, March 24, 2018 4:10 PM
To: Strauss, Valerie <Valerie.Strauss@washpost.com>
Subject: Reader feedback for 'A University of Wisconsin campus pushes plan to drop 13 majors — including English, history and philosophy'

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From: Baron, Kassie J [<mailto:kassie-baron@uiowa.edu>]

Sent: Saturday, March 24, 2018 2:34 PM

To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>

Cc: Alumni Affairs Office <Alumni.Aff.Office@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>; STUDENT GOVERNMENT ASSOCIATION <STUDENTGOVERNMENTASSOCIATION@uwsp.edu>; College of Letters and Science Office <College.of.Letters.and.Science.Office@uwsp.edu>

Subject: Letter in Regards to Proposed Cuts

Good Afternoon,

Attached please find my letter in response to the proposed humanities major cuts at UWSP.

Cordially,

Kassie Jo Baron

PhD Student | English Literature
Foundations Office Hours T: 12-3
71 EPB

Chancellor Bernie Patterson
2100 Main St.
Stevens Point, WI 54481

Dear Chancellor Patterson,

When I would tell people about my time at the University of Wisconsin-Stevens Point, I used to tell them about the sundial - the space between the College of Natural Resources and the College of Fine Arts where students in flannel and Carhart jackets, students in costume, students dressed for studio, and students dressed for lab mingled and mixed so fully it was impossible to tell which college they belonged to. But that's the thing: UWSP students never really *belonged* to a specific college at all. From their peers, students discovered new ways to approach their field. The humanities gave students in the sciences a deeper understanding of their own importance, and vice versa. Learning about landfill management and forestry from my friends in those fields changed the way I read Plato and Hawthorne. There is something vital about exactly this kind of exchange that is unique to UWSP; it is the reason I chose to attend.

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This administration has a history of ignoring student voices when it comes to decisions regarding course changes, but here's the thing: if you want to try and run the university like a business, you need to listen to your customers. Erasing the liberal arts is not what your customers are asking for.

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Eau Claire, WI

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To: Patterson, Bernie
Cc: Alumni Affairs Office;Summers, Greg;STUDENT GOVERNMENT ASSOCIATION;College of Letters and Science Office
Subject: Letter in Regards to Proposed Cuts
Attachments: Letter.pdf

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From: Karl Garson [REDACTED]
Date: March 23, 2018 at 12:47:41 PM CDT
To: "bpatters@uwsp.edu" <bpatters@uwsp.edu>
Subject: In Defense of the Humanities

[REDACTED]

Chancellor Bernie Patterson
2100 Main St.
Room 213 Old Main
Stevens Point WI 54481

March 23, 2018

Dear Chancellor Patterson:

The nationally publicized controversy over the University of Stevens Point's (UWSP's) proposal to drop 13 majors, including English, stems from a lack of foresight by the university's administration to prove those traditional majors' worth to society.

Not today's society--resting as it is in a political and financial bed of its own making--but an enduring, mature society confident that its belief in timeless university curricula will always prove more worthy than the timely.

University curricula exist because they contribute to the long-term common good. Those curricula do not alter when they alterations find. They are not shaken by the times. They endure in spite of them.

In short, if they are administered by university leaders with the prescience and courage to

withstand kitsch like STEM, they will not pander to any bottom line that is, at best, their secondary consideration.

In your statement concerning the fate of the majors appearing in the March 12, 2018 Stevens Point Journal you say, “A broad liberal arts education is crucial. We remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path.”

With respect, Chancellor Patterson, that is a statement you cannot wholly support. You cannot prepare students for a successful career path within the tenets of STEM you imply when job market statistics show that an average blue or white collar worker will change positions many times during their careers. And with the advent of the gig economy, they will change those career paths many times over.

Thus, to equip students with the necessary flexibility, university administrators like yourself need to show the courage and financial acumen necessary to snap off STEM before the graduates they send into the workplace will segue from early promise to an eventual, “That’ll be \$7.55 at the first window.”

In the pub scene midway through the 1994 romantic comedy, *Four Weddings and a Funeral*, the flow of whiskies prompts the boorish George (Ruepert Vansittart) to say to the erstwhile but loveable Charlie (Hugh Grant), “*I couldn't see any point in going to university. If you work in the money markets, what use are the novels of Wordsworth going to be?*”

There it is: a perfect enough illustration for our purpose of the false choice STEM based curricula offer. If money markets fail where will George be? And Charlie? Well, he has love on his side. For someone like you, who resides in Plover, the little town with Love in the middle of its name, should know what Charlie had going for him.

We embrace the humanities to become the richer for having done it. They are a seemingly senseless pursuit out of which we can make some sense of our existence. Having done that we possess an autonomy upon which any number of careers can be anchored.

I don't assert the above lightly. Later in *Four Weddings and a Funeral*, Matthew (John Hannah) recites W. H. Auden's “Funeral Blues” at the funeral for Gareth (Simon Callow). When I enrolled at UWSP in the autumn of 1974 I didn't know who Auden or Wordsworth were. I was six lost years out of flying for the Navy in Vietnam and I simply needed one English class to fill out a deficiency from my undergraduate degree at Marquette.

I was a product of STEM before STEM existed, the country's reaction to the 1957 Russian Sputnik launch and the rush to catch up in science and engineering. I wrote poetry for my high school paper and excelled in English classes. But because I felt the need to contribute and didn't have the grades for engineering, I launched on a business major at Marquette University where I was required to take only one semester of English composition. At the end of that Comp semester my instructor told me an essay I'd written had been accepted for publication,

upon his submission, by the university's creative writing magazine, *Fresh Ink*. He urged me to switch to a Liberal Arts major. I didn't listen.

Thus, that autumn of 1974, late on a sepia Friday afternoon, my UWSP English advisor told me the single available option was a night class in poetry.

I took it and 16 years of misspent time were erased. I never took the advanced business classes I'd planned on, was sheltered by the curricula of the Art and English departments, went on to an MFA from the University of Montana, teaching positions at Boise State and the University of Arizona, and published two books of poetry before accepting a position as correspondent and columnist with a newspaper in the New York metro area: *The Daily Racing Form*.

None of that or what came later, for example, founding The Writers Project, an educational, non-profit offering a series of summer writing workshops in four states, would have been possible without the broad, primary, life-experiential grounding in Art and English at UWSP.

Essayist and novelist Joan Didion has famously written, "We tell ourselves stories in order to live." I live by that statement and so do you, Chancellor Patterson. We all of us, if we're worth knowing, follow an inner narrative with which we fashion our lives' day to days.

There is no better fabric than the Arts and Humanities with which to fashion a life worth living.

I urge you, Chancellor Patterson, to make the effort beyond every to secure the future of the Art and English departments at the University of Wisconsin Stevens Point.

Sincerely,

Karl Garson

PS: If you must throw a bone to the dogs of STEM, you are eminently qualified to create a new English major in post-incarceration education.

While at the University of Arizona I volunteered to teach Sunday night creative writing classes at an Arizona State prison near Tucson. I enjoyed it. I found my prisoner students to be dedicated to their work beyond the motivation to be released from their cells for three hours. Most of them were, if you will, wicked smart.

But, as you well know, certain additional skills are required to interact with those students. Who then, better than you to work with the English Department to create this innovative, STEM compliant major.

(Copy to follow via USPS)

Karl Garson
Everdene Farm
Crawford County, Wisconsin
O [REDACTED]
[REDACTED]
www.karlgarson.com

From: Tisha King-Heiden <tking-heiden@uwlax.edu>
Sent: Friday, March 23, 2018 3:13 PM
To: Patterson, Bernie
Subject: proposed curricular changes

Chancellor Patterson,

As a UWSP Alumna, I write to you with extreme disappointment in your recent proposal to cut several humanities majors from the UWSP program. Never before have I been embarrassed to be a Pointer.

As a STEM educator in WI who has served on the Senate Executive Committee of our Faculty Senate, I am very well aware of the budgetary constraints we are facing. I see your plan as short-sighted and unimaginative. The importance of a liberal arts education could not be more clear at this point in our history. The job market for someone with a major in the humanities is not different from those majoring in STEM fields. In fact, major corporations within STEM fields have repeatedly stated that they value workers with a broad education in the arts, humanities, and social sciences as they are more adaptable and capable of moving their companies forward. A vocational approach will not solve future problems.

Not to mention, even if you consider this from a purely monetary perspective... How do you expect to save any money by losing faculty who are relatively inexpensive, and recruit faculty in particularly expensive fields? Do you really expect that faculty will flock to a glorified vocational program? How will you afford the difference in salary and research start up to recruit good faculty in your proposed STEM fields? Will this pass HLC muster? Will you lose accreditation?

I urge you to reconsider.
Sincerely,

Dr. Tisha King-Heiden
Biology Alumna Class of 1996

<Z>< <Z>< <Z>< <Z>< <Z>< <Z>< <Z>< <Z><

Tisha King-Heiden

Pronouns: she, her, they, them or theirs

Associate Professor
University of Wisconsin - La Crosse
Department of Biology,
River Studies Center, &
Institute of Biomolecular Sciences
3028 Cowley Hall
[\(608\)785-6463](tel:(608)785-6463)

1725 State Street
La Crosse, WI 54601

Please visit the new UW-L River Studies Center Website!

<http://www.uwlax.edu/biology/rivercntr/>

From: Manzke, Rob
Sent: Friday, March 23, 2018 2:21 PM
To: Patterson, Bernie
Subject: FW: Former colleague of Chancellor Patterson reconnects from AAG
Attachments: AAG letter to UW Stevens Point.pdf

Bernie,

Dr. Alderman asked that I forward his letter to you.

-Rob

Rob Manzke
Chief of Staff and Legislative Liaison
Records Custodian
Office of the Chancellor
University of Wisconsin-Stevens Point

From: Alderman, Derek [mailto:dalderma@utk.edu]
Sent: Wednesday, March 21, 2018 1:18 PM
To: Manzke, Rob <Rob.Manzke@uwsp.edu>
Subject: Former colleague of Chancellor Patterson reconnects from AAG

Dear Mr. Manzke:

If possible, I would ask that you forward my message below to Chancellor Patterson.

Thanks,

Derek Alderman

Dear Chancellor Patterson (Bernie):

I am a voice from your past at Georgia College and I hope you remember me. My name is Derek Alderman. I served as Assistant Professor of Geography at Georgia College from 1998 to 2000 within the Department of History & Geography. I hope this email finds you well.

As you might recall, I left Georgia College to take a tenure-line position at East Carolina University, where I served for 12 years and worked up the ranks to (full) Professor. In 2012, I took the position of Department Head in Geography at the University of Tennessee, I recently stepped down from that position (but remain faculty at UTenn) while I serve as President of the American Association of Geographers (AAG). AAG is the most prominent professional organization for geographers in the US, with over 12,000 members in almost 100 countries. I am grateful for my time at Georgia College. It was an essential foundation in my career and taught me many of the values I carry with me today.

In addition to reconnecting (I just discovered your Chancellor position at UWSP from reading a recent article in the Washington Post), I am emailing as a courtesy to share with you a letter (see attachment) that my organization, the AAG, recently submitted to Provost Summers and Interim Dean Yonke regarding the proposed elimination of the geography major and the creation of a stand-alone GIS degree. In the letter, we request a reconsideration of the recommendation because of the effect it might have to the very issue that concerns you—the employability and proper training of students in GIS without the benefit of a full fledge geography program.

I know that the financial situation there is dire that and you and other leaders would not pursue cuts unless absolutely necessary. I also realize that the enrollment and the number of majors for UWSP Geography no doubt could be better. However, I can assure you that our Association has the resources, mentors, and workshops to help the UWSP geography major position itself for greater success. I personally have led a number of discussions with department leaders on recruitment and disciplinary promotion, and I would be able to lend my time (and the time of other national AAG leaders as part of our Healthy Departments Committee) to help the UWSP geography program at this challenging time. Please know that I am here to assist if needed.

Best wishes,
Derek

Derek H. Alderman, PhD

President, American Association of Geographers

Professor, Department of Geography

University of Tennessee

304C Burchfiel Geography Building

Knoxville, TN 37996-0925

Voice: (865) 974-0406

Email: dalderma@utk.edu

Twitter: @MLKStreet

<http://geography.utk.edu/about-us/faculty/dr-derek-alderman/>



American Association of Geographers

1710 Sixteenth Street Northwest
Washington, DC 20009-3198
Voice 202-234-1450
Fax 202-234-2744
gaia@aag.org
http://www.aag.org

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Executive Director
Douglas Richardson

March 16, 2018

Dr. Greg Summers, Provost, Academic Affairs
Dr. Eric Yonke, Interim Dean, College of Letters and Science
University of Wisconsin - Stevens Point
Stevens Point, WI 54481

Dear Provost Summers and Dean Yonke,

We write in our capacity as members of the executive leadership of the 12,000-member strong American Association of Geographers and as chair of the Association's Healthy Departments Committee. The Healthy Departments Committee addresses the sustainability of geography departments across the country and regularly reaches out to university administrators to provide a national, evidence-based perspective on the importance of supporting geography programs.

It is our understanding that a recommendation has been made at the University of Wisconsin at Stevens Point to discontinue the Geography and Geoscience programs and majors, among others on your campus, while making GIS (Geographic Information Science) a stand-alone degree. GIS is a valuable and professionally in-demand skill that is a part of the curriculum in all leading geography major programs. It is not, however, generally taught as a major detached from its parent discipline of geography. This is because GIS is best taught as part of an overall geography degree program, which provides the general geographical knowledge and wider professional context to competently understand and apply GIS.

While not dismissing the significant financial challenges and decisions facing your institution, the American Association of Geographers is unequivocal in opposing such a recommendation. Our Association is greatly concerned about the recommendation for fear that it might irrevocably damage your university's ability to provide students the best learning and vocational preparation environment possible. At a time when the United States is struggling with how it can confront environmental change, rebuild its economy, and engage effectively with other parts of the globe, good geographical teaching and research has never been more needed.

Respectfully, we encourage the adoption of a process that gives full consideration to the discipline of geography's growing pedagogic and social importance, the rapidly growing cadre of students interested in the discipline, the historic strength of UWSP's geography and geology program, and, in particular, the problems that arise in training geographic information scientists without a solid and deep educational foundation in geographic theories and methods grounded in social science and earth systems science. Such a foundation is only possible, based on the experiences at other institutions, when a university has a fully functioning geography program with a degree and tenure-line scholar-teachers and professionals.

As core components of the liberal arts and sciences, geography and geoscience have critical roles to play in the college and university curriculum. The importance of those roles is sometimes poorly understood in the United States—a product, in part, of a period during which geography was somewhat marginalized in many U.S. educational institutions. But attention to geography is rising rapidly in the wake of growing awareness of the importance of understanding the interconnections between humans and the environment and between peoples and places around the world. Over the past two decades students have flocked to geography degree programs in record numbers, existing geography departments have expanded, and new geography programs have sprung up. The Geography and Geology Department at UWSP is well positioned to realize and contribute to these developments. The program's emphasis on human-environment interactions, climatology, biogeography, hazards, geoscience/physical geography, and urban development reflects some of the most important areas of teaching and research in geography today.

The renewal of interest in geography reflects increasing awareness of the importance of the discipline to contemporary education, scholarly research, and policy making. That importance is highlighted in a recently released study of the National Academy of Sciences and National Research Council, which Past AAG President Alec Murphy chaired. Entitled *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*, the study looks at the many ways the geographical sciences are contributing to efforts to address major societal needs—ways that are very much in keeping with the research and teaching going on in the Stevens Point Geography program.

The *Understanding the Changing Planet* study also highlights the critical importance of developing a more geographically literate society and research community if we are to address many of the pressing challenges of our time. Geographical literacy transcends rote factual memorization to encompass the development of a spatial perspective capable of integrating bodies of knowledge. Important to the situation currently facing University of Wisconsin at Stevens Point, the elimination of the geography program, major, and its faculty seriously compromises the ability to cultivate such a geographical literacy. Such geographical literacy is crucial for preparing geospatial scientists who can move beyond mere technical skills to think about the big questions facing contemporary society and to address these questions substantively.

One mark of geography's rising significance is the phenomenal success of the new Advanced Placement program in human geography (3000 students in 2001; over 200,000 today). This success translates into a growing number of high school students entering colleges and universities looking to major in geography. UW Stevens Point will likely benefit from this trend, and be able to help shape it, if geography's position at your institution is clear and secure.

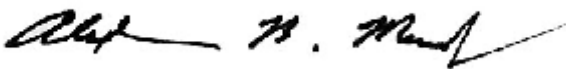
Since a strong, clearly identifiable geography program at UW Stevens Point is much needed, we urge you, on behalf of the American Association of Geographers, to do everything in your power to ensure that the geography and geoscience programs at your institution are carefully nurtured and that any possible elimination be a last resort and only come after thorough consideration of the issues set forth

above. Efforts in this direction will likely pay important dividends at a time when more and more students are gravitating toward geography, and when we need to be preparing students for a changing job market and for meaningful participation in society that is increasingly interconnected with the rest of the world.

If it would be helpful, the leadership of the American Association of Geographers would be more than happy to discuss the issues raised in this letter with you—either over the telephone or in conjunction with a visit to your campus.

Thank you for taking the time to read this letter. We wish you the best in these challenging academic and economic times.


Sincerely,



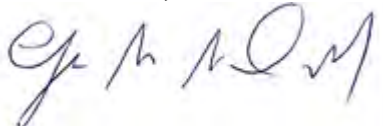
Alexander B. Murphy, University of Oregon
Chair, Healthy Departments Committee, American Association of Geographers
Past President, American Association of Geographers



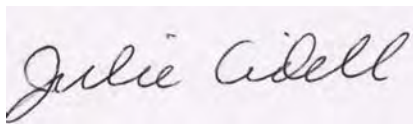
Derek H. Alderman, University of Tennessee
President, American Association of Geographers



Sheryl Luzzadder-Beach, University of Texas at Austin
Vice President, American Association of Geographers



Glen M. MacDonald, UCLA
Past President, American Association of Geographers



Julie Cidell, University of Illinois
Treasurer and West Lakes Regional Councilor, American Association of Geographers



Cathleen McAnneny, University of Maine
Secretary, American Association of Geographers



Douglas B. Richardson
Executive Director, American Association of Geographers

From: Karl Garson [REDACTED]
Sent: Friday, March 23, 2018 12:48 PM
To: Patterson, Bernie
Subject: In Defense of the Humanities

Importance: High

[REDACTED]

Chancellor Bernie Patterson
2100 Main St.
Room 213 Old Main
Stevens Point WI 54481

March 23, 2018

Dear Chancellor Patterson:

The nationally publicized controversy over the University of Stevens Point's (UWSP's) proposal to drop 13 majors, including English, stems from a lack of foresight by the university's administration to prove those traditional majors' worth to society.

Not today's society--resting as it is in a political and financial bed of its own making--but an enduring, mature society confident that its belief in timeless university curricula will always prove more worthy than the timely.

University curricula exist because they contribute to the long-term common good. Those curricula do not alter when they alterations find. They are not shaken by the times. They endure in spite of them.

In short, if they are administered by university leaders with the prescience and courage to withstand kitsch like STEM, they will not pander to any bottom line that is, at best, their secondary consideration.

In your statement concerning the fate of the majors appearing in the March 12, 2018 Stevens Point Journal you say, "A broad liberal arts education is crucial. We remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path."

With respect, Chancellor Patterson, that is a statement you cannot wholly support. You cannot prepare students for a successful career path within the tenets of STEM you imply when job market statistics show that an average blue or white collar worker will change positions many times during their careers. And with the advent of the gig economy, they will change those career paths many times over.

Thus, to equip students with the necessary flexibility, university administrators like yourself need to show the courage and financial acumen necessary to snap off STEM before the graduates they send into the workplace will segue from early promise to an eventual, "That'll be \$7.55 at the first window."

In the pub scene midway through the 1994 romantic comedy, *Four Weddings and a Funeral*, the flow of whiskies prompts the boorish George (Ruepert Vansittart) to say to the erstwhile but loveable Charlie (Hugh Grant), “I couldn't see any point in going to university. *If you work in the money markets, what use are the novels of Wordsworth going to be?*”

There it is: a perfect enough illustration for our purpose of the false choice STEM based curricula offer. If money markets fail where will George be? And Charlie? Well, he has love on his side. For someone like you, who resides in Plover, the little town with Love in the middle of its name, should know what Charlie had going for him.

We embrace the humanities to become the richer for having done it. They are a seemingly senseless pursuit out of which we can make some sense of our existence. Having done that we possess an autonomy upon which any number of careers can be anchored.

I don't assert the above lightly. Later in *Four Weddings and a Funeral*, Matthew (John Hannah) recites W. H. Auden's “Funeral Blues” at the funeral for Gareth (Simon Callow). When I enrolled at UWSP in the autumn of 1974 I didn't know who Auden or Wordsworth were. I was six lost years out of flying for the Navy in Vietnam and I simply needed one English class to fill out a deficiency from my undergraduate degree at Marquette.

I was a product of STEM before STEM existed, the country's reaction to the 1957 Russian Sputnik launch and the rush to catch up in science and engineering. I wrote poetry for my high school paper and excelled in English classes. But because I felt the need to contribute and didn't have the grades for engineering, I launched on a business major at Marquette University where I was required to take only one semester of English composition. At the end of that Comp semester my instructor told me an essay I'd written had been accepted for publication, upon his submission, by the university's creative writing magazine, *Fresh Ink*. He urged me to switch to a Liberal Arts major. I didn't listen.

Thus, that autumn of 1974, late on a sepia Friday afternoon, my UWSP English advisor told me the single available option was a night class in poetry.

I took it and 16 years of misspent time were erased. I never took the advanced business classes I'd planned on, was sheltered by the curricula of the Art and English departments, went on to an MFA from the University of Montana, teaching positions at Boise State and the University of Arizona, and published two books of poetry before accepting a position as correspondent and columnist with a newspaper in the New York metro area: *The Daily Racing Form*.

None of that or what came later, for example, founding The Writers Project, an educational, non-profit offering a series of summer writing workshops in four states, would have been possible without the broad, primary, life-experiential grounding in Art and English at UWSP.

Essayist and novelist Joan Didion has famously written, “We tell ourselves stories in order to live.” I live by that statement and so do you, Chancellor Patterson. We all of us, if we're worth knowing, follow an inner narrative with which we fashion our lives' day to days.

There is no better fabric than the Arts and Humanities with which to fashion a life worth living.

I urge you, Chancellor Patterson, to make the effort beyond every to secure the future of the Art and English departments at the University of Wisconsin Stevens Point.

Sincerely,

Karl Garson

PS: If you must throw a bone to the dogs of STEM, you are eminently qualified to create a new English major in post-incarceration education.

While at the University of Arizona I volunteered to teach Sunday night creative writing classes at an Arizona State prison near Tucson. I enjoyed it. I found my prisoner students to be dedicated to their work beyond the motivation to be released from their cells for three hours. Most of them were, if you will, wicked smart.

But, as you well know, certain additional skills are required to interact with those students. Who then, better than you to work with the English Department to create this innovative, STEM compliant major.

(Copy to follow via USPS)

Karl Garson
Everdene Farm
Crawford County, Wisconsin



www.karlgarson.com

From: Jacob Haseman [REDACTED]
Sent: Thursday, March 22, 2018 10:46 AM
To: Patterson, Bernie
Subject: Humanities Policy

Dear Chancellor Patterson:

I urge the University of Wisconsin – Stevens Point (“UWSP”) administration to reconsider its recommended elimination of thirteen (13) undergraduate majors, most, if not all, of which involve key humanities and social science programs. As a 2003 graduate of UWSP with majors and minors in all of the affected areas (Physical/Environmental Geography, Philosophy/Environmental Ethics, Political Science, Geology, and Earth Science), I believe the policy proposed by the administration is shortsighted and overlooks the importance of humanities to a well-rounded public secondary education.

While I recognize that effective university leaders today are faced with difficult times when making decisions regarding a sustainable course for the future, I believe the policy is unfounded and ill advised. All colleges and universities benefit from strong programs in the humanities, and it is especially important for regional public universities like UWSP, which serve large populations of college students, students of color, and students from families of limited means, to provide access to in-depth education in the full range of humanities and social science programs.

From my understanding of the policy, it appears UWSP proposed increasing resources and programs in areas with “high demand career paths;” mostly technical programs such as Fire Science and Aquaponics, at the expense of the thirteen (13) undergraduate humanities programs. This is a dangerous step, and I do not believe UWSP has given much thought to the reality of “high demand career paths” and the career paths available to a student receiving a humanities-based education. There is convincing evidence that college graduates can be expected to change careers (not just jobs) several times in their working lives. By focusing on preparation only for narrowly defined jobs, UWSP administrations risk leaving students with considerably poorer preparation for the full range of careers most Americans will experience in a working lifetime.

Access to humanities is essential for all students, no matter their career paths, as is the opportunity to major in these disciplines. It is deeply misguided to eliminate humanities majors based on an inaccurate presumption that they do not prepare students for high-demand careers. I provide a perfect example. I graduated from UWSP with majors in Philosophy (Environmental Ethics) and Physical/Environmental Geography (focusing on geomorphology and hydrology), with minors in Political Science, Geology, and Earth Science (which are now under the mantra “geoscience.”) While my studies incorporated two (2) very different paths, I utilized the skills learned in all disciplines to my advantage as a practicing attorney in the realm of natural resources and energy. Without the educational base I received in my line of study, I am certain I would have had difficulties excelling in both law school and my practice. Ultimately, while I took a very proactive and broad approach to my undergraduate studies at UWSP, I found a very clear career path in law where both the humanities and science aspects of my undergraduate education formed the foundation of my future successes.

Most importantly, I fear that implementation of the proposed policy will greatly affect the reputation and, ultimately, enrollment at UWSP. I cherish my time in Stevens Point and fear that elimination of these programs will tarnish the legacy at UWSP, damage relations with alumni, and make UWSP a one-sided public institution. I find it especially important that humanities and social science majors be available to students at UWSP, and I urge both Provost Summers and yourself to reconsider this plan, which I am certain will irreparably damage liberal arts education at an important and traditionally successful public university.

Very truly yours,

Jacob T. Haseman, J.D.

B.S., University of Wisconsin – Stevens Point (2003)

J.D., University of Wyoming (2007)

████████████████████

██████████

From: Zach Halliwell [REDACTED]
Sent: Wednesday, March 21, 2018 11:41 AM
To: Patterson, Bernie;Summers, Greg
Subject: Dropping of Majors

Chancellor Patterson and Vice Chancellor Summers,

As a UWSP Alumni, class of 2014, I am appalled and sickened to see my Alma Mater dropping so many liberal arts degrees. Especially majors as important and utilized as English, History, and Political Science. This is not due to low enrollment, we are not that blind. You cannot tell me that you have more people interested in Captive Wildlife than English, or History, or Sociology, and even if you do this is still a disgusting perversion of what it means to be a Pointer. To say "we don't value foreign languages, or music literature, or art enough to offer students a major" is utterly and unequivocally asinine.

If you are not going to stand up for the students, then we will.

Make no mistake, the alumni of UWSP are **pissed off**.

Zach Halliwell [REDACTED]



From: Koth, Michelle [REDACTED]
Sent: Wednesday, March 21, 2018 10:51 AM
To: Pare, Nicole;Patterson, Bernie
Subject: RE: Cutting the liberal arts at UWSP: Washington Post's article

Dear Ms. Pare and Chancellor Patterson,

Several of my friends send me articles about Scott Walker's plan to sabotage University of Wisconsin and especially UWSP's plan to cut majors in the humanities. It is becoming a great embarrassment to me as an alumna and as a Wisconsin native. So I will keep sending these articles to you, in a continuing attempt to dissuade you and other decision makers to follow Walker's plan to make a highly respected university system into a laughing stock.

Here's the latest article I was sent:

A University of Wisconsin campus pushes plan to drop 13 majors – including English, history and philosophy
https://www.washingtonpost.com/news/answer-sheet/wp/2018/03/21/university-of-wisconsin-campus-pushes-plan-to-drop-13-majors-including-english-history-and-philosophy/?utm_term=.f1134296cce7

The article quotes a 2017 graduate of UWSP:

“The student newspaper, [the Pointer](#), [quoted](#) Samantha Stein, a 2017 graduate, as opposing the plan. Stein, who earned a bachelor's degree in biology and had a minor in biomedical writing through the English department, said: ‘The shift away from the humanities and from the opening of one's mind to other cultures, languages, the arts, political science and so much more is one that universities will not return from, and we are giving up what a college education is all about if we do this.’”

I once again urge you to reconsider your plan to turn UWSP into a jobs training school for business and technology and instead use the energy to convince Wisconsin voters to elect officials who value education. After all, Scott Walker does not have a college degree and has proven himself unfit to be governor.

Sincerely,

Michelle S. Koth
UWSP Class of 1981
Catalog Librarian

[REDACTED]
Yale University Music Library
PO Box 208240, New Haven, CT 06520-8240

From: Patterson, Bernie
Sent: Tuesday, March 20, 2018 3:28 PM
To: 'Amy Deprey'
Subject: RE: Proposed English Cuts

Amy,

Thank you for reaching out to share your concerns. First, let me say how much I appreciate hearing that your UWSP degree continues to serve you well and benefit a new generation of students. Your Pointer family couldn't be prouder of how you have used your talents to benefit the field of education internationally.

As for the substance of your message, I hope you will allow me to clarify a few points regarding the recent proposal that our campus will be reviewing.

Please keep in mind that the proposal sent out recently is the beginning of a process. A formal review is scheduled to begin August 2018. These proposed recommendations are subject to review by a special UW-Stevens Point governance committee appointed by the university Common Council, myself, and the UW System Board of Regents before they may be finalized and implemented. Your comments will be taken into consideration when the proposal is being reviewed. There has also been a great deal of confusion regarding the English major proposal. Although we are suggesting the elimination of the general major in English, we very much want to re-create a more focused major in English specifically for teacher certification. The department is also interested in building out a stronger professional writing and publishing program. Rest assured that we are certainly not contemplating eliminating the entire discipline of English.

I also want to underscore that the intent is not to eliminate the liberal arts on campus, but to reshape the extent of those offerings so that we can be responsive to students and to the communities that are seeking to employ our graduates. If there was a way to continue with all those majors while also offering the proposed new majors, we would happily do that. But in the absence of state support like we enjoyed in the 1970s - a time when nearly half of our budget came from the state, whereas today we receive 13% of our budget from the state - we had to devise another way forward. The proposal unveiled last week might not be the only way ahead, but it is a starting point for what I am sure will be a robust discussion on campus and among alumni and friends of UWSP.

Thank you again for sharing your concerns. Please know that our goal is to continue to provide a meaningful education to all Pointers.

Sincerely,

Bernie

From: Amy Deprey [mailto:]
Sent: Saturday, March 10, 2018 8:44 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Proposed English Cuts

Good morning,

Recently, I became aware of the proposed cuts to many majors that affect the future of education in the state of Wisconsin, namely English. I am a graduate of UW-Stevens Point with an English Education degree and a minor in writing. Since graduating, I have spent 16 successful years teaching middle and high school level students in literature and language arts. Currently, I am publishing a book on how to motivate unmotivated learners and am speaking at a global education summit in Germany this fall to discuss the

future of education on an international scale. If my skills in English had not been strongly supported and developed at UWSP, I would not be where I am today. Also, my former students that have since graduated from UWSP with the same degree returned to work with me, and I currently teach with very strong educators because of your program. Let me also add that English teachers hired from other prestigious universities have not even compared to the quality found in graduates from UWSP.

I highly recommend your education program above all others to high school seniors because it makes a difference to have strong, literate writers in any field of study. Students today desperately need English and communication skills above all others because it can take them where they want to go in a global society. I never imagined a day when I would not be able to recommend students to study English at UWSP because you are simply the best option.

Without the skills acquired from your already life-changing English and English education programs, we will soon begin to see a decrease in strengths from newly graduated English teachers, which will transfer to kids, and consequently, to the state of Wisconsin and beyond.

Please, please do not make cuts to the UWSP English or English Education programs. They have made immeasurable positive impacts on students and staff all over Wisconsin and will continue to do so if they stay strong. The adverse effects of cutting these majors would be devastating. Please do what is best for education and what is best for Wisconsin.

Thank you for your time,

Amy Deprey
UWSP alumni
English teacher

From: Patterson, Bernie
Sent: Tuesday, March 20, 2018 12:13 PM
To: Loeser, Diane E.
Subject: RE: a note of support

Diane,

It's so good to hear from you; I really appreciate your note. We are proposing a new focus for our university, one that maintains a strong underpinning in the liberal arts for all students at the university (not just those in specific majors) and more clear pathways to careers. To suggest we have to choose one over the other is a false choice we believe. I will send you a link to my most recent column in the area newspapers. It attempts to address some of the misunderstandings we have seen in the media.

It was sure good connecting with you in Florida, although I wish it had not been at the hospital. How are you mom and dad doing? I suspect they are looking forward to returning to Wisconsin for the summer. I hope you make it back home as well. Take care—

bernie

From: Loeser, Diane E. [mailto:loeser.12@osu.edu]
Sent: Tuesday, March 20, 2018 11:05 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: a note of support

Dear Bernie-

I've been reading a lot about my alma mater recently in the wake of your announcement of the proposed changes in majors/minors.

As you know, I've spent the majority of my adult life working in higher ed and the declining enrollments that were once affecting law schools and graduate programs have now filtered down to undergraduate. I agree with you that "doing nothing is not the answer." No one wants to see people lose their jobs and programs cut but I realize the difficult position you are in and it's nice to see action being taken.

Just wanted you to know I've been reading the articles, both pro and con, and had a nice discussion with my mom about it as well.

Take care and best of luck with everything you've got ahead.

Warm regards,

Diane Engelhard Loeser



Diane Loeser

Director of Development

College of Engineering Office of Advancement

200K Knowlton Hall, 275 West Woodruff Avenue, Columbus, OH 43210

614-292-0590 Office / 614-633-6836 Mobile / 614-292-1544 Fax

loeser.12@osu.edu engineering.osu.edu

Original Message-----

From: Imagery Unlimited [mailto: [REDACTED]]

Sent: Tuesday, March 13, 2018

To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>

Cc: Ball, Larry <lball@uwsp.edu>; Bywaters, Diane <dbywater@uwsp.edu>; Chaffin, Courtney <Courtney.Chaffin@uwsp.edu>; Gary, Anne-Bridget <agary@uwsp.edu>; Groshek, Matt <Matt.Groshek@uwsp.edu>; Hoover, Diana <Diana.Hoover@uwsp.edu>; Jo, JinMan <JinMan.Jo@uwsp.edu>; Kaziak, Keith <Keith.Kaziak@uwsp.edu>; Lee, Pakou <Pakou.Lee@uwsp.edu>; Morris, Stuart <Stuart.Morris@uwsp.edu>; Morrison, Susan <Susan.Morrison@uwsp.edu>; Donna.Murray-Tiedge@uwsp.edu; Penafiel, Guillermo <gpenafie@uwsp.edu>; Salstrom, Sean <Sean.Salstrom@uwsp.edu>; Sippy, Grace <Grace.Sippy@uwsp.edu>; Stolzer, Rob <rstolzer@uwsp.edu>; Thielking, Kristin <Kristin.Thielking@uwsp.edu>

Subject: Re: Reimagining the university

Dear Mr. Patterson,

I have read the Executive Summary, and the proposal to eliminate the Art Department and transforming it into a Graphic Design Department only.

As a person who is married to a woman with a Fine Art Degree and who I have been in business with for 22 years, I can say your premise that "this area of study needs to be discontinued to give students a stronger career choice", is false.

This is often the thought among people who are not artists and one I even shared at one time. Fact is, our company, along with many others, would not exist without the education offered through current fine art programs like those offered at UWSP and other Universities. We are a graphic design and sign company. Now, you are thinking, exactly... we need to increase our push for Graphic Design as a career. Yes, that is part of it, but only one part. To be a really good graphic designer one needs to understand and know and develop the understanding of art in all its mediums. Mediums that include computers, paint, paper, wood, metal, and the list goes on and on. Two employees we hired, only have BFA's in Studio Art - not graphic design/computer degrees. Computer knowledge can be obtained by simple day courses at the Science Museum, and Community Colleges. But artistic layout, color theory, art history, painting and drawing techniques, and studies on form and layout which are also needed to be a graphic designer, can only be taught at the highest levels. Our interviews with these two employees were based mainly on their portfolio. How did they use layout and composition, do they have a working knowledge of color theory, etc.

People with fine art degrees are often mislabeled. They are seen as people who cannot get a real job and are the "starving artists" of the world.

This is not the case. A person with a fine art degree is a person who communicates in a way valued in corporate America.

As a person who owns a company and works with the marketing aspects of businesses I know this to be true. Many of the marketing managers we work with across America are people with Fine Art Degrees, including my wife who has shown me the true value of a fine art degree. Without her degree, I would have not have the wonderful business career I am so thankful for.

A fine art degree, gives a person the ability to think freely and problem solve, and to communicate an image to others in ways that many people cannot. Their talent is through the visual realm. This is valued in corporate America!

Now let's address the failing standard set by metrics, and your statement, "modestly successful at drawing students to the university".

First I would like to see the metrics you are referring to, and as for drawing students:

Why is the Art Department not advertised to High School students interested in a fine art degree?

My daughter was looking for a fine art program and she wanted to play Soccer. When she was looking for a college that offered art and the chance to play Soccer, she decided on UWSP.

She made this decision because on the fine art program currently in place and the enthusiastic words from professor Guillermo Penafiel.

You also state below that enrollment has declined, "in part because more students are graduating in four years". This is a sales point, not a problem. The fact that you have a high number of graduates in four years is something that should be screamed to the high heaven! Many parents and students think this is a wonderful thing. Matter of fact our older daughter is a graduate of the University of Minnesota fine art program, and this is one of the sales features that they use to help students and parents decide on the University of Minnesota. In general, if the enrollment in the UWSP Arts program is declining, it is because you have a marketing problem, not a program problem.

You also state that enrollment in the k-12 pipe line is down. I could only find information up to 2014. Between 1971 -1984 there were decreases after the baby boomers, but after 1985 there were increases every year with some years with minor decreases. The overall projection is that total enrollment in k-12 will increase over the period to 2025. This from the link, "However, fall 2013 enrollment (55.4 million) was slightly higher than the fall 2006 record level of 55.3 million. A pattern of annual enrollment increases is projected to continue at least through fall 2025 (the last year for which NCES has projected school enrollment), when enrollment is expected to reach 56.5 million".

https://urldefense.proofpoint.com/v2/url?u=https-3A__nces.ed.gov_fastfacts_display.asp-3Fid-3D65&d=DwlGaQ&c=-cNKEo6N5UU7B9VDGD_3Mw&r=T_MUzGDxG0_IW7ziNkt-Kj21BzdpHRFXmpT_CafzNLQ&m=tmqC83zLA111wNLSc7uUARZ6P77EGzpN7i9DIRY5oUA&s=3xmHf7oqeDth7Y99gF0d5-Ylv_GclHAAzcyj9Hvj0f-s&e=

So, again you have a marketing issue causing your enrollment declines. Selling the University and the program is the problem not the program. If it was not for professor Gillermo's attitude when Mackenzie visited, I do not think she would have spent her 529 plan on UWSP.

Here are the top 10 jobs for fine art majors:

https://urldefense.proofpoint.com/v2/url?u=https-3A__www.bestcollegesonline.org_highest-2Dpaying-2Djobs_arts-2Dmajors_&d=DwlGaQ&c=-cNKEo6N5UU7B9VDGD_3Mw&r=T_MUzGDxG0_IW7ziNkt-Kj21BzdpHRFXmpT_CafzNLQ&m=tmqC83zLA111wNLSc7uUARZ6P77EGzpN7i9DIRY5oUA&s=BkXQbYvLO9jTr1AoX1BDIPBTvO__IFEMHvnjvQsVzNs&e=

Here is a list of a few of the fine art marketing jobs:

https://urldefense.proofpoint.com/v2/url?u=https-3A__www.indeed.com_q-2DFine-2DArt-2DMarketing-2Djobs.html&d=DwlGaQ&c=-cNKEo6N5UU7B9VDGD_3Mw&r=T_MUzGDxG0_IW7ziNkt-Kj21BzdpHRFXmpT_CafzNLQ&m=tmqC83zLA111wNLSc7uUARZ6P77EGzpN7i9DIRY5oUA&s=E9Nak0Pc_ZK7BMjyOVIMx5Si_DIUE2EhT7uVAMdvns&e=

So, it is not that Fine art is valued, it is that UWSP is not marketing the program to the demographic to increase enrollment.

Sincerely

Carl Madison

Co-Owner Imagery Unlimited



Imagery@iuidesigns.com

From: Chancellor Bernie Patterson

Sent: Monday, March 5, 2018 10:31:06 AM

Subject: Reimagining the university

Dear students,

You may have heard talk on campus about possible changes in academic programs offered at UW-Stevens Point. This message will give you a clearer picture of what is being proposed, and why. I hope it also reassures you everyone at UW-Stevens Point is committed to your success as a student and is here to support you on your academic journey.

Our enrollment has declined for several years, in part because more students are graduating in four years; and because fewer students are in the K-12 pipeline. To address declines in enrollment (and as a result, revenue), we are proposing several changes. They will create new opportunities to meet the evolving needs of our students and a more responsive, sustainable future for UW-Stevens Point. Also proposed are changes to existing programs with lower enrollment. They are highlighted on the attachment.

Please note, students currently pursuing a major that may be discontinued eventually will have the opportunity to complete their program. Many of these proposals need further review and approval, both within our campus governance structure and at the UW System level, so expect no immediate changes. Watch for an announcement on a student forum about these changes.

Importantly, we remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path. You learn to communicate well, think critically and creatively, solve problems, be analytical and innovative and work well in teams. This is the value of earning a bachelor's degree.

I encourage you to speak with your adviser, professors, your department chair or dean's office when you have questions about your academic program. Please also feel free to reach out to the many people on this campus here to support you.

You have a special relationship with UW-Stevens Point. While faculty, staff – even chancellors – come and go, graduates of this university continue to be part of its strength, reputation and stature. My pledge to you today is UW-Stevens Point will remain strong, vibrant and a source of pride throughout your experience here and your lifetime.

Sincerely,

Bernie L. Patterson, Chancellor

From: Michael Meagher <[REDACTED]>
Sent: Monday, March 19, 2018 10:02 PM
To: Patterson, Bernie
Subject: Cuts

Dear Sir,

I beg you to reconsider. Your initiative has declared war on students in these program areas.

Even if no one majors in them (a dubious proposition), you indicate courses in them will continue to be offered. If so, why move to the next, unnecessary level and end them? As your analysis indicates, no tenured faculty will be terminated until 2020, two years from now.

According to what I have read, English at UW--Stevens Point has about 170 majors on a campus of 8,800. That's a good number, even if down from before. That's just English. If English courses will be required, why end the major? Clearly, the administration is coming after a good number of students as well as faculty and staff. I wonder what the total liberal arts major count is at UW--Stevens Point? This is appalling as I was someone who wanted a liberal arts degree as an 18-19 year old. There were plenty of them as a young student in Southern Illinois. That was a good thing for me. I cannot imagine growing up in a region without these degrees being offered. In any case, this is a disturbing plan that is after both history and political science, English, Philosophy, sociology, etc. I hope the faculty can beat it down. Yet, the idea that it is even being mentioned will stay and leave a bitter aftertaste.

From: Reno, Stephen <stephen.reno@usnh.edu>
Sent: Friday, March 16, 2018 4:08 PM
To: Patterson, Bernie;Greg Summers;Huspeni, Todd
Subject: Second Campus forum

Gentlemen,

I have just finished viewing the second campus forum and think it went well. Bernie: your opening remarks were perfect - a clear statement of the context, refresh of the history of the university, and the complexity of the task at hand. Greg: your presentation was masterful. Most especially I found effective your anticipation of the major questions right at the beginning, your reference to the career preparation history and legacy of UWSP, and the opportunities to do something creative at this time. The retired professor's recommendation that the budget factor be referenced right at the beginning is a good one, 'though I would say it should be balanced by the message that "UWSP is creating a new type of educational experience for its students." It is one that combines career preparation with the habits of mind and heart that are the character of the liberal arts and that every major will have that distinctive stamp. UWSP needs a new name for that new package. Westfield State University in Massachusetts calls it "The Westfield Experience." Northeastern is known for "The Co-op Experience." We need a name for the new, creative program at UWSP.

Steve

Stephen J. Reno, Senior Associate
AASCU-Penson Center for Professional Development
5 Baron Road
Hampton, New Hampshire 03842
603-969-3355
Stephen.reno@usnh.edu
www.aascupenson.org

From: Emily Hagenburger [REDACTED]
Sent: Friday, March 16, 2018 12:47 PM
To: Patterson, Bernie;Summers, Greg
Subject: Letter of Support for Humanities and Cornerstone Press

Chancellor Patterson and Provost Summers:

I would like to express my support for the humanities and urge you not to take them or the ability to major in them away from your institution. The humanities often don't create as much visible success as other departments, but that does not mean that studying them, or receiving a degree in these subjects, is a worthless endeavor. The humanities create a basis for many careers, and are vital to supporting a university that fosters empathy, understanding, and conversation.

I have been in the humanities for most of my academic and professional career. I was an English major, which gave me the ability to pursue my goal of working in publishing. I'm currently finishing up the publishing graduate program at Portland State University, where I have learned very practical and applicable skills that have helped me to get a job lined up after graduation in marketing for a high-profile architecture firm—a job that I would not have gotten without the skills learned in this program. My career may lead me away from the humanities, but my studies in humanities formed the base on which I've built all of my skills and successes.

Yes, practical and skill-based programs in the sciences are important and should be available. But by taking away departments and programs in the humanities, you would be doing a disservice to your students. English courses taught me the importance of expressing myself clearly and being able to write for various audiences, a skill that is highly desired in all fields, not just English or the humanities.

Many studies and business leaders have noted that the humanities create skilled and needed workers in every field, including STEM. [Gerald Greenberg of Syracuse University said that employers are always looking for problem-solvers and critical thinkers](#), which humanities studies foster. [The State of the Humanities 2018 study from the American Academy of Arts & Sciences](#) shows that humanities graduates are able to find gainful employment with their degrees and are successfully contributing to many various fields.

While finishing my degree, I currently work in the Dean's Office in the College of Liberal Arts and Sciences at Portland State, where every day I see the great work our humanities faculty, students, and graduates are doing and contributing to. They are a part of cutting-edge and much-needed studies and analysis that reach into every sector of our lives, from our jobs to our education and home life, and help us understand more about ourselves and the world. This desire to understand, share, and communicate is at the heart of the humanities, and shouldn't be taken away from any higher learning institution that deems to create a well-rounded education.

This removal or decimation of humanities programs, including English, would also be a regrettable choice for the future of your student publishing house, Cornerstone Press, which relies on English majors and the skills they have to staff their program and complete their work. As a fellow publishing program student, I urge you to consider their needs as well.

Thank you for your time and attention.

Sincerely,

Emily A. HagenBurger

--

Emily A. HagenBurger
Ooligan Press
Portland State University

From: Koth, Michelle <[REDACTED]>
Sent: Friday, March 16, 2018 12:07 PM
To: Pare, Nicole;Patterson, Bernie
Subject: RE: Cutting the liberal arts at UWSP: Google findings

Dear Ms. Pare and Chancellor Patterson,

In my continuing effort to convince you to abandon the ill-advised plan to eliminate English, history, philosophy, and other liberal arts majors in favor of job-training majors for business, technology, and science, I am sending you this article concerning the expertise one gets via a degree in a STEM major and how useful Google has found that expertise to be compared to the skills one gains with, say, an *English* major.

<http://michiganfuture.org/01/2018/google-finds-stem-skills-arent-the-most-important-skills/>

Google finds STEM skills aren't the most important skills

" ... among the eight most important qualities of Google's top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas. ... *Those traits sound more like what one gains as an English or theater major than as a programmer.*" [emphasis added]

"This, of course, is consistent with the findings of the employer-led Partnership for 21st Century Learning who describe the foundation skills for worker success as the 4Cs: collaboration, communication, critical thinking and creativity. ... It's far past time that Michigan policymakers and business leaders stop telling our kids if they don't get a STEM related degree they are better off not getting a four-year degree. It simply is not accurate. (Not to mention that many of their kids are getting non-STEM related four-year degrees.) And instead begin to tell all kids what is accurate that the foundation skills--as Google found out--are not narrow occupation-specific skills, but rather are broad skills related to the ability to work with others, think critically and be a lifelong learner. The kind of skills that are best built with a broad liberal arts education."

Sincerely,

Michelle S. Koth
UWSP Class of 1981
Catalog Librarian

[REDACTED]
Yale University Music Library
PO Box 208240, New Haven, CT 06520-8240

From: Frederick Wenzel [REDACTED]
Sent: Friday, March 16, 2018 7:15 AM
To: Patterson, Bernie
Subject: Re: Disruptive Innovation

Bernie..

Will do!..... Fritz

From: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Sent: Thursday, March 15, 2018 9:58 PM
To: Frederick Wenzel
Subject: Re: Disruptive Innovation

I really appreciate your support, but even more so for your friendship. Let me know if you are in the neighborhood.
Bernie

Bernie
Sent from my iPhone

On Mar 15, 2018, at 4:41 PM, Frederick Wenzel <[REDACTED]> wrote:

Bernie..

The arguments you presented in your article were well taken. Disruptive innovation is difficult because long-standing traditions are disturbed. We also have to be careful about interpreting what we read in the newspaper because the editorials appear not only on the editorial pages you know. It's also difficult to argue with an editor who buys ink by the barrel. The listening sessions you outlined while a bit fiery at time will help to calm those who have objections to the changes.

It appears that one of the most common misunderstandings is that when a degree is eliminated that also means all of the courses that were in that degree are eliminated as well. As you pointed out that simply not the case.

I have always been a strong supporter of learning foreign languages but finding a career in that area is most difficult. While there are students who may want to teach a foreign language I'm not sure how many of those we need. The same holds true for other foreign languages. If a student wants to pursue a job that calls for knowing a foreign language immersion is much better than a degree.

A real additional plus out of all this is that you have shaken up academia which is very difficult to do and you have put the University on the map. As you are aware I am a liberal arts major and I applaud your strategy.... Fritz

From: Patterson, Bernie
Sent: Thursday, March 15, 2018 9:59 PM
To: Frederick Wenzel
Subject: Re: Disruptive Innovation

I really appreciate your support, but even more so for your friendship. Let me know if you are in the neighborhood.

Bernie

Bernie

Sent from my iPhone

On Mar 15, 2018, at 4:41 PM, Frederick Wenzel [REDACTED] wrote:

Bernie..

The arguments you presented in your article were well taken. Disruptive innovation is difficult because long-standing traditions are disturbed. We also have to be careful about interpreting what we read in the newspaper because the editorials appear not only on the editorial pages you know. It's also difficult to argue with an editor who buys ink by the barrel. The listening sessions you outlined while a bit fiery at time will help to calm those who have objections to the changes.

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From: Koth, Michelle [REDACTED]
Sent: Thursday, March 15, 2018 5:01 PM
To: Pare, Nicole;Patterson, Bernie
Subject: RE: Cutting the liberal arts at UWSP: Forbes article

Dear Ms. Pare and Chancellor Patterson,

Have you read the Forbes article about UWSP? Read it here:

<https://www.forbes.com/sites/willarddix/2018/03/13/its-time-to-worry-when-colleges-erase-humanities-departments/#7edb2fc461a2>

The author, Willard Dix, says, "It seems clear that the university, far from continuing to thoroughly ground its students in the liberal arts as part of their educations, is *converting itself into a trade school, relying on market forces to determine its programs and jettisoning anything that doesn't offer a clear path toward a career.*" [emphasis added]

He goes on to ask, "As of this writing, it appears that the subjects themselves haven't been eliminated, but it's hard not to wonder how each field functions without a 'departmental structure.' Are things streamlined as a result? Is there more flexibility and less bureaucracy?"

He concludes, "I don't want to suggest that colleges and universities shouldn't respond to the various financial and cultural forces surrounding them. After all, many that now turn out lawyers, doctors and business leaders were founded to educate ministers and men, not women. Nor should we discount the value of vocational education. But to prioritize departments that pay over those that may be elemental (English, history, philosophy, for example) but not 'profitable,' is wrongheaded in the long run."

Additionally, and even more unconscionable, is the suggestion that your plan was devised without the input of the faculty in the areas you plan to cut programs: "In a recent article in Inside Higher Education, Mary Bowman, a professor of English and chair of the council's General Education Committee, said, 'No formally constituted committee or working group was involved in producing the plan released Monday,' and to what degree any faculty recommendations were incorporated is unclear."

The only hope I see for UWSP is that your plan raises such a ruckus that it will be withdrawn, and a new plan, one with the input of all constituents affected, be formulated.

Sincerely,

Michelle S. Koth
UWSP Class of 1981
Catalog Librarian

[REDACTED]
Yale University Music Library
PO Box 208240, New Haven, CT 06520-8240

From: Frederick Wenzel [REDACTED]
Sent: Thursday, March 15, 2018 4:40 PM
To: Patterson, Bernie
Subject: Disruptive Innovation

Bernie:

The arguments you presented in your article were well taken. Disruptive innovation is difficult because long-standing traditions are disturbed. We also have to be careful about interpreting what we read in the newspaper because the editorials appear not only on the editorial pages you know. It's also difficult to argue with an editor who buys ink by the barrel. The listening sessions you outlined while a bit fiery at time will help to calm those who have objections to the changes.

It appears that one of the most common misunderstandings is that when a degree is eliminated that also means all of the courses that were in that degree are eliminated as well. As you pointed out that simply not the case.

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A real additional plus out of all this is that you have shaken up academia which is very difficult to do and you have put the University on the map. As you are aware I am a liberal arts major and I applaud your strategy.... Fritz

From: Ivy Rose <[REDACTED]>
Sent: Thursday, March 15, 2018 3:02 PM
To: Patterson, Bernie
Subject: Re: Budget Cuts

Sounds great - thank you so much!

On Thu, Mar 15, 2018, 11:00 AM Patterson, Bernie <Bernie.Patterson@uwsp.edu> wrote:

I agree—looking forward to our conversation. Sara will be in touch about scheduling.

bernie

From: Ivy Rose [mailto:[REDACTED]]
Sent: Thursday, March 15, 2018 10:06 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Re: Budget Cuts

Chancellor Patterson,

Thank you for offering to talk in person - I'll be available anytime on Monday or Tuesday if that works for you. I also perhaps should have mentioned in my original email that I understand that the administration is in a very difficult position that occurred due to the actions of people outside the university. I just believe that a better solution can be found if more people are involved in the discussion.

Thank you so much!

Ivy

On Thu, Mar 15, 2018, 6:06 AM Patterson, Bernie <Bernie.Patterson@uwsp.edu> wrote:

Ivy,

I have started a response to you a couple of times, but keep thinking that perhaps it would be better if we talked. Would you like to meet or is there a number where I could call you?

Bernie Patterson

Sent from my iPhone

On Mar 14, 2018, at 5:27 PM, Ivy Rose [REDACTED] wrote:

Dear Chancellor Patterson,

I am writing in regards to the potential removal of thirteen majors from UWSP. I was disappointed that you did not attend the town hall meeting last night - this is such an important decision that will have ramifications far beyond our campus, so I would have hoped that the university administration would be present at every meeting discussing whether or not this is actually the right course of action. So, I am sending you the comments I shared at the meeting last night.

My name is Ivy Boudreau and I graduated from UWSP with a B.A. in Dance in 2017. I care enough about education and it's effects on our entire society and world that I am shocked this proposal is even being considered.

By cutting these majors, uwsp would effectively become a trade school. There's absolutely nothing wrong with this type of school, but a world where the humanities are simply not included as a part of higher education is sobering to imagine. Through the humanities, we learn to think and reason for ourselves and then communicate those ideas to others. Without these abilities, not only would future students be vulnerable to blindly follow any ideology that came their way, they would also become less effective employees. In our ever-changing work force, the ability to adapt by thinking both critically and creatively, rather than simply following learned procedures, is quite simply a necessity.

In most other countries, people learn at least one or two other languages. The refusal of Americans to learn a second or third language not only places us at a disadvantage in the global market place, it also damages our ability to communicate with and understand other cultures. This will isolate us as a nation, which again would leave our citizens vulnerable to following potentially harmful ideologies, not to mention leaving us vulnerable as a nation that has made no effort to truly communicate and build bonds with other nations.

Through all of the humanities, we learn that the world is bigger than our own experiences and we learn to relate to other people whose lives are very different from our own. For example, in my sociology class at UWSP I learned the value of listening to all sides of a story and not assuming that my opinion or way of doing something was automatically best. It opened my mind to the fact that there are other ideas and experiences out there that are just as deserving of a voice as anyone in my familiar circle.

I've heard some people argue that this proposal is a good thing because "we need to attract more young professionals to the community." This is a completely invalid point for a couple of reasons. One, artists are professionals. We work hard, we are paid for what we do, and we improve the quality of life around us, which leads me into point two: people are attracted to the culture of a place in addition to its work opportunities. You will not find a vibrant, cultural town or city that does not value the the arts. The other day at my job, I overheard some people talking about how Stevens Point has a much more interesting history and vibe than other small, more industrial towns in the state, and they specifically mentioned the presence of the university and the humanities (particularly art and English) as the defining difference. Then, much to their shock, someone told them about the proposed cuts. The removal of these programs would not only damage students, it would damage the

culture of this entire area that people know and love.

I've also heard people argue that not every university needs to offer the same majors. True, but a liberal arts university still needs to offer its students a variety of majors from ALL areas, not just the ones that will funnel them into the work force. Were this division to happen, it's very possible that smaller, more affordable schools like UWSP would offer more technical training majors and larger, more expensive schools like UW-Madison and Milwaukee would offer the humanities. This would effectively prohibit several demographics from attaining a degree in the humanities, strengthening the already huge gap between economic classes by making low-income students feel that their only available option was science or manual labor. Again, this is not to discount careers in those fields, but we can't take the choice away from people.

A third argument is that we shouldn't worry because even though the majors are being cut, many of the classes won't be. That really doesn't matter because the school is still showing how little they value the humanities. It will also negatively affect the quality of the professors who want to teach here.

We cannot let our country become a nation of mindless work drones. This may sound far-fetched, but if we allow our children to only be trained to do a job and not to develop their minds and passions and creativity, that is exactly what we'll get. I majored in dance not because I knew I'd get a high-paying job, but because I have passion for opening people's eyes to things that matter through the medium of movement. I also knew that the skill set I was developing - quick learning, attention to detail, strong verbal and written communication skills, leadership, working in a group...I could go on - would serve me well in any day job for which I chose to apply. I chose to not dedicate my life to the pursuit of a paycheck, but to deepening my own connection to ideas and concepts that lie below the surface of our everyday world, sharing these discoveries with others through art, and by doing this, making the world better than the way I found it.

Maybe I'm an idealist. Oh well. I think we should all have the freedom to pursue our ideals, because it is the only way we'll ever find happiness. I'm willing to work and fight to make sure the future generations do not have the freedom to choose their own happiness stripped away from them.

I began this message by saying that I am disappointed that you and other members of the administration did not attend the meeting, but maybe it was for the best. Maybe this will be a wake-up call to the school and members of the community that the administration really does not care about our opinion, and that this fight needs to be brought to a higher level of authority. Because, even if it was never your intention, your absence at last night's meeting, coupled with the lack of transparency in making this huge decision, sent a loud and clear message to all of us that the voices of students and faculty alike do not matter to the administration. We all deserve to have a voice in decisions that will affect our futures and our livelihoods, and even if you do not want to truly listen to what we have to say, we will keep talking and we will take action. I say this only because I care about this university and this community and I only want the best for it.

Sincerely,

Ivy Boudreau

From: Patterson, Bernie
Sent: Thursday, March 15, 2018 11:00 AM
To: Ivy Rose
Cc: Brandl-Reeves, Sara
Subject: RE: Budget Cuts

I agree—looking forward to our conversation. Sara will be in touch about scheduling.
bernie

From: Ivy Rose [mailto:boudreauivy@gmail.com]
Sent: Thursday, March 15, 2018 10:06 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Re: Budget Cuts

Chancellor Patterson,

Thank you for offering to talk in person - I'll be available anytime on Monday or Tuesday if that works for you. I also perhaps should have mentioned in my original email that I understand that the administration is in a very difficult position that occurred due to the actions of people outside the university. I just believe that a better solution can be found if more people are involved in the discussion.

Thank you so much!

Ivy

On Thu, Mar 15, 2018, 6:06 AM Patterson, Bernie <Bernie.Patterson@uwsp.edu> wrote:

Ivy,
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Bernie Patterson
Sent from my iPhone

On Mar 14, 2018, at 5:27 PM, Ivy Rose [REDACTED] wrote:

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came their way, they would also become less effective employees. In our ever-changing work force, the ability to adapt by thinking both critically and creatively, rather than simply following learned procedures, is quite simply a necessity.

In most other countries, people learn at least one or two other languages. The refusal of Americans to learn a second or third language not only places us at a disadvantage in the global market place, it also damages our ability to communicate with and understand other cultures. This will isolate us as a nation, which again would leave our citizens vulnerable to following potentially harmful ideologies, not to mention leaving us vulnerable as a nation that has made no effort to truly communicate and build bonds with other nations.

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Sincerely,

Ivy Boudreau

From: Ivy Rose [REDACTED]
Sent: Thursday, March 15, 2018 10:06 AM
To: Patterson, Bernie
Subject: Re: Budget Cuts

Chancellor Patterson,

Thank you for offering to talk in person - I'll be available anytime on Monday or Tuesday if that works for you. I also perhaps should have mentioned in my original email that I understand that the administration is in a very difficult position that occurred due to the actions of people outside the university. I just believe that a better solution can be found if more people are involved in the discussion.

Thank you so much!

Ivy

On Thu, Mar 15, 2018, 6:06 AM Patterson, Bernie <Bernie.Patterson@uwsp.edu> wrote:

Ivy,

I have started a response to you a couple of times, but keep thinking that perhaps it would be better if we talked. Would you like to meet or is there a number where I could call you?

Bernie Patterson

Sent from my iPhone

On Mar 14, 2018, at 5:27 PM, Ivy Rose [REDACTED] wrote:

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Ivy Boudreau

From: Amy Ferrer [REDACTED]
Sent: Thursday, March 15, 2018 10:02 AM
To: Patterson, Bernie;Summers, Greg
Cc: Manzke, Rob
Subject: Statement from 20+ Scholarly Societies Opposing UWSP Program Cuts
Attachments: UWSP Statement.pdf

Dear Chancellor Patterson and Provost Summers:

I write today on behalf of 23 scholarly societies (to date) who have joined in issuing the attached statement opposing the proposed cuts to humanities and social science programs at the University of Wisconsin Stevens Point. The statement, which has just been released to the public, also appears at the following URL:

www.apaonline.org/resource/resmgr/docs/UWSP_Statement.pdf

The statement reads, in part,

Access to humanities studies is essential for all students, no matter their career paths, as is the opportunity to major in these disciplines. It is deeply misguided to eliminate humanities majors based on an inaccurate presumption that they do not prepare students for high-demand careers. Technology and business leaders continually affirm the value of humanities degrees, and employment rates and job satisfaction among humanities majors rival those in STEM and business fields, according to data from the American Academy of Arts and Sciences. We find it especially important that humanities and social science majors be available to students in public universities, and we urge Chancellor Bernie Patterson and Provost Gregory Summers to reconsider this plan, which would irreparably damage liberal arts education at a key public university.

We strongly urge you to reconsider the plan to eliminate these crucial programs at UWSP.

All the best,

Amy Ferrer



Amy E. Ferrer
Executive Director
The American Philosophical Association
University of Delaware
31 Amstel Avenue, Newark, DE 19716
Ph: 302-831-8691 | Fax: 302-831-8690

[Support the APA with a tax-deductible contribution.](#)

Statement on Proposed Program Cuts at the University of Wisconsin Stevens Point

March 15, 2018

The undersigned associations urge the University of Wisconsin Stevens Point administration to reconsider its recommended elimination of thirteen undergraduate majors, most of which involve key humanities and social science programs.

We recognize the reality that effective university leaders today must not only make changes, but in some cases fundamentally reimagine their institutions in order to chart a sustainable course for the future. However, all colleges and universities benefit from strong programs in the humanities, and it is especially important for regional public institutions, which serve large populations of first-generation college students, students of color, and students from families of limited means, to provide access to in-depth education in the full range of humanities and social science programs.

The University of Wisconsin Stevens Point proposes increasing resources for programs “in areas with high-demand career paths” such as Fire Science and Aquaponics, while eliminating majors in American Studies, art, English, French, geography, geoscience, German, History, music literature, philosophy, political science, sociology, and Spanish. There is convincing evidence that college graduates can be expected to change careers—not just jobs, but careers—several times in their working lives. By focusing on preparation only for narrowly defined jobs, Stevens Point administrators risk leaving students with considerably poorer preparation for the full range of careers most Americans will experience in a working lifetime.

Access to humanities studies is essential for all students, no matter their career paths, as is the opportunity to major in these disciplines. It is deeply misguided to eliminate humanities majors based on an inaccurate presumption that they do not prepare students for high-demand careers. Technology and business leaders continually affirm the value of humanities degrees, and employment rates and job satisfaction among humanities majors rival those in STEM and business fields, according to data from the American Academy of Arts and Sciences. We find it especially important that humanities and social science majors be available to students in public universities, and we urge Chancellor Bernie Patterson and Provost Gregory Summers to reconsider this plan, which would irreparably damage liberal arts education at a key public university.

American Anthropological Association
American Comparative Literature Association
American Historical Association
American Musicological Society
American Philosophical Association
American Political Science Association
American Schools of Oriental Research
American Society for Eighteenth-Century Studies
American Society for Environmental History
American Sociological Association
CAA – Advancing Art and Design
Latin American Studies Association

Linguistic Society of America
Medieval Academy of America
Modern Language Association
National Communication Association
National Council of Teachers of English College Forum
National Council on Public History
North American Conference on British Studies
Organization of American Historians
Rhetoric Society of America
Shakespeare Association of America
Society of Biblical Literature

From: Thwaits, Marc A
Sent: Tuesday, March 13, 2018 4:19 PM
To: Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu>
Subject: UWSP proposal

10 March 2018

Dear Mr. Patterson,

I am a UWSP graduate with a MS in Education. I am also UW-Madison graduate with a BS in Zoology and am intimately aware of the importance of STEM curriculum. It was with a heavy heart I read the proposed changes in the in the “Point Forward” .pdf document sent out to students and faculty on 5 March, 2018.

I realize that you have a budget to balance and that is always a difficult job—especially when the majority of the powers that be don’t value education beyond a five-second soundbite. One wonders if the current administration is choosing to undermine the Wisconsin University system so they can someday sell the schools to the highest private donor to their political campaigns. **Included in this document are common sense suggestions to increase enrollment at UWSP.**

Please consider:

In your heart of hearts would you *honestly* send your son or daughter to a University that did not offer a degree in English? English is fundamental to everything we do in all the other courses at the university. There ought to be room for the many people who value it first and foremost.

The United States is woefully behind so many other countries in educating their citizens in world languages. Your proposal to remove French, Spanish, and German major degree programs is unconscionable.

Over 60 countries speak French and Spanish as their official language or as a *bridge* language to facilitate communication with foreigners. German continues to be one of the primary languages in used in scientific and technological papers.

Once again we Americans choose to remain behind the eight-ball in diplomatic relations and success in relating to foreign businesses.

We are already deemed incredibly backward and arrogant by so many countries in our reluctance to teach our people “foreign” languages. So many of our ill-informed leaders have espoused the ignorant conviction: “since so many people in the world speak English the US doesn’t have to bother to teach other languages”. We are viewed as the West Virginia of the civilized world. We have gotten by for the time being, but in the future our country will be left in the dust by countries with progressive education policies. We need to shake off the 1950’s mindset. When I taught in China, one in six young people spoke passable English. They start world language studies at age 5. In good Vietnamese schools, students graduate high school reasonably proficient in at least 3 languages in addition to their native tongue. Language studies are paramount in being **competitive and competent** in the future. A number of studies have shown that facility in other languages (and music) improves cognitive mastery in other subjects.

Modest suggestions that will help raise enrollment for UWSP:

1. Keep the “classic” majors that you had before. **You can’t afford to lose more enrollees** because of your lack of choice.
2. **Offer many more night classes** for students who are employed during the daytime hours. So many people want to attend UWSP, but can’t, because of their jobs.
3. **Provide “Ag-school” type** classes (that could be offered primarily before and after planting and harvest times) to attract more rural students. Madison has had “Farm and Industry short courses” since the late 1800’s. Ag emphasis courses could draw in over well over a thousand additional students.

UWSP should be the “Flagship” school for the Northern half of the state. If the current plan is put into place, ‘Point will quickly gain the reputation of being a glorified tech school. If that happens, many students will look elsewhere for a “real” university. A week after you released your possible plans without having the nerve to give anyone definite to go on, UWSP has received hundreds of calls from parents cancelling plans to let their child attend UWSP. You are creating your own self-fulfilling prophecy about enrollment decline.

--You need a **definite** plan so people (students, parents, staff) can decide what’s best for them now. Being in Limbo is sometimes worse than hell.

--And finally, you need to speak clearly to the public. When spending is exceeding the amount of money coming in, don’t call it a *structural deficit*. It is “business speak”, a dishonest way of expressing yourself. People can take bad news if you’re up front. If you wallpaper the problem with jargon, they will not only disagree with your conclusions, they will not respect you because you didn’t have the guts to be honest. Terms like *interpersonal organization emphasis* and *public relations emphasis* also muddy the waters. *Repositioning* is another one of those mealy-mouth obstructive terms that need to be clarified. Say what you mean in clear English. If it sounds as if you are hiding something, then people will think you are inherently dishonest and they won’t believe anything you say.

UWSP needs to set its sights higher—not lower. Become true advocates for the university.

Respectfully, 祝好

Marc Thwaits

From: Patterson, Bernie
Sent: Thursday, March 15, 2018 6:07 AM
To: Ivy Rose
Subject: Re:

Ivy,

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Bernie Patterson

Sent from my iPhone

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We cannot let our country become a nation of mindless work drones. This may sound far-fetched, but if we allow our children to only be trained to do a job and not to develop their minds and passions and creativity, that is exactly what we'll get. I majored in dance not because I knew I'd get a high-paying job, but because I have passion for opening people's eyes to things that matter through the medium of movement. I also knew that the skill set I was developing - quick learning, attention to detail, strong verbal and written communication skills, leadership, working in a group....I could go on - would serve me well in any day job for which I chose to apply. I chose to not dedicate my life to the pursuit of a paycheck, but to deepening my own connection to ideas and concepts that lie below the surface of our everyday world, sharing these discoveries with others through art, and by doing this, making the world better than the way I found it.

Maybe I'm an idealist. Oh well. I think we should all have the freedom to pursue our ideals, because it is the only way we'll ever find happiness. I'm willing to work and fight to make sure the future generations do not have the freedom to choose their own happiness stripped away from them.

I began this message by saying that I am disappointed that you and other members of the administration did not attend the meeting, but maybe it was for the best. Maybe this will be a wake-up call to the school and members of the community that the administration really does not care about our opinion, and that this fight needs to be brought to a higher level of authority. Because, even if it was never your intention, your absence at last night's meeting, coupled with the lack of transparency in making this huge decision, sent a loud and clear message to all of us that the voices of students and faculty alike do not matter to the administration. We all deserve to have a voice in decisions that will affect our futures and our livelihoods, and even if you do not want to truly listen to what we have to say, we will keep talking and we will take action. I say this only because I care about this university and this community and I only want the best for it.

Sincerely,

Ivy Boudreau

From: Rickless, Samuel [REDACTED]
Sent: Saturday, March 10, 2018 10:43 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Proposal to Eliminate the Liberal Arts

Dear Chancellor Patterson,

My name is Sam Rickless, and I am a professor of philosophy at the University of California San Diego. I read with alarm that UW Stevens Point is planning to eliminate its liberal arts programs and important social science programs for undergraduates, including history, philosophy, english, political science, sociology, and a number of languages. I understand that demand for these programs is lower than it has been in the past. But what you are proposing is the transformation of UW Stevens Point from a university into a vocational and pre-professional school. This is what happens when you propose fire science and marketing as majors, while destroying political science and english.

There are any number of ways to handle a budget shortfall short of giving up on the idea of a university for Central Wisconsin. The first thing is to talk up the value of a liberal arts education. The statistics would back you up. Although beginning salaries for liberal arts graduates are lower on average than, say, salaries for engineers, they are not lower than beginning salaries in conservation law enforcement, graphic design, or marketing. In addition, salaries for liberal arts graduates rise more quickly than salaries in vocational areas, for the obvious reason that vocational training constitutes preparation for one very limited kind of salaried activity, whereas a liberal arts and social science education constitutes preparation for a host of salaried activities: critical and analytical thinking, clear writing, organizational skills, public speaking, and teamwork. Existing research points to a future in which students will be changing jobs 5 or 6 times over the course of their lives. Many of those jobs will be in a variety of different disciplinary areas, and they will need to call on a bevy of skills as they make their way through the world. What you are planning is a disservice to your students. So one option would be to *add liberal arts requirements* to the curriculum. Many colleges require philosophy. This is as it should be. Philosophy teaches the kinds of critical thinking skills that are crucial for success in life.

Philosophy students perform at the highest level on the GRE, MCAT, and, importantly, the LSAT. Every year, I teach logic to dozens of students, who use the skills they learn in my course to good effect on the LSAT. As I am sure you know (and if you don't, you might ask your daughter who according to your website is a practicing attorney), political science and philosophy are widely recognized as the best preparation for law school, and philosophy majors score higher than biology majors on the MCAT and much higher than business majors on the GMAT.

I am going to assume that your heart is in the right place. You have written about the value of an education. A link to that letter appears on your website. In that letter, dated February 8, you write: "Do we want a service-based economy with low-paying jobs, or a strong, knowledge-based economy built on good-paying jobs? Higher education is a clear pathway for higher earnings and stronger economies with growth potential. A college degree prepares graduates for today's workforce and gives them the skills to adapt to jobs that do not yet exist."

This is correct. But eliminating liberal arts and social science degrees and replacing them with degrees that are narrowly focused on preparing students for a narrow class of jobs in aquaculture, fire science, conservation law enforcement, captive wildlife, and so on, does not give students "the skills to adapt to jobs that do not yet exist". An aquaculture degree prepares you for, well, aquaculture. A conservation law enforcement degree prepares you for, well, conservation law enforcement. These degrees do not prepare you for other jobs, in case aquaculture industries fold and the state finds other priorities (such as caring for the aging Wisconsin population) than conservation law enforcement.

With all due respect, *what are you doing?*

best wishes,
Sam Rickless

Samuel C. Rickless
Professor of Philosophy, UC San Diego
Affiliate Professor, University of San Diego School of Law
Chair, UC San Diego Undergraduate Council
9500 Gilman Drive
La Jolla, CA 92093-0119
Email Address: [REDACTED]
Website: <http://samrickless.com>

Note: The views in this letter are my own, and do not represent the views of the University of California San Diego or the University of San Diego.

Proposed

POINT FORWARD



University of Wisconsin

Stevens Point

Reimagining Our Curriculum for the Future

Executive Summary

UW-Stevens Point's *Partnership for Thriving Communities* provides a clear statement of purpose for the institution: to help the communities of central and northern Wisconsin become more vibrant, healthy, prosperous, and sustainable. As an educational institution, we accomplish this aim primarily through the facilitation of teaching and learning, leveraging the knowledge of our students, faculty, and staff to improve the region.

Strategic focus is required to fulfill this mission in an era of limited financial resources, demographic challenges, and rising competition. The fact that UW-Stevens Point is presently facing a substantial financial deficit, meaning that our spending annually exceeds our revenue, makes the need for clear priorities even more urgent.

This document discusses Academic Affairs' path forward for addressing our fiscal challenges while advancing our mission and purpose. Sections include the following topics:

- An explanation of [Why We Must Restructure Our Curriculum](#). Efforts to increase enrollment, retention, and other budget cuts are not sufficient to restore balance between revenue and expenditures. In order to give students the education they deserve we must offer fewer, better-resourced programs that can deliver rigorous, high quality educational experiences.
- A review of the [Guiding Principles](#) that impact decision making regarding the curriculum. These include a national move among students towards career pathways, the need for academic programs to be well resourced, and a commitment to strengthening both our academic majors as well as the liberal arts core to ensure students graduate with the knowledge, skills, and perspectives they will need to be successful in the future.
- A review of recommendations concerning [Program Eliminations, Program Investments, and Administrative Restructuring](#). While no programs are obviously failing by a standard set of metrics, what we have instead are too many programs that are modestly successful at drawing students to the university. Eliminating some majors while simultaneously investing in other new and expanded majors will strengthen our ability to meet student and regional needs. Because organizational structure follows curriculum, these changes will likely necessitate the reorganization of colleges and departments.
- A call to action regarding [Reimagining the Liberal Arts](#). We must resist the false choice between providing a broad, well-rounded education or narrow professional and vocational pathways. As one strategy, we will reimagine traditional liberal arts majors for students seeking applied learning to improve their career potential. Second, we will strengthen our core liberal arts curriculum. Preparing students for engaged citizenship, ensuring that they graduate as broadly educated and well-rounded lifelong learners, and equipping them with the kinds of professional skills that we know are essential for career success in any field—these are things we owe to all students regardless of major.
- A description of [The Formal Process Ahead](#) to review and finalize recommended changes.

There is no question that this proposed restructuring of UW-Stevens Point's academic curriculum will be difficult, disconcerting, and painful. Change of this magnitude is never easy. Yet curricular innovation can also be exciting, creative, and even exhilarating, especially when we find better ways to identify and meet the needs of the students we serve. If we accept the need for change and we confront and solve the financial issues currently facing the institution, we can create a new identity for the regional public university in the twenty-first century. UW-Stevens Point can move forward with fiscal stability, new opportunities to build programs and grow enrollment, and renewed capacity to improve our service to the students and communities of central and northern Wisconsin.

Why We Must Restructure Our Curriculum

UW-Stevens Point has reached a moment in which the elimination of under-enrolled majors is the only realistic way to repair our budget and simultaneously fund the creation and expansion of programs with higher student demand. Within Academic Affairs over the years, we have tried nearly every other strategy except this approach, from improving the marketing, recruitment, and retention strategies of enrollment management to endlessly searching for cost-savings until efficiency became pervasive austerity. We have increased workloads, raised class sizes, reduced administrative spending, and nearly eliminated budgets for supplies, equipment, technology and facilities. We have restricted travel, sabbaticals, and other professional development, and declined for years to invest in salaries for our faculty and staff members. We have squeezed administrative support functions to a point where we are failing to provide badly needed services, especially in those areas on which we depend regardless of enrollment. In Information Technology alone, nine and a half positions have been lost in the past three years, a number that will likely grow further in the current restructuring—this at a time when the demands on their services and expertise are greater than ever.

In short, we have “lived without” across the entire Division of Academic Affairs, disadvantaging nearly all of our programs and services, and most importantly, undermining the education we provide our students. There is a limit to how long a university can thrive under these kinds of across-the-board austerity measures and remain a vital and thriving institution, and we have reached it. Restructuring our curriculum will not solve all these financial shortcomings by itself. Nevertheless, given our growing dependence on tuition and the current imbalance between expenditures and revenue, our only remaining alternative is to examine our curriculum, an operational area we have modestly adjusted in the past but never fundamentally restructured.

In doing so, we confront this simple but vital question: Do we continue to offer the current number of majors, all of which will be chronically under-resourced and unable to serve students effectively, or do we reduce our program array so that the majors we offer, though fewer in number, are all adequately resourced and able to deliver the kind of rigorous, high-quality, and valuable education that our students deserve? We must choose the latter path, doing so in a way that maximizes potential enrollment and the service we provide to the region.

As administrators and faculty members, we should acknowledge a tension inherent in the governance process surrounding budget-driven curricular decisions. Shared governance assigns responsibility for the content of the curriculum to the faculty, where it rightly belongs, while administration manages the financial resources available to serve students. The provost and deans collectively bridge these two functions as academic officers, each with faculty credentials but charged with the task of managing financial resources. In moments such as these, where fiscal realities demand curricular restructuring, the gray area between curriculum and budget becomes especially fraught. Faculty are understandably reluctant to play a role in eliminating the jobs of their colleagues. Administrators are understandably reluctant to define curriculum. At UW-Stevens Point, the resulting impasse has paralyzed the institution for years, preventing us from recognizing our changing circumstances and adapting with the appropriate creative urgency and curricular innovation. To escape this institutional inertia, we need to utilize the governance process as much as possible to advance a constructive dialogue among students, faculty, staff, and administration regarding the institution’s future identity.

Engaging in this dialogue requires acknowledging several hard truths about the way our economic circumstances have changed over the years. UW-Stevens Point is not a university in jeopardy of failing. Yet we have failed to adapt to a changing market for higher education. Simply put, we cannot continue to be the same kind of comprehensive university that we became by the 1970s, a smaller version of the larger research institutions like UW-Madison that dominate the landscape of American higher education.

- Public funding then was plentiful, making the relative cost to individual students low. In fact, until the 1970s tuition for most in-state students at UW-Stevens Point was free and fees were modest. Today, public funding has declined dramatically and the relative cost to students is high.
- Demographic trends favored growth in higher education then. Today, in Wisconsin and throughout the Midwest, they no longer do.
- Universities then possessed a near monopoly on credentialing for access to better jobs and salaries in a burgeoning economy. Today, although baccalaureate degrees continue to offer substantial returns on investment, employers have demonstrated a willingness—even a preference—to consider other alternatives. Students have responded well to institutions offering trainings, certificates and degrees at a lower cost, with faster completion, and in ways that let them balance work, family, and school. The [innovations of the information age](#) are making these [alternatives](#) increasingly viable.

In this rapidly changing environment, UW-Stevens Point must adapt by selecting core specializations and striving to offer the best programs possible within these areas. The operative question is this: **If we can no longer function as a broadly comprehensive institution, then how best can we forge a new, more focused identity for the twenty-first century?**

Fortunately, we have already defined this identity in the *Partnership for Thriving Communities*. Our strategic plan was crafted over a period of years through an open, collaborative, and thoughtful process with broad input from campus and community stakeholders. Since its completion, this plan has been further refined and sharpened, again with broad input from students, faculty, staff, and community members. As a result, UW-Stevens Point already has a clear vision and sense of purpose around which to make these resource decisions. What we need to do now is implement this vision, connecting strategic goals to resource allocation by taking seriously the guiding principles outlined below.

Guiding Principles

In deciding how best to restructure our curriculum at UW-Stevens Point, it is clear that we do not have majors that are obviously failing by a standard set of metrics. What we have instead are too many programs that are modestly successful at drawing students to the university, a dynamic that has created our current fiscal deficit. Dramatic improvements to our four-year graduation rates have added to our current predicament, and it is important to remind ourselves that this has been a tremendous achievement for our students that we should continue to advance. Recent state budget reductions and a six-year tuition freeze have also certainly contributed to this situation. But just as certainly, we must acknowledge that our declining state support has stretched over decades, not years, and stems more from long-term structural factors than short-term issues such as partisan politics or fluctuations in the economy. What's more, the resulting shifting of expenses to students and families in the form of rising tuition and fees has made them increasingly wary of the cost of higher education and understandably sensitive to the return they will get on their substantial investments.

Addressing this situation requires attention to three broad variables: the academic mission of the university as defined in the *Partnership for Thriving Communities*, the need to be financially responsible, and the many opportunity costs that are part of every resource decision. It is especially easy to forget these latter opportunity costs, but they are among the most important factors we must consider. With each decision to invest in one program, there is a simultaneous decision not to invest in many others. Making sound resource decisions therefore involves more than weighing the merits of individual programs in isolation. Rather, we should balance the resources consumed by a particular program and the relative benefits it brings to students and the university against the very same variables associated with alternative programs for which those resources might be used.

With these broad considerations in mind, our efforts to move UW-Stevens Point toward a sustainable fiscal balance will involve changes to the academic curriculum shaped by the following guiding principles:

1. The most relevant metrics related to the curriculum are the enrollment trend lines of academic programs in which students are choosing to major. In today's environment, these trends are shaped most directly by the clarity of [career pathways](#) offered in each major and the potential return on investment that students perceive.
2. Because majors are the centerpiece of our educational offerings, we must ensure that every degree we make available to students is well resourced. This includes both curricular offerings and the academic support services on which students depend to succeed.
3. If we cannot resource a program in a manner that ensures the major's rigor, quality, and ultimate value to students, it is unethical to continue offering it.
4. Correcting our present deficit necessarily entails restructuring: reducing the number of programs overall, with a corresponding reduction in personnel, looking especially at those majors with declining enrollment trend lines as well as those functioning as secondary majors; and simultaneously investing in programs with greater potential to draw new students to the institution.
5. In this restructuring, we must strengthen, not just preserve, the liberal arts core of all our baccalaureate degrees to ensure that every student graduates with the knowledge, skills, and perspectives this provides.
6. Moving forward, we must be determined to research, identify, and meet a variety of student needs, both credit and non-credit for traditional and non-traditional students, ensuring that each enrollment opportunity has a clearly defined audience and helps students accomplish clearly defined career outcomes.

Summarizing these principles, we can say the following:

The curricular mission of the University of Wisconsin-Stevens Point is to prepare graduates for successful careers and engaged citizenship, both of which hinge on developing a passion for learning and the skills needed to continue educating themselves over a lifetime. This approach requires graduates to have broad knowledge of the world as well as deep experience and achievement in a specific field of inquiry; intellectual skills such as critical thinking, communication, analysis, and problem-solving; and a strong sense of personal, social, and environmental responsibility. Above all our distinct character as a regional public university emphasizes applied learning—putting knowledge to work in the service of communities that are complex, diverse, and ever changing.

Program Eliminations, Program Investments, and Administrative Restructuring

Based on the parameters outlined above, we make the following recommendations for restructuring UW-Stevens Point's academic curriculum.

First, we must recognize a difficult but unavoidable development that has been apparent for years, particularly among regional public universities like ours: *majors* in the traditional liberal arts disciplines, especially the humanities and social sciences, do not have the same appeal to students nor the same value in opening career pathways as they once did. Consequently, the majors we recommend for elimination are listed below.

MAJORS	DEGREE	NOTES
American Studies	BA, BS	
Art	BA, BFA	Graphic Design will continue as a distinct major
English	BA	English for Teacher Certification will continue
French	BA	
Geography	BS	
Geoscience	BS	
German	BA	
History	BA, BS	Social Science for Teacher Certification will continue
Music Literature	BM	
Philosophy	BA, BS	
Political Science	BA, BS	
Sociology	BA, BS	Social Work will continue
Spanish	BA	

Please Note: It is vital to distinguish between *majors* in the traditional liberal arts, majors in liberal arts with specific professional pathways, and the *broad liberal education* we need to strengthen for all our graduates.

- Although we will discontinue a variety of traditional discipline-specific liberal arts majors, we will absolutely continue to offer coursework in these disciplines. Minors in English, Art, History, Philosophy and other disciplines will continue to be available, as will coursework in the General Education Program and specific majors where required.
- We recommend that the faculty create new offerings in the humanities and social sciences, some with more clearly defined career pathways and others with an interdisciplinary focus in the liberal arts. (See our recommendations further below.)
- **Students currently enrolled in any formally discontinued major will be guaranteed the opportunity to complete their degrees.**

We also intend this restructuring to invest in the expansion of numerous academic programs, both existing and new, with demonstrated value to the region and student demand. The list of potential programs below is only a beginning. It does not include the possibility that some traditional liberal arts majors might take a professional turn, nor does it include the new associate degrees that we will develop for our branch campuses. In some cases, these programs have been on faculty “to-do” lists for years, but we simply lacked the resources to implement them. Thus, regional needs and student demand have gone unmet, and the tuition dollars these opportunities might have generated have been lost to the university.

MAJORS	DEGREE	NOTES
Chemical Engineering	BS	Expanded
Computer Information Systems	BS	Expanded
Conservation Law Enforcement	BS	Current option elevated to a major
Finance	BS	Current option elevated to a major
Fire Science	BS	Current option elevated to a major
Graphic Design	BFA	Current option elevated to a major
Management	BS	Current option elevated to a major
Marketing	BS	Current option elevated to a major
Environmental Engineering	BS	New program
Ecosystem Design and Remediation	BS	New program
Captive Wildlife	BS	New program
Aquaculture/Aquaponics	BS	New program
Geographic Information Science	BS, MS (Flex)	New program
Master of Business Administration	MBA	New program
Master of Natural Resources	MNR	New program
Doctor of Physical Therapy	DPT	New program

In making these difficult recommendations, it is important to note that this is not a judgment on the inherent value of majors in the liberal arts nor the outstanding work and accomplishments of the students, faculty, and staff members who have participated in these programs over the years. Graduates in the traditional liberal arts earn degrees whose value is well demonstrated in [numerous studies](#), and their accomplishments are impressive. But enrollments show that twenty-first century students consider traditional liberal arts majors too distant from the careers available to them in central and northern Wisconsin. Even if that perception could be overcome, it remains true that if UW-Stevens Point continues to offer the wide array of degrees we currently provide, our institution will remain financially unsustainable.

New academic curricula will likely also require new organizational structures. Given that organization should follow curriculum and not the other way around, planning our new structure will require the same input from across campus as our curricular recommendations. Although we do not yet know how these plans will take shape, we intend to explore one especially significant possibility: **reorganizing our academic programs more efficiently by moving from five colleges down to four.**

Eliminating a single dean's position will not save a great deal of money. However, we should create an organizational structure that best facilitates the educational outcomes we strive to achieve for our students. New ways of organizing curriculum can highlight faculty and programmatic strength that has long been present at UW-Stevens Point but prevented from flourishing by our historic structures. For example, the College of Letters and Science has long had an impressive variety of environmental scholars in the humanities and social sciences, yet doing the truly interdisciplinary work of teaching in environmental studies has proven difficult. Much the same could be said for faculty members across campus with expertise in areas connected to design. Bringing such faculty members together in reimagined, cohesive units will help to facilitate new programs and create opportunities for students that we have long struggled to provide.

However we choose to reorganize, the proposed restructuring of UW-Stevens Point's curriculum will affect every college, department, and unit within Academic Affairs. We must all be prepared to consider changes and shoulder the responsibility of improving the education we offer students.

Reimagining the Liberal Arts

Discussions in which stakeholders are forced to weigh the relative value of various degrees are often portrayed as stark and largely false choices: Is a university's primary role to prepare engaged citizens and lifelong learners or good employees? Do we focus on providing a broad, well-rounded education or narrow professional and vocational abilities? **The answer in each case is obviously both.** We cannot prepare students to succeed in the complex world of the twenty-first century without delivering both, and we cannot do that if we confine the discussion to the relative value of different majors.

Equipping students with intellectual skills such as critical thinking, communication, and analysis; the ability to work well in teams across disciplines to solve problems; and a strong sense of personal, social, and environmental responsibility—these are the traits we rightly claim to offer students through the study of the liberal arts. If these skills and values were truly confined only to *majors* in the liberal arts disciplines, then we would be failing the vast majority of the students we graduate with degrees in business, health, natural resources, STEM, and other professional areas. Surely, this cannot be the case. Every degree we offer at UW-Stevens Point should equip our graduates with every one of these attributes.

One way to deliver on this promise is **to seize the opportunity to reimagine traditional liberal arts disciplines for students seeking applied learning to improve their career potential.**

Certainly, we will work to maintain general interdisciplinary degrees in the liberal arts, such as a broad major in the humanities or world languages, and new or expanded programs in fields such as International Studies or Environmental Studies. But we must also consider programs that allow students to study the liberal arts in order to build specific skills and achieve career-oriented outcomes. For example:

- Rather than a general major in English, can we create a more focused program for professional writing and publishing in a digital age?
- Instead of comprehensive majors in French, German, and Spanish, how can we equip graduates in health and business careers with the language and intercultural skills they might need to do their jobs in a diverse global society?
- Instead of a Philosophy major, can we develop offerings in applied ethics for the next generation of professional leaders?
- In place of broad majors in Political Science and Sociology, can we explore the creation of more career-minded programs in Public Affairs, Criminology, or Legal Studies?

As a regional public university, these are the kinds of educational needs that we must be prepared to meet.

A second and equally important strategy will be to **strengthen the role and purpose of the liberal arts disciplines in the university's core curriculum**, our General Education Program (GEP), which every student at UW-Stevens Point is required to complete. The new GEP was launched in 2013 following a nearly six-year process to revise our former General Degree Requirements. The GEP has been remarkably successful in terms of curricular efficiency. Reducing the number of credits required from nearly seventy to roughly forty has produced a dramatic increase in the university's four-year graduation rate, a tremendous outcome for our students. Yet the GEP remains essentially a laundry list of distribution requirements with little connection to one another and few intentional curricular pathways. [We can and must do better for our students](#), something we know with clarity having completed the first five-year cycle of learning assessment in the GEP.

Re-examining our core curriculum will be especially important as we join with UW-Marathon County and UW-Marshfield/Wood County. At these institutions, where the core curriculum is largely *the* curriculum, faculty have long focused on how best to prepare students for a great variety of baccalaureate degrees. Current faculty and staff members at UW-Stevens Point will surely benefit from the experience and expertise of our new colleagues.

The Formal Process Ahead

Finally, it is important to understand that although this document summarizes current administrative judgments, it does not yet comprise a formal proposal under any particular policy. Because it is possible that some of these program eliminations will result in the layoff of tenured faculty members as described by [Regent Policy Document \(RPD\) 20-24](#), Section II, we will submit the formal proposals stipulated in this policy later. As a first step, we will ask the UW-Stevens Point Common Council immediately to create the appropriate governance committee charged with receiving and reviewing these proposals. This committee has been designated as a Consultative Committee in draft campus policy designed to implement RPD 20-24. If at some point during the ensuing process it becomes clear that tenured positions will not be eliminated as the result of a particular program discontinuance, we will shift the proposal in question to the procedures outlined in [UW System Administrative Policy 102, Section 3.4](#).

The judgments we have reached, formally speaking, *are administrative recommendations* subject to review: first by the Consultative Committee, then by the chancellor, and ultimately by the UW System Board of Regents. To facilitate a collaborative dialogue, we will not suspend admissions to the programs we have now proposed for elimination. In addition, we will not submit formal proposals to the Consultative Committee before August 1, 2018. Under RPD 20-24, the Consultative Committee has three months to study the proposals and issue its own recommendations to the chancellor. Our hope is that delaying this process until August will allow the committee to organize and study issues during the summer months, and to engage in a meaningful dialogue with the administration as we fine-tune and formalize these proposals. This timeline also aligns with the proposed restructuring of the UW Colleges, which will make UW-Marathon County and UW-Marshfield/Wood County branch campuses of UW-Stevens Point in July.

We cannot delay, or worse yet avoid, this reimagining of UW-Stevens Point's curriculum. At the same time, however, we must ensure that our decision making process involves broad and meaningful input from the campus community.

From: Koth, Michelle [REDACTED]
Sent: Wednesday, March 14, 2018 11:03 AM
To: Pare, Nicole;Patterson, Bernie
Subject: Cutting the liberal arts at UWSP

Dear Ms. Pare (and Chancellor Patterson),

Thank you for your response of March 8. While it did not reassure me that UWSP will not become a technical school, it was nice of you to respond.

I have been reading a novel that both of you should read. It takes the form of a series of letters and e-mails from a beleaguered English professor at a small, second-tier Midwestern university to various recipients, including companies to whom he has been requested to send letters of recommendation for student and administrators with whom he must continually justify the existence of his department. It is droll, it is funny, it is sad. One can extrapolate from it the low morale the faculty feels in the face of the technocratization of the university and the concomitant redistribution of funding away from the liberal arts.

The book is *Dear Committee Members* by Julie Schumacher and it's available at the UWSP library under the call number: PS3569.C5548 D34 2014

Two pertinent and trenchant excerpts from the book:

Pages 66-67, from a letter of recommendation for a former student who wishes to get a job at a computer-oriented business.

P.S.: Belatedly it occurs to me that some members of your HR committee, a few skeptical souls, may be clutching a double strand of worry beads and wondering aloud about the practicality or usefulness of a degree in English rather than, let's say, computers. Be reassured: the literature student has learned to inquire, to question, to interpret, to critique, to compare, to research, to argue, to sift, to analyze, to shape, to express. His intellect can be put to broad use. The computer major, by contrast, is a technician—a plumber clutching a single, albeit shining, box of tools.

Page 152, from an e-mail to an administration member who is in charge of renewing (or not) the appointment of a head of the English department:

You want undergraduates who can write, think, and read? Stop pretending that writing can be taught across the curriculum by geologists and physicists who wouldn't recognize a dependent clause if it bit them on the ass.

By eliminating the majors in the liberal arts, you may be preventing residents from surrounding towns from going to college. When I attended UWSP, I had to get from my hometown, Wisconsin Rapids, to Stevens Point without the benefit of my family owning a car. Had I been forced to go further afield for college, I probably would not have been able to get there!

Without majors in fields like English, philosophy, history, sociology, or political science, local high school graduate may decide to not bother going to college. In fact, some in my hometown, might decide to attend Mid-State Technical College for business, computer, and technology programs at less cost than they would have to pay to go to the University of Wisconsin-Stevens Point Technical College.

I'd like to do more than just write letters to you who have to make the difficult choices of what programs to cut. Could you direct me to the appropriate persons in the state legislature to whom I could write, plead, and cajole into providing more funding to the University of Wisconsin system in general and Stevens Point specifically?

Thank you,

Michelle S. Koth
UWSP Class of 1981
Catalog Librarian

[REDACTED]
Yale University Music Library

PO Box 208240, New Haven, CT 06520-8240

From: Kara Abramson <[REDACTED]>
Sent: Wednesday, March 14, 2018 9:53 AM
To: Patterson, Bernie;Summers, Greg
Cc: Steven Smith
Subject: Letter from the American Political Science Association
Attachments: APSA Letter to University of Wisconsin-Stevens Point, March 14, 2018.pdf

Dr. Bernie L. Patterson, Chancellor
Dr. Greg Summers, Provost
University of Wisconsin-Stevens Point
2100 Main Street
Stevens Point, WI 54481-3897

Dear Chancellor Patterson and Provost Summers:

Attached please find a letter from the American Political Science Association regarding the proposed discontinuation of the political science major and other majors in the humanities and social sciences at the University of Wisconsin-Stevens Point.

Sincerely,
Kara Abramson

Kara Miriam Abramson
*Senior Director, Academic Programs, Professional Development,
and Congressional Fellowship Program*

American Political Science Association
1527 New Hampshire Avenue NW
Washington, DC 20036-1206
Tel. 202.483.2520 Fax 202.483.2657
kabramson@apsanet.org / www.apsanet.org



March 14, 2018

Dr. Bernie L. Patterson, Chancellor
Dr. Greg Summers, Provost
University of Wisconsin-Stevens Point
2100 Main Street
Stevens Point, WI 54481-3897
Via email: bpatters@uwsp.edu, gsummers@uwsp.edu

Dear Chancellor Patterson and Provost Summers:

It is with deep concern we write regarding the proposal to discontinue the political science major and other humanities and social science majors at the University of Wisconsin-Stevens Point. We urge you to reconsider this proposal and continue offering these important majors.

The American Political Science Association is a scholarly association that represents more than 13,000 U.S. and internationally based professors and students of political science. APSA brings together political scientists from all fields of inquiry, regions, and occupational endeavors within and outside academe to deepen our understanding of politics, democracy, and citizenship throughout the world.

We appreciate that in Chancellor Patterson's recent communications to the UW-Stevens Point community, he stated the importance of a liberal arts education, the university's role in career preparation, and a need for students to "learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams." We are thus concerned that the proposed elimination of the political science major and other programs would have a negative impact on the university's efforts to equip students with the academic foundation and career skills needed for their futures. Political science education hones the diverse skills essential for a wide spectrum of careers, while providing insight into critical issues facing the public and private sectors today, from governance structures and regulatory systems to globalization, terrorism, and the environment. Discontinuing the political science major would deny students the opportunity to gain a critical understanding of their rights and responsibilities as citizens and to examine and improve the structures that shape the world around them.

The political science major at UW-Stevens Point emphasizes key elements of the political science discipline that are in demand in today's workforce. UW-Stevens Point political science graduates have gone on to careers in law, education, business, healthcare, public service, entrepreneurship, and more. These career paths attest to the importance of the discipline in bringing value and fulfilling workforce needs in your region and beyond. We urge the university to invest in the resources critical for its students' success by ensuring the continuation of the political science major and other majors in the humanities and social sciences.

Sincerely,



Kathleen Thelen, President



David Lake, Past-President



Rogers M. Smith, President-Elect



Steven Rathgeb Smith, Executive Director

From: Patterson, Bernie
Sent: Tuesday, March 13, 2018 1:36 PM
To: 'Bethany Fredericks'
Subject: RE: Proposed Changes

Dear Bethany,

Thank you for reaching out to share your concerns. I appreciate your sharing the truly wonderful Pointer Pride you demonstrate on a daily basis. That is a critical part of what makes this university so special and I am very sorry this passion has been dampened. Please know we are grateful to you for all that you have done as an ambassador of UWSP. It is clear that your concerns stem from a place of great concern for your alma mater and I am heartened to see that you are willing to discuss this situation as we work through it together.

Please remember that the proposal sent out recently is the beginning of a process. A formal review is scheduled to begin August 2018. These proposed recommendations are subject to review by a special UW-Stevens Point governance committee appointed by the university Common Council, myself, and the UW System Board of Regents before they may be finalized and implemented. Your comments will be taken into consideration when the proposal is being reviewed.

There has also been a great deal of confusion regarding the English major proposal. Although we are suggesting the elimination of the general major in English, we very much want to re-create a more focused major in English specifically for teacher certification. The department is also interested in building out a stronger professional writing and publishing program. Rest assured that we are certainly not contemplating eliminating the entire discipline of English.

I also want to underscore that the intent is not to eliminate the liberal arts on campus, but to reshape the extent of those offerings so that we can be responsive to students and to the communities that are seeking to employ our graduates. If there was a way to continue with all those majors while also offering the proposed new majors, we would certainly do that. But in the absence of state support like we enjoyed in the 1970s - a time when nearly half of our budget came from taxpayers, whereas today we receive 13% of our budget from the state - we had to devise another way forward. The proposal unveiled last week might not be the only way ahead, but it is a starting point for what I am sure will be a robust discussion on campus and among alumni and friends of UWSP.

Thank you again for sharing your concerns. We will be keeping updated information on the website you used to fill out the form: <https://www.uwsp.edu/forkintheroad/Pages/default.aspx>

Please know that we are working to ensure all Pointer degrees only increase in value. Our goal is to continue to provide a meaningful education to all Pointers that join our family. I truly hope that will continue to include those students in your classroom.

Sincerely,

Bernie

From: Bethany Fredericks [REDACTED]
Sent: Friday, March 09, 2018 1:15 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Proposed Changes

Chancellor Patterson,

My name is Bethany Fredericks and I am a high school English teacher at Watertown High School in Watertown, WI. I am proud to say that I earned my degree in English from the University of Wisconsin - Stevens Point in 2012. For as long as I have been teaching, I proudly promote the university for its quality education from phenomenal professors. My classroom is covered in pennants, flat Stevie's, stickers, stuffed animals, and posters that leave no question in the minds of my students where I earned my undergraduate degree and am currently earning my graduate degree. Every opportunity that presents itself, I wear my Pointer Purple. However, in light of the recently proposed changes, I want to take every item in my classroom down. I want to put every t-shirt away. I no longer want to encourage my students to attend what I thought was a university that promoted a well rounded education. I no longer want to continue to invest in a graduate education from a university who doesn't value my initial degree. I am no longer proud of this university, I feel betrayed by it.

I'm sure you have received many citations to a plethora of articles that tout the benefits of a liberal arts education, so I will not continue that deluge. I only ask that you truly consider what the university will be losing by eliminating programs such as English. English is everywhere. It's not just about the literature, it's about how the discipline transcends all others. Skills learned in an English class prepare students for almost any career so it doesn't make sense why this program would be on the chopping block. In a current world of fake news and biased media, these skills are more important than ever to help our students navigate the increasingly muddy waters. I understand that the English Education program is being saved, but a student cannot be certified as an English teacher without an English degree. If the intent is to maintain and increase enrollment, eliminating the parent degree will have a detrimental impact on that program as well.

I was a student ambassador when you were inaugurated as the university's new chancellor. I admired how you had such a vested interest in the lives of the students, not just as occupants of seats in classrooms, but as individuals. You shook my hand when I crossed the stage as a first-generation college student. At the time, you told all of us to remember and thank those who have gotten us to this momentous accomplishment in our lives. In reflecting on my time at UW-Stevens Point, my English professors are the ones I thank, many of whom I still share a professional relationship with. My English professors made me a better person and the teacher I am today. The thought of those incredible individuals being out of a position is heartbreaking. I implore you to think of these people and the countless number of students who are being impacted by this disastrous proposal.

Thank you for your time,

Bethany Fredericks '12

--

Bethany E.L. Fredericks



From: Patterson, Bernie
Sent: Tuesday, March 13, 2018 1:25 PM
To: 'Abbe Bredl'
Subject: RE: English

Abbe,

Thank you for reaching out to share your concerns. May I start out by saying how much I appreciate hearing that your UWSP degrees continue to serve you well and benefit a new generation of students. While I understand your position, I hope you will allow me to clarify a few points regarding the recent proposal that our campus will be reviewing.

First, please keep in mind that the proposal sent out recently is the beginning of a process. A formal review is scheduled to begin August 2018. These proposed recommendations are subject to review by a special UW-Stevens Point governance committee appointed by the university Common Council, myself, and the UW System Board of Regents before they may be finalized and implemented. Your comments will be taken into consideration when the proposal is being reviewed.

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Thank you again for sharing your concerns. We will be keeping updated information on the website:
<https://www.uwsp.edu/forkintheroad/Pages/default.aspx>

Please know that we are working to ensure all Pointer degrees only increase in value. Our goal is to continue to provide an outstanding education to all Pointers that join our family, one that is meaningful and also launches them into a career that benefits them and the communities in which they live. I truly hope that will continue to include those students that you work with in Nekoosa.

Sincerely,

Bernie

From: Abbe Bredl [mailto:████████████████████]
Sent: Saturday, March 10, 2018 7:29 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>; Yonke, Eric <eyonke@uwsp.edu>; president@uwsa.edu; board@uwsa.edu
Subject: English

It is so sad to hear that UWSP is considering cutting the English program. I am a graduate of that program and continued forward

at UWSP to earn my teaching certification and my Masters in English education. I believe that there is no way you can create great English teachers, without the English program remaining in place. I am a product of that great program and daily, I prepare students for college and career readiness. In fact, the majority of our students choose UWSP. I am afraid that won't be true any longer, with the proposed cuts.

Please consider keeping the English program at UWSP.

Abbe Bredl
Nekoosa High School
English Teacher

From: Imagery Unlimited [REDACTED]
Sent: Tuesday, March 13, 2018 1:06 PM
To: Patterson, Bernie
Cc: Ball, Larry;Bywaters, Diane;Chaffin, Cortney;Gary, Anne-Bridget;Groshek, Matt;Hoover, Diana;Jo, JinMan;Kaziak, Keith;Lee, Pakou;Morris, Stuart;Morrison, Susan;Donna.Murray-Tiedge@uwsp.edu;Penafiel, Guillermo;Salstrom, Sean;Sippy, Grace;Stolzer, Rob;Thielking, Kristin
Subject: Re: Reimagining the university

Dear Mr. Patterson,

I have read the Executive Summary, and the proposal to eliminate the Art Department and transforming it into a Graphic Design Department only.

As a person who is married to a woman with a Fine Art Degree and who I have been in business with for 22 years, I can say your premise that "this area of study needs to be discontinued to give students a stronger career choice", is false.

This is often the thought among people who are not artists and one I even shared at one time. Fact is, our company, along with many others, would not exist without the education offered through current fine art programs like those offered at UWSP and other Universities. We are a graphic design and sign company. Now, you are thinking, exactly... we need to increase our push for Graphic Design as a career. Yes, that is part of it, but only one part. To be a really good graphic designer one needs to understand and know and develop the understanding of art in all its mediums. Mediums that include computers, paint, paper, wood, metal, and the list goes on and on. Two employees we hired, only have BFA's in Studio Art - not graphic design/computer degrees. Computer knowledge can be obtained by simple day courses at the Science Museum, and Community Colleges. But artistic layout, color theory, art history, painting and drawing techniques, and studies on form and layout which are also needed to be a graphic designer, can only be taught at the highest levels. Our interviews with these two employees were based mainly on their portfolio. How did they use layout and composition, do they have a working knowledge of color theory, etc.

People with fine art degrees are often mislabeled. They are seen as people who cannot get a real job and are the "starving artists" of the world. This is not the case. A person with a fine art degree is a person who communicates in a way valued in corporate America.

As a person who owns a company and works with the marketing aspects of businesses I know this to be true. Many of the marketing managers we work with across America are people with Fine Art Degrees, including my wife who has shown me the true value of a fine art degree. Without her degree, I would have not have the wonderful business career I am so thankful for. A fine art degree, gives a person the ability to think freely and problem solve, and to communicate an image to others in ways that many people cannot. Their talent is through the visual realm. This is valued in corporate America!

Now let's address the failing standard set by metrics, and your statement, "modestly successful at drawing students to the university".

First I would like to see the metrics you are referring to, and as for drawing students:

Why is the Art Department not advertised to High School students interested in a fine art degree?

My daughter was looking for a fine art program and she wanted to play Soccer. When she was looking for a college that offered art and the chance to play Soccer, she decided on UWSP.

She made this decision because on the fine art program currently in place and the enthusiastic words from professor Guillermo Penafiel.

You also state below that enrollment has declined, "in part because more students are graduating in four years". This is a sales point, not a problem. The fact that you have a high number of graduates in four years is something that should be screamed to the high heaven! Many parents and students think this is a wonderful thing. Matter of fact our older daughter is a graduate of the University of Minnesota fine art program, and this is one of the sales features that they use to help students and parents decide on the University of Minnesota. In general, if the enrollment in the UWSP Arts program is declining, it is because you have a marketing problem, not a program problem.

You also state that enrollment in the k-12 pipe line is down. I could only find information up to 2014. Between 1971 -1984 there were decreases after the baby boomers, but after 1985 there were increases every year with some years with minor decreases. The overall projection is that total enrollment in k-12 will increase over the period to 2025. This from the link, "However, fall 2013 enrollment (55.4 million) was slightly higher than the fall 2006 record level of 55.3 million. A pattern of annual enrollment increases is projected to continue at least through fall 2025 (the last year for which NCES has projected school enrollment), when enrollment is expected to reach 56.5 million".

https://urldefense.proofpoint.com/v2/url?u=https-3A__nces.ed.gov_fastfacts_display.asp-3Fid-3D65&d=DwIGaQ&c=-

cNKEo6N5UU7B9VDGD_3Mw&r=T_MUzGDxG0_IW7ziNkt-
Kj21BzdpHRFXmpT_CafzNLQ&m=tmqC83zLA111wNLSc7uUARZ6P77EGzpN7i9DIRY5oUA&s=3xmHf7oqeDth7Y99gF0d5-Ylv_GclHAAzcj9Hvj0f-s&e=

So, again you have a marketing issue causing your enrollment declines. Selling the University and the program is the problem not the program. If it was not for professor Gillermo's attitude when Mackenzie visited, I do not think she would have spent her 529 plan on UWSP.

Here are the top 10 jobs for fine art majors:

https://urldefense.proofpoint.com/v2/url?u=https-3A__www.bestcollegesonline.org_highest-2Dpaying-2Djobs_arts-2Dmajors_&d=DwlGaQ&c=-cNKEo6N5UU7B9VDGD_3Mw&r=T_MUzGDxG0_IW7ziNkt-Kj21BzdpHRFXmpT_CafzNLQ&m=tmqC83zLA111wNLSc7uUARZ6P77EGzpN7i9DIRY5oUA&s=BkXQbYvLO9jTr1AoX1BDIPBTvO__IFEMHvnjvQsVzNs&e=

Here is a list of a few of the fine art marketing jobs:

https://urldefense.proofpoint.com/v2/url?u=https-3A__www.indeed.com_q-2DFine-2DArt-2DMarketing-2Djobs.html&d=DwlGaQ&c=-cNKEo6N5UU7B9VDGD_3Mw&r=T_MUzGDxG0_IW7ziNkt-Kj21BzdpHRFXmpT_CafzNLQ&m=tmqC83zLA111wNLSc7uUARZ6P77EGzpN7i9DIRY5oUA&s=E9Nak0Pc_ZK7BMjyOVIMx5Si_DIUE2EhT7uVAMdvns&e=

So, it is not that Fine art is valued, it is that UWSP is not marketing the program to the demographic to increase enrollment.

Sincerely
Carl Madison
Co-Owner Imagery Unlimited

From: Chancellor Bernie Patterson
Sent: Monday, March 5, 2018 10:31:06 AM
Subject: Reimagining the university

Dear students,

You may have heard talk on campus about possible changes in academic programs offered at UW-Stevens Point. This message will give you a clearer picture of what is being proposed, and why. I hope it also reassures you everyone at UW-Stevens Point is committed to your success as a student and is here to support you on your academic journey.

Our enrollment has declined for several years, in part because more students are graduating in four years; and because fewer students are in the K-12 pipeline. To address declines in enrollment (and as a result, revenue), we are proposing several changes. They will create new opportunities to meet the evolving needs of our students and a more responsive, sustainable future for UW-Stevens Point. Also proposed are changes to existing programs with lower enrollment. They are highlighted on the attachment.

From: Nicole Kruger <nkrug934@yahoo.com>

Date: March 12, 2018 at 8:14:51 AM CDT

To: Undisclosed recipients;

Subject: Re: Special Edition: UWSP Straight to the Point eNews University Update

I am adamantly opposed to these changes. My future includes citizens who have strong communication skills, creativity, and a foundation of critical thinking, which is exactly what all of these majors provide to students. If this proposal passes, I will no longer be promoting UWSP to my students the way that I have always have, in my job as a high school teacher. Our family is also considering whether UWSP is the best place for my two daughters (one a current social work major, and the other an admitted, undecided freshman next year). I strongly urge you to rethink this dangerous and short-sighted decision. It will hurt students and the reputation of what I consider to be an amazing university.

Nicole Kruger

2008 Graduate

On Monday, March 5, 2018, 11:57:03 AM CST, UWSP Alumni Association <alumni@uwsp.edu> wrote:



Below is a message Chancellor Patterson sent this morning to local friends of UWSP. It, along with [this document](#), announces a new direction for the university, plans to reimagine it, shifting UWSP's strategic focus as it responds to a changing environment, pivoting toward the needs of students and the communities the university serves.

As an alumnus of UW-Stevens Point I am simultaneously excited and a bit nervous. The degree I received in 1981 has served me well and I remain grateful for the experience I had while a student; I am apprehensive about seeing that change. The excitement is in knowing that my alma mater is not a static enterprise stuck teaching and behaving as it did 40 years ago. I believe these proactive, dynamic changes will allow UWSP to not only remain relevant going forward, but position us as a change leader in higher education. Most exciting is knowing that these changes are designed to maintain and enhance what it means to be a graduate of UWSP.

Do not hesitate to be in touch if you have thoughts or questions about the below and the attached. I remain grateful for your continuing support, loyalty, and generosity.

As ever,

Chris

Christopher G. Richards '81
Vice Chancellor for University Advancement
Executive Director, UWSP Foundation

March 5, 2018

TO: Business, community leaders

SUBJECT: Reimagining the University

Dear colleagues,

The higher education landscape is changing. We can adapt and be at the forefront of change, or we can be left behind. Coupled with our enrollment declines and lower revenue, our situation invites innovation.

Working closely with the provost and deans of the academic colleges, we have developed "Point Forward: Reimagining our Curriculum for the Future." We outlined the plan on campus today to address fiscal challenges by shifting resources to invest in areas with growth potential. The proposed changes in academic programs will open opportunities to create a future that meets the evolving needs of our students and the communities we serve.

[This document](#) outlines recommendations to end some programs and start or expand others. Many of these proposals need further review, both within our campus governance structure and at the UW System Board of Regents level, so expect no immediate changes. Students currently pursuing a major that may be eventually discontinued will be able to complete the program. Additional programs in humanities and social sciences that have clear career pathways will provide avenues to major in liberal arts fields.

We remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path. It is critical our students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams. This is the value of earning a bachelor's degree.

I believe this repositioning will help us adapt to a new, more focused identity for UW-Stevens Point in the 21st century. I ask for your continued community engagement and support.

Sincerely,

Bernie L. Patterson
Chancellor



University of Wisconsin
Stevens Point

THEN, NOW & FOREVER
WE ARE POINT.

University of Wisconsin-Stevens Point

2100 Main Street, Suite 134, Stevens Point, WI 54481-3897

Phone: 715-346-3811 | Email: alumni@uwsp.edu

[Privacy Policy](#) |
[Email Preferences](#)

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Sent: Monday, March 12, 2018 8:15 AM
Subject: Re: Special Edition: UWSP Straight to the Point eNews University Update

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Sincerely,

Bernie L. Patterson
Chancellor



University of Wisconsin
Stevens Point

THEN, NOW & FOREVER
WE ARE POINT.

University of Wisconsin-Stevens Point

2100 Main Street, Suite 134, Stevens Point, WI 54481-3897
Phone: 715-346-3811 | Email: alumni@uwsp.edu

From: Rickless, Samuel [mailto:srickless@ucsd.edu]
Sent: Saturday, March 10, 2018 10:43 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Proposal to Eliminate the Liberal Arts

Dear Chancellor Patterson,

My name is Sam Rickless, and I am a professor of philosophy at the University of California San Diego. I read with alarm that UW Stevens Point is planning to eliminate its liberal arts programs and important social science programs for undergraduates, including history, philosophy, english, political science, sociology, and a number of languages. I understand that demand for these programs is lower than it has been in the past. But what you are proposing is the transformation of UW Stevens Point from a university into a vocational and pre-professional school. This is what happens when you propose fire science and marketing as majors, while destroying political science and english.

There are any number of ways to handle a budget shortfall short of giving up on the idea of a university for Central Wisconsin. The first thing is to talk up the value of a liberal arts education. The statistics would back you up. Although beginning salaries for liberal arts graduates are lower on average than, say, salaries for engineers, they are not lower than beginning salaries in conservation law enforcement, graphic design, or marketing. In addition, salaries for liberal arts graduates rise more quickly than salaries in vocational areas, for the obvious reason that vocational training constitutes preparation for one very limited kind of salaried activity, whereas a liberal arts and social science education constitutes preparation for a host of salaried activities: critical and analytical thinking, clear writing, organizational skills, public speaking, and teamwork. Existing research points to a future in which students will be changing jobs 5 or 6 times over the course of their lives. Many of those jobs will be in a variety of different disciplinary areas, and they will need to call on a bevy of skills as they make their way through the world. What you are planning is a disservice to your students. So one option would be to *add liberal arts requirements* to the curriculum. Many colleges require philosophy. This is as it should be. Philosophy teaches the kinds of critical thinking skills that are crucial for success in life.

Philosophy students perform at the highest level on the GRE, MCAT, and, importantly, the LSAT. Every year, I teach logic to dozens of students, who use the skills they learn in my course to good effect on the LSAT. As I am sure you know (and if you don't, you might ask your daughter who according to your website is a practicing attorney), political science and philosophy are widely recognized as the best preparation for law school, and philosophy majors score higher than biology majors on the MCAT and much higher than business majors on the GMAT.

I am going to assume that your heart is in the right place. You have written about the value of an education. A link to that letter appears on your website. In that letter, dated February 8, you write: "Do we want a service-based economy with low-paying jobs, or a strong, knowledge-based economy built on good-paying jobs? Higher education is a clear pathway for higher earnings and stronger economies with growth potential. A college degree prepares graduates for today's workforce and gives them the skills to adapt to jobs that do not yet exist."

This is correct. But eliminating liberal arts and social science degrees and replacing them with degrees that are narrowly focused on preparing students for a narrow class of jobs in aquaculture, fire science, conservation law enforcement, captive wildlife, and so on, does not give students "the skills to adapt to jobs that do not yet exist". An aquaculture degree prepares you for, well, aquaculture. A conservation law enforcement degree prepares you for, well, conservation law enforcement. These degrees do not prepare you for other jobs, in case aquaculture industries fold and the state finds other priorities (such as caring for the aging

Wisconsin population) than conservation law enforcement.

With all due respect, *what are you doing?*

best wishes,
Sam Rickless

Samuel C. Rickless
Professor of Philosophy, UC San Diego
Affiliate Professor, University of San Diego School of Law
Chair, UC San Diego Undergraduate Council
9500 Gilman Drive
La Jolla, CA 92093-0119
Email Address: srickless@ucsd.edu
Website: <http://samrickless.com>

Note: The views in this letter are my own, and do not represent the views of the University of California San Diego or the University of San Diego.

From: George Savage [<mailto:> [REDACTED]]
Sent: Saturday, March 10, 2018 5:04 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>
Subject: Proposed Cuts

Dear Chancellor Patterson and Provost Summers,

I am writing to the three of you as a Wisconsin citizen, but also as a retired English Professor from UW Whitewater, where I served as chair of the English Department for six years and, more relevant, was one of the original members of SAGLA, the UW System Committee that advocated for liberal education. I served on that committee for ten years. We had our successes (the proliferation of LEAP at all System campuses being the main one), as well as our failures. To me, our worst failure was in educating students, faculty, administrators, parents, and politicians about the importance of a liberal education.

When I learned about the proposed cuts to the humanities, not long after similar cuts at UW Superior, I was sad and, yes, a bit angry. This is the largest single blow to liberal education in the UW System in my memory.

I am fully aware that Stevens Point was in debt and that something had to be done. The state is primarily to blame, since their funding has fallen from 50% in the 70s to just 13% today. This makes campuses too reliant on tuition, a prospect that is especially dire when student enrollment declines and when tuition rates are frozen.

I get that. There is a second piece, though, that I do not get. The cuts proposed at Stevens Point specifically target departments in the humanities, most of which have probably been part of the campus since its founding in 1894. I cannot believe that this was not a deliberate choice. I also cannot believe there were not other options, foremost, cuts to administration.

In cutting the humanities you are eliminating the heart and soul of the university.

The replacement of these departments with vocational departments and courses seems shortsighted. In the long run, a liberal education is a stronger preparation for the job market. Surely you must know this, so I will not repeat the arguments. In a larger sense, the humanities are what make most universities intellectually vital.

I really have nothing against vocational training, but we have a vocational school system in place.

I hope that both of you will reconsider this proposal. As you probably know, I am not alone in my dismay.

Sincerely,
George Savage

Sent from my iPad

From: Bethany Fredericks [mailto: [REDACTED]]
Sent: Friday, March 09, 2018 1:15 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Proposed Changes

Chancellor Patterson,

My name is Bethany Fredericks and I am a high school English teacher at Watertown High School in Watertown, WI. I am proud to say that I earned my degree in English from the University of Wisconsin - Stevens Point in 2012. For as long as I have been teaching, I proudly promote the university for its quality education from phenomenal professors. My classroom is covered in pennants, flat Stevie's, stickers, stuffed animals, and posters that leave no question in the minds of my students where I earned my undergraduate degree and am currently earning my graduate degree. Every opportunity that presents itself, I wear my Pointer Purple. However, in light of the recently proposed changes, I want to take every item in my classroom down. I want to put every t-shirt away. I no longer want to encourage my students to attend what I thought was a university that promoted a well rounded education. I no longer want to continue to invest in a graduate education from a university who doesn't value my initial degree. I am no longer proud of this university, I feel betrayed by it.

I'm sure you have received many citations to a plethora of articles that tout the benefits of a liberal arts education, so I will not continue that deluge. I only ask that you truly consider what the university will be losing by eliminating programs such as English. English is everywhere. It's not just about the literature, it's about how the discipline transcends all others. Skills learned in an English class prepare students for almost any career so it doesn't make sense why this program would be on the chopping block. In a current world of fake news and biased media, these skills are more important than ever to help our students navigate the increasingly muddy waters. I understand that the English Education program is being saved, but a student cannot be certified as an English teacher without an English degree. If the intent is to maintain and increase enrollment, eliminating the parent degree will have a detrimental impact on that program as well.

I was a student ambassador when you were inaugurated as the university's new chancellor. I admired how you had such a vested interest in the lives of the students, not just as occupants of seats in classrooms, but as individuals. You shook my hand when I crossed the stage as a first-generation college student. At the time, you told all of us to remember and thank those who have gotten us to this momentous accomplishment in our lives. In reflecting on my time at UW-Stevens Point, my English professors are the ones I thank, many of whom I still share a professional relationship with. My English professors made me a better person and the teacher I am today. The thought of those incredible individuals being out of a position is heartbreaking. I implore you to think of these people and the countless number of students who are being impacted by this disastrous proposal.

Thank you for your time,

Bethany Fredericks '12

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Bethany E.L. Fredericks
[REDACTED]

From: Rickless, Samuel [REDACTED]
Sent: Saturday, March 10, 2018 10:43 PM
To: Patterson, Bernie
Subject: Proposal to Eliminate the Liberal Arts

Dear Chancellor Patterson,

My name is Sam Rickless, and I am a professor of philosophy at the University of California San Diego. I read with alarm that UW Stevens Point is planning to eliminate its liberal arts programs and important social science programs for undergraduates, including history, philosophy, english, political science, sociology, and a number of languages. I understand that demand for these programs is lower than it has been in the past. But what you are proposing is the transformation of UW Stevens Point from a university into a vocational and pre-professional school. This is what happens when you propose fire science and marketing as majors, while destroying political science and english.

There are any number of ways to handle a budget shortfall short of giving up on the idea of a university for Central Wisconsin. The first thing is to talk up the value of a liberal arts education. The statistics would back you up. Although beginning salaries for liberal arts graduates are lower on average than, say, salaries for engineers, they are not lower than beginning salaries in conservation law enforcement, graphic design, or marketing. In addition, salaries for liberal arts graduates rise more quickly than salaries in vocational areas, for the obvious reason that vocational training constitutes preparation for one very limited kind of salaried activity, whereas a liberal arts and social science education constitutes preparation for a host of salaried activities: critical and analytical thinking, clear writing, organizational skills, public speaking, and teamwork. Existing research points to a future in which students will be changing jobs 5 or 6 times over the course of their lives. Many of those jobs will be in a variety of different disciplinary areas, and they will need to call on a bevy of skills as they make their way through the world. What you are planning is a disservice to your students. So one option would be to *add liberal arts requirements* to the curriculum. Many colleges require philosophy. This is as it should be. Philosophy teaches the kinds of critical thinking skills that are crucial for success in life. Philosophy students perform at the highest level on the GRE, MCAT, and, importantly, the LSAT. Every year, I teach logic to dozens of students, who use the skills they learn in my course to good effect on the LSAT. As I am sure you know (and if you don't, you might ask your daughter who according to your website is a practicing attorney), political science and philosophy are widely recognized as the best preparation for law school, and philosophy majors score higher than biology majors on the MCAT and much higher than business majors on the GMAT.

I am going to assume that your heart is in the right place. You have written about the value of an education. A link to that letter appears on your website. In that letter, dated February 8, you write: "Do we want a service-based economy with low-paying jobs, or a strong, knowledge-based economy built on good-paying jobs? Higher education is a clear pathway for higher earnings and stronger economies with growth potential. A college degree prepares graduates for today's workforce and gives them the skills to adapt to jobs that do not yet exist."

This is correct. But eliminating liberal arts and social science degrees and replacing them with degrees that are narrowly focused on preparing students for a narrow class of jobs in aquaculture, fire science, conservation law enforcement, captive wildlife, and

so on, does not give students “the skills to adapt to jobs that do not yet exist”. An aquaculture degree prepares you for, well, aquaculture. A conservation law enforcement degree prepares you for, well, conservation law enforcement. These degrees do not prepare you for other jobs, in case aquaculture industries fold and the state finds other priorities (such as caring for the aging Wisconsin population) than conservation law enforcement.

With all due respect, *what are you doing?*

best wishes,

Sam Rickless

Samuel C. Rickless
Professor of Philosophy, UC San Diego

Affiliate Professor, University of San Diego School of Law

Chair, UC San Diego Undergraduate Council

9500 Gilman Drive

La Jolla, CA 92093-0119

Email Address: s[REDACTED]

Website: <http://samrickless.com>

Note: The views in this letter are my own, and do not represent the views of the University of California San Diego or the University of San Diego.

From: Riley, Dennis
Sent: Saturday, March 10, 2018 11:35 AM
To: Patterson, Bernie;Summers, Greg;Yonke, Eric
Cc: Political Science - Faculty/Staff List
Subject: Point Forward

I am writing to express my strong dissatisfaction with your decision to eliminate more than a dozen majors from the university's offerings. Part of that dissatisfaction is, I admit, purely personal. I spent 38 years of my professional life in the UWSP Department of Political Science, working with a bunch of first rate colleagues in a supportive academic climate, and, most of all, working with what seemed like an endless stream of bright, energetic, and dedicated young people who decided to be Political Science majors. I am eternally grateful to them, both to colleagues and to students. But my beef is not strictly personal. Yes, you have threatened something I cared deeply about, but, as Ira Gershwin said, "No, No, they can't take that away from me." Besides, no one could seriously believe any of you was trying to take something away from me.

My focus is on the future, not the past, and I am convinced that the future that will flow from this decision to eliminate these particular majors is not the future UWSP needs to create. I believe such a decision sets us – I think my 38 years allows me to stake a claim to be part of the us in this case – on the wrong course because I believe that decision is based on an incomplete understanding of the nature of these majors and their role at a place like UWSP.

Let's start with the idea of career pathways and majors. I would be the last person to assert that students aren't interested in the possible careers that might accompany a given major. I headed for Willamette University in the fall of 1961 as a first generation college student with no earthly idea of what career I might want to pursue. Jobs for college graduates were better than those for high school graduates and that was good enough for me and my family. Beyond that, over the 47 years that I taught Political Science in three different universities I had what seemed like an infinite number of conversations about what a Political Science graduate might eventually do for a living. I know about the concerns for career pathways.

But there are so many times and so many situations in which career pathways are just not all that clear. I went into college absolutely convinced I would be a high school history teacher and championship baseball coach and came out equally convinced I would be a first rate Political Science professor. I won't bore you with the stops in between. I am not alone. Traditional age Freshmen are often quite unsure of what they might want to do. So are 25 year olds fed up with their jobs and hoping for a better world, whatever that might mean. Students who come in convinced, often become unconvinced. Maybe a particular course or even a particular professor causes them to question their initial choice. That has a flip side as well, that is, maybe a particular course or a particular professor doesn't drive them away from something but pulls them toward something. The point is, students often need or want to change what they are studying. The majors you are planning to eliminate often played that crucial role of providing a landing spot for people who didn't like their first choice, just as they often played the role of exciting the undecided and giving them an academic home. We really need to preserve those landing spots.

Beyond that, we have to remember that career paths are often carved out by individuals who don't follow the traditional drumbeat of their chosen major. The UWSP Political Science Department has produced more than its share of attorneys. We've got them in the public sector – on both sides – and in corporate law, solo practice, you name it. We've also produced a number of career military officers, police officers, administrators at all levels of government, and more than a handful of elected officials. But we have also produced insurance claims adjustors, think tank scholars, lobbyists, social workers, pub owners, transportation executives, and even an organic baker. That last one we shared with History and Philosophy. Not one of these folks regrets majoring in Political Science at UWSP. I would bet every one of these majors proposed for elimination has the same story to tell.

Important as it is to pause and give a bit more thought to the notion of majors and career pathways, I think it is even more important to think a bit more about the role of majors in establishing human connections, connections that can be such a vital part of the undergraduate experience. When most undergraduates choose a major they are – only semi-consciously perhaps, but they are – entering a community of sorts. Here are some people interested in the same subjects you are. Here is a professor or two or three, fascinated by this stuff and willing to spend time talking about it and helping you to learn how to talk about it, too. We have emphasized for years the importance of human connections in student satisfaction with the institution, a satisfaction that can make itself felt in retention. I am particularly proud of the record that Political Science faculty and students have compiled in this regard and I believe it has helped create the

Department's long standing reputation as a student oriented department. That could not have happened without the major.

Finally, consider the connection between these majors and the General Education Program. These majors inform and improve that program. A faculty member who teaches both Gen Ed and major courses is more integrated into the field we are trying to introduce students to and therefore almost certainly better at showing the broader relevance of the subject of that Gen Ed course. Beyond that, remember that faculty members who have come here to teach in these fields – indeed, gone to any comprehensive university to teach in these fields – have identified with the major in this field for a long time. For a handful of such folks, the Gen Ed courses are the price to be paid for a chance to teach in the major. For most, however, they are a chance to show a wide range of people in a wide range of other majors just how exciting our stuff is and maybe, just maybe, to interest some of those other majors in ours. With that prospect gone there could be a little less motivation to excellence in the teaching of Gen Ed courses. The men and women that I have known on this campus would fight against that outcome, but that fight would be draining. There is even the possibility of recruitment and retention difficulties in the ranks of junior faculty as time goes on.

I know the university's financial situation has gone far beyond tenuous and I know that you have thought long and hard about what to do about it. I ask only that you consider once more the importance and the role of majors, especially these majors, in the university and then ask yourselves, is the road we lay out in Point Forward a one way or a two way street. That is, can we turn the bus around if it looks like this is the wrong road? Or will you be standing there like the U.S Army officer quoted in the New York Times in February 1968 explaining that the Vietnamese village he was standing in had to be "destroyed in order to save it?"

Dennis D. Riley,

Professor Emeritus of Political Science

UWSP

From: Bethany Fredericks [REDACTED]
Sent: Friday, March 09, 2018 1:15 PM
To: Patterson, Bernie
Subject: Proposed Changes

Chancellor Patterson,

My name is Bethany Fredericks and I am a high school English teacher at Watertown High School in Watertown, WI. I am proud to say that I earned my degree in English from the University of Wisconsin - Stevens Point in 2012. For as long as I have been teaching, I proudly promote the university for its quality education from phenomenal professors. My classroom is covered in pennants, flat Stevie's, stickers, stuffed animals, and posters that leave no question in the minds of my students where I earned my undergraduate degree and am currently earning my graduate degree. Every opportunity that presents itself, I wear my Pointer Purple. However, in light of the recently proposed changes, I want to take every item in my classroom down. I want to put every t-shirt away. I no longer want to encourage my students to attend what I thought was a university that promoted a well rounded education. I no longer want to continue to invest in a graduate education from a university who doesn't value my initial degree. I am no longer proud of this university, I feel betrayed by it.

I'm sure you have received many citations to a plethora of articles that tout the benefits of a liberal arts education, so I will not continue that deluge. I only ask that you truly consider what the university will be losing by eliminating programs such as English. English is everywhere. It's not just about the literature, it's about how the discipline transcends all others. Skills learned in an English class prepare students for almost any career so it doesn't make sense why this program would be on the chopping block. In a current world of fake news and biased media, these skills are more important than ever to help our students navigate the increasingly muddy waters. I understand that the English Education program is being saved, but a student cannot be certified as an English teacher without an English degree. If the intent is to maintain and increase enrollment, eliminating the parent degree will have a detrimental impact on that program as well.

I was a student ambassador when you were inaugurated as the university's new chancellor. I admired how you had such a vested interest in the lives of the students, not just as occupants of seats in classrooms, but as individuals. You shook my hand when I crossed the stage as a first-generation college student. At the time, you told all of us to remember and thank those who have gotten us to this momentous accomplishment in our lives. In reflecting on my time at UW-Stevens Point, my English professors are the ones I thank, many of whom I still share a professional relationship with. My English professors made me a better person and the teacher I am today. The thought of those incredible individuals being out of a position is heartbreaking. I implore you to think of these people and the countless number of students who are being impacted by this disastrous proposal.

Thank you for your time,

Bethany Fredericks '12

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Bethany E.L. Fredericks



From: Koth, Michelle [REDACTED]
Sent: Friday, March 09, 2018 11:18 AM
To: Alumni Affairs Office
Cc: Patterson, Bernie
Subject: RE: Cutting the liberal arts at UWSP

Dear Ms. Pare,

I do understand that the majors were to be eliminated, but not necessarily classes within those subject areas. After all, I would guess that even business and industry want employees who can construct a sentence, even if those employees are not able to think logically or creatively.

However, what *university* does not offer an English or history or philosophy major? I would hope that UWSP would understand that not everyone who goes to college does so to get job training for the business, science, or technology industries.

UWSP will be diminished by eliminating these majors in the liberal arts. I, for one, would not want to attend an institution that purports to be a university, but doesn't offer majors in core humanities areas. Should these proposed cuts be implemented, resulting in UWSP becoming a worker-bee training school, I will decline to donate further. I will reach out to the music department to make donations directly and only to that department.

It will be a sad, sad day for my alma mater and for the fine University of Wisconsin system.

Sincerely,
Michelle S. Koth
Catalog Librarian

[REDACTED]
Yale University Music Library
PO Box 208240, New Haven, CT 06520-8240

|-----Original Message-----

|From: Alumni Affairs Office [mailto:Alumni.Aff.Office@uwsp.edu]
|Sent: Thursday, March 08, 2018 5:05 PM
|To: Koth, Michelle <michelle.koth@yale.edu>
|Subject: FW: Cutting the liberal arts at UWSP

|Michelle,

|Thank you for reaching out and sharing your thoughts with us. I want to assure you that as of now this is just a proposal. Your comments will be shared with the people reviewing the proposal to be taken into consideration.

|I'd like to clarify that losing these majors is not an indication that those subjects won't be taught on campus. Even if the proposal ends up being accepted as is, minors in those disciplines will continue. There is a commitment to teaching the liberal arts because that is a critical factor in what differentiates a university degree from a tech school education. We have always had and will continue to have general degree requirements that demand competencies beyond career or vocational skills.

|I also want to underscore that the intent is not to eliminate the liberal arts on campus, but to reshape the extent of those offerings so that we can be responsive to students. If there was a way to continue with all those majors while also offering the proposed new majors, we would happily do that. But, as you noted, in the absence of state support like we enjoyed in years previous (half of our budget came from the state in the '70s; that's down to 13% today), the university had to devise another way forward. The proposal unveiled this week might not be the only way ahead, but it is a starting point for what I am sure will be a robust discussion on campus and among alumni and friends of UWSP, like you.

|I know giving is all about confidence, a belief that the dollars you provide to an organization are a wise investment in the improvement and progress of both the institution and the community it serves. I hope that the actions we take going forward will restore your confidence in UWSP and that you will feel comfortable supporting the university in the future.

|Thank you again for your constructive feedback.

Sincerely,

Nicole Pare, Class of 2014
Communications and Marketing Manager
University Advancement
Old Main, Room 134E
University of Wisconsin-Stevens Point
Nicole.Pare@uwsp.edu | 715.346.3813

From: Koth, Michelle [REDACTED]
Sent: Tuesday, March 06, 2018 11:45 AM
To: University Communications and Marketing
<University.Communications.and.Marketing@uwsp.edu>; Patterson, Bernie
<Bernie.Patterson@uwsp.edu>; Patterson, Lanie <melaniedave@charter.net>
Subject: Cutting the liberal arts at UWSP

Dear administrators and decision makers at the University of Wisconsin-Stevens Point,

I am a 1981 UWSP graduate with a Bachelor's of Music in Music Education. I loved the years I was at UWSP, and I took more courses than needed to complete my degree, because I wanted to get in as much as I could while I had the benefit of being at a university. Some of the extra courses I took were music literature, English literature, and dance. None of those courses counted toward my degree, but they added immensely to my education and my future work skills.

I was recently alerted to UWSP's press release (https://urldefense.proofpoint.com/v2/url?u=https-3A_www.uwsp.edu_ucm_news_Pages_Repositioning18.aspx&d=DwIFAg&c=cjytLXgP8ixuoHflwc-lpoQ&r=Kn4YxyN6vC4dioHJDMxuAysJACHvOmS5m48WoNaLAJM&m=IOR-MQP32WKU3-laP8LGIF0E8C7aIckJIqbVTZ2BtCQU&s=iPI111_Z6dm_73QE9nu8GdYKq8rJewT6SoQGNl5rr8-A&e=) and the decision to cut the following programs:

American Studies, Art, English, French, Geography, Geoscience, German, History, Music Literature, Philosophy, Political Science, Sociology, and Spanish

in favor of:

Chemical Engineering, Computer Information Systems, Conservation Law Enforcement, Finance, Fire Science, Graphic Design, Management, and Marketing

and new programs in:

Aquaculture/Aquaponics, Captive Wildlife, Ecosystem Design and Remediation, Environmental Engineering, Geographic Information Science, Master of Business Administration, Master of Natural Resources, and Doctor of Physical Therapy.

By cutting the liberal arts majors and replacing them with the science, technology, and business majors, you are failing to serve those in the region whose goal is to not merely prepare for a job, but to prepare for an entire life.

I understand that there are deficits and declining enrollment. I know there is a critical need for scientifically literature adults. But I also understand the absolute importance of a liberal education, one that teaches a person to think rationally, critically, empathically, and creatively (as noted in your press release) and that helps to develop skills that may not directly translate into requirements listed in postings for business, science, and technical jobs. However, these are skills that create responsible citizens, and Wisconsin apparently needs more thinking people who don't vote into office politicians who divert money away from public education.

I've witnessed the trend of diverting money from the liberal arts into the sciences here at Yale University, where I have been a Music Librarian for almost thirty years. It seems to me to be a trend not based on a completely thoughtful and honest overview of what students need, but what will bring in the most money to the

|university.

|
|Congratulations on your new focus on programs with "clear career pathways" and
|good luck with creating a "new identity" for UWSP: as a technical/job-training college
|for the creation of business-, technology-, and science-oriented worker bees. You'll
|do so without further donations from this alumna.

|
|Sincerely,
|Michelle S. Koth
|Catalog Librarian

|
|
|Yale University Music Library
|PO Box 208240, New Haven, CT 06520-8240

From: Dan Marx <[REDACTED]>
Sent: Thursday, March 08, 2018 12:13 AM
To: Patterson, Bernie
Subject: Dropping of programs

This is just to relate how profoundly saddening it is to read about the elimination of so much of the UWSP heritage. How the institution can continue to consider itself to be a liberal arts university when the guts are being ripped from the Liberal Arts curriculum is mystifying. Words fail; words fail. Respectfully, Dan Marx '69.

From: Rebecca Gould [REDACTED]
Sent: Wednesday, March 07, 2018 4:18 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: closures at Wisconsin--Stevens Point

Dear Chancellor Patterson,

I write to protest the proposed closures of philosophy, languages, history, and other liberal arts programs at Wisconsin--Stevens Point. As an American transplanted to the UK, it is painful to witness the destruction of public education in the country where I was born. This is an ill-advised decision on the part of the University of Wisconsin and society will pay the price.

I will briefly quote from a thread about the proposed closures on the leading world's philosophy blog. This comment attests to how the liberal arts trains students to succeed in all walks of life:

"As someone who works in a Fortune 50 company and has hired college graduates into internships and roles, I have found that Philosophy majors have been some of the most successful with clear abilities to adapt and become excellent thought leaders. Shame on WI to believe that vocation 'trumps' liberal arts. This is part of the problem we suffer today with the continued fracturing of our society. If we lose those with liberal arts backgrounds I fear for the worse...."

<http://leiterreports.typepad.com/blog/2018/03/wisconsin-stevens-point-planning-to-eliminate-the-philosophy-major.html#comments>

Had I not had access to a low-cost and high quality public liberal arts education, I would likely never have found gainful employment. Rather than buying into the false idea that the liberal arts have no use in today's society, it would have been more appropriate to reimagine your curriculum so as to bring it in line with contemporary realities. To all appearances, these closures result from a failure of the imagination, rather than financial exigency.

Yours sincerely,
Rebecca

[Rebecca Ruth Gould](#)

Professor, Islamic World and Comparative Literature

College of Arts & Law | University of Birmingham

Author, [Writers and Rebels](#) (Yale UP, 2016)

Director, "[Global Literary Theory: Caucasus Literatures Compared](#)"

<http://www.birmingham.ac.uk/rebeccagould>

From: Amy Ferrer [mailto:aferrer@udel.edu]
Sent: Wednesday, March 07, 2018 12:15 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>
Cc: Cheshire Calhoun <cheshire.calhoun@asu.edu>; Luft, Shanny <Shanny.Luft@uwsp.edu>; Manzke, Rob <Rob.Manzke@uwsp.edu>
Subject: Philosophy Program at the University of Wisconsin Stevens Point

Dear Chancellor Patterson and Provost Summers:

We at the American Philosophical Association were dismayed to learn that the University of Wisconsin Stevens Point is planning to eliminate its philosophy major. Attached please find a letter on the subject from Cheshire Calhoun, chair of the APA's board of officers, and me, the APA's executive director. We write on behalf of the board of officers of the APA, which is the leading professional organization for philosophers in North America, representing approximately 9,000 individual members.

We strongly urge you and all the leaders of the University of Wisconsin Stevens Point to preserve and support the philosophy program by retaining the major, as the philosophy program is central to UWSP's liberal arts education mission and provides students within the major and across the university with long-term benefits.

If you have any questions or if there is any further information or assistance we can provide, please don't hesitate to be in touch.

Most sincerely,
Amy Ferrer



Amy E. Ferrer
Executive Director
The American Philosophical Association
University of Delaware
31 Amstel Avenue, Newark, DE 19716
Ph: [302-831-8691](tel:302-831-8691) | Fax: [302-831-8690](tel:302-831-8690)

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March 7, 2018

Dr. Bernie L. Patterson, Chancellor, *via email to bpatters@uwsp.edu*
Dr. Greg Summers, Provost, *via email to gsummers@uwsp.edu*
University of Wisconsin Stevens Point
2100 Main Street
Stevens Point, WI 54481-3897

Dear Chancellor Patterson and Provost Summers:

We write as the chair of the board of officers and the executive director of the American Philosophical Association. We urge you and all those involved in making vital decisions about the future of University of Wisconsin Stevens Point to reverse UWSP's plan to eliminate the philosophy major.

UWSP's mission statement indicates that the university "fosters intellectual growth, provides a broad-based education,... and prepares students for success in a diverse and sustainable world." More than perhaps any other discipline, philosophy prepares students to be engaged, well-rounded citizens and leaders; a statement describing the role of philosophy in higher education is available on the APA's website (http://www.apaonline.org/role_of_phil). And as a member of the University of Wisconsin system, UWSP shares a core mission that includes "offer[ing] a core of liberal studies." It would be hard for UWSP to argue that it is living up to this UW mission if it were to eliminate its degree program in philosophy, an absolutely core discipline in the humanities.

Further, in terms of market value and equipping students with the skills that employers desire, philosophy is perhaps the best humanities major a student could choose. Philosophy teaches the skills most necessary in society broadly—skills that are specifically highlighted by Chancellor Patterson in the announcement of UWSP's proposed changes: critical thinking, creative problem solving, written and oral communication, and logical analysis. These skills are also valued highly by employers. Renowned investor William H. Miller recently invested \$75 million in Johns Hopkins University's philosophy program, saying, "I attribute much of my business success to the analytical training and habits of mind that were developed when I was a graduate student at Johns Hopkins." (<https://hub.jhu.edu/2018/01/16/bill-miller-hopkins-philosophy-gift/>)

A philosophy major or minor is a typical start to a law career, and philosophy students routinely outperform nearly all other majors on graduate school entrance exams such as the LSAT, GRE, and GMAT. According to the Payscale 2015–2016 report, those with a BA in philosophy have the highest pay over time of all humanities majors, significantly outranking English literature and history (<http://dailynous.com/2015/09/04/salaries-of-philosophy-majors-over-time/>). Philosophy majors' mid-career earning potential is also ahead of those

who major in many fields outside the humanities, including biology, psychology, political science, and business administration.

In terms of numerical metrics for the major, the UWSP philosophy program is perhaps the highest performing such program in the entire UW system. With 104 majors and 8 faculty, UWSP's philosophy department has nearly as many majors as UW Madison with less than half the faculty (108 majors and 20 faculty). And UWSP has far more—two to seven times more—philosophy majors than other UW campuses.

The UWSP philosophy program clearly offers significant value when judged by these metrics. And yet numerical metrics like these significantly undervalue what philosophy offers UWSP. Philosophy plays a pivotal role not only for majors but also in university core curricula and in interdisciplinary programs. Courses such as Philosophy of Science, Philosophy of Ecology, Ethics and Medicine, Philosophy of Art, Ethics in Business and Economics, Philosophy of Religion, Philosophy of Law, Environmental Ethics, Ecofeminism, American Indian Environmental Philosophies, and Liberalism, Conservatism, and Democracy serve students across the university pursuing a wide variety of degrees and career paths. Further, as UWSP was the first in the US to offer an environmental ethics concentration in the philosophy major, the program strongly contributes to the natural resources and sustainability focus for which UWSP is known.

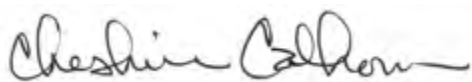
Finally, we point you to the words of UWSP's own philosophy graduates, Jacob Haseman and Malachi Cate, who articulate the kind of impact your institution would lose should it eliminate its philosophy major:

There is no doubt in my mind that studying philosophy at UWSP was the single greatest decision I ever made as a student and that it has had a profound impact on both my law school success and development as a lawyer. UWSP's Philosophy program provided me with the ability to think clearly and logically, as well as to analyze issues from all angles without making unnecessary assumptions. In this regard, a philosophy student is well prepared to quickly analyze the complex and controversial legal arguments in both oral and written settings that law school and the legal profession demands on a daily basis. Most important, a philosophy background ensures the individual is a clear and careful thinker—an attribute that bodes well for a career in law. My successes and career are wholly attributable to my philosophy background, as those core skills are immensely important in both my career and everyday life.

Studying philosophy at UW-Stevens Point was a life-altering decision that affected me in multiple ways, both then and now. My hunger for wisdom and seeking answers to life's "big questions" were certainly met. I was challenged to think deeply about the most serious issues such as the nature of my existence, religion and society. Concepts such as true self-examination and self-understanding are encouraged by a faculty that handles these subjects with tact. Furthermore, while they presented me with a range of different ideas, I was always encouraged to write and speak my mind.... At a more tangible level, the rigorous curriculum developed my critical thinking skills and enhanced my writing, research and communication abilities. Philosophy at UWSP was a fantastic springboard to my success in graduate school. The mentoring from my philosophy professors helped acquire me a fully funded offer for an MA in Christian Doctrine from Marquette University. This led to a position teaching theology at a local Catholic high school—a dream come true for any Christian who studies philosophy.

We strongly urge you and all the leaders at the University of Wisconsin Stevens Point to reconsider whether your students and your mission are well served by the decision to eliminate the philosophy major.

Most sincerely,



Cheshire Calhoun, Chair, Board of Officers



Amy Ferrer, Executive Director

cc: Dr. Shanny Luft, Chair of the Department of Philosophy, via email to sluft@uwsp.edu
Dr. Rob Manzke, Chief of Staff to Chancellor Patterson, via email to rmanzke@uwsp.edu

From: Siegel, Susanna [mailto:ssiegel@fas.harvard.edu]
Sent: Wednesday, March 07, 2018 11:54 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Philosophy and the Liberal Arts

Dear Chancellor Patterson:

I am writing to urge you to reverse your astounding plan to eliminate the Philosophy major and other liberal arts majors from University of Wisconsin/Stevens Point. My father is from Superior, Wisconsin and his family lived in Wisconsin since the time they immigrated from Europe in the 1890's. The liberal arts are central to building an educated and marketable citizenry. Philosophy majors in particular are trained at clear communication, they are leaders in thought and ideas, and adept at plain speaking about complicated things. As our society fractures under the weight of political polarization, we need training in the liberal arts now more than ever.

You can find data on the civic **and marketable** importance of Philosophy here:

https://c.ymcdn.com/sites/apaonline.site-ym.com/resource/resmgr/data_on_profession/philosophy_majors_after_coll.pdf

You won't regret it and generations of people from Wisconsin will thank you for reversing this decision.

—Susanna Siegel
Professor of Philosophy
Harvard University
Cambridge, MA

From: Rebecca Gould <R.R.Gould@bham.ac.uk>
Sent: Wednesday, March 07, 2018 4:18 PM
To: Patterson, Bernie
Subject: closures at Wisconsin--Stevens Point

Dear Chancellor Patterson,

I write to protest the proposed closures of philosophy, languages, history, and other liberal arts programs at Wisconsin--Stevens Point. As an American transplanted to the UK, it is painful to witness the destruction of public education in the country where I was born. This is an ill-advised decision on the part of the University of Wisconsin and society will pay the price.

I will briefly quote from a thread about the proposed closures on the leading world's philosophy blog. This comment attests to how the liberal arts trains students to succeed in all walks of life:

"As someone who works in a Fortune 50 company and has hired college graduates into internships and roles, I have found that Philosophy majors have been some of the most successful with clear abilities to adapt and become excellent thought leaders. Shame on WI to believe that vocation 'trumps' liberal arts. This is part of the problem we suffer today with the continued fracturing of our society. If we lose those with liberal arts backgrounds I fear for the worse...."

<http://leiterreports.typepad.com/blog/2018/03/wisconsin-stevens-point-planning-to-eliminate-the-philosophy-major.html#comments>

Had I not had access to a low-cost and high quality public liberal arts education, I would likely never have found gainful employment. Rather than buying into the false idea that the liberal arts have no use in today's society, it would have been more appropriate to reimagine your curriculum so as to bring it in line with contemporary realities. To all appearances, these closures result from a failure of the imagination, rather than financial exigency.

Yours sincerely,

Rebecca

[Rebecca Ruth Gould](#)

Professor, Islamic World and Comparative Literature

College of Arts & Law | University of Birmingham

Author, [Writers and Rebels](#) (Yale UP, 2016)

Director, "[Global Literary Theory: Caucasus Literatures Compared](#)"

<http://www.birmingham.ac.uk/rebeccagould>

From: Amy Ferrer <aferrer@udel.edu>
Sent: Wednesday, March 07, 2018 12:15 PM
To: Patterson, Bernie;Summers, Greg
Cc: Cheshire Calhoun;Luft, Shanny;Manzke, Rob
Subject: Philosophy Program at the University of Wisconsin Stevens Point
Attachments: Letter from APA to University of Wisconsin Stevens Point.pdf

Dear Chancellor Patterson and Provost Summers:

We at the American Philosophical Association were dismayed to learn that the University of Wisconsin Stevens Point is planning to eliminate its philosophy major. Attached please find a letter on the subject from Cheshire Calhoun, chair of the APA's board of officers, and me, the APA's executive director. We write on behalf of the board of officers of the APA, which is the leading professional organization for philosophers in North America, representing approximately 9,000 individual members.

We strongly urge you and all the leaders of the University of Wisconsin Stevens Point to preserve and support the philosophy program by retaining the major, as the philosophy program is central to UWSP's liberal arts education mission and provides students within the major and across the university with long-term benefits.

If you have any questions or if there is any further information or assistance we can provide, please don't hesitate to be in touch.

Most sincerely,

Amy Ferrer



Amy E. Ferrer
Executive Director
The American Philosophical Association
University of Delaware
31 Amstel Avenue, Newark, DE 19716
Ph: [302-831-8691](tel:302-831-8691) | Fax: [302-831-8690](tel:302-831-8690)

[Support the APA with a tax-deductible contribution.](#)

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March 7, 2018

Dr. Bernie L. Patterson, Chancellor, *via email to bpatters@uwsp.edu*
Dr. Greg Summers, Provost, *via email to gsummers@uwsp.edu*
University of Wisconsin Stevens Point
2100 Main Street
Stevens Point, WI 54481-3897

Dear Chancellor Patterson and Provost Summers:

We write as the chair of the board of officers and the executive director of the American Philosophical Association. We urge you and all those involved in making vital decisions about the future of University of Wisconsin Stevens Point to reverse UWSP's plan to eliminate the philosophy major.

UWSP's mission statement indicates that the university "fosters intellectual growth, provides a broad-based education,... and prepares students for success in a diverse and sustainable world." More than perhaps any other discipline, philosophy prepares students to be engaged, well-rounded citizens and leaders; a statement describing the role of philosophy in higher education is available on the APA's website (http://www.apaonline.org/role_of_phil). And as a member of the University of Wisconsin system, UWSP shares a core mission that includes "offer[ing] a core of liberal studies." It would be hard for UWSP to argue that it is living up to this UW mission if it were to eliminate its degree program in philosophy, an absolutely core discipline in the humanities.

Further, in terms of market value and equipping students with the skills that employers desire, philosophy is perhaps the best humanities major a student could choose. Philosophy teaches the skills most necessary in society broadly—skills that are specifically highlighted by Chancellor Patterson in the announcement of UWSP's proposed changes: critical thinking, creative problem solving, written and oral communication, and logical analysis. These skills are also valued highly by employers. Renowned investor William H. Miller recently invested \$75 million in Johns Hopkins University's philosophy program, saying, "I attribute much of my business success to the analytical training and habits of mind that were developed when I was a graduate student at Johns Hopkins." (<https://hub.jhu.edu/2018/01/16/bill-miller-hopkins-philosophy-gift/>)

A philosophy major or minor is a typical start to a law career, and philosophy students routinely outperform nearly all other majors on graduate school entrance exams such as the LSAT, GRE, and GMAT. According to the Payscale 2015–2016 report, those with a BA in philosophy have the highest pay over time of all humanities majors, significantly outranking English literature and history (<http://dailynous.com/2015/09/04/salaries-of-philosophy-majors-over-time/>). Philosophy majors' mid-career earning potential is also ahead of those

who major in many fields outside the humanities, including biology, psychology, political science, and business administration.

In terms of numerical metrics for the major, the UWSP philosophy program is perhaps the highest performing such program in the entire UW system. With 104 majors and 8 faculty, UWSP's philosophy department has nearly as many majors as UW Madison with less than half the faculty (108 majors and 20 faculty). And UWSP has far more—two to seven times more—philosophy majors than other UW campuses.

The UWSP philosophy program clearly offers significant value when judged by these metrics. And yet numerical metrics like these significantly undervalue what philosophy offers UWSP. Philosophy plays a pivotal role not only for majors but also in university core curricula and in interdisciplinary programs. Courses such as Philosophy of Science, Philosophy of Ecology, Ethics and Medicine, Philosophy of Art, Ethics in Business and Economics, Philosophy of Religion, Philosophy of Law, Environmental Ethics, Ecofeminism, American Indian Environmental Philosophies, and Liberalism, Conservatism, and Democracy serve students across the university pursuing a wide variety of degrees and career paths. Further, as UWSP was the first in the US to offer an environmental ethics concentration in the philosophy major, the program strongly contributes to the natural resources and sustainability focus for which UWSP is known.

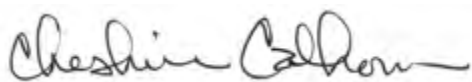
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We strongly urge you and all the leaders at the University of Wisconsin Stevens Point to reconsider whether your students and your mission are well served by the decision to eliminate the philosophy major.

Most sincerely,



Cheshire Calhoun, Chair, Board of Officers



Amy Ferrer, Executive Director

cc: Dr. Shanny Luft, Chair of the Department of Philosophy, via email to sluft@uwsp.edu
Dr. Rob Manzke, Chief of Staff to Chancellor Patterson, via email to rmanzke@uwsp.edu

From: Siegel, Susanna [REDACTED] >
Sent: Wednesday, March 07, 2018 11:54 AM
To: Patterson, Bernie
Subject: Philosophy and the Liberal Arts

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The liberal arts are central to building an educated and marketable citizenry. Philosophy majors in particular are trained at clear communication, they are leaders in thought and ideas, and adept at plain speaking about complicated things. As our society fractures under the weight of political polarization, we need training in the liberal arts now more than ever.

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You won't regret it and generations of people from Wisconsin will thank you for reversing this decision.

—Susanna Siegel

Professor of Philosophy

Harvard University

Cambridge, MA

From: Tubbs, Aaron C
Sent: Monday, March 05, 2018 2:19 PM
To: Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu>
Subject: Re: Reimagining the university

Dear Chancellor Patterson,

I am grieved and disappointed by this “reimagining” (read: gutting) of UWSP. Moreover, I am OPPOSED to the proposals outlined in your recent email.

I am sure I do not even begin to understand all the factors that have led to these proposals. I assure you I will give due attention to gaining such an understanding.

That said, one does not need an exhaustive depth of insight to recognize that this is not merely a reimagining of UWSP, but a destruction of it. So let us dispense with the euphemisms.

Let us also dispense with the platitudes being offered. I do not believe these changes represent a commitment to the success of students or support for them on their academic journeys, as you have pledged. Rather, they represent the closing off of academic and intellectual pathways for these students and a limiting of their opportunities to an extent that is frankly hard to believe.

I urge you to do everything in your power to stand up for UWSP and for a true liberal arts education. Set aside the shortsighted view that sees a university as merely a pipeline to the marketplace. Instead, recover and promote the noble perspective of a university as a place in which critical inquiry, reason, and knowledge in all disciplines are cultivated and disseminated for the improvement and wellbeing of our society. Let UWSP be shown to possess an embarrassment of riches as it pertains to the quality and scope of our programs, instead of merely an embarrassment.

Sincerely,

Aaron Tubbs

B.A. History, UWSP, 2007
English Ed. major

On Mar 5, 2018, at 10:37 AM, Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu> wrote:

Dear students,

You may have heard talk on campus about possible changes in academic programs offered at UW-Stevens Point. This message will give you a clearer picture of what is being proposed, and why. I hope it also reassures you everyone at UW-Stevens Point is committed to your success as a student and is here to support you on your academic journey.

Our enrollment has declined for several years, in part because more students are graduating in four years; and because fewer students are in the K-12 pipeline. To address declines in enrollment (and as a result, revenue), we are proposing several changes. They will create new opportunities to meet the evolving needs of our students and a more responsive, sustainable future for UW-Stevens Point. Also proposed are changes to existing programs with lower enrollment. They are highlighted on the attachment.

Please note, students currently pursuing a major that may be discontinued eventually will have the opportunity to complete their program. Many of these proposals need further review and approval, both within our campus governance structure and at the UW System level, so expect no immediate changes. Watch for an announcement on a student forum about these changes.

Importantly, we remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path. You learn to communicate well, think critically and creatively, solve problems, be analytical and innovative and work well in teams. This is the value of earning a bachelor's degree.

I encourage you to speak with your adviser, professors, your department chair or dean's office when you have questions about your academic program. Please also feel free to reach out to the many people on this campus here to support you.

You have a special relationship with UW-Stevens Point. While faculty, staff – even chancellors – come and go, graduates of this university continue to be part of its strength, reputation and stature. My pledge to you today is UW-Stevens Point will remain strong, vibrant and a source of pride throughout your experience here and your lifetime.

Sincerely,

Bernie L. Patterson, Chancellor

<Point Forward Summary.pdf>

From: Manuel Vargas [mailto:████████████████████]
Sent: Tuesday, March 06, 2018 11:44 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: A note about the future of Wisconsin-Stevens Point

Dear Chancellor Patterson,

I've been following the news of recent proposals to eliminate most of the liberal arts program at Wisconsin-Stevens Point. Naturally, I'm sure there are powerful economic pressure that make this seem like a good idea. As an outsider to the details that make this seem like a reasonable resolution, but as the product of several universities that served the rural student populations, this strikes me as an alarming development. Rural populations deserve access to more than just job training. It is clear that there is no shortage of places doing vocational training, and that Stevens Point graduates will hardly differentiate itself from the wider market if that is all its graduates are trained to do.

As you may know, [the economic advantages for producing philosophy majors in particular tend to outstrip the benefits of virtually all fields outside of a handful of technical fields](#). In particular, mid-career earnings of philosophy majors outpace marketing, accounting, information technology, and business management majors.

I won't pretend to know the constraints you are facing, but I encourage you to find some opportunity to keep philosophy and adjacent fields viable options for the students served by your university.

Best wishes,

Manuel Vargas
Professor of Philosophy
University of California, San Diego

From: Michael Sewell [mailto: [REDACTED]]
Sent: Tuesday, March 06, 2018 10:38 AM
To: Alumni Affairs Office <Alumni.Aff.Office@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>; Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: Embarrassing cuts at UWSP

Provost Summers, Chancellor Patterson, and whomever needs to hear this,

I am very disappointed by the news that there will be such extensive cuts to so many programs at UWSP.

There is a political drive in this country right now that education should only be for the training of the workforce, but higher education, from what I can see and what I have experienced, is about improving people. It is not about simply creating a more advanced worker drone. Liberal arts programs help our society as a whole.

Look no further than myself as an example of why a well-rounded education is important. My degree from UWSP was in Music Education, but I have not been in a music classroom for over a decade. The impact of the diverse education I received beyond my subject area has helped me find not only employment, but happiness and success in other industries.

This is the first time I have ever felt a hint of embarrassment about being a Pointer.

My hope is that these cuts are reversible, and soon. Please work with the faculty, students, staff, and members of the community to find a solution. Cutting them out of the process is wrong-headed, even if it is easier. Perhaps your resignations would be appropriate.

Sincerely,

Michael Sewell, Class of 2001

From: Matthew Braddock [REDACTED]
Sent: Monday, March 05, 2018 5:38 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: letter of concern - on the proposed plan cut to humanities programs

Chancellor Patterson,

I'm writing to voice concern and opposition to the move at UW-Stevens Point to cut humanities majors and programs. I teach philosophy at a similar rural public university in west Tennessee. I think the move to drastically cut humanities programs is terrible for students, bad for the university's reputation, and bad for the state. Respectfully, let me offer a few reasons for you to reconsider this drastic cut.

Cutting the programs will mean extensively cutting history classes, philosophy classes, religious studies classes, and english/literature classes. Many students prefer to take advanced courses in these subjects and many students who don't major in them prefer to take classes in these areas. I'm convinced the move would thus deprive students in Wisconsin of the benefits of these classes and a quality liberal arts education. You've expressed commitment to a quality liberal arts education. But how can this commitment cohere with such an extensive cutting of humanities courses and majors?

History and political science classes help our students understand and appreciate the history of our country. Knowing the history of our country is crucial to having informed and educated citizens who know how our country works, who have learned the lessons of the past, and who can appreciate our progress, freedoms, and shared values. But cutting the history program, the political science program, and other humanities classes (e.g. the history of philosophy) will stunt the historical-mindedness of many students who would otherwise have benefited. That would be a travesty.

Studying philosophy centrally concerns ethics and logic, which teach us how to think critically, how to reason more logically, how to figure out what is right and wrong, and to understand where different people are coming from in their perspectives. These skills are among the most important skills a college education can and should cultivate. I know of no other discipline than philosophy that cultivates these skills better. Ideas are the driving force of people's lives and society, and philosophy helps us understand and assess ideas! Philosophy also helps us understand ourselves and our place in the world and thus cultivates a better understanding of our worldview. This is very important! To cut the philosophy program is to deprive students of these incalculable benefits.

The other humanities are very important too. English/literature classes help us communicate more effectively and help us appreciate what it means to be human. These classes also foster empathy and an appreciation of cultural diversity, which promotes within us the virtues of tolerance, mutual understanding, and good will.

All this suggests: students benefit greatly from humanities courses, whether they major in them or not. The founders of our country observed that a democracy is only as good as the character of its citizens, and the humanities are crucial to cultivating the virtuous character of our citizens--citizens who can empathize, who can think critically, who have learned the lessons of the past, and who understand our shared human condition and who we are as human beings.

All this is to say: please reconsider supporting such a major cut of the humanities at UW-Stevens Point. There are alternative ways of dealing with the cycle of fiscal challenges and declining enrollment, including expanding online programs. My home university and many other universities have dealt with declining enrollment successfully without making such a cut in the humanities.

That's just my 2 cents.
Thanks for your attention.

Regards,

Matthew Braddock, PhD (Duke University)
Associate Professor of Philosophy
University of Tennessee, Martin

From: Cindy Farrell [mailto: [REDACTED]]
Sent: Monday, March 05, 2018 10:07 AM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>
Subject: College of Letters and Science

Dear Chancellor Patterson,

It has come to my attention that UWSP is considering dropping the humanities majors from the College of Letters and Science. As an educator and graduate of UWSP, I find this alarming and without merit. If the university is to exist as a well-rounded institution, and not a technical school, then they must find a way to maintain these programs. While STEM majors are growing, we must be reminded that not **ALL** students are interested in those programs. Without English majors, the world will be a less literate place to live. Without history and political science majors, we as a nation would not be able to dissect the past and learn from our mistakes. Sociology majors help us to understand why the world is as it is, and even they would have a difficult time trying to understand why the university would want to tear apart the College of Letters and Science.

I beg of you to look for other ways to solve your problem. These young people have their futures to look forward to and currently this is causing a great deal of worry.

What will you do when some of the best scholars and most gifted athletes say no to UWSP because they no longer offer the fields of study that they would like to pursue? These students are human being and not mere customers waiting in line for a diploma.

Thank you for your time.

Sincerely,
Cindy Farrell
Class of 1982

From: Manuel Vargas [REDACTED]
Sent: Tuesday, March 06, 2018 11:44 AM
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All this suggests: students benefit greatly from humanities courses, whether they major in them or not. The founders of our country observed that a democracy is only as good as the character of its citizens, and the humanities are crucial to cultivating the virtuous character of our citizens--citizens who can empathize, who can think critically, who have learned the lessons of the past, and who understand our shared human condition and who we are as human beings.

All this is to say: please reconsider supporting such a major cut of the humanities at UW-Stevens Point. There are alternative ways of dealing with the cycle of fiscal challenges and declining enrollment, including expanding online programs. My home university and many other universities have dealt with declining enrollment successfully without making such a cut in the humanities.

That's just my 2 cents.
Thanks for your attention.

Regards,

Matthew Braddock, PhD (Duke University)
Associate Professor of Philosophy

University of Tennessee, Martin

From: Denny Peterson <[REDACTED]>
Sent: Monday, March 5, 2018 10:46 AM
To: Chancellor Bernie Patterson
Subject: RE: Reimagining the university

Very excited about this, Bernie!

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From: Chancellor Bernie Patterson [mailto:Chancellor.Bernie.Patterson@uwsp.edu]
Sent: Monday, March 05, 2018 10:46 AM
Subject: Reimagining the university</p></div><div data-bbox=)

The higher education landscape is changing. We can adapt and be at the forefront of change, or we can be left behind. Coupled with our enrollment declines and lower revenue, our situation invites innovation.

Working closely with the provost and deans of the academic colleges, we have developed “Point Forward: Reimagining our Curriculum for the Future.” We outlined the plan on campus today to address fiscal challenges by shifting resources to invest in areas with growth potential. The proposed changes in academic programs will open opportunities to create a future that meets the evolving needs of our students and the communities we serve.

The attachment outlines recommendations to end some programs and start or expand others. Many of these proposals need further review, both within our campus governance structure and at the UW System Board of Regents level, so expect no immediate changes. Students currently pursuing a major that may be eventually discontinued will be able to complete the program. Additional programs in humanities and social sciences that have clear career pathways will provide avenues to major in liberal arts fields.

We remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path. It is critical our students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams. This is the value of earning a bachelor’s degree.

I believe this repositioning will help us adapt to a new, more focused identity for UW-Stevens Point in the 21st century. I ask for your continued community engagement and support.

Sincerely,

Bernie L. Patterson, Chancellor

From: Chancellor Bernie Patterson
Sent: Monday, March 05, 2018 10:31 AM
Subject: Reimagining the university
Attachments: Point Forward.pdf

Dear colleagues,

We recognized more than a year ago that to address lower enrollment and less revenue, and to create a responsive, forward-looking, sustainable future for UW-Stevens Point, difficult decisions needed to be made. After seeking input from the campus community for several months, we have talked, proposed and struggled to develop a path forward.

Working closely with the provost and deans of the academic colleges, we have developed "Point Forward: Reimagining our Academic Curriculum." It thoroughly outlines the challenges we face and identifies opportunities to create a future that meets the evolving needs of our students and the communities we serve. The attached has recommendations to end some programs and start or expand others. You may have heard details at meetings this morning with shared governance leaders and academic departments. These conversations will continue with faculty, staff and student shared governance groups.

Many of these proposals need further review, both within our campus governance structure and at the UW System level, so expect no immediate changes. This is just the beginning of the process. Students currently pursuing a major that is eventually discontinued will be able to complete the program.

Importantly, we remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path. It is critical our students learn to communicate well, solve problems, think critically and creatively, be quantitatively literate and innovative, and work well in teams. This is the value of a bachelor's degree.

These changes will be discussed further at a campus forum at 3 p.m. Thursday, March 15. Please bring your questions to the Laird Room in the Dreyfus University Center.

Famed author H.G. Wells once said, "Adapt or perish, now as ever, is nature's inexorable imperative." Across the country, higher education is taking a new approach. We can be at the forefront of that movement, or we can be left behind. This change is difficult for all of us. Each of you makes valuable contributions to our campus community. I believe this repositioning will help us adapt to a new, more focused identity for UW-Stevens Point in the 21st century.

Sincerely,

Bernie

P.S. If you cannot open the links, please try another browser or try Adobe Reader.

Proposed

POINT FORWARD



University of Wisconsin

Stevens Point

Reimagining Our Curriculum for the Future

Executive Summary

UW-Stevens Point's *Partnership for Thriving Communities* provides a clear statement of purpose for the institution: to help the communities of central and northern Wisconsin become more vibrant, healthy, prosperous, and sustainable. As an educational institution, we accomplish this aim primarily through the facilitation of teaching and learning, leveraging the knowledge of our students, faculty, and staff to improve the region.

Strategic focus is required to fulfill this mission in an era of limited financial resources, demographic challenges, and rising competition. The fact that UW-Stevens Point is presently facing a substantial financial deficit, meaning that our spending annually exceeds our revenue, makes the need for clear priorities even more urgent.

This document discusses Academic Affairs' path forward for addressing our fiscal challenges while advancing our mission and purpose. Sections include the following topics:

- An explanation of [Why We Must Restructure Our Curriculum](#). Efforts to increase enrollment, retention, and other budget cuts are not sufficient to restore balance between revenue and expenditures. In order to give students the education they deserve we must offer fewer, better-resourced programs that can deliver rigorous, high quality educational experiences.
- A review of the [Guiding Principles](#) that impact decision making regarding the curriculum. These include a national move among students towards career pathways, the need for academic programs to be well resourced, and a commitment to strengthening both our academic majors as well as the liberal arts core to ensure students graduate with the knowledge, skills, and perspectives they will need to be successful in the future.
- A review of recommendations concerning [Program Eliminations, Program Investments, and Administrative Restructuring](#). While no programs are obviously failing by a standard set of metrics, what we have instead are too many programs that are modestly successful at drawing students to the university. Eliminating some majors while simultaneously investing in other new and expanded majors will strengthen our ability to meet student and regional needs. Because organizational structure follows curriculum, these changes will likely necessitate the reorganization of colleges and departments.
- A call to action regarding [Reimagining the Liberal Arts](#). We must resist the false choice between providing a broad, well-rounded education or narrow professional and vocational pathways. As one strategy, we will reimagine traditional liberal arts majors for students seeking applied learning to improve their career potential. Second, we will strengthen our core liberal arts curriculum. Preparing students for engaged citizenship, ensuring that they graduate as broadly educated and well-rounded lifelong learners, and equipping them with the kinds of professional skills that we know are essential for career success in any field—these are things we owe to all students regardless of major.
- A description of [The Formal Process Ahead](#) to review and finalize recommended changes.

There is no question that this proposed restructuring of UW-Stevens Point's academic curriculum will be difficult, disconcerting, and painful. Change of this magnitude is never easy. Yet curricular innovation can also be exciting, creative, and even exhilarating, especially when we find better ways to identify and meet the needs of the students we serve. If we accept the need for change and we confront and solve the financial issues currently facing the institution, we can create a new identity for the regional public university in the twenty-first century. UW-Stevens Point can move forward with fiscal stability, new opportunities to build programs and grow enrollment, and renewed capacity to improve our service to the students and communities of central and northern Wisconsin.

Why We Must Restructure Our Curriculum

UW-Stevens Point has reached a moment in which the elimination of under-enrolled majors is the only realistic way to repair our budget and simultaneously fund the creation and expansion of programs with higher student demand. Within Academic Affairs over the years, we have tried nearly every other strategy except this approach, from improving the marketing, recruitment, and retention strategies of enrollment management to endlessly searching for cost-savings until efficiency became pervasive austerity. We have increased workloads, raised class sizes, reduced administrative spending, and nearly eliminated budgets for supplies, equipment, technology and facilities. We have restricted travel, sabbaticals, and other professional development, and declined for years to invest in salaries for our faculty and staff members. We have squeezed administrative support functions to a point where we are failing to provide badly needed services, especially in those areas on which we depend regardless of enrollment. In Information Technology alone, nine and a half positions have been lost in the past three years, a number that will likely grow further in the current restructuring—this at a time when the demands on their services and expertise are greater than ever.

In short, we have “lived without” across the entire Division of Academic Affairs, disadvantaging nearly all of our programs and services, and most importantly, undermining the education we provide our students. There is a limit to how long a university can thrive under these kinds of across-the-board austerity measures and remain a vital and thriving institution, and we have reached it. Restructuring our curriculum will not solve all these financial shortcomings by itself. Nevertheless, given our growing dependence on tuition and the current imbalance between expenditures and revenue, our only remaining alternative is to examine our curriculum, an operational area we have modestly adjusted in the past but never fundamentally restructured.

In doing so, we confront this simple but vital question: **Do we continue to offer the current number of majors, all of which will be chronically under-resourced and unable to serve students effectively, or do we reduce our program array so that the majors we offer, though fewer in number, are all adequately resourced and able to deliver the kind of rigorous, high-quality, and valuable education that our students deserve? We must choose the latter path, doing so in a way that maximizes potential enrollment and the service we provide to the region.**

As administrators and faculty members, we should acknowledge a tension inherent in the governance process surrounding budget-driven curricular decisions. Shared governance assigns responsibility for the content of the curriculum to the faculty, where it rightly belongs, while administration manages the financial resources available to serve students. The provost and deans collectively bridge these two functions as academic officers, each with faculty credentials but charged with the task of managing financial resources. In moments such as these, where fiscal realities demand curricular restructuring, the gray area between curriculum and budget becomes especially fraught. Faculty are understandably reluctant to play a role in eliminating the jobs of their colleagues. Administrators are understandably reluctant to define curriculum. At UW-Stevens Point, the resulting impasse has paralyzed the institution for years, preventing us from recognizing our changing circumstances and adapting with the appropriate creative urgency and curricular innovation. To escape this institutional inertia, we need to utilize the governance process as much as possible to advance a constructive dialogue among students, faculty, staff, and administration regarding the institution’s future identity.

Engaging in this dialogue requires acknowledging several hard truths about the way our economic circumstances have changed over the years. UW-Stevens Point is not a university in jeopardy of failing. Yet we have failed to adapt to a changing market for higher education. Simply put, we cannot continue to be the same kind of comprehensive university that we became by the 1970s, a smaller version of the larger research institutions like UW-Madison that dominate the landscape of American higher education.

- Public funding then was plentiful, making the relative cost to individual students low. In fact, until the 1970s tuition for most in-state students at UW-Stevens Point was free and fees were modest. Today, public funding has declined dramatically and the relative cost to students is high.
- Demographic trends favored growth in higher education then. Today, in Wisconsin and throughout the Midwest, they no longer do.
- Universities then possessed a near monopoly on credentialing for access to better jobs and salaries in a burgeoning economy. Today, although baccalaureate degrees continue to offer substantial returns on investment, employers have demonstrated a willingness—even a preference—to consider other alternatives. Students have responded well to institutions offering trainings, certificates and degrees at a lower cost, with faster completion, and in ways that let them balance work, family, and school. The [innovations of the information age](#) are making these [alternatives](#) increasingly viable.

In this rapidly changing environment, UW-Stevens Point must adapt by selecting core specializations and striving to offer the best programs possible within these areas. The operative question is this: **If we can no longer function as a broadly comprehensive institution, then how best can we forge a new, more focused identity for the twenty-first century?**

Fortunately, we have already defined this identity in the *Partnership for Thriving Communities*. Our strategic plan was crafted over a period of years through an open, collaborative, and thoughtful process with broad input from campus and community stakeholders. Since its completion, this plan has been further refined and sharpened, again with broad input from students, faculty, staff, and community members. As a result, UW-Stevens Point already has a clear vision and sense of purpose around which to make these resource decisions. What we need to do now is implement this vision, connecting strategic goals to resource allocation by taking seriously the guiding principles outlined below.

Guiding Principles

In deciding how best to restructure our curriculum at UW-Stevens Point, it is clear that we do not have majors that are obviously failing by a standard set of metrics. What we have instead are too many programs that are modestly successful at drawing students to the university, a dynamic that has created our current fiscal deficit. Dramatic improvements to our four-year graduation rates have added to our current predicament, and it is important to remind ourselves that this has been a tremendous achievement for our students that we should continue to advance. Recent state budget reductions and a six-year tuition freeze have also certainly contributed to this situation. But just as certainly, we must acknowledge that our declining state support has stretched over decades, not years, and stems more from long-term structural factors than short-term issues such as partisan politics or fluctuations in the economy. What's more, the resulting shifting of expenses to students and families in the form of rising tuition and fees has made them increasingly wary of the cost of higher education and understandably sensitive to the return they will get on their substantial investments.

Addressing this situation requires attention to three broad variables: the academic mission of the university as defined in the *Partnership for Thriving Communities*, the need to be financially responsible, and the many opportunity costs that are part of every resource decision. It is especially easy to forget these latter opportunity costs, but they are among the most important factors we must consider. With each decision to invest in one program, there is a simultaneous decision not to invest in many others. Making sound resource decisions therefore involves more than weighing the merits of individual programs in isolation. Rather, we should balance the resources consumed by a particular program and the relative benefits it brings to students and the university against the very same variables associated with alternative programs for which those resources might be used.

With these broad considerations in mind, our efforts to move UW-Stevens Point toward a sustainable fiscal balance will involve changes to the academic curriculum shaped by the following guiding principles:

1. The most relevant metrics related to the curriculum are the enrollment trend lines of academic programs in which students are choosing to major. In today's environment, these trends are shaped most directly by the clarity of [career pathways](#) offered in each major and the potential return on investment that students perceive.
2. Because majors are the centerpiece of our educational offerings, we must ensure that every degree we make available to students is well resourced. This includes both curricular offerings and the academic support services on which students depend to succeed.
3. If we cannot resource a program in a manner that ensures the major's rigor, quality, and ultimate value to students, it is unethical to continue offering it.
4. Correcting our present deficit necessarily entails restructuring: reducing the number of programs overall, with a corresponding reduction in personnel, looking especially at those majors with declining enrollment trend lines as well as those functioning as secondary majors; and simultaneously investing in programs with greater potential to draw new students to the institution.
5. In this restructuring, we must strengthen, not just preserve, the liberal arts core of all our baccalaureate degrees to ensure that every student graduates with the knowledge, skills, and perspectives this provides.
6. Moving forward, we must be determined to research, identify, and meet a variety of student needs, both credit and non-credit for traditional and non-traditional students, ensuring that each enrollment opportunity has a clearly defined audience and helps students accomplish clearly defined career outcomes.

Summarizing these principles, we can say the following:

The curricular mission of the University of Wisconsin-Stevens Point is to prepare graduates for successful careers and engaged citizenship, both of which hinge on developing a passion for learning and the skills needed to continue educating themselves over a lifetime. This approach requires graduates to have broad knowledge of the world as well as deep experience and achievement in a specific field of inquiry; intellectual skills such as critical thinking, communication, analysis, and problem-solving; and a strong sense of personal, social, and environmental responsibility. Above all our distinct character as a regional public university emphasizes applied learning—putting knowledge to work in the service of communities that are complex, diverse, and ever changing.

Program Eliminations, Program Investments, and Administrative Restructuring

Based on the parameters outlined above, we make the following recommendations for restructuring UW-Stevens Point's academic curriculum.

First, we must recognize a difficult but unavoidable development that has been apparent for years, particularly among regional public universities like ours: *majors* in the traditional liberal arts disciplines, especially the humanities and social sciences, do not have the same appeal to students nor the same value in opening career pathways as they once did. Consequently, the majors we recommend for elimination are listed below.

MAJORS	DEGREE	NOTES
American Studies	BA, BS	
Art	BA, BFA	Graphic Design will continue as a distinct major
English	BA	English for Teacher Certification will continue
French	BA	
Geography	BS	
Geoscience	BS	
German	BA	
History	BA, BS	Social Science for Teacher Certification will continue
Music Literature	BM	
Philosophy	BA, BS	
Political Science	BA, BS	
Sociology	BA, BS	Social Work will continue
Spanish	BA	

Please Note: It is vital to distinguish between *majors* in the traditional liberal arts, majors in liberal arts with specific professional pathways, and the *broad liberal education* we need to strengthen for all our graduates.

- Although we will discontinue a variety of traditional discipline-specific liberal arts majors, we will absolutely continue to offer coursework in these disciplines. Minors in English, Art, History, Philosophy and other disciplines will continue to be available, as will coursework in the General Education Program and specific majors where required.
- We recommend that the faculty create new offerings in the humanities and social sciences, some with more clearly defined career pathways and others with an interdisciplinary focus in the liberal arts. (See our recommendations further below.)
- **Students currently enrolled in any formally discontinued major will be guaranteed the opportunity to complete their degrees.**

We also intend this restructuring to invest in the expansion of numerous academic programs, both existing and new, with demonstrated value to the region and student demand. The list of potential programs below is only a beginning. It does not include the possibility that some traditional liberal arts majors might take a professional turn, nor does it include the new associate degrees that we will develop for our branch campuses. In some cases, these programs have been on faculty “to-do” lists for years, but we simply lacked the resources to implement them. Thus, regional needs and student demand have gone unmet, and the tuition dollars these opportunities might have generated have been lost to the university.

MAJORS	DEGREE	NOTES
Chemical Engineering	BS	Expanded
Computer Information Systems	BS	Expanded
Conservation Law Enforcement	BS	Current option elevated to a major
Finance	BS	Current option elevated to a major
Fire Science	BS	Current option elevated to a major
Graphic Design	BFA	Current option elevated to a major
Management	BS	Current option elevated to a major
Marketing	BS	Current option elevated to a major
Environmental Engineering	BS	New program
Ecosystem Design and Remediation	BS	New program
Captive Wildlife	BS	New program
Aquaculture/Aquaponics	BS	New program
Geographic Information Science	BS, MS (Flex)	New program
Master of Business Administration	MBA	New program
Master of Natural Resources	MNR	New program
Doctor of Physical Therapy	DPT	New program

In making these difficult recommendations, it is important to note that this is not a judgment on the inherent value of majors in the liberal arts nor the outstanding work and accomplishments of the students, faculty, and staff members who have participated in these programs over the years. Graduates in the traditional liberal arts earn degrees whose value is well demonstrated in [numerous studies](#), and their accomplishments are impressive. But enrollments show that twenty-first century students consider traditional liberal arts majors too distant from the careers available to them in central and northern Wisconsin. Even if that perception could be overcome, it remains true that if UW-Stevens Point continues to offer the wide array of degrees we currently provide, our institution will remain financially unsustainable.

New academic curricula will likely also require new organizational structures. Given that organization should follow curriculum and not the other way around, planning our new structure will require the same input from across campus as our curricular recommendations. Although we do not yet know how these plans will take shape, we intend to explore one especially significant possibility: **reorganizing our academic programs more efficiently by moving from five colleges down to four.**

Eliminating a single dean's position will not save a great deal of money. However, we should create an organizational structure that best facilitates the educational outcomes we strive to achieve for our students. New ways of organizing curriculum can highlight faculty and programmatic strength that has long been present at UW-Stevens Point but prevented from flourishing by our historic structures. For example, the College of Letters and Science has long had an impressive variety of environmental scholars in the humanities and social sciences, yet doing the truly interdisciplinary work of teaching in environmental studies has proven difficult. Much the same could be said for faculty members across campus with expertise in areas connected to design. Bringing such faculty members together in reimagined, cohesive units will help to facilitate new programs and create opportunities for students that we have long struggled to provide.

However we choose to reorganize, the proposed restructuring of UW-Stevens Point's curriculum will affect every college, department, and unit within Academic Affairs. We must all be prepared to consider changes and shoulder the responsibility of improving the education we offer students.

Reimagining the Liberal Arts

Discussions in which stakeholders are forced to weigh the relative value of various degrees are often portrayed as stark and largely false choices: Is a university's primary role to prepare engaged citizens and lifelong learners or good employees? Do we focus on providing a broad, well-rounded education or narrow professional and vocational abilities? **The answer in each case is obviously both.** We cannot prepare students to succeed in the complex world of the twenty-first century without delivering both, and we cannot do that if we confine the discussion to the relative value of different majors.

Equipping students with intellectual skills such as critical thinking, communication, and analysis; the ability to work well in teams across disciplines to solve problems; and a strong sense of personal, social, and environmental responsibility—these are the traits we rightly claim to offer students through the study of the liberal arts. If these skills and values were truly confined only to *majors* in the liberal arts disciplines, then we would be failing the vast majority of the students we graduate with degrees in business, health, natural resources, STEM, and other professional areas. Surely, this cannot be the case. Every degree we offer at UW-Stevens Point should equip our graduates with every one of these attributes.

One way to deliver on this promise is **to seize the opportunity to reimagine traditional liberal arts disciplines for students seeking applied learning to improve their career potential.**

Certainly, we will work to maintain general interdisciplinary degrees in the liberal arts, such as a broad major in the humanities or world languages, and new or expanded programs in fields such as International Studies or Environmental Studies. But we must also consider programs that allow students to study the liberal arts in order to build specific skills and achieve career-oriented outcomes. For example:

- Rather than a general major in English, can we create a more focused program for professional writing and publishing in a digital age?
- Instead of comprehensive majors in French, German, and Spanish, how can we equip graduates in health and business careers with the language and intercultural skills they might need to do their jobs in a diverse global society?
- Instead of a Philosophy major, can we develop offerings in applied ethics for the next generation of professional leaders?
- In place of broad majors in Political Science and Sociology, can we explore the creation of more career-minded programs in Public Affairs, Criminology, or Legal Studies?

As a regional public university, these are the kinds of educational needs that we must be prepared to meet.

A second and equally important strategy will be to **strengthen the role and purpose of the liberal arts disciplines in the university's core curriculum**, our General Education Program (GEP), which every student at UW-Stevens Point is required to complete. The new GEP was launched in 2013 following a nearly six-year process to revise our former General Degree Requirements. The GEP has been remarkably successful in terms of curricular efficiency. Reducing the number of credits required from nearly seventy to roughly forty has produced a dramatic increase in the university's four-year graduation rate, a tremendous outcome for our students. Yet the GEP remains essentially a laundry list of distribution requirements with little connection to one another and few intentional curricular pathways. [We can and must do better for our students](#), something we know with clarity having completed the first five-year cycle of learning assessment in the GEP.

Re-examining our core curriculum will be especially important as we join with UW-Marathon County and UW-Marshfield/Wood County. At these institutions, where the core curriculum is largely *the* curriculum, faculty have long focused on how best to prepare students for a great variety of baccalaureate degrees. Current faculty and staff members at UW-Stevens Point will surely benefit from the experience and expertise of our new colleagues.

The Formal Process Ahead

Finally, it is important to understand that although this document summarizes current administrative judgments, it does not yet comprise a formal proposal under any particular policy. Because it is possible that some of these program eliminations will result in the layoff of tenured faculty members as described by [Regent Policy Document \(RPD\) 20-24](#), Section II, we will submit the formal proposals stipulated in this policy later. As a first step, we will ask the UW-Stevens Point Common Council immediately to create the appropriate governance committee charged with receiving and reviewing these proposals. This committee has been designated as a Consultative Committee in draft campus policy designed to implement RPD 20-24. If at some point during the ensuing process it becomes clear that tenured positions will not be eliminated as the result of a particular program discontinuance, we will shift the proposal in question to the procedures outlined in [UW System Administrative Policy 102, Section 3.4](#).

The judgments we have reached, formally speaking, *are administrative recommendations* subject to review: first by the Consultative Committee, then by the chancellor, and ultimately by the UW System Board of Regents. To facilitate a collaborative dialogue, we will not suspend admissions to the programs we have now proposed for elimination. In addition, we will not submit formal proposals to the Consultative Committee before August 1, 2018. Under RPD 20-24, the Consultative Committee has three months to study the proposals and issue its own recommendations to the chancellor. Our hope is that delaying this process until August will allow the committee to organize and study issues during the summer months, and to engage in a meaningful dialogue with the administration as we fine-tune and formalize these proposals. This timeline also aligns with the proposed restructuring of the UW Colleges, which will make UW-Marathon County and UW-Marshfield/Wood County branch campuses of UW-Stevens Point in July.

We cannot delay, or worse yet avoid, this reimagining of UW-Stevens Point's curriculum. At the same time, however, we must ensure that our decision making process involves broad and meaningful input from the campus community.

From: Cindy Farrell <[REDACTED]>
Sent: Monday, March 05, 2018 10:07 AM
To: Patterson, Bernie
Subject: College of Letters and Science

Dear Chancellor Patterson,

It has come to my attention that UWSP is considering dropping the humanities majors from the College of Letters and Science. As an educator and graduate of UWSP, I find this alarming and without merit. If the university is to exist as a well-rounded institution, and not a technical school, then they must find a way to maintain these programs. While STEM majors are growing, we must be reminded that not **ALL** students are interested in those programs. Without English majors, the world will be a less literate place to live. Without history and political science majors, we as a nation would not be able to dissect the past and learn from our mistakes. Sociology majors help us to understand why the world is as it is, and even they would have a difficult time trying to understand why the university would want to tear apart the College of Letters and Science.

I beg of you to look for other ways to solve your problem. These young people have their futures to look forward to and currently this is causing a great deal of worry.

What will you do when some of the best scholars and most gifted athletes say no to UWSP because they no longer offer the fields of study that they would like to pursue? These students are human being and not mere customers waiting in line for a diploma.

Thank you for your time.

Sincerely,

Cindy Farrell

Class of 1982

From: Wesley R Bishop <[REDACTED]>
Sent: Tuesday, April 03, 2018 10:44 PM
To: Patterson, Bernie; Summers, Greg
Subject: Letter Urging Reconsideration of Cutting the Humanities at Stevens Point

To the Office of the Chancellor and the Office of the Provost,

Hello, my name is Wesley Bishop, I am a PhD candidate in American history at Purdue University and a member of the Society for the Study of Midwestern Literature. I am writing to urge you to reconsider the proposed plan to eliminate thirteen different humanities majors from your university.

By now I have no doubt that you and your office have heard every iteration of why the plan to drastically alter your university so that it better caters to corporate and conservative interests is a terrible idea. As a first-generation college student, I benefited immensely from my home state of Ohio investing in higher education, not merely “practical” fields found in the STEM fields, but specifically in the broader field of the humanities. Attending a regional branch of Ohio University, very similar to Stevens Points, I was able to major in both history and psychology at a price that was not an obstacle to my socio-economic background.

Your university currently has the distinct pleasure of being that pathway to numerous students. Eventually the political crises brought on by Wisconsin’s reactionary executive will be finished. The outcome of what this period will produce is still to be determined. Wisconsin could go along with the broader political project of neoliberalism and one of the many victims of the purge of reactionary politics could very well be your university. This would be tragic as it would demonstrate that a project so blatantly transparent in its antisocial aims could topple one of the modern wonders of public education, like the University of Wisconsin. Or Wisconsin could move out of this period stronger, more dedicated to the common good, aware of what politics dedicated to greed and dishonesty can produce. By opposing these cuts, by pushing back on this effort to redefine the public good, you are as university leaders in a unique position to determine how your university will fare in this current political battle.

As a historian, I have no doubt that your state in this period will be researched heavily, and that public officials in this period will not only be scrutinized in the present, but as long as people research the United States. I ask you to consider this as you move forward in the coming weeks, and that you ultimately determine that the price which would be wrought from eliminating the humanities from your school is a price too high to pay.

Sincerely,

Wesley R. Bishop
PhD Candidate
American History
Purdue University

I am a Safe Zone Ally: <http://www.purdue.edu/lgbtq/safezone/>

From: Summers, Greg
Sent: Tuesday, April 03, 2018 3:53 PM
To: 'Raymond Cross'
Subject: RE: Articles

Hi, Ray.

Thanks for the kind note. I'm very grateful for your comments. I believe what we're doing here at UW-Stevens Point will be instructive across the UW System as our colleague institutions each grapple with their own unique challenges.

Thanks again.
Greg

From: Raymond Cross <rcross@uwsa.edu>
Sent: Monday, April 02, 2018 5:29 PM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: Articles

Greg,

Just a short note to compliment you on the articles in the Chronicle and Inside Higher Ed. Nice work – carefully stated, artfully defended and politely expressed.

Thanks Greg!!

Ray

From: Wyss, Paul A <[REDACTED]>
Sent: Tuesday, April 03, 2018 1:17 PM
To: Summers, Greg
Subject: Thank you: Essay in The Chronicle of Higher Education

Dear Dr. Summers,

Thank you for your essay in *The Chronicle of Higher Education*. As a UWSP graduate, I am pleased to see that the University is adapting to the changing educational, financial, and community needs of the state and mid-western region.

I, as you, currently work in higher education. Very few people that I encounter recognize the massive evolution that is necessary if our institutions are to survive. I have highlighted a few of your main points in the table, below:

“Since then, however, everything has changed for UW-Stevens Point. Public funding has declined, from 50 percent of the university’s budget to 15 percent. As this subsidy eroded, the cost of education shifted from taxpayers to students.”

“Meanwhile, competition escalates, and new alternatives to the conventional college degree, once distant possibilities, are here.”

“Career-focused programs in those colleges drew a majority of students to Stevens Point then, just as they do today, in a clear expression of the institution’s enduring identity.”

“If we succeed, we will continue in best tradition of the Wisconsin Idea, placing knowledge in the service of central and northern Wisconsin.”

I wish you success in your upcoming efforts at UWSP. Once again, thank you for your cogent and timely remarks.

Sincerely,

Paul Wyss, Ed.D
Distance Learning Librarian
Minnesota State University, Mankato

From: Raymond Cross <rcross@uwsa.edu>
Sent: Monday, April 02, 2018 5:29 PM
To: Summers, Greg
Subject: Articles

Greg,

Just a short note to compliment you on the articles in the Chronicle and Inside Higher Ed. Nice work – carefully stated, artfully defended and politely expressed.

Thanks Greg!!

Ray

From: Sanga, Arjun <ASanga@wisys.org>
Sent: Monday, April 02, 2018 3:29 PM
To: Summers, Greg
Subject: The Liberal Arts and the Meaning of a University

Greg,

Nice article. Well done. I agree with your reasoning and have wondered why more Universities are not taking the tack yours is trying to take in order to emerge with a more focused and competitive institution.

Arjun

STP: [Greg Summers: The Liberal Arts and the Meaning of a University](#), Column, Inside Higher Ed, April 2

Arjun Sanga
President | **WiSys**
401 Charmany Dr. Suite 205 | Madison, WI 53719
Direct: (608) 316-4015 | asanga@wisys.org
[@wisysitto](#) | [Facebook](#) | [LinkedIn](#)



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From: John F. Stephens [REDACTED] t> on behalf of ASA Staff <[REDACTED]>
Sent: Monday, April 02, 2018 11:14 AM
To: Chancellor Bernie Patterson; rcross@uwsa.edu; Summers, Greg
Subject: ATTACHMENT: Letter of Concern about the Proposed Cuts at UWSP
Attachments: ASA letter to UWisconsin.pdf

2 April 2018

Chancellor Bernie Patterson
President Ray Cross
Provost Greg Summers
University of Wisconsin

Dear Chancellor Patterson, President Cross, and Provost Summers:

I write on behalf of the Executive Committee of the American Studies Association, to express our concerns regarding the proposed changes to the curricular offerings at the University of Wisconsin-Stevens Point.

The American Studies Association promotes the development and circulation of interdisciplinary research on American culture, history, and politics in a global context. The largest interdisciplinary organization dedicated to humanistic and social scientific research in the United States, the ASA's purpose is to support scholars and scholarship committed to original research, critical thinking, and public dialogue. Our roughly 5,000 members are researchers, teachers, students, writers, curators, community organizers, and activists from around the world.

Because the proposed changes described in the *Point Forward* plan are directly antithetical to our association's – and, we believe, to higher education's – aims broadly, we are prompted to urge you to reconsider its implementation. This plan's proposed elimination of American Studies in addition to English, History, Political Science, Philosophy and Religious Studies, World Languages, Sociology, and Art, is especially troubling given what appears to be minimal consultation with UWSP's faculty and students in its development. Moreover, given the established importance of these fields and disciplines to the meaningfulness of a college education, it is difficult to understand this proposed turn toward narrowing the opportunities for student learning.

We are of course aware of the budget pressures that public higher education is facing given the withdrawal of funding by state and federal authorities. Too, we recognize that the uncertainties of the job market seemingly suggest that students would be better served by moving away from broad based education and toward more specific paths of career training, specifically by directing students toward "STEM" fields. We submit that robust faculty input might have allowed UWSP's plan to better reflect the studies that show students grounded in the humanities and humanistic social sciences enjoy greater flexibility and success in securing employment upon graduation than their more narrowly trained counterparts, effects that reflect their preparedness in bringing to bear creativity, critical thinking and writing, historical depth, and socio-economic and political understandings to bear to any career. Moreover, faculty and student consultation might provide the plan with a more adequate understanding of the limitations of higher education conceived primarily in economic/job market terms. The very fields and disciplines identified for elimination are precisely those that provide all of us with the capacity to think and act individually and collectively, toward the greater good. In this sense, the effect of implementation of the plan would be to contradict quite directly the Chancellor's express commitment "to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts."

Accordingly, we urge you to reconsider this plan, and to do so with substantial input from your faculty and students.

Thank you for your consideration.

Yours,

A handwritten signature in black ink, appearing to read 'Kandice Chuh', written in a cursive style.

Kandice Chuh
President



American Studies Association
1120 19th Street, N.W. • Suite No. 301 • Washington, D.C. 20036
Tel: (202) 467-4783 • Fax: (202) 467-4786
Email: asastaff@theasa.net • URL: <http://www.theasa.net>

2 April 2018

Chancellor Bernie Patterson
President Ray Cross
Provost Greg Summers
University of Wisconsin

Dear Chancellor Patterson, President Cross, and Provost Summers:

I write on behalf of the Executive Committee of the American Studies Association, to express our concerns regarding the proposed changes to the curricular offerings at the University of Wisconsin-Stevens Point.

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their preparedness in bringing to bear creativity, critical thinking and writing, historical depth, and socio-economic and political understandings to bear to any career. Moreover, faculty and student consultation might provide the plan with a more adequate understanding of the limitations of higher education conceived primarily in economic/job market terms. The very fields and disciplines identified for elimination are precisely those that provide all of us with the capacity to think and act individually and collectively, toward the greater good. In this sense, the effect of implementation of the plan would be to contradict quite directly the Chancellor's express commitment "to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts."

Accordingly, we urge you to reconsider this plan, and to do so with substantial input from your faculty and students.

Thank you for your consideration.

Yours,

A handwritten signature in black ink, appearing to read "Kandice Chuh". The signature is fluid and cursive, with a large initial "K" and a long, sweeping underline.

Kandice Chuh
President

From: Nergard, Melissa [REDACTED] >
Sent: Monday, April 02, 2018 10:37 AM
To: Summers, Greg
Subject: thank you!
Attachments: UWSP Letter.docx

Good Morning Dr. Summers, as an alumna I had to let you know how much I appreciate what you've done to look out for the future of UWSP. Thank you so much! – Missy Nergard (B.A. 1993)

Missy Nergard
Director of Sustainability
Illinois State University
Campus Box 9150
Normal, IL 61790-9150
www.sustainability.ilstu.edu



Melissa A. Nergard
Director of Sustainability
Illinois State University
Campus Box 9150
Normal, IL 61790-9150
mashall@ilstu.edu

April 2, 2018

Dr. Greg Summers
Provost and Vice Chancellor for Academic Affairs
University of Wisconsin Stevens Point
Stevens Point, WI 54481-3897

Dear Dr. Summers,

I am writing regarding your recent article in The Chronicle of Higher Education in response to the program changes at my alma mater. First of all, I have to applaud you. That was a brave and necessary decision, and although I know there are many detractors to the decision, it will serve the institution, its faculty and students very well in the future. I absolutely love UWSP and will first and foremost always be a Pointer. I can say that because the education and experience I had there has shaped my career and my life in a trajectory that could not have been predicted, but has been absolutely incredible and impactful.

Second, I want to thank you for your leadership courage. I currently direct the sustainability office at Illinois State University. This wasn't even a career option when I graduated from UWSP in 1993. I often tell my students that their career path may not exist yet, but that passion, perseverance, and an openness to opportunities are just as critical to success as education and experience. Sustainability provides me the opportunity to provide a systems-thinking framework to campus operations, academics and student life. I learned all of that at UWSP even though there was no academic program for sustainability. That is the very essence of what UWSP is and does, it enables analytical skills and understanding of systems integration in a way that no other campus can. No matter what the formal degree programs are, the campus itself creates a learning environment that is unparalleled. I graduated with a Broadfield Social Sciences degree, but that is not what gave me the skill set and knowledge to lead this office or be civically engaged.

My academic training includes a focus on social systems and their interactions with environmental systems - which is another way of saying that as an undergraduate I changed majors from Forestry and Wildlife Management to Social Sciences. My master's thesis argued for the value of preserving and using historical natural laboratory specimens to inform contemporary research on global systems changes. More recently, through my current PhD work in higher education administration, I am focusing on transdisciplinary academic programs as a means to incorporate systems thinking in an applied manner into higher education curriculum. UWSP opened the world up to me. I can still calculate board feet of a forest, but I can also

incorporate the value of its systems in terms of social, environmental and non-forestry product economic value.

What I learned outside of my degree programs is to challenge historic models of compartmentalized knowledge that lack connections to larger system interactions. These models result in viewing many interdependent challenges as separate, hierarchical, and competitive, which does not serve the current and emerging challenges of sustainability effectively. Approaching sustainability through an engaged scholarship model contributes to an interdisciplinary framework, promoting viable solutions for real-world problems that matter to those beyond the borders of a campus. Granted, that realization did not come to me in an epiphany moment as I walked across the stage with my diploma folder. It has taken years of experience and additional education to frame it coherently, but the foundation of my understanding, and the impetus for my career in sustainability, was built at the University of Wisconsin Stevens Point.

Thank you again for your leadership, your fortitude, and your vision. UWSP's legacy is built into its foundation, and it was profoundly moving to read your words and recall the history of my alma mater.

With sincerity and gratitude,

Melissa Nergard

Melissa Nergard
Director of Sustainability
Illinois State University



p.s. – On a different note, but still related to how UWSP impacted me and my community, I want to let you know that Dr. Mark Plonsky significantly influenced my life, and the lives of many others. Because of his classes, and his introduction of operant conditioning using his dogs, I began handling a search and rescue K9 for our local Emergency Management Agency. Over the last two decades my K9 partners and I have been deployed across North and Central America. He is truly an inspirational soul, and my favorite professor ever. Just another example of how UWSP influences students outside of their degree programs.

Formatted: Font: 12 pt

From: Terry Brown [REDACTED] >
Sent: Monday, April 02, 2018 9:44 AM
To: Summers, Greg
Subject: Stay strong

Dear Greg,

Just a quick note of encouragement. You are doing the hardest thing and the right thing to do. I know that Kristin Hendrickson is proud to work with you through this. Other universities, including my own, are just putting off the inevitable. The Great Reckoning has begun and we all have to stay focused on doing what is right. Your commentary in Inside Higher Ed was right on.

Stay strong--

Terry

--

Provost & Vice President for Academic Affairs

State University of New York at Fredonia

801 Maytum Hall

Fredonia, NY 14063

[REDACTED]
Twitter: @ProvostTBrown

From: Sue <[REDACTED]>
Sent: Monday, April 02, 2018 9:07 AM
To: Summers, Greg
Subject: Inside Higher Ed, thank you

Provost Summers,

Just writing to thank you for your piece in IHE today. You exactly made the point.

I am a sociologist at your counterpart at Western Oregon University. We have exactly the situation you are finding your way through.

I came here as a Dean of Liberal Arts and Sciences in 2013 to find (1) a highly prescriptive liberal education core curriculum that had not changed in 25 years (and prior to that, only changes on the margins going back to the '70's) but had been intellectually abandoned by most tenure-track faculty; (2) professionally oriented majors struggling with student to tenure-track faculty ratios of between 1:30 and 1:100; and (3) liberal arts majors with plenty of tenure-track faculty but few majors.

Over time, I came to see this as a university that was failing to serve the majority of our students with *either* cohesive, thoughtful general education OR properly resourced majors. It broke my heart. Surely, I thought, we could do at least ONE of these things for our students, even with our resource constraints. Surely faculty with under enrolled majors could do better for the broadest swath of our students.

Five years later, we have restructured general education, thanks to some amazing mid-career faculty. Now we have to convince yet more people of the truth of your argument: that a liberal (as in liberating) education is not merely a set of majors but is something we can meaningfully infuse throughout all of our programs. This work has meaning for us as faculty as well as for our students and their futures.

I just wanted to thank you for providing more words I can use, and to say that if ever there is a club that forms with this specific mission at the center (with props to AAC&U, a terrific resource), I would like to join!

Best wishes on your institution's journey.

Sue Monahan

Sue Monahan
Associate Provost for Academic Effectiveness Western Oregon University Monmouth, OR 97361

From: Jaeger, C Stephen <[REDACTED]>
Sent: Friday, March 30, 2018 1:27 PM
To: Patterson, Bernie; Summers, Greg; Yonke, Eric
Subject: Humanities at UWSP

To:

Bernie Patterson, Chancellor, University of Wisconsin, Stevens Point
Greg Summers, Provost and Vice Chancellor for Academic Affairs, UWSP
Eric Yonke, Interim Dean, College of Letters and Sciences, UWSP

The Washington Post report on projected changes in the curriculum of UW Stevens Point (WAPO March 21) is alarming. I urge you to reconsider the plan to scrap the central humanities majors.

Such drastic cuts are a clear declaration of an ending commitment to the humanities. In ending the major, you inevitably weaken the offerings, demoralize the humanities faculty, and lower your chances for recruiting high quality faculty in the future. That means that Chancellor Patterson's statement that UWSP "remains committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts," is wishful thinking. The way to make that commitment realistic is to commit to excellence in humanities offerings and integrate them into technical/scientific offerings.

Given the mood of the country at the moment, it may well be that UWSP is embracing a vision of higher education that is about to fail along with the larger program of weakening or dismantling institutions dependent on state funding—not a position a new university administration will want to find itself in. UWSP's strategic plan accepts as inevitable the drift of the past two decades away from state funding and a conservative government's conception of the role of the university. Abandoning the basics is not the way to a sustainable university education. Whatever the statistics tell you, you will be gutting vital programs. It is a clear declaration of a lack of commitment to humanities, whatever the ameliorating statements of the administration in response to protests after the announcement of the future plans.

A model case of humanities-ending reforms (rejected) is offered by the Technical University, Berlin. I urge your administration to consider it. The reunification of Germany in 1989 imposed enormous financial burdens on the city of Berlin, which inherited two universities from the GDR in addition to its own, the Free University. A proposal was floated to specialize the three. Humboldt University: humanities; Free University: social/historical/political sciences; Technical University: science and technology. The proposal to end humanities programs at Technical University (which had been a major intellectual and practical force in the arming of the Nazi government), was rejected. Its charter from 1946 declared that it would always offer and require a humanistic education. The lack of humanities in the years leading to WW II was seen as a factor in the elimination of human values from university education, producing a system that facilitated construction of war machinery and a generation of conscience-free technicians and technocrats.

I warmly recommend the TU's current mission statement (http://www.tu-berlin.de/fakultaet_i/menue/fakultaet_i/parameter/en/): "When in 1946 the former Technical College (Technische Hochschule) was newly founded and renamed Technical University Berlin, it had the declared goal of a reorientation in terms of educational policy: The technological and natural scientific expertise were to align with a humanistic mind-set. Today, one of the tasks of the humanities-related faculty is to build bridges between humanities and the technical and natural sciences. For that reason it describes its subject areas as 'the humanities in the technical scientific world'."

This view finds strength in a return to the humanities, not their elimination.

Yours cordially,

C. Stephen Jaeger, Edgar William and Jane Marr Gutgsell Professor emeritus University of Illinois, Urbana/Champaign

Department of Germanic Language and Literature, Department of Comparative and World Literature, Program in Medieval Studies

Past Fellow, UIUC Center for Advanced Study

From: David Brukardt <dbrukardt@uwsa.edu>
Sent: Friday, March 30, 2018 1:14 PM
To: Summers, Greg
Subject: Fw: Nice messaging, Greg. Have a good weekend!

From: Quinn Williams
Sent: Friday, March 30, 2018 11:56 AM
To: David Brukardt
Subject: Re: Nice messaging, Greg. Have a good weekend!

That is a darn good article

From: David Brukardt
Sent: Friday, March 30, 2018 11:43:28 AM
To: Greg.summers@uwsp.edu
Cc: Patterson, Bernie; Raymond Cross; James Henderson; Gary Bennett; David Volz; Robert Cramer; Sean Nelson; Shenita Brokenburr; Stephanie Marquis; Heather Laro; Jeff Buhandt; David Boardman; Rebecca Deschane; Kristine Andrews; Quinn Williams
Subject: Nice messaging, Greg. Have a good weekend!

<https://www.chronicle.com/article/Back-to-the-Future-at-Stevens/242978>

[Back to the Future at Stevens Point](https://www.chronicle.com/article/Back-to-the-Future-at-Stevens/242978)



www.chronicle.com

A controversial realignment of the curriculum on the Wisconsin campus harks back to the roots and mission of this and other regional public universities.

David Brukardt
Interim Vice President for University Relations
and Associate Vice President Economic Development
University of Wisconsin System
1220 Linden Drive -- Room 1760
Madison, Wisconsin 53706-1525
608-262-3905

<https://www.wisconsin.edu/economic-development/>

Follow: @UWEconD

From: Guilfoile, Patrick <guilfoilep@uwstout.edu>
Sent: Friday, March 30, 2018 12:23 PM
To: Summers, Greg
Subject: Great article!

Hi Greg,

I appreciated reading your very thoughtful and well-reasoned article in the Chronicle. UW-SP is very fortunate to have you as their Provost.

Patrick



PATRICK GUILFOILE PH.D.

Provost and Vice Chancellor
Academic and Student Affairs

715.232.2421 *office*
guilfoilep@uwstout.edu

University of Wisconsin-Stout
Wisconsin's Polytechnic University
www.uwstout.edu/admin/provost

From: Ducoffe, Robert H <ducoffe@uwp.edu>
Sent: Friday, March 30, 2018 11:50 AM
To: provosts@maillist.uwsa.edu
Subject: Back to the Future at Stevens Point - The Chronicle of Higher Education

Great piece, Greg!

<https://www.chronicle.com/article/Back-to-the-Future-at-Stevens/242978>

Rob

From: David Brukardt <dbrukardt@uwsa.edu>
Sent: Friday, March 30, 2018 11:43 AM
To: Summers, Greg
Cc: Patterson, Bernie; Raymond Cross; James Henderson; Gary Bennett; David Volz; Robert Cramer; Sean Nelson; Shenita Brokenburr; Stephanie Marquis; Heather Laroj; Jeff Buhrandt; David Boardman; Rebecca Deschane; Kristine Andrews; Quinn Williams
Subject: Nice messaging, Greg. Have a good weekend!

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[Back to the Future at Stevens Point](https://www.chronicle.com/article/Back-to-the-Future-at-Stevens/242978)



www.chronicle.com

A controversial realignment of the curriculum on the Wisconsin campus harks back to the roots and mission of this and other regional public universities.

David Brukardt
Interim Vice President for University Relations
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University of Wisconsin System
1220 Linden Drive -- Room 1760
Madison, Wisconsin 53706-1525
608-262-3905
<https://www.wisconsin.edu/economic-development/>
Follow: @UWEconD

From: Elizabeth A Throop [REDACTED] >
Sent: Friday, March 30, 2018 9:58 AM
To: Summers, Greg
Subject: Chronicle

Greg—well done. Your piece is an important addendum to the narrative. I really don't think faculty get what is necessary in 2018. Thank you for sticking your neck out.

Also, you have poached one of my great biology professors! Jered Studinski is leaving us to join your Fisheries and Wildlife department. He is really terrific. He is from SP and has his undergraduate degree from UWSP so I can understand his wish to go back home.

Best,
Liz

Dr. Elizabeth A. Throop
Provost and Vice President for Academic Affairs
Frostburg State University
101 Braddock Road
Frostburg, MD 21532-2303
301-687-4211
301-687-7960 (fax)
eathroop@frostburg.edu



From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Friday, March 30, 2018 9:57 AM
To: Summers, Greg
Subject: RE: Essay Submission

Thanks so much, Greg. I'll lift the reposting rule for all publications, with the inclusion of the Chronicle line and link.

All best,

Dianne

Dianne Donovan

Senior Editor/Commentary

The Chronicle of Higher Education

1255 23rd St. N.W.

Washington, D.C. 20037

From: Summers, Greg [mailto:Greg.Summers@uwsp.edu]
Sent: Friday, March 30, 2018 10:50 AM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: RE: Essay Submission

Dianne,

Thanks for the note. I saw it last night, and actually I was going to suggest April 9 as well. Does this early date apply only to in-state publications? That's fine with us. We're mainly concerned with getting this piece out for the local dialogue.

By the way, I wanted to thank you and your folks for the wonderful editing. It strengthened the piece, I think, and I'm very grateful.

Best,
Greg

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Friday, March 30, 2018 9:30 AM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: RE: Essay Submission

Good morning, Greg --

The piece posted last night:

<https://www.chronicle.com/article/Back-to-the-Future-at-Stevens/242978>

It will publish in print a week from today. We were thinking that April 9 would be an appropriate date to lift the online posting rule. Does that work for you?

We would require that the online version saying that the piece first appeared in The Chronicle of Higher Education, with a link to our web site. But I think you already suggested that.

Many thanks,
Dianne

DianneDonovan
Senior Editor/Commentary

The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Wednesday, March 28, 2018 10:41 AM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: RE: Essay Submission

Hello, Dianne.

I completely understand the need for fact checking, and I'm grateful for it. We've had multiple folks doing the same thing on our end. No worries.

The updated link for the budget source is:

<https://www.uwsp.edu/forkintheroad/Documents/Decline%20of%20State%20Support%20at%20UWSP.pdf>

Let me know if there's anything else you need today. And thanks very much for your willingness to consider a quicker timeline for reposting on local media. We're very grateful.

Greg

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Wednesday, March 28, 2018 9:11 AM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: RE: Essay Submission

Good morning, Greg –

The sources you sent are fine; we can work with those. I hope you understand that this was not an indication that we questioned the veracity of your information; we require this of all our editorial content – even from our own reporters. It's why you rarely see a correction in *The Chronicle*. Thanks very much for the careful read. I hope the copy editor would have caught the typos, but I appreciate your pointing them out – the more eyes the better. And I removed the “own” from the final sentence. I thought that was a powerful sentence and so moved it to the end; however, I inadvertently threw in the “own”; was surprised to see that it hadn't existed in your original. As I said yesterday, after the piece posts on the CHE site, let's talk about moving up the reposting for local media. My hope is that it will post on our site today; however, there are more moving parts involved than you might imagine. I will keep you, uh, posted.

Best,
Dianne

Dianne Donovan
Senior Editor/Commentary
The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Tuesday, March 27, 2018 9:31 PM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: FW: Essay Submission

Hi, Dianne.

We've provided most of the sources you requested in the attached document. One is outdated a bit. It's data from our own budget office, and we'll try to create an updated graph and with a new url tomorrow. (Our taxpayer support actually increase a bit in the last biennium.) I'm not sure if some of the other links will suffice for what you need. The online version of the UWSP history is a bit clunky, for example and not easy to cite in a single link to specific pages. Please let me know if what we've provided will work.

In the meantime, I've read the edited version and noticed only three things which I've highlighted in the attached. The first two are typos, including an extra space and an errant "n." The third is a word I'd prefer to delete if possible.

Thanks very much. I'll be in touch again on Wednesday.
Greg

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Tuesday, March 27, 2018 4:18 PM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: RE: Essay Submission

Hi, Greg –

Your essay hasn't gone through the copy editors yet; however, I don't anticipate any significant changes there. So I'm attaching an edited version that contains a few requests for source materials. Look for the word "SOURCE?" after a fact or figure.

The fact checkers prefer url links, so if you have those that would be best. I'm sorry the format is a pdf, as we sometimes have difficulty reading sticky notes if that is how you would want to attach the source information. If you like you can email me the links and I'll migrate them into the text in our editing system.

Also, please review the edits so far and let me know if we have inadvertently done damage.

Sorry for the inconvenience, and thanks for your help.

All best,
Dianne

*Dianne Donovan
Senior Editor/Commentary
The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037*

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Tuesday, March 27, 2018 9:59 AM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: RE: Essay Submission

Thanks, Dianne. I really appreciate the quick review. We'll be happy to provide any clarification on sources you may need.

Best,
Greg

From: Dianne Donovan [<mailto:Dianne.Donovan@chronicle.com>]
Sent: Tuesday, March 27, 2018 8:53 AM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Cc: authors <authors@chronicle.com>
Subject: RE: Essay Submission

Good morning, Greg –

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Thank you again for thinking of The Chronicle.

All best,
Dianne

*Dianne Donovan
Senior Editor/Commentary
The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037*

Terms of Acceptance

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We will edit the article to conform to our style and format. Also, as a rapidly growing number of Chronicle readers are gravitating toward reading articles on the Web, we are putting more of our pieces online only, so articles may appear only on our Web site.

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Tuesday, March 27, 2018 8:23 AM
To: Review <review@chronicle.com>
Cc: Wescott, Gary <Gary.Wescott@uwsp.edu>; Smith, Carol <Carol.Smith@uwsp.edu>; Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: Essay Submission

Hello,

In response to the invitation below, please find attached an essay for consideration by the *Chronicle*. I'm grateful for the opportunity to submit. Please let me know if anything in the essay needs clarification. I look forward to hearing back from you.

Greg

~~~~~  
**Greg Summers**

*Provost and Vice Chancellor for Academic Affairs*

*202D Old Main*

*UW-Stevens Point*

*Stevens Point, WI 54481*

*Phone: (715) 346-4686*

[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)

<http://www.uwsp.edu>



---

**From:** Dianne Donovan [<mailto:Dianne.Donovan@chronicle.com>]

**Sent:** Monday, March 19, 2018 3:10 PM

**To:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>

**Subject:** FW: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

Dear Greg,

Scott Smallwood passed your note along to me since, following on the heels of the most recent Chronicle story, <https://www.chronicle.com/article/U-of-Wisconsin-at-Stevens/242745>, we thought an essay from you on the thought processes behind this move and the challenges you face going forward would be the most interesting approach, given how many colleges are facing tough financial decisions.

We can't say whether we would be able to accept a piece until we have seen the finished essay; however, I can assure you we would give the opinion piece you suggest serious consideration.

The guidelines for Commentary and POV can be found at

<https://www.chronicle.com/page/Submissions/638/>, but here's the cheat sheet: Optimum length is 1,000-1,200 words. The piece should go to [opinion@chronicle.com](mailto:opinion@chronicle.com), and we'll get back to you quickly.

Many thanks for your interest in The Chronicle. I look forward to seeing your opinion piece.

All best,

Dianne

*Dianne Donovan*

*Senior Editor/Commentary*

*The Chronicle of Higher Education*

*1255 23<sup>rd</sup> St. N.W.*

*Washington, D.C. 20037*

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**From:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>

**Sent:** Monday, March 19, 2018 11:30 AM

**To:** cheeditor

**Subject:** Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)  
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To the Attention of Scott Smallwood, Managing Editor, *Chronicle of Higher Education*

Dear Scott -- I have been closely following the *Chronicle's* coverage about challenges to regional public universities, e.g., Scott Carlson's Jan. 21 article on "How Enrollment Challenges Can Spur Change" and Lee Gardner's March 2 article on "How Maine Became a Laboratory for the Future of Higher Ed." Here at the University of Wisconsin – Stevens Point, as well as our sister campuses, we are having to grapple as well with demographic declines, public funding cuts, and competitive dynamics. The direction we've chosen is to not be so "comprehensive" anymore, as set forth in my recent [announcement](#) about proposed program restructuring.

Pitch: The story here is how UWSP is going to focus on our strategic plan "[A Partnership for Thriving Communities](#)" as its priority, with academic curriculum needing to line up to the plan, versus the curriculum being driven by disciplinary currents. The implications of a strategic plan driving transformational change in curriculum is pretty radical, at least in my experience. To let you know, I am following the March 5 proposal very shortly with a "Next Steps" document that will serve as a call to action for both professional and liberal arts faculty to begin this alignment work.

Please contact me if you'd like to discuss this further for purposes of my being a source for a [story](#) or the author of an [opinion piece](#).

Thanks for your consideration.

Greg

~~~~~  
Greg Summers
Provost and Vice Chancellor for Academic Affairs
202D Old Main
UW-Stevens Point
Stevens Point, WI 54481
Phone: (715) 346-4686
gsummers@uwsp.edu
<http://www.uwsp.edu>

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From: Schmidt, James C. <JSCHMIDT@uwec.edu>
Sent: Friday, March 30, 2018 9:45 AM
To: Summers, Greg
Subject: FW: Academe Today: The Battle Is Over. How Can Presidents and Faculty Members Mend Fences?

Greg,

Great job on the commentary piece today.


Hang in there!

Jim

From: The Chronicle <daily-html@chronicle.com>
Sent: Friday, March 30, 2018 3:27 AM
To: Schmidt, James C. <JSCHMIDT@uwec.edu>
Subject: Academe Today: The Battle Is Over. How Can Presidents and Faculty Members Mend Fences?

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Academe Today

Friday, March 30, 2018

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Today's News

Campus Conflict

[The Battle Is Over. How Can Presidents and Faculty Members Mend Fences?](#)

By *Emma Kerr*

A unionization push, a controversial hiring, or personality clashes can shatter relationships. But empathy, trust, and concerted effort can go a long way toward reconciliation.



Faculty

[Auburn Is Hiring 500 Tenure-Track Faculty Members. Here's What That Means.](#)

By Nell Gluckman

The university's new president will invest more than \$100 million in the hires. But the actual number of new positions is closer to 100.

Teaching

[Can a Class Actually Be Too Small?](#)

A professor explains why it's hard to teach when he has fewer than seven students.

Students

[3 Key Takeaways From New Federal Data on Campus Crime](#)

By Emma Kerr

Reports of forcible sex offenses more than tripled from 2001 to 2015, an annual study finds.

re:Learning at SXSWedu

[Make Your Institution More than a College, This President Says. Make It a Movement.](#)

By Goldie Blumenstyk

Colleges need to respond to the challenges around them, says Michael J. Sorrell, president of Paul Quinn College, which has set its sights on ending poverty. "When you know where your students are coming from," he says, "it affects you."

A New Report for Chronicle Readers

[The Adult Student: The Population Colleges — and the Nation — Can't Afford to Ignore](#)

America's adult students have long been an afterthought in higher education. But demographic changes and economic pressures will soon require institutions to expand their horizons. This *Chronicle* report explores

the growing imperative for colleges to support the adult-student movement.

Views

Commentary

Back to the Future at Stevens Point

By Greg Summers

A controversial realignment of the curriculum on the Wisconsin campus harks back to the roots and mission of this and other regional public universities.



Advice

The Professor Is In: Should I Turn Down a Tenure-Track Position?

By Karen Kelsky

A job candidate wonders how to decide which of two offers to accept when both have drawbacks.

Lingua Franca

Unqualified Lesbians and Ambiguous Adjectives

Geoff Pullum analyzes the subtle semantic underpinning of Cynthia Nixon's amusing "unqualified lesbian" quip.

Paid for and Created by Georgetown University

Student and Faculty Mobility

As hubs for higher education coalesce in the Middle East and Asia, U.S. institutions face increased competition.

Job Opportunities

Open Rank Clinical Professor of Nursing, Purdue University Northwest
Indiana, United States

Assistant Professor of Marketing, Dominican University of California
California, United States

Vice President for University Advancement, Fresno Pacific University
California, United States

Director of Planned Gifts, Fresno Pacific University
California, United States

VP For Academic Affairs and Provost, Menlo College
California, United States

Associate Professor of Cariology, University of Michigan
Michigan, United States


Tools & Resources


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Get organized with *The Chronicle's* Vitae dossier service. Manage all of your professional documents in one convenient place — safely, securely, and at no cost. Applying for jobs online is simpler, saving you time and money. [Start your free dossier.](#)

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From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Friday, March 30, 2018 9:30 AM
To: Summers, Greg
Subject: RE: Essay Submission

Good morning, Greg --

The piece posted last night:

<https://www.chronicle.com/article/Back-to-the-Future-at-Stevens/242978>

It will publish in print a week from today. We were thinking that April 9 would be an appropriate date to lift the online posting rule. Does that work for you?

We would require that the online version saying that the piece first appeared in The Chronicle of Higher Education, with a link to our web site. But I think you already suggested that.

Many thanks,

Dianne

DianneDonovan
Senior Editor/Commentary
The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037

From: Summers, Greg [mailto:Greg.Summers@uwsp.edu]
Sent: Wednesday, March 28, 2018 10:41 AM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: RE: Essay Submission

Hello, Dianne.

I completely understand the need for fact checking, and I'm grateful for it. We've had multiple folks doing the same thing on our end. No worries.

The updated link for the budget source is:

<https://www.uwsp.edu/forkintheroad/Documents/Decline%20of%20State%20Support%20at%20UWSP.pdf>

Let me know if there's anything else you need today. And thanks very much for your willingness to consider a quicker timeline for reposting on local media. We're very grateful.

Greg

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Wednesday, March 28, 2018 9:11 AM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: RE: Essay Submission

Good morning, Greg –

The sources you sent are fine; we can work with those. I hope you understand that this was not an indication that we questioned the veracity of your information; we require this of all our editorial content – even from our own reporters. It's why you rarely see a correction in The Chronicle.

Thanks very much for the careful read. I hope the copy editor would have caught the typos, but I appreciate your pointing them out – the more eyes the better. And I removed the “own” from the final sentence. I thought that was a powerful sentence and so moved it to the end; however, I inadvertently threw in the “own”; was surprised to see that it hadn’t existed in your original. As I said yesterday, after the piece posts on the CHE site, let’s talk about moving up the reposting for local media. My hope is that it will post on our site today; however, there are more moving parts involved than you might imagine. I will keep you, uh, posted.

Best,
Dianne

Dianne Donovan
Senior Editor/Commentary
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1255 23rd St. N.W.
Washington, D.C. 20037

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Tuesday, March 27, 2018 9:31 PM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: FW: Essay Submission

Hi, Dianne.

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Sent: Tuesday, March 27, 2018 8:53 AM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Cc: authors <authors@chronicle.com>
Subject: RE: Essay Submission

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Thank you again for thinking of The Chronicle.

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From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]

Sent: Tuesday, March 27, 2018 8:23 AM

To: Review <review@chronicle.com>

Cc: Wescott, Gary <Gary.Wescott@uwsp.edu>; Smith, Carol <Carol.Smith@uwsp.edu>; Dianne Donovan <Dianne.Donovan@chronicle.com>

Subject: Essay Submission

Hello,

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[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)

<http://www.uwsp.edu>

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---

**From:** Dianne Donovan [<mailto:Dianne.Donovan@chronicle.com>]

**Sent:** Monday, March 19, 2018 3:10 PM

**To:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>

**Subject:** FW: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

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All best,

Dianne

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*Senior Editor/Commentary*

*The Chronicle of Higher Education*

*1255 23<sup>rd</sup> St. N.W.*

*Washington, D.C. 20037*

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**From:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>

**Sent:** Monday, March 19, 2018 11:30 AM

**To:** cheeditor

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Please contact me if you'd like to discuss this further for purposes of my being a source for a story or the author of an opinion piece.

Thanks for your consideration.

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Greg Summers

Provost and Vice Chancellor for Academic Affairs

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Phone: (715) 346-4686
[*gsummers@uwsp.edu*](mailto:gsummers@uwsp.edu)
[*http://www.uwsp.edu*](http://www.uwsp.edu)

THEN, NOW & FOREVER
WE ARE POINT.

From: St Maurice, Henry
Sent: Friday, March 30, 2018 7:31 AM
To: Summers, Greg
Subject: CHE column

Greg,

Kudos on your *Chronicle* column published today. Your statement was a ray of clear light through a haze of pompous opinions.

In case you missed it, Gray has a lengthy [article](#) in TLS on philosophical issues raised in discussions elsewhere as well at UWSP.

Henry

From: Chancellor Bernie Patterson
Sent: Wednesday, March 28, 2018 5:26 PM
To: Summers, Greg; Hendrickson, Kristen; Thompson, Al; Richards, Chris; Manzke, Rob; Wescott, Gary; Schultz, Nick; Warren, Jennifer; Resch, Jenny; Brandl-Reeves, Sara
Subject: FW: UW-Stevens Point curriculum proposal

From Regent Delgado.

bernie

From: Jose Delgado [REDACTED]
Sent: Wednesday, March 28, 2018 11:07 AM
To: Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu>
Subject: Re: UW-Stevens Point curriculum proposal

Well done Bernie, keep it up!

José Delgado
from [REDACTED]

On Wed, Mar 28, 2018, 10:24 AM Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu> wrote:

Members of the Board of Regents and President Cross,

On March 5, 2018, UW-Stevens Point released a set of curricular recommendations that, if accepted and approved, will refocus our university. We believe students are best prepared for life after graduation when they have acquired a sound grounding in the liberal arts and a clear career path forward. You may have read in recent media accounts that one must choose one path over the other. We believe that is a false choice; both are essential and both are offered at UW-Stevens Point. You may have also read or heard that UW-Stevens Point is becoming a tech school, an assertion we soundly reject.

Our general education requirements will continue for all majors and may be enhanced. Approximately 80 percent of our liberal arts courses will continue to be offered. At the core of our proposal is a desire to innovate, to be on the cutting edge of where higher education is headed in the future, and move beyond the constant cycle of living from biennial budget to biennial budget. We have decided to lead rather than follow.

It is true that a \$4.5 million structural deficit and a 13 percent drop in enrollment prompted us to reimagine the curriculum, so this initiative is also designed to repair our budget and stabilize enrollment. The proposal calls for the elimination of numerous majors in the traditional liberal arts, greater emphasis on career-focused programs, and refocusing our core liberal arts curriculum. Some of the majors proposed to be discontinued may be reinvented as new interdisciplinary opportunities for students, which traditional university organizational structures discourage.

Based on the numerous emails and letters we have received from students, faculty, alumni and scholarly organizations, it is clear the proposal has often been misunderstood and in some cases deliberately distorted. I am writing to help clarify these issues.

When you review the materials linked below, you'll see we have worked hard over a period of years to gather input from campus stakeholders. We have built a plan that stays true to the core identity of UW-Stevens Point, and we are seeking to reimagine what a liberal education should mean at a comprehensive public university in the 21st century. We have made difficult recommendations, but the possibilities for what we can build are truly exciting. This is the beginning of the

process, not the end. It will be November 2018, at the earliest, before I forward any recommendations to President Cross and the Board of Regents concerning possible layoff of tenured faculty if academic programs are discontinued. During the next eight months, we expect a thorough vetting of this and other proposals. I anticipate and welcome alternatives, suggestions and constructive criticism.

The links below include information regarding the recent announcement of the proposal for program elimination, program reinvestment and administrative restructuring:

- Our original proposal released on March 5, 2018. [Point Forward: Reimagining Our Curriculum for the Future](#)
- My March 13, 2018, column in the *Stevens Point Journal*, which I am told helped clarify several questions among community members: “[Humanities will continue under proposed changes at UW-Stevens Point](#)”
- My [opening remarks](#) at the March 15, 2018, campus forum. I note how UW-Stevens Point has adapted to the changing needs of students and the community throughout its history and recount the specific budget and enrollment challenges that led us to this point.
- [Provost Greg Summers’ presentation](#) at the March 15, 2018, campus forum. This detailed review of the Point Forward proposal includes the data used to determine which majors were proposed to be eliminated. Provost Summers’ PowerPoint slides are available [here](#).

We will continue to answer questions and collect suggestions from all constituents regarding the Point Forward proposal. I will also keep you informed and share additional materials with you from time to time. Please look for essays by Provost Summers, which we expect to be published soon in the *Chronicle of Higher Education* and *Inside Higher Education*. If you have any questions, please contact me. Thank you for your continued support of UW-Stevens Point and the UW System.

Sincerely,

Bernie

From: Chancellor Bernie Patterson
Sent: Wednesday, March 28, 2018 5:21 PM
To: Summers, Greg; Hendrickson, Kristen; Thompson, Al; Richards, Chris; Manzke, Rob; Wescott, Gary; Schultz, Nick; Resch, Jenny; Brandl-Reeves, Sara; Warren, Jennifer
Subject: FW: UW-Stevens Point curriculum proposal

From the vice president of the Board of Regents.

bp

From: Petersen, Andrew (Sr. VP - Corporate Affairs) <[REDACTED]>
Sent: Wednesday, March 28, 2018 10:33 AM
To: Chancellor Bernie Patterson <Chancellor.Bernie.Patterson@uwsp.edu>
Subject: RE: UW-Stevens Point curriculum proposal

Bernie:

Thanks for the note, follow up and your tenacity on this. UWSP has had to make hard choices to preserve the mission and focus of the campus. This is what good, thoughtful leadership is all about. Congratulations to you and Provost Summers for staying true to your vision on these reforms.

Let me know if there is anything I, or the Board of Regents, can do to assist.

All the best,

Drew

From: Chancellor Bernie Patterson
Sent: Wednesday, March 28, 2018 10:23:59 AM
Cc: Summers, Greg
Subject: UW-Stevens Point curriculum proposal

Members of the Board of Regents and President Cross,

On March 5, 2018, UW-Stevens Point released a set of curricular recommendations that, if accepted and approved, will refocus our university. We believe students are best prepared for life after graduation when they have acquired a sound grounding in the liberal arts and a clear career path forward. You may have read in recent media accounts that one must choose one path over the other. We believe that is a false choice; both are essential and both are offered at UW-Stevens Point. You may have also read or heard that UW-Stevens Point is becoming a tech school, an assertion we soundly reject.

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Approximately 80 percent of our liberal arts courses will continue to be offered. At the core of our proposal is a desire to innovate, to be on the cutting edge of where higher education is headed in the future, and move beyond the constant cycle of living from biennial budget to biennial budget. We have decided to lead rather than follow.

It is true that a \$4.5 million structural deficit and a 13 percent drop in enrollment prompted us to reimagine the curriculum, so this initiative is also designed to repair our budget and stabilize enrollment. The proposal calls for the elimination of numerous majors in the traditional liberal arts, greater emphasis on career-focused programs, and refocusing our core liberal arts curriculum. Some of the majors proposed to be discontinued may be reinvented as new interdisciplinary opportunities for students, which traditional university organizational structures discourage.

Based on the numerous emails and letters we have received from students, faculty, alumni and scholarly organizations, it is clear the proposal has often been misunderstood and in some cases deliberately distorted. I am writing to help clarify these issues.

When you review the materials linked below, you'll see we have worked hard over a period of years to gather input from campus stakeholders. We have built a plan that stays true to the core identity of UW-Stevens Point, and we are seeking to reimagine what a liberal education should mean at a comprehensive public university in the 21st century. We have made difficult recommendations, but the possibilities for what we can build are truly exciting. This is the beginning of the process, not the end. It will be November 2018, at the earliest, before I forward any recommendations to President Cross and the Board of Regents concerning possible layoff of tenured faculty if academic programs are discontinued. During the next eight months, we expect a thorough vetting of this and other proposals. I anticipate and welcome alternatives, suggestions and constructive criticism.

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- My [opening remarks](#) at the March 15, 2018, campus forum. I note how UW-Stevens Point has adapted to the changing needs of students and the community throughout its history and recount the specific budget and enrollment challenges that led us to this point.
- [Provost Greg Summers' presentation](#) at the March 15, 2018, campus forum. This detailed review of the Point Forward proposal includes the data used to determine which majors were proposed to be eliminated. Provost Summers' PowerPoint slides are available [here](#).

We will continue to answer questions and collect suggestions from all constituents regarding the Point Forward proposal. I will also keep you informed and share additional materials with you from time to time. Please look for essays by Provost Summers, which we expect to be published soon in the *Chronicle of Higher Education* and *Inside Higher Education*. If you have any questions, please contact me. Thank you for your continued support of UW-Stevens Point and the UW System.

Sincerely,

Bernie

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Sincerely,

Bernie

From: Summers, Greg
Sent: Wednesday, March 28, 2018 12:28 PM
To: fred.hiatt@washpost.com
Cc: Wescott, Gary; Schultz, Nick; Smith, Carol
Subject: RE: op-ed from UW-Stevens Point?
Attachments: Washington Post, 03-28-18.docx

Categories: Important

Hello, Fred.

Thanks for the opportunity to submit an op-ed on behalf of UW-Stevens Point, as noted below. The piece is attached, and I really appreciate your willingness to consider it. You've published one article and an editorial on the issues here already, and I believe that Valerie Strauss is working on a second article, so perhaps this is timely.

Again, thanks very much. Please let me know your thoughts.

Best,
Greg

Greg Summers
Provost and Vice Chancellor for Academic Affairs
202D Old Main
UW-Stevens Point
Stevens Point, WI 54481
Phone: (715) 346-4686
gsummers@uwsp.edu
<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Schultz, Nick
Sent: Friday, March 23, 2018 5:58 PM
To: 'Hiatt, Fred' <fred.hiatt@washpost.com>
Subject: RE: op-ed from UW-Stevens Point?

Thank you, Fred. This is helpful. We will get back to you next week.
Best,
Nick

From: Hiatt, Fred [<mailto:fred.hiatt@washpost.com>]
Sent: Friday, March 23, 2018 5:55 PM
To: Schultz, Nick <Nick.Schultz@uwsp.edu>
Cc: Editorial <oped@washpost.com>
Subject: RE: op-ed from UW-Stevens Point?

Nick,
It's always impossible to say without seeing, but we'd be happy to look. We'd want 750 words, and it should be making a large enough point that it would be of interest even to people who hadn't followed the controversy over your school.
Fred

From: Schultz, Nick [<mailto:Nick.Schultz@uwsp.edu>]

Sent: Friday, March 23, 2018 4:34 PM

To: Hiatt, Fred <fred.hiatt@washpost.com>

Subject: op-ed from UW-Stevens Point?

[EXTERNAL EMAIL]

Hello Fred,

Would you consider publishing a column or letter from the University of Wisconsin-Stevens Point? Greg Summers, provost and vice chancellor for academic affairs, is happy to provide context and clarity to comments about proposed program changes at our campus.

If this is a possibility, please let me know word limits, submission procedures or any other factors we should follow.

Best,

Nick

Nick Schultz

Media Relations Director

University Communications and Marketing

University of Wisconsin-Stevens Point

2100 Main Street, Room 103

O: 715-346-2490

C: 715-340-6558

Nick.Schultz@uwsp.edu

www.uwsp.edu/uc [uwsp.edu]

Whither (or Wither) the Wisconsin Idea?

The Wisconsin Idea is dead. Long live the Wisconsin Idea.

These statements define two extremes in the debate now unfolding at the University of Wisconsin-Stevens Point. On March 5, 2018, university leadership released curricular recommendations designed to repair our budget and stabilize enrollment. The [proposal](#) called for discontinuing numerous majors in the traditional liberal arts, greater emphasis on career-focused programs, and the reimagining of our core liberal arts curriculum.

Amid the sweeping changes now buffeting American higher education, it is difficult to know whether efforts to grapple with new realities are helpful or harmful. In the Badger state, we tend to measure such changes against our longstanding commitment to the [Wisconsin Idea](#). First articulated at the University of Wisconsin-Madison during the progressive era, when Americans believed knowledge could solve social problems, the principle is simple: Given the investment of public dollars in education, the university sought to extend the knowledge it produced beyond the classroom, placing it in the service of communities, businesses, and citizens throughout the state.

The Wisconsin Idea played an enduring role in shaping the evolution of the state's University of Wisconsin System, but recent changes—including budget reductions, tuition freezes, and the shifting of tenure from statute to Board of Regents policy—have raised doubts about its future. Like many issues, debate has grown political and polarized, and our own recent curricular proposals have only heightened tensions. For those who believe education is a public good, the loss of majors in the liberal arts seems a betrayal of the Wisconsin Idea. For those who see education instead as a private commodity, our recommendations appear reasonable and even innovative.

As a historian and the university's provost, I tend to reject these polarized extremes in favor of more complicated questions. Two in particular deserve broad discussion, both in Wisconsin and across the country. First, if the Wisconsin Idea is synonymous with taxpayer support, you would hardly know from the long history of disinvestment in the state's universities. Public funding for UW-Stevens Point declined from 50 percent of our budget in the early 1970s to roughly 15 percent today. This erosion occurred in bipartisan fashion over decades, and largely without public discussion. Meanwhile, the cost of education shifted quietly from taxpayers to students. Tuition at UW-Stevens Point was free until the late 1960s, and fees were modest; today, a year's education, room, and board costs Wisconsin residents nearly \$16,000, a national trend that has precipitated mounting fears about student debt. Given this long history, clearly the debate should not be whether to invest in education, but how much subsidy is appropriate and for whom?

Second, if the Wisconsin Idea is rooted in maintaining access to education regardless of wealth or geographic location, what happens when a university cannot afford to offer every program local students want? Wisconsin's aging population and declining number of high school graduates recently worsened our financial challenges, a demographic trend evident throughout the American Midwest and Northeast. Among the founding tenets of the UW System was the idea that each campus would offer a specialized program array defined by its select mission. Our current proposals take this concept seriously in ways that align with the institution's enduring identity. Although the liberal arts have long been present at UW-Stevens Point, career preparation was always our predominant focus. This was true during the first half of the university's history, when the institution was a normal school and teachers college devoted to training public school educators. It has remained true ever since. Today, career-focused programs in natural resource management, health, business, education, and the performing arts draw the majority of students to UW-Stevens Point, just as they have for decades. Does this undermine the Wisconsin Idea? Perhaps the question we should ask instead is how to improve our ability to work as a system to maintain access in a world with greater financial constraints?

Budget decisions are always about more than money. They involve setting priorities, which are deeply rooted in values, and they are complex enough never to yield simple answers. In short, they are inherently political questions that demand genuine and nuanced debate about the changing landscape of American higher education. Is this possible in today's polarized society? I hope so. If we are to decide whether the great Wisconsin Idea will wither or continue to flourish in some modernized form, this is exactly the kind of public discussion we need to have.

From: Chancellor Bernie Patterson
Sent: Wednesday, March 28, 2018 10:24 AM
Cc: Summers, Greg
Subject: UW-Stevens Point curriculum proposal

Members of the Board of Regents and President Cross,

On March 5, 2018, UW-Stevens Point released a set of curricular recommendations that, if accepted and approved, will refocus our university. We believe students are best prepared for life after graduation when they have acquired a sound grounding in the liberal arts and a clear career path forward. You may have read in recent media accounts that one must choose one path over the other. We believe that is a false choice; both are essential and both are offered at UW-Stevens Point. You may have also read or heard that UW-Stevens Point is becoming a tech school, an assertion we soundly reject.

Our general education requirements will continue for all majors and may be enhanced.

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Based on the numerous emails and letters we have received from students, faculty, alumni and scholarly organizations, it is clear the proposal has often been misunderstood and in some cases deliberately distorted. I am writing to help clarify these issues.

When you review the materials linked below, you'll see we have worked hard over a period of years to gather input from campus stakeholders. We have built a plan that stays true to the core identity of UW-Stevens Point, and we are seeking to reimagine what a liberal education should mean at a comprehensive public university in the 21st century. We have made difficult recommendations, but the possibilities for what we can build are truly exciting. This is the beginning of the process, not the end. It will be November 2018, at the earliest, before I forward any recommendations to President Cross and the Board of Regents concerning possible layoff of tenured faculty if academic programs are discontinued. During the next eight months, we expect a thorough vetting of this and other proposals. I anticipate and welcome alternatives, suggestions and constructive criticism.

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We will continue to answer questions and collect suggestions from all constituents regarding the Point Forward proposal. I will also keep you informed and share additional materials with you from time to time. Please look for essays by Provost Summers, which we expect to be published soon in the *Chronicle of Higher Education* and *Inside Higher Education*. If you have any questions, please contact me. Thank you for your continued support of UW-Stevens Point and the UW System.

Sincerely,

Bernie

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Wednesday, March 28, 2018 9:11 AM
To: Summers, Greg
Subject: RE: Essay Submission

Good morning, Greg –

The sources you sent are fine; we can work with those. I hope you understand that this was not an indication that we questioned the veracity of your information; we require this of all our editorial content – even from our own reporters. It’s why you rarely see a correction in The Chronicle. Thanks very much for the careful read. I hope the copy editor would have caught the typos, but I appreciate your pointing them out – the more eyes the better. And I removed the “own” from the final sentence. I thought that was a powerful sentence and so moved it to the end; however, I inadvertently threw in the “own”; was surprised to see that it hadn’t existed in your original. As I said yesterday, after the piece posts on the CHE site, let’s talk about moving up the reposting for local media. My hope is that it will post on our site today; however, there are more moving parts involved than you might imagine. I will keep you, uh, posted.

Best,
Dianne

*Dianne Donovan
Senior Editor/Commentary
The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037*

From: Summers, Greg [mailto:Greg.Summers@uwsp.edu]
Sent: Tuesday, March 27, 2018 9:31 PM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: FW: Essay Submission

Hi, Dianne.

We’ve provided most of the sources you requested in the attached document. One is outdated a bit. It’s data from our own budget office, and we’ll try to create an updated graph and with a new url tomorrow. (Our taxpayer support actually increase a bit in the last biennium.) I’m not sure if some of the other links will suffice for what you need. The online version of the UWSP history is a bit clunky, for example and not easy to cite in a single link to specific pages. Please let me know if what we’ve provided will work.

In the meantime, I’ve read the edited version and noticed only three things which I’ve highlighted in the attached. The first two are typos, including an extra space and an errant “n.” The third is a word I’d prefer to delete if possible.

Thanks very much. I’ll be in touch again on Wednesday.
Greg

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Tuesday, March 27, 2018 4:18 PM
To: Summers, Greg <Greg.Summers@uwsp.edu>

Subject: RE: Essay Submission

Hi, Greg –

Your essay hasn't gone through the copy editors yet; however, I don't anticipate any significant changes there. So I'm attaching an edited version that contains a few requests for source materials. Look for the word "SOURCE?" after a fact or figure.

The fact checkers prefer url links, so if you have those that would be best. I'm sorry the format is a pdf, as we sometimes have difficulty reading sticky notes if that is how you would want to attach the source information. If you like you can email me the links and I'll migrate them into the text in our editing system.

Also, please review the edits so far and let me know if we have inadvertently done damage. Sorry for the inconvenience, and thanks for your help.

All best,
Dianne

Dianne Donovan
Senior Editor/Commentary
The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Tuesday, March 27, 2018 9:59 AM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: RE: Essay Submission

Thanks, Dianne. I really appreciate the quick review. We'll be happy to provide any clarification on sources you may need.

Best,
Greg

From: Dianne Donovan [<mailto:Dianne.Donovan@chronicle.com>]
Sent: Tuesday, March 27, 2018 8:53 AM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Cc: authors <authors@chronicle.com>
Subject: RE: Essay Submission

Good morning, Greg –

Very nice piece! Because of its timeliness, we'll start it through the editing process today. I or another editor may be getting back to you with questions or suggestions; I see a few facts we may need sources for if we can't fact-check them independently, but I see no areas where we would have to do major text editing. In any case, I'll send you a final edited version for review before the essay posts. Meanwhile, I'm pasting in below our standard terms of acceptance. There's nothing to sign, but if you have any questions just let me know.

Thank you again for thinking of The Chronicle.

All best,

Dianne

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Terms of Acceptance

The Chronicle does not print or post essays that have appeared elsewhere, in print or online. All our authors retain the rights to their articles after we publish them, but please see the terms that are listed here on the right side of the page: <http://chronicle.com/section/Submissions/157/>.

We will edit the article to conform to our style and format. Also, as a rapidly growing number of Chronicle readers are gravitating toward reading articles on the Web, we are putting more of our pieces online only, so articles may appear only on our Web site.

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Tuesday, March 27, 2018 8:23 AM
To: Review <review@chronicle.com>
Cc: Wescott, Gary <Gary.Wescott@uwsp.edu>; Smith, Carol <Carol.Smith@uwsp.edu>; Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: Essay Submission

Hello,

In response to the invitation below, please find attached an essay for consideration by the *Chronicle*. I'm grateful for the opportunity to submit. Please let me know if anything in the essay needs clarification. I look forward to hearing back from you.

Greg

~~~~~  
**Greg Summers**  
*Provost and Vice Chancellor for Academic Affairs*  
202D Old Main  
UW-Stevens Point  
Stevens Point, WI 54481  
Phone: (715) 346-4686  
[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)  
<http://www.uwsp.edu>

THEN, NOW & FOREVER  
**WE ARE POINT.**

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**From:** Dianne Donovan [<mailto:Dianne.Donovan@chronicle.com>]  
**Sent:** Monday, March 19, 2018 3:10 PM  
**To:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>

**Subject:** FW: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

Dear Greg,

Scott Smallwood passed your note along to me since, following on the heels of the most recent Chronicle story, <https://www.chronicle.com/article/U-of-Wisconsin-at-Stevens/242745>, we thought an essay from you on the thought processes behind this move and the challenges you face going forward would be the most interesting approach, given how many colleges are facing tough financial decisions.

We can't say whether we would be able to accept a piece until we have seen the finished essay; however, I can assure you we would give the opinion piece you suggest serious consideration.

The guidelines for Commentary and POV can be found at

<https://www.chronicle.com/page/Submissions/638/>, but here's the cheat sheet: Optimum length is 1,000-1,200 words. The piece should go to [opinion@chronicle.com](mailto:opinion@chronicle.com), and we'll get back to you quickly.

Many thanks for your interest in The Chronicle. I look forward to seeing your opinion piece.

All best,

Dianne

*Dianne Donovan*

*Senior Editor/Commentary*

*The Chronicle of Higher Education*

*1255 23<sup>rd</sup> St. N.W.*

*Washington, D.C. 20037*

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**From:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>

**Sent:** Monday, March 19, 2018 11:30 AM

**To:** cheeditor

**Subject:** Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

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To the Attention of Scott Smallwood, Managing Editor, *Chronicle of Higher Education*

Dear Scott -- I have been closely following the *Chronicle's* coverage about challenges to regional public universities, e.g., Scott Carlson's Jan. 21 article on "How Enrollment Challenges Can Spur Change" and Lee Gardner's March 2 article on "How Maine Became a Laboratory for the Future of Higher Ed." Here at the University of Wisconsin – Stevens Point, as well as our sister campuses, we are having to grapple as well with demographic declines, public funding cuts, and competitive dynamics. The direction we've chosen is to not be so "comprehensive" anymore, as set forth in my recent [announcement](#) about proposed program restructuring.

**Pitch:** The story here is how UWSP is going to focus on our strategic plan "[A Partnership for Thriving Communities](#)" as its priority, with academic curriculum needing to line up to the plan, versus the curriculum being driven by disciplinary currents. The implications of a strategic plan driving transformational change in curriculum is pretty radical, at least in my experience. To let you know, I am following the March 5 proposal very shortly with a "Next Steps" document that will serve as a call to action for both professional and liberal arts faculty to begin this alignment work.

Please contact me if you'd like to discuss this further for purposes of my being a source for a story or the author of an opinion piece.

Thanks for your consideration.

Greg

~~~~~  
Greg Summers
Provost and Vice Chancellor for Academic Affairs
202D Old Main
UW-Stevens Point
Stevens Point, WI 54481
Phone: (715) 346-4686
gsummers@uwsp.edu
<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Tuesday, March 27, 2018 4:47 PM
To: Summers, Greg
Subject: RE: Essay Submission

Hi again –

Yes, we can make some accommodation for reprinting/posting in a local news outlet. Let's discuss after we get the piece good to go and know when it will post on our site. I also am going to try to get it into our print edition next week.

Thanks for checking.

All best,
Dianne

*Dianne Donovan
Senior Editor/Commentary
The Chronicle of Higher Education
1255 23rd St. N.W.
Washington, D.C. 20037*

From: Summers, Greg [mailto:Greg.Summers@uwsp.edu]
Sent: Tuesday, March 27, 2018 5:23 PM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: RE: Essay Submission

Thanks, Dianne. I'll take a look.

One quick question: given how volatile this issue has become for us locally, we're wondering if you might be flexible on the 30-day exclusivity that you usually request. Would you consider a 7-10 period, perhaps for local outlets like the Madison or Milwaukee newspapers? We could include a "First published in the Chronicle" reference. Perhaps this could be in lieu of the payment mentioned on the website? (To be honest, the idea of payment never occurred to me.)

If not, I understand. Thanks very much for considering.

Greg

From: Dianne Donovan <Dianne.Donovan@chronicle.com>
Sent: Tuesday, March 27, 2018 4:18 PM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: RE: Essay Submission

Hi, Greg –

Your essay hasn't gone through the copy editors yet; however, I don't anticipate any significant changes there. So I'm attaching an edited version that contains a few requests for source materials. Look for the word "SOURCE?" after a fact or figure.

The fact checkers prefer url links, so if you have those that would be best. I'm sorry the format is a pdf, as we sometimes have difficulty reading sticky notes if that is how you would want to attach the source information. If you like you can email me the links and I'll migrate them into the text in our editing system.

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From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
Sent: Tuesday, March 27, 2018 9:59 AM
To: Dianne Donovan <Dianne.Donovan@chronicle.com>
Subject: RE: Essay Submission

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Best,
Greg

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Sent: Tuesday, March 27, 2018 8:53 AM
To: Summers, Greg <Greg.Summers@uwsp.edu>
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We will edit the article to conform to our style and format. Also, as a rapidly growing number of Chronicle readers are gravitating toward reading articles on the Web, we are putting more of our pieces online only, so articles may appear only on our Web site.

From: Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]
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Cc: Wescott, Gary <Gary.Wescott@uwsp.edu>; Smith, Carol <Carol.Smith@uwsp.edu>; Dianne Donovan <Dianne.Donovan@chronicle.com>
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**Sent:** Monday, March 19, 2018 3:10 PM  
**To:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>  
**Subject:** FW: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

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All best,

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*Dianne Donovan*

*Senior Editor/Commentary*

*The Chronicle of Higher Education*

*1255 23<sup>rd</sup> St. N.W.*

*Washington, D.C. 20037*

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**Sent:** Monday, March 19, 2018 11:30 AM

**To:** cheeditor

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Thanks for your consideration.

Greg

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*Provost and Vice Chancellor for Academic Affairs*

*202D Old Main*

*UW-Stevens Point*

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Phone: (715) 346-4686  
[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)  
<http://www.uwsp.edu>

THEN, NOW & FOREVER  
**WE ARE POINT.**

**From:** Dianne Donovan <Dianne.Donovan@chronicle.com>  
**Sent:** Tuesday, March 27, 2018 4:18 PM  
**To:** Summers, Greg  
**Subject:** RE: Essay Submission  
**Attachments:** Summers.pdf

Hi, Greg –

Your essay hasn't gone through the copy editors yet; however, I don't anticipate any significant changes there. So I'm attaching an edited version that contains a few requests for source materials. Look for the word "SOURCE?" after a fact or figure.

The fact checkers prefer url links, so if you have those that would be best. I'm sorry the format is a pdf, as we sometimes have difficulty reading sticky notes if that is how you would want to attach the source information. If you like you can email me the links and I'll migrate them into the text in our editing system.

Also, please review the edits so far and let me know if we have inadvertently done damage. Sorry for the inconvenience, and thanks for your help.

All best,  
Dianne

*Dianne Donovan  
Senior Editor/Commentary  
The Chronicle of Higher Education  
1255 23<sup>rd</sup> St. N.W.  
Washington, D.C. 20037*

---

**From:** Summers, Greg [mailto:Greg.Summers@uwsp.edu]  
**Sent:** Tuesday, March 27, 2018 9:59 AM  
**To:** Dianne Donovan <Dianne.Donovan@chronicle.com>  
**Subject:** RE: Essay Submission

Thanks, Dianne. I really appreciate the quick review. We'll be happy to provide any clarification on sources you may need.

Best,  
Greg

---

**From:** Dianne Donovan [<mailto:Dianne.Donovan@chronicle.com>]  
**Sent:** Tuesday, March 27, 2018 8:53 AM  
**To:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>  
**Cc:** authors <[authors@chronicle.com](mailto:authors@chronicle.com)>  
**Subject:** RE: Essay Submission

Good morning, Greg –

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have any questions just let me know.  
Thank you again for thinking of The Chronicle.  
All best,  
Dianne

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*The Chronicle of Higher Education*  
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We will edit the article to conform to our style and format. Also, as a rapidly growing number of Chronicle readers are gravitating toward reading articles on the Web, we are putting more of our pieces online only, so articles may appear only on our Web site.

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**From:** Summers, Greg [<mailto:Greg.Summers@uwsp.edu>]  
**Sent:** Tuesday, March 27, 2018 8:23 AM  
**To:** Review <[review@chronicle.com](mailto:review@chronicle.com)>  
**Cc:** Wescott, Gary <[Gary.Wescott@uwsp.edu](mailto:Gary.Wescott@uwsp.edu)>; Smith, Carol <[Carol.Smith@uwsp.edu](mailto:Carol.Smith@uwsp.edu)>; Dianne Donovan <[Dianne.Donovan@chronicle.com](mailto:Dianne.Donovan@chronicle.com)>  
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Sent: Tuesday, March 27, 2018 7:22 AM
To: 'opinion@chronicle.com'
Cc: Wescott, Gary; Smith, Carol ; 'Dianne.Donovan@chronicle.com'
Subject: Essay Submission
Attachments: Chronicle of Higher Ed, 03-27-18 (Final).docx

Categories: Important

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The Once and Future Regional Public University

To Lee Sherman Dreyfus, the iconic former Wisconsin governor and chancellor of the University of Wisconsin-Stevens Point, the campus he led was the same as Harvard, just in a different location. Or so claimed Tom Loftus in a recent editorial penned as a [eulogy to UW-Stevens Point](#). For Loftus, a former member of the UW System Board of Regents and political colleague of Dreyfus, this once great university died on March 5, 2018. On that day, my job as provost was to share curricular recommendations with the campus designed to repair our budget and stabilize enrollment. Titled “[Point Forward](#),” the proposal called for the elimination of numerous liberal arts majors, the shifting of resources toward more career-focused programs, and the reimagining of the university’s core liberal arts curriculum. For Loftus, these recommendations were reason to mourn. “Apparently Aristotle and Socrates got it all wrong,” he wrote. “So RIP UWSP as you once were. You had a good run.”

Perhaps Loftus is right. UW-Stevens Point enjoyed its heyday during Dreyfus’ tenure. In the post-World War II decades, enrollment increased tenfold from about 800 students in 1939-40 to more than 8,000 during the 1970s. During the same years, the number of majors grew from a handful of education programs to more than 40 undergraduate majors and 7 master’s degrees. Dozens of faculty members with freshly minted Ph.Ds. joined the teaching ranks, and a construction boom of new buildings—to house the expanding library and academic colleges and meet the residential and recreational needs of students—transformed the campus. At the root of it all: the benevolent hands of government eager to invest taxpayer dollars.

Since then, however, everything changed for UW-Stevens Point. Public funding declined from 50 percent of the university’s budget to 15 percent today. As this subsidy eroded, the cost of education shifted from taxpayers to students: Tuition was free until the late 1960s, and fees were modest; today, a year’s education, room, and board at UW-Stevens Point costs Wisconsin residents just under \$16,000. Higher prices produced mounting student debt, prompting a six-year tuition freeze mandated by the legislature. Gone is the floodtide of baby boom students streaming into campus. Instead, Wisconsin’s population is aging, and the number of 18-year-olds graduating from local high schools is declining. Meanwhile, competition escalates and new alternatives to the conventional college degree, once distant possibilities barely on the horizon, are now here.

If some critics look at our proposed curricular changes and see the death of a dream, I can understand. As an undergraduate from small-town Ohio, I attended the local public university. When I left high school, I planned a career in engineering; when I started college next fall, I switched to physics; and by the time I graduated, I had also earned a degree in history. I carried my education to graduate school and eventually to a job as a history professor, which I still consider a remarkable gift. That future small-town students in central and northern Wisconsin may be unable to walk this same path through UW-Stevens Point is a regional loss I feel personally.

So how can a historian make these kinds of recommendations? In short, as explained in “Point Forward,” we have tried nearly everything else. In tumultuous times, academic leaders are encouraged to remember the history and traditions of their institutions and do their best to preserve them, an ideal task for a historian. As it turns out, although the liberal arts have long been present at UW-Stevens Point, values such as applied learning and career preparation were always the predominant focus, characterizing the interests that brought most students to campus and shaping the majority of our programs.

Like many regional public universities, UW-Stevens Point began in 1894 as a normal school, an institution intended to provide vocational training for the next generation of public school teachers. By 1927, the institution had become a teachers college with the ability to offer baccalaureate degrees in

education, but nothing else. Throughout this period, students could take traditional subjects like history, English, math, and science, but primarily in the service of preparing to teach.

Of course, few people in Stevens Point were content with this limited mission. Nearly everyone—chancellors like Lee Sherman Dreyfus, faculty members, and local citizens—dreamt that their small university could be more like Harvard. In fact, to read historians such as [David Labaree](#), this one dream fueled much of the expansion of American higher education through the 19th and 20th centuries, as institutions big and small assumed as many trappings of the modern research university as possible: Ph.D.-trained faculty, graduate programs, research budgets, and majors in every discipline. For a brief time, the remarkable prosperity of the post-war era, Cold War tensions that equated education with national security, the baby boom, and an expanding job market all conspired to make this dream attainable. By the 1970s, UW-Stevens Point blossomed from small teachers college to full-fledged regional university. Then, as we know, everything changed.

Yet even as UW-Stevens Point grew during the post-war era, applied learning and career preparation played the primary role in shaping this expansion. True, a new College of Letters and Science emerged, with majors in philosophy, history, English, and the traditional subjects of the liberal arts for students not seeking teaching credentials. But alongside these programs came a new College of Applied Arts and Sciences, which grew so rapidly it quickly divided into a College of Natural Resources and a College of Professional Studies, units that housed programs in natural resource management, health, communicative disorders, business, as well as our long-standing degrees in education. These career-focused programs drew the majority of students to Stevens Point then, just as they do today, a clear expression of the institution's enduring identity.

Far from abandoning the liberal arts at UW-Stevens Point, our current proposals aim to preserve as much as 80 percent of our faculty and courses in these disciplines through refocused majors and minors and a strengthened core curriculum for all our students. With all deference to Socrates and Aristotle, these programs will offer genuine opportunities for deep engagement in the liberal arts and for students to pursue an “examined life,” albeit in different form.

As to the future history of UW-Stevens Point, we are just beginning to write it. For Loftus, Dreyfus, and anyone who experienced the halcyon days of public higher education, it is easy to imagine how our current story might seem one of decline and even death. Take a broader historical view, however, and you just as easily find adaptation and innovation in the name of preserving the institution's strong tradition of career preparation built on a foundation in the liberal arts. UW-Stevens Point was never meant to be Harvard, or even UW-Madison. That dream does deserve a eulogy. In its place, we must recommit to the birth of a new kind of regional public university: collaborating with local stakeholders to identify and meet community needs, responding to a changing world of professional work, and endeavoring to solve regional problems. If we succeed, we continue in best tradition of the [Wisconsin Idea](#), placing knowledge in the service of central and northern Wisconsin.

From: Charlotte Melin <[REDACTED]>
Sent: Monday, March 26, 2018 8:44 AM
To: Summers, Greg
Subject: Humanities at UW-Stevens Point

Dear Provost Summers,

As chair of a humanities department at the University of Minnesota, I write to express my deep concern about the announcement that UW-Stevens Point plans to pursue a restructuring plan that will eliminate liberal arts education on your campus. It is a concern shared by my colleagues. While we understand that higher education is changing in dramatic ways, we believe that this approach will be injurious to UW-Stevens Point in the long run.

At many institutions of similar size and resources, the approach taken has been to reimagine humanities departments as programs of international studies and/or communications. That approach capitalizes on the fact that student enrollments in English, History, many foreign languages, and other fields are strong. It also encourages collaboration with other regional institutions to maintain course offerings.

Humanities departments—as the leading STEM programs have found—are important to attracting students to postsecondary education, improving student retention, and creating a learning environment that welcomes diverse learners. They challenge students intellectually in ways that STEM and business fields do not. What they equip students to do is vital for the future job market: they teach them how to communicate, how to be good listeners, how to be resilient, how to adapt to changing, and how think systematically about the relationship between values and the real world. The humanities educate our future leaders.

The humanities contribute materially to their institutions as well in ways that are not always appreciated. In my own field, German programs have been very successful in attracting external funding that ultimately supports STEM and business fields. The German Academic Exchange/[DAAD](#) is a principle sources of such support and offers a rich array of opportunities for students pursuing careers in STEM, business, and related areas.

In brief, we urge you to reconsider your decision. Engaging with faculty in consultative discussions will help devise a more balanced approach to addressing the financial challenges that you face at UW-Stevens Point. The humanities have a role to play in that plan.

Sincerely,

Charlotte Melin

--

Charlotte Melin

Professor and Chair
Department of German, Scandinavian and Dutch

Acting Director of the Program in Slavic Languages & Literatures
Folwell Hall, 9 Pleasant St. SE
University of Minnesota
Minneapolis, MN 55455
USA
Phone: 612-625-8037 (chair office), 612-626-8785 (faculty office)

From: Brown, Sarah Drake [REDACTED]
Sent: Sunday, March 25, 2018 8:07 AM
To: Summers, Greg; Yonke, Eric
Subject: Letter of Concern: Humanities
Attachments: UWSP Letter.pdf

Dear Provost Summers and Dean Yonke,

Attached please find a letter from the National Council for History Education. In this letter, we voice our concern regarding your university's announced plans to eliminate majors in the humanities.

Respectfully,

Sarah Drake Brown

Vice-Chair for Advocacy and Educational Issues

National Council for History Education

Sarah Drake Brown, Ph.D.
Associate Professor of History
Director, History/Social Studies Education

Editor, *Teaching History: A Journal of Methods*
Ball State University
Muncie, IN 47306

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March 23, 2018

Provost Greg Summers
University of Wisconsin-Stevens Point
Academic Affairs
Room 202 Old Main, 2100 Main Street
Stevens Point, WI 54481-3897

Dean Eric Yonke
University of Wisconsin-Stevens Point
College of Letters and Science
130 Collins Classroom Center
1801 Fourth Avenue
Stevens Point, WI 54481

Dear Provost Summers and Dean Yonke:

The National Council for History Education expresses deep concern regarding the recently announced plans to significantly reduce support for majors in the College of Letters and Science at the University of Wisconsin-Stevens Point. In an explanatory statement, the University noted its budgetary challenges and its want to focus on programs with clear career pathways while noting its dedication to ensuring that its students possess the “knowledge and skills they need to be successful in the future.” NCHÉ believes that a narrow focus on career pathways and the elimination of majors in the humanities will prove detrimental to the University’s own students.

Given the dynamic nature of our modern economy, workplace skills that are necessary today and in the future incorporate thinking creatively and working collaboratively. Majors in the humanities enable students to develop these competencies. Such majors as history focus particularly on enhancing individuals’ ability to gather and analyze information and consider perspectives in order to participate in informed discussions and to make evidence-based decisions. The history major builds empathy, an understanding of context, and respect for the complexity of the human experience; employers across a wide variety of fields will benefit from graduates prepared to think and work using such habits of mind. The general public will also benefit from such engaged and active citizens.

While the University has assured the public that the elimination of history as a major will not undermine history courses being offered, it is logical to infer that departments that do not host a major will not receive necessary

support to thrive and to adequately reflect the changing nature of the discipline. Students enrolled in other majors that depend on strong history departments (such as those leading to teaching licenses in history and the social sciences) will undoubtedly perceive the elimination of the history major as a comment on the importance of their chosen profession.

Furthermore, a university cannot truly have a program in social science education without the in-depth history content preparation and emphasis on historical thinking represented by the history major. Since our founding, NCHE has advocated for a history major as an essential part of the preparation of a history teacher. Sustained and purposeful study in the history major prepares future teachers to teach the historical thinking skills required in the 21st century history classroom.

As an organization dedicated to promoting the teaching and learning of history in K-12 schools, at the university level, and in all aspects of public life, we urge the University of Wisconsin-Stevens Point to consult with its students and its faculty as it considers how to best approach budgetary constraints while preserving the vital role that majors in the College of Letters and Science play in students' intellectual life.

Sincerely,

Sarah Drake Brown
Vice-Chair for Advocacy and Educational Issues
National Council for History Education

From: Baron, Kassie J [REDACTED]
Sent: Saturday, March 24, 2018 2:34 PM
To: Patterson, Bernie
Cc: Alumni Affairs Office; Summers, Greg; STUDENT GOVERNMENT ASSOCIATION; College of Letters and Science Office
Subject: Letter in Regards to Proposed Cuts
Attachments: Letter.pdf

Good Afternoon,

Attached please find my letter in response to the proposed humanities major cuts at UWSP.

Cordially,

Kassie Jo Baron

PhD Student | English Literature
Foundations Office Hours T: 12-3
71 EPB

Chancellor Bernie Patterson
2100 Main St.
Stevens Point, WI 54481

Dear Chancellor Patterson,

When I would tell people about my time at the University of Wisconsin-Stevens Point, I used to tell them about the sundial - the space between the College of Natural Resources and the College of Fine Arts where students in flannel and Carhart jackets, students in costume, students dressed for studio, and students dressed for lab mingled and mixed so fully it was impossible to tell which college they belonged to. But that's the thing: UWSP students never really *belonged* to a specific college at all. From their peers, students discovered new ways to approach their field. The humanities gave students in the sciences a deeper understanding of their own importance, and vice versa. Learning about landfill management and forestry from my friends in those fields changed the way I read Plato and Hawthorne. There is something vital about exactly this kind of exchange that is unique to UWSP; it is the reason I chose to attend.

I'm not going to try and convince you the humanities are important – surely you already know. I'm not going to give you the facts and figures about STEM companies looking for humanities majors over those with only STEM degrees, citing perhaps my own hiring at a tech company for exactly this reason – surely you already know. I'm not going to remind you of Lee Sherman Dreyfus's vision for UWSP and the university system – surely you already know. I'm not going to reiterate the Wisconsin Idea and the backlash last time “to meet the state's workforce needs” was put ahead of to “serve and stimulate society” – how could you have forgotten?

What I am going to try to do is remind you what makes UWSP special, because apparently you *have* forgotten. Not that I don't understand. Humanities, liberal arts, the university, education itself have all come under attack, but cutting the humanities is not an appropriate response. UWSP's historic understanding of the role of a university – to prepare students by giving them an understanding of what it means to be human regardless of specialization – with its culture of small class sizes, emphasis on collaboration, and innovative thinking made it a unique school in the UW-System. Instead, this change is positioning UWSP to be nothing more than a fallback, polytechnic school. Yes, yes – I've heard the “courses will still be available,” but that's not the same and you know it. If you are trying to make a point about the desperate situation UWSP has found itself in, you're not doing a very convincing job.

When I talk about UWSP now, it's not with pride. I tell people about my alma mater's capitulation instead of resistance. I tell them a university I once held in high esteem, a place I dedicated 6 years of my life to, serving the university in many capacities (SGA, GSA, SUFAC, PACSO, Inclusive Excellence, Grade Review, Graduate Council, and the Provost Search and Screen Committee that eventually hired Greg Summers), no longer values the things I worked for, including my Political Science, Philosophy, and English degrees.

This administration has a history of ignoring student voices when it comes to decisions regarding course changes, but here's the thing: if you want to try and run the university like a business, you need to listen to your customers. Erasing the liberal arts is not what your customers are asking for.

I am currently a PhD student in English at the University of Iowa. I want to teach American literature at a university. Regardless of their major, I want my students to know why the humanities should be important to them, something I learned at UWSP. But UWSP has forgotten.

Sincerely,

Kassie Jo Baron

From: Faculty Senate <senate@uwlax.edu>
Sent: Friday, March 23, 2018 1:38 PM
To: Summers, Greg
Cc: Patterson, Bernie; Menningen, Ken
Subject: UWL Faculty Senate response to program changes at UW-SP
Attachments: 20180322 Doc UWSP Statement.pdf

Dear Dr. Summers,

Please find attached a document written by several of our College of Liberal Studies colleagues here at UW-La Crosse in response to the recent proposal to eliminate certain majors at UW-Stevens Point. This document was approved by our Senate Executive Committee this week, and unanimously endorsed by our full Faculty Senate on Thursday, March 22.

Sincerely,
Anne Galbraith
Faculty Senate Chair

UW-La Crosse Faculty Senate Statement in Response to the Proposed Elimination of Programs at UW-Stevens Point

We, the faculty at the University of Wisconsin-La Crosse (UWL), oppose the proposed elimination of the humanities, social science, and arts programs at the University of Wisconsin-Stevens Point (UWSP), issued on March 5th, 2018.

First, we oppose the trend of eliminating programs such as those at UWSP and UW-Superior because we believe students who attend all UW system schools should have the right to receive a world-class education that includes the essential learning outcomes provided by all disciplines. Students choose to attend UW System public universities because we provide such a world-class education. The value we provide is connected to the relatively low cost of our tuition, and our ability to deliver a comprehensive range of majors and programs. Students benefit from the critical and creative thinking and problem-solving skills offered in all disciplines, and specifically in the humanities, arts, and social sciences. These skills are not only important for an informed citizenry, but they are essential for graduates' adaptability and success over time in an ever-changing economy, and employers have shown [time](#) and [time again](#) such skills are necessary for employability, flexibility, and leadership in the workforce. Both the obligation to our students, and indeed what they and industry demand, illustrate that all UW System Schools must continue to provide these skills for the success of all Wisconsin citizens.

Second, we oppose the proposed cuts to humanities, arts, and social science programs in Wisconsin because UWL faculty support upholding the "[Wisconsin Idea](#)," and we are committed to a tradition and foundation of higher education that dates back more than a century. We believe our comprehensive universities are essential for educating the next generation of critical thinkers, writers, entrepreneurs, elected officials, and advocates who will serve the State and its citizens. We are part of a community of campuses whose mission should continue to be producing high quality graduates from a wide range of fields and disciplines who are prepared to lead the State and its many regions in the 21st century.

To conclude, cuts to humanities, arts, and social science programs do not align with the values and ideals to which we remain committed: a comprehensive world-class education for all students founded in the Wisconsin Idea. Our Mission answers to principles higher than narrowly-defined economic visions; therefore, we strongly recommend visiting alternate paths for addressing budgetary concerns that do not include the elimination of programming key to student success, and key to the success of our state.

This statement was endorsed by the UWL Faculty Senate on March 22nd, 2018.

From: Summers, Greg
Sent: Friday, March 23, 2018 6:40 AM
To: Sarah Bray
Cc: Wescott, Gary; Smith, Carol
Subject: RE: alternative perspectives about UWSP
Attachments: Inside Higher Ed, 03-23-18.docx

Categories: Important

Hello, Sarah.

I really appreciate the opportunity to submit an essay for consideration. The document is attached. I'll look forward to hearing your thoughts.

Greg

Greg Summers

Provost and Vice Chancellor for Academic Affairs

202D Old Main

UW-Stevens Point

Stevens Point, WI 54481

Phone: (715) 346-4686

gsummers@uwsp.edu

<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Smith, Carol
Sent: Monday, March 19, 2018 9:55 AM
To: Sarah Bray <sarah.bray@insidehighered.com>
Cc: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: RE: alternative perspectives about UWSP

Hi Sarah – Thanks for the direction. Provost Greg Summers will write the piece on behalf of UWSP and send it along for your review early next week, as he'll need next weekend to draft it. Thanks, Carol

His direct contact: greg.summers@uwsp.edu

Best, Carol

From: Sarah Bray [<mailto:sarah.bray@insidehighered.com>]
Sent: Monday, March 19, 2018 9:07 AM
To: Smith, Carol <Carol.Smith@uwsp.edu>
Subject: Re: alternative perspectives about UWSP

Hi Carol:

Please just send the article to me here at this address and we'll review it.

Many thanks,

Sarah

Sarah Hardesty Bray

Opinion Editor
Inside Higher Ed

202-448-6107 | O
[@InsideHigherEd](#)

From: scott jaschik [<mailto:scott.jaschik@insidehighered.com>]
Sent: Sunday, March 18, 2018 6:38 AM
To: Smith, Carol <Carol.Smith@uwsp.edu>; Sarah Bray <sarah.bray@insidehighered.com>
Subject: Re: alternative perspectives about UWSP

Carol:

Of course - -would you like to write an op-ed essay? 1,000 words or so? I'm cc'ing Sarah Bray, our opinion editor.

--Scott

Scott Jaschik

Editor
Inside Higher Ed
[@ScottJaschik](#)
202-448-6103 | O
202-277-8421 | M

From: Smith, Carol <Carol.Smith@uwsp.edu>
Sent: Saturday, March 17, 2018 8:47:16 PM
To: scott jaschik
Subject: alternative perspectives about UWSP

Hi Scott – Is there a place for some other perspectives on what happened at UWSP in *Inside Higher Ed*? There is much to reflect on, such as how what happened here might be the “future history” of regional comprehensives, why the scholarly societies are so outraged, and how R1 disciplinarity impeded the need for problem-solving out here in rural America, to name a few topics.

If you'd like to discuss further, please let me know.

Sincerely,

Carol Smith

Associate Provost for Enrollment Management
Office of Academic Affairs
202B Old Main
University of Wisconsin – Stevens Point
Stevens Point, WI 54481
Carol.Smith@uwsp.edu

(715) 346-3668

THEN, NOW & FOREVER
WE ARE POINT.

On the Liberal Arts and the Meaning of a University

How can you be a university without a major in history?

We field this kind of question frequently at the University of Wisconsin-Stevens Point. On March 5, 2018, we released curricular recommendations designed to repair our budget and stabilize enrollment. Entitled “[Point Forward](#),” the proposal called for the elimination of numerous majors in the traditional liberal arts, greater emphasis on career-focused programs, and the reimagining of our core liberal arts curriculum.

Since then, we have received a flood of messages from students, faculty, alumni, and scholarly organizations across the country. Some ask about process, wondering why we made recommendations suddenly and without stakeholder input. In fact, we discussed these issues for years. Others suggest there must be alternatives to eliminating under-enrolled majors. I wish there were; we have tried nearly everything else. A small but growing number express sympathy with our dilemma, placing responsibility on the decades-long erosion of public investment in higher education. They are correct.

Set aside these issues for the moment. More interesting are the numerous messages wondering how we can be a university without majors in the traditional liberal arts. Are we not becoming a trade school, abandoning enrichment of the mind in favor of training in workplace skills?

These perceptions result from misunderstanding. Far from eliminating liberal arts disciplines, our proposal aims only at full majors. In fact, we are fighting to preserve as much as 80% of our faculty and curriculum in these areas, and not just through general education, but in refocused majors and minors with upper-level courses offering genuine opportunities for deep engagement in the liberal arts. Equally important, our baccalaureate degrees in natural resources, health, business, education, and the performing arts—the majority of degrees we offer—are hardly narrow or technical.

But set this aside, too. Implied in the claim that “abandoning the liberal arts” means we “cannot be a university” are assumptions worth examining. Most students at UW-Stevens Point do not choose to *major* in the traditional liberal arts disciplines. In fact, many universities already do not offer some of these programs. Within the [University of Wisconsin System](#) alone, four universities lack full majors in philosophy, three in sociology, and four in Spanish. One of the founding tenets of the UW System was the idea that each campus would have a unique program array defined by its select mission. If our current proposal takes this concept seriously, do we really cease to be a university?

Reading these comments as an environmental historian, I’m reminded of American attitudes toward wilderness. Few people choose to live in the wild and most visit only rarely. True wilderness is uncomfortable and the Wi-Fi is terrible. Instead, most Americans seem content just knowing that wilderness is there, a notion that celebrates a romanticized frontier that never existed. Similarly, the implicit message from some of our critics is: it’s ok if your students major in finance, health science, and resource management; we just need to know that a philosophy major is there. This feeling, too, derives from false nostalgia; namely, for the idea that regional public universities can be smaller versions of research institutions. During the 1950s and 1960s, an aberrational moment in higher education when students and funding were plentiful, institutions like UW-Stevens Point could afford to launch majors in the traditional liberal arts. Today, everything is different.

The inability to acknowledge this reality is deeply rooted in academic culture. Take the numerous condemnations we received from scholarly organizations asserting that without *majors* in their respective liberal arts disciplines, our university will lack something fundamental. “Elimination of the history

program,” reads the letter from the Organization of American Historians (OAH), “means the elimination of a university’s capacity to teach... critical life skills.” Really? No one would dispute that every graduate should have meaningful courses in history. As the OAH noted, “History is the discipline dedicated to studying the past... [and is] essential to navigating rapid economic transformation, international crises, epidemic disease, political gridlock and myriad other modern challenges.” I agree. I want every student in our College of Natural Resources to have a course in environmental history. But to conflate this with needing to preserve a history major seems disingenuous.

Here we encounter the elephant in the room in our current dialogue about the liberal arts and the meaning of a university. If the majority of students in universities today encounter these traditional disciplines, *not as majors*, but only through general education programs, should we not direct our attention there? The need for [new approaches to general education](#) has long been evident, and many institutions have sought meaningful change. Yet many such efforts, including ours, have run aground due to structural impediments rooted in our conflation of the narrow role of liberal arts majors with the much broader and vital role of these same disciplines, a dynamic that stifles curricular innovation.

Too many general education programs rely on courses that are introductions to liberal arts majors even as they enroll primarily non-majors. This double-duty leaves the majority of students wondering why they must take such classes and hoping only to “get them out of the way.” Too many general education programs spark battles over department “turf,” elevating the protection of student credit hours, budgets, and faculty positions above thoughtful consideration of student needs in shaping curricula. As a result, too many general education programs have little purposeful cohesion and little relevance to the majority of students. Given that most universities assign one-third of the courses required to complete a baccalaureate degree to these core curricula—and given the tuition we charge—is it any wonder that students resent the cost of higher education?

Our aim at UW-Stevens Point is to fix this problem, to look beyond a set of *majors* that serve roughly 6% of our students and ask how the *disciplines* of the liberal arts can better educate everyone. Do we lose something in this equation? Absolutely. The loss is real and should be debated in the context of urging greater public investment in higher education. Will we cease to be a university? Of course not. In fact, if we succeed in making the liberal arts more relevant and available to the majority of students who never major in these disciplines, we will be a stronger university, indeed.

From: Patterson, Bernie
Sent: Thursday, March 22, 2018 8:56 PM
To: Summers, Greg; Hendrickson, Kristen; Thompson, Al; Richards, Chris; Manzke, Rob; Wescott, Gary
Subject: Fwd: Program cuts

Bernie

Sent from my iPad

Begin forwarded message:

From: James Dire [REDACTED]
Date: March 22, 2018 at 9:27:32 PM EDT
To: <bpatters@uwsp.edu>
Subject: Program cuts

Hi Chancellor,

I have spent 30+ year in higher education and I want to commend you for your bold approach to balance your campus' budget by discontinuing low enrolled academic majors. Most of the majors you are proposing to cut do not lead to gainful employment. You are right to build up programs where there is student demand and jobs that offer sustainable wages.

I wish more university CEOs would eliminate fluff academic majors as you are proposing. Too many students run up large college debt earning degrees that do not lead to careers.

By the way, I am a native of Saint Joseph, MO, which I know you know well.

Best regards,

James R. Dire, Ph.D.
Vice Chancellor for Academic Affairs
University of Hawai'i-Kaua'i Community College
3-1901 Kaumualii Highway
Lihue, HI 96766

Voice (808) 245-8229

Fax (808) 245-0101

Website

<http://astrojim.net/index.html>

From: Patterson, Bernie
Sent: Thursday, March 22, 2018 8:40 PM
To: Summers, Greg; Hendrickson, Kristen; Thompson, Al; Richards, Chris; Manzke, Rob; Wescott, Gary; Smith, Julie
Subject: Fw: Congrats

Sent using OWA for iPhone

From: Patterson, Bernie
Sent: Thursday, March 22, 2018 8:36:04 PM
To: Mike Pucci
Subject: Re: Congrats

Mike, I really appreciate your note. I hope to see you back in Wisconsin this summer. Take care
Bernie

Sent using OWA for iPhone

From: Mike Pucci <[REDACTED]>
Sent: Thursday, March 22, 2018 9:03:27 AM
To: Chancellor Bernie Patterson
Subject: Congrats

Chancellor, congrats, Stevens Point and your logo made the national news this morning, again, change is important to keep the institution valid, what you are doing for emphasis is good for the schools future. The news feed was not too critical, and in my opinion left it up to the listener to decide, and in my opinion most working folks today would agree with your decisions, and you got about 10 million dollars worth of advertising for the school in the process! No doubt you will face some more criticism, Change agents get used to that! Keep up the great work!

Mike Pucci

--

Mike Pucci

[REDACTED]

Oliventuresinc

[REDACTED]

[REDACTED]

[REDACTED]

From: Patterson, Bernie
Sent: Thursday, March 22, 2018 6:52 PM
To: North, Joan
Cc: Summers, Greg
Subject: Re: Fork

Joan, I really appreciate your note and I know Greg does too. This has been especially hard on him. You're right about his presentation. His staff and the deans had clearly done their homework. I'm really proud of the job he did at the forum.

Joan, you have always been a strong supporter of the university and our strategic direction. I'm remembering how you stepped up when we first rolled out our new strategic plan some six years ago. I'm wondering if you would be willing to make any part of your email below public. If you don't feel comfortable with that, I completely understand.

Take care—

Bernie
Sent from my iPad

On Mar 22, 2018, at 1:11 PM, North, Joan <jnorth@uwsp.edu> wrote:

When I first heard about the proposed budget cuts, primarily in humanities, social sciences and art, I was quite surprised and quite unsupportive. As an English major, I was outraged. As a former administrator, I knew that there were other, less shocking, cuts. As I listened to Greg's March 15 presentation (on utube) and studied the charts, history, and options, I have completely changed my thinking. Greg, you did a wonderful job in that forum in every way.

Now, I see the challenges; I see the options; I see the difficult discussions and the earlier tries to get a more participatory proposal; I see the opportunity to get ahead of what must be done and not just trail behind every nasty cut. You chose to seize the day, to create the agenda, to meet the future, to save UWSP boldly and within its history.

I salute you. I salute you for your courage, your insight, your big picture.

--

Dr. Joan North
Dean Emerita



From: Patterson, Bernie
Sent: Thursday, March 22, 2018 5:48 PM
To: Summers, Greg; Hendrickson, Kristen; Thompson, Al; Richards, Chris; Manzke, Rob; Wescott, Gary
Subject: Fwd: A Word Of Encouragement

Bernie
Sent from my iPhone

Begin forwarded message:

From: Richard Huseby [REDACTED]
Date: March 22, 2018 at 1:14:09 PM EDT
To: "bpatters@uwsp.edu" <bpatters@uwsp.edu>
Subject: A Word Of Encouragement

Good Afternoon Bernie.

You are clearly exemplifying the old cliché, "When the going gets tough, the tough get going." I would add to the quote the words "when the sensitive and caring" get going to the word "tough". Having been in your position my times as a "agent of positive change", the weight of good people's feelings, those who see their world changing, brings with it the weight of leadership and sound decision making you are demonstrating. Facts need to come to forefront, however feelings can't be ignored. I applaud you for your courage in seeking the "greater good" and I appreciate your compassion in respecting the dignity of those, who for the moment are unable to understand the need for change.

I will keep you in my prayers.
dick

Richard Huseby
[REDACTED]

From: Patterson, Bernie
Sent: Thursday, March 22, 2018 5:27 PM
To: Summers, Greg; Hendrickson, Kristen; Thompson, Al; Richards, Chris; Manzke, Rob; Wescott, Gary; Pare, Nicole; Gehrman Rottier, Laura
Subject: Fwd: Ah, the journalist!

Bernie

Sent from my iPad

Begin forwarded message:

From: Bernie.Patterson@uwsp.edu
Date: March 22, 2018 at 6:24:34 PM EDT
To: "Perkins, Dan" <PERKINDJ@uwec.edu>
Subject: **Re: Ah, the journalist!**

Thanks so much Dan. I really appreciate your note. Hope all is well with you.

Bernie

Sent from my iPad

On Mar 22, 2018, at 4:25 PM, Perkins, Dan <PERKINDJ@uwec.edu> wrote:

Even the Washington Post got it wrong -- or rather "elided" the information.
Sorry to hear your getting jammed by the misinterpretation of the SUGGESTED changes in the curriculum.

As an old alum (1967) I have watched with interest what has happened at UWSP for, now, 51 years.

I wish you well in helping the staff, faculty and students adjust to whatever transitions you must make in these trying fiscal times.

In all sincerity, best of luck.

Dan Perkins Ph. D.
Class of '67
Go Pointers

From: North, Joan
Sent: Thursday, March 22, 2018 12:12 PM
To: Patterson, Bernie
Cc: Summers, Greg
Subject: Fork

When I first heard about the proposed budget cuts, primarily in humanities, social sciences and art, I was quite surprised and quite unsupportive. As an English major, I was outraged. As a former administrator, I knew that there were other, less shocking, cuts. As I listened to Greg's March 15 presentation (on utube) and studied the charts, history, and options, I have completely changed my thinking. Greg, you did a wonderful job in that forum in every way.

Now, I see the challenges; I see the options; I see the difficult discussions and the earlier tries to get a more participatory proposal; I see the opportunity to get ahead of what must be done and not just trail behind every nasty cut. You chose to seize the day, to create the agenda, to meet the future, to save UWSP boldly and within its history.

I salute you. I salute you for your courage, your insight, your big picture.

--

Dr. Joan North

Dean Emerita



From: Patrick Northway [REDACTED]
Sent: Wednesday, March 21, 2018 6:59 PM
To: Patterson, Bernie
Cc: Summers, Greg
Subject: U of WI- SP

Dear Bernie!

 Congrats on your forthcoming transition to America's Premiere Community College! I'm sure it will be everything Gov. Walker is lusting for! We all can't wait to take advantage of Wisconsin's future compliant and subdued population. Locating all of our most toxic and dangerous Industrial plants and landfills to Wisconsin will certainly improve OUR Quality of Life - your people will barely be able to spell it! Ha! Ha! Just a little joke there, Bern, but we sure are looking forward to the New "China" of the West.

I know Pfizer, GSK and Novartis are always on the lookout for Human Test Subjects and lots of 'em! Gotta get those chemo pills out to the Boomers, since they're not *quite* finished raping the Planet before they go - you should make it an upcoming major right along with Marketing and Spot Welding!

Cheese-o, babes!

Patrick

From: Zlimen, Amy
Sent: Wednesday, March 21, 2018 12:13 PM
To: Summers, Greg; Yonke, Eric
Subject: FW: Dr. Amy Zlimen, Chair, Sociology Department
Attachments: UW Stevens Point Chancellor Letter.docx

FYI...

From: Stephen Piotrowski [mailto: [REDACTED]]
Sent: Wednesday, March 21, 2018 11:29 AM
To: Zlimen, Amy <Amy.Zlimen@uwsp.edu>
Subject: Dr. Amy Zlimen, Chair, Sociology Department

Dear Dr. Zimen:

Attached, please find a letter that was sent to Chancellor Patterson. I am floored by the action he has taken to destroy the fine institution that is the University of Wisconsin, Stevens Point. If you would share this letter with your fellow Sociology staff and in particular, the retired members of the department, it would be greatly appreciated. Unfortunately, time has made my connection with retired members of the University community more likely than current members. In any case, the education I received allowed me to accomplish much in life, including a lead role in building 'The Highground' veterans memorial near Neillsville Wisconsin and fifteen years as a staffer for U.S. Senator Herb Kohl. I thank you all for your dedication to the fullest education of your students.

My spouse, Lynne, is also a graduate of UW-Stevens Point and is full agreement with our withdrawal of the gift intended for the university. She holds a degree in Sociology and Broad Field Social Science.

Sincerely,
Stephen J. Piotrowski (Class of 1977)
Lynne S. Piotrowski (Class of 1975)

Steve Piotrowski
Madison, Wisconsin
(Yes that is cheese in my teeth)

[REDACTED]



Virus-free. www.avast.com

Wednesday, March 21, 2018

Bernie L. Patterson, Chancellor
2100 Main Street, Suite 134,
Stevens Point, WI 54481-3897
Phone: 715-346-3811
Email: alumni@uwsp.edu

Dear Chancellor Patterson:

I recently received the announcement of your plan to destroy the Liberal Arts program at my Alma Mater, the University of Wisconsin at Stevens Point, in the name of efficiency. I began attending UW-SP upon my return from service as an Infantryman in Vietnam, back when it was still called WSU-Stevens Point. I was troubled and confused by the war and the politics of the time. The knowledge I gained majoring in Philosophy, Sociology and Political Science, Departments all scheduled for destruction, allowed me to find perspective. The knowledge and critical thinking skills I learned in the Liberal Arts aided me in a long and rewarding career helping veterans throughout our state. I'm horrified that you've joined the anti-intellectual crowd that currently holds sway in our country as is shown by your plans.

While the plan to expand the UW-Stevens Point's offerings in various science and Natural Resource fields is a good move, doing so at the expense of the basic mission of the University is outrageous. The very term University derives from the Latin *universitas* 'the whole'. To produce students who will be educated in the 'whole' of any subject, you must maintain the whole of an educational institution. While many in political leadership today believe that the value of a liberal arts education is overblown, it has seldom been more vital to our future.

The forces pushing for conformist thinking, simple solutions to complex problems and an educational system that is primarily a technical school for business and industry, cannot be allowed to destroy our places of learning. What good is it to know the details of a chemical process if you do not know how mankind moved from making fire to making rockets. The founders of our nation were successful because they were well read in philosophy, political theory, social theory and the great works of literature. It is this broad base of knowledge that allows mankind's continued advancement and success.

Personnel directors know that except for some very limited technical positions, the best hires come with a liberal arts background. They adapt better to an ever-changing world. When I started college, all computers ran on punch cards. When I graduated punch cards no longer existed. Those with a broad-based education moved into other fields quickly and successfully. If you have any respect for the University you currently serve, you will reconsider the plan to end the Liberal Arts degree programs.

I'd planned to have a sizable portion of my estate used to support the mission of my Alma Mater. I'm notifying you that I am withdrawing that offer. I cannot support an institution that has lost sight of the purpose of a University. I deeply regret this action, but your plans have left me no choice.

Sincerely,

Stephen J. Piotrowski,
Class of 1977, Albertson Memorial Award Recipient

██████████
██████████

CC: Stevens Point Journal, Capitol Times, Wisconsin State Journal, Chair Philosophy
Department, Chair Sociology Department, Chair Political Science Department of UW-SP

From: Zach Halliwell <[REDACTED]>
Sent: Wednesday, March 21, 2018 11:41 AM
To: Patterson, Bernie; Summers, Greg
Subject: Dropping of Majors

Chancellor Patterson and Vice Chancellor Summers,

As a UWSP Alumni, class of 2014, I am appalled and sickened to see my Alma Mater dropping so many liberal arts degrees. Especially majors as important and utilized as English, History, and Political Science. This is not due to low enrollment, we are not that blind. You cannot tell me that you have more people interested in Captive Wildlife than English, or History, or Sociology, and even if you do this is still a disgusting perversion of what it means to be a Pointer. To say "we don't value foreign languages, or music literature, or art enough to offer students a major" is utterly and unequivocally asinine.

If you are not going to stand up for the students, then we will.

Make no mistake, the alumni of UWSP are **pissed off**.

Zach Halliwell | [REDACTED]



From: Summers, Greg
Sent: Tuesday, March 20, 2018 12:59 PM
To: 'Ryan Craig'
Cc: Heibler, Carrie; Wescott, Gary; Schultz, Nick; Jore, Katie
Subject: RE: Request for article
Attachments: List of Current Programs - From Course Catalog.xlsx

Hi, Ryan.

The best we can do today is to look at 2007 rather than 2005 and 2010. The spreadsheet is attached and the summary table is pasted below. I think the storyline is roughly the same: we've experienced a fairly linear expansion in our program array.

Greg

Summary Data 2012 to 2017 2007 to 2012 1997 to 2007

Majors		Majors		Majors	
Renamed	3	Renamed	2	Renamed	0
New	16	New	6	New	29
Continues	121	Continues	119	Continues	92
Eliminated	6	Eliminated	5	Eliminated	7
Minors		Minors		Minors	
Renamed	3	Renamed	1	Renamed	1
New	12	New	4	New	6
Continues	74	Continues	79	Continues	76
Eliminated	7	Eliminated	3	Eliminated	7

From: Ryan Craig [mailto:████████████████████]
Sent: Monday, March 19, 2018 4:24 PM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Cc: Heibler, Carrie <cheibler@uwsp.edu>; Wescott, Gary <Gary.Wescott@uwsp.edu>; Schultz, Nick <Nick.Schultz@uwsp.edu>; Jore, Katie <kjore@uwsp.edu>
Subject: RE: Request for article

Tomorrow would be fine on both. Thanks!

From: Summers, Greg [mailto:Greg.Summers@uwsp.edu]
Sent: Monday, March 19, 2018 2:07 PM
To: Ryan Craig [mailto:████████████████████]
Cc: Heibler, Carrie <cheibler@uwsp.edu>; Wescott, Gary <Gary.Wescott@uwsp.edu>; Schultz, Nick <Nick.Schultz@uwsp.edu>; Jore, Katie <kjore@uwsp.edu>
Subject: RE: Request for article

Ryan,

To be honest, I haven't had time yet to scrutinize the table in that kind of detail, and as I mentioned, simply counting such things is a bit tricky given the way some departments structure their majors with numerous options. We would need to do more analysis with more time. What we sent was the best we could provide today.

The same goes for your second question regarding looking at the catalog five and ten years ago. We could certainly provide this with a bit more time. It sounded like you were on deadline tonight, is that true?

Greg

From: Ryan Craig [mailto: [REDACTED]]
Sent: Monday, March 19, 2018 3:37 PM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Cc: Heibler, Carrie <cheibler@uwsp.edu>; Wescott, Gary <Gary.Wescott@uwsp.edu>; Schultz, Nick <Nick.Schultz@uwsp.edu>; Jore, Katie <kjore@uwsp.edu>
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Thanks Greg. Very helpful.

Two more questions.

1) Based on a reading of the table, it appears the only major that was truly eliminated (and not renamed or subsumed in a broader/continuing program) was retail studies. Is that fair?

2) Would it be possible to get the attached table compared to the catalog 5 years ago and 10 years ago (2012, 2007)? No need for minors, just majors.

Thank you!

From: Summers, Greg [mailto:Greg.Summers@uwsp.edu]
Sent: Monday, March 19, 2018 1:14 PM
To: [REDACTED]
Cc: Heibler, Carrie <cheibler@uwsp.edu>; Wescott, Gary <Gary.Wescott@uwsp.edu>; Schultz, Nick <Nick.Schultz@uwsp.edu>; Jore, Katie <kjore@uwsp.edu>
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I hope this helps. We've attached the spreadsheet containing the 2017 data (copied from our online catalog) and the comparison, as well as a scanned version of the 1997 listing, in case you're interested. Please let us know if you'd like further clarification.

Majors 1997-2017	
Renamed	3
New	49
Continues	88
Eliminated	8
Minors 1997-2017	
Renamed	4
New	23
Continues	62
Eliminated	13

Best,

Greg

Greg Summers

Provost and Vice Chancellor for Academic Affairs

202D Old Main

UW-Stevens Point

Stevens Point, WI 54481

Phone: (715) 346-4686

gsummers@uwsp.edu

<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Ryan Craig [mailto:████████████████████]
Sent: Monday, March 19, 2018 9:15 AM
To: Heibler, Carrie <cheibler@uwsp.edu>
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Hi Carrie. Left you a voicemail.

I'm writing a story about new program creation/termination over the past 20 years on a number of campuses. Would like to know how many new undergrad academic programs/majors were created from 1997 – 2017 and how many were terminated in that same period.

If you could get back to me today, I'd appreciate it. This is an article either for Forbes or Inside Higher Ed. (I write for both.)

Thanks very much,

- Ryan

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████████████████████

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~~~~~  
**Greg Summers**

*Provost and Vice Chancellor for Academic Affairs*

*202D Old Main*

*UW-Stevens Point*

*Stevens Point, WI 54481*

*Phone: (715) 346-4686*

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|                         |    |
|-------------------------|----|
| <b>Majors 1997-2017</b> |    |
| Renamed                 | 3  |
| New                     | 49 |
| Continues               | 88 |
| Eliminated              | 8  |
|                         |    |
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| Renamed                 | 4  |
| New                     | 23 |
| Continues               | 62 |
| Eliminated              | 13 |

Best,  
Greg

---


*Greg Summers*



*Provost and Vice Chancellor for Academic Affairs*  
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[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)  
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Thanks very much,

- Ryan

Ryan Craig  


**From:** Dianne Donovan <Dianne.Donovan@chronicle.com>  
**Sent:** Monday, March 19, 2018 3:31 PM  
**To:** Summers, Greg  
**Subject:** RE: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

Early next week would work, Greg.

Thanks,  
Dianne

*Dianne Donovan*  
*Senior Editor/Commentary*  
*The Chronicle of Higher Education*  
*1255 23<sup>rd</sup> St. N.W.*  
*Washington, D.C. 20037*

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**From:** Summers, Greg [mailto:Greg.Summers@uwsp.edu]  
**Sent:** Monday, March 19, 2018 4:25 PM  
**To:** Dianne Donovan <Dianne.Donovan@chronicle.com>  
**Subject:** RE: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

Hello, Dianne.

Thanks for getting back to me so quickly and for your willingness to consider an essay. I'll likely need until early next week to get something to you. I think we have an interesting story to tell, and I appreciate your consideration.

Best,  
Greg

---

**From:** Dianne Donovan [mailto:Dianne.Donovan@chronicle.com]  
**Sent:** Monday, March 19, 2018 3:10 PM  
**To:** Summers, Greg <Greg.Summers@uwsp.edu>  
**Subject:** FW: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

Dear Greg,

Scott Smallwood passed your note along to me since, following on the heels of the most recent Chronicle story, <https://www.chronicle.com/article/U-of-Wisconsin-at-Stevens/242745>, we thought an essay from you on the thought processes behind this move and the challenges you face going forward would be the most interesting approach, given how many colleges are facing tough financial decisions.

We can't say whether we would be able to accept a piece until we have seen the finished essay; however, I can assure you we would give the opinion piece you suggest serious consideration.

The guidelines for Commentary and POV can be found at <https://www.chronicle.com/page/Submissions/638/>, but here's the cheat sheet: Optimum length is 1,000-1,200 words. The piece should go to [opinion@chronicle.com](mailto:opinion@chronicle.com), and we'll get back to you quickly. Many thanks for your interest in The Chronicle. I look forward to seeing your opinion piece.

All best,  
Dianne

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*Senior Editor/Commentary*  
*The Chronicle of Higher Education*  
*1255 23<sup>rd</sup> St. N.W.*  
*Washington, D.C. 20037*

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**From:** Summers, Greg <[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)>  
**Sent:** Monday, March 19, 2018 11:30 AM  
**To:** cheeditor  
**Subject:** Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)  
ably f  
To the Attention of Scott Smallwood, Managing Editor, *Chronicle of Higher Education*

Dear Scott -- I have been closely following the *Chronicle's* coverage about challenges to regional public universities, e.g., Scott Carlson's Jan. 21 article on "How Enrollment Challenges Can Spur Change" and Lee Gardner's March 2 article on "How Maine Became a Laboratory for the Future of Higher Ed." Here at the University of Wisconsin – Stevens Point, as well as our sister campuses, we are having to grapple as well with demographic declines, public funding cuts, and competitive dynamics. The direction we've chosen is to not be so "comprehensive" anymore, as set forth in my recent [announcement](#) about proposed program restructuring.

**Pitch:** The story here is how UWSP is going to focus on our strategic plan "[A Partnership for Thriving Communities](#)" as its priority, with academic curriculum needing to line up to the plan, versus the curriculum being driven by disciplinary currents. The implications of a strategic plan driving transformational change in curriculum is pretty radical, at least in my experience. To let you know, I am following the March 5 proposal very shortly with a "Next Steps" document that will serve as a call to action for both professional and liberal arts faculty to begin this alignment work.

Please contact me if you'd like to discuss this further for purposes of my being a source for a story or the author of an opinion piece.

Thanks for your consideration.

Greg

~~~~~  
Greg Summers
Provost and Vice Chancellor for Academic Affairs
202D Old Main
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Please contact me if you'd like to discuss this further for purposes of my being a source for a story or the author of an opinion piece.

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*202D Old Main*

*UW-Stevens Point*

*Stevens Point, WI 54481*

*Phone: (715) 346-4686*

[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)

<http://www.uwsp.edu>

THEN, NOW & FOREVER  
**WE ARE POINT.**

**From:** Alderman, Derek <dalderma@utk.edu>  
**Sent:** Monday, March 19, 2018 1:48 PM  
**To:** Summers, Greg; Yonke, Eric  
**Cc:** Ozsvath, David  
**Subject:** AAG Letter Regarding Recommendation to Discontinue UWSP Geography & Geoscience  
**Attachments:** AAG letter to UW Stevens Point.pdf

**Importance:** High

Dear Provost Summers and Dean Yonke:

My name is Derek Alderman and I currently serve as the President of the American Association of Geographers (AAG), the largest professional society in the US for geography researchers, teachers, and other professionals. I am emailing in reaction to program cut recommendations that would deliver a fatal blow to your campus' Department of Geography and Geology.

I am emailing on behalf of the AAG's executive leadership and the chair of its Healthy Departments Committee, who have met and deliberated on this important issue. Our group has composed a letter (see attachment) to provide perspective on the importance of retaining the Geography and Geoscience programs at the University of Wisconsin at Stevens Point. In particular, as detailed in the letter, the AAG is concerned about the offering of a stand-alone degree in GIS. We believe that GIS is best taught as part of an overall geography degree program, which provides the general geographical knowledge and wider professional context to competently understand and apply GIS.

While not dismissing the significant financial challenges and decisions facing your institution, the American Association of Geographers is unequivocal in opposing the recommendation to discontinue the Geography and Geoscience programs at UWSP. Our Association is greatly concerned about the recommendation for fear that it might irrevocably damage your university's ability to provide students the best learning and vocational preparation environment possible.

We encourage you to reconsider the recommendation in light the discipline of geography's growing pedagogic and social importance, the rapidly growing cadre of students interested in the field, the historic strength of UWSP's geography and geology program, and, in particular, the problems that arise in training geographic information scientists without a solid and deep educational foundation in geographic theories and methods grounded in social science and earth systems science.

Thank you for your time and consideration.

Sincerely,

**Derek H. Alderman, PhD**

President, American Association of Geographers

Professor, Department of Geography

University of Tennessee

304C Burchfiel Geography Building

Knoxville, TN 37996-0925

Voice: (865) 974-0406

Email: [dalderma@utk.edu](mailto:dalderma@utk.edu)

Twitter: @MLKStreet

<http://geography.utk.edu/about-us/faculty/dr-derek-alderman/>



# American Association of Geographers

1710 Sixteenth Street Northwest  
Washington, DC 20009-3198  
Voice 202-234-1450  
Fax 202-234-2744  
gaia@aag.org  
http://www.aag.org

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University of Tennessee

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Western Oregon University

John Kupfer  
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Patrick Lawrence  
University of Toledo

Robert Mason  
Temple University

Cathleen McAnneny  
University of Maine Farmington

Darren Purcell  
University of Oklahoma

Susan M. Roberts  
University of Kentucky

Deborah S.K. Thomas  
University of Colorado Denver

Jamie Winders  
Syracuse University

Susy S. Ziegler  
Northern Michigan University

**Executive Director**  
Douglas Richardson

March 16, 2018

Dr. Greg Summers, Provost, Academic Affairs  
Dr. Eric Yonke, Interim Dean, College of Letters and Science  
University of Wisconsin - Stevens Point  
Stevens Point, WI 54481

Dear Provost Summers and Dean Yonke,

We write in our capacity as members of the executive leadership of the 12,000-member strong American Association of Geographers and as chair of the Association's Healthy Departments Committee. The Healthy Departments Committee addresses the sustainability of geography departments across the country and regularly reaches out to university administrators to provide a national, evidence-based perspective on the importance of supporting geography programs.

It is our understanding that a recommendation has been made at the University of Wisconsin at Stevens Point to discontinue the Geography and Geoscience programs and majors, among others on your campus, while making GIS (Geographic Information Science) a stand-alone degree. GIS is a valuable and professionally in-demand skill that is a part of the curriculum in all leading geography major programs. It is not, however, generally taught as a major detached from its parent discipline of geography. This is because GIS is best taught as part of an overall geography degree program, which provides the general geographical knowledge and wider professional context to competently understand and apply GIS.

While not dismissing the significant financial challenges and decisions facing your institution, the American Association of Geographers is unequivocal in opposing such a recommendation. Our Association is greatly concerned about the recommendation for fear that it might irrevocably damage your university's ability to provide students the best learning and vocational preparation environment possible. At a time when the United States is struggling with how it can confront environmental change, rebuild its economy, and engage effectively with other parts of the globe, good geographical teaching and research has never been more needed.



Respectfully, we encourage the adoption of a process that gives full consideration to the discipline of geography's growing pedagogic and social importance, the rapidly growing cadre of students interested in the discipline, the historic strength of UWSP's geography and geology program, and, in particular, the problems that arise in training geographic information scientists without a solid and deep educational foundation in geographic theories and methods grounded in social science and earth systems science. Such a foundation is only possible, based on the experiences at other institutions, when a university has a fully functioning geography program with a degree and tenure-line scholar-teachers and professionals.

As core components of the liberal arts and sciences, geography and geoscience have critical roles to play in the college and university curriculum. The importance of those roles is sometimes poorly understood in the United States—a product, in part, of a period during which geography was somewhat marginalized in many U.S. educational institutions. But attention to geography is rising rapidly in the wake of growing awareness of the importance of understanding the interconnections between humans and the environment and between peoples and places around the world. Over the past two decades students have flocked to geography degree programs in record numbers, existing geography departments have expanded, and new geography programs have sprung up. The Geography and Geology Department at UWSP is well positioned to realize and contribute to these developments. The program's emphasis on human-environment interactions, climatology, biogeography, hazards, geoscience/physical geography, and urban development reflects some of the most important areas of teaching and research in geography today.

The renewal of interest in geography reflects increasing awareness of the importance of the discipline to contemporary education, scholarly research, and policy making. That importance is highlighted in a recently released study of the National Academy of Sciences and National Research Council, which Past AAG President Alec Murphy chaired. Entitled *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*, the study looks at the many ways the geographical sciences are contributing to efforts to address major societal needs—ways that are very much in keeping with the research and teaching going on in the Stevens Point Geography program.

The *Understanding the Changing Planet* study also highlights the critical importance of developing a more geographically literate society and research community if we are to address many of the pressing challenges of our time. Geographical literacy transcends rote factual memorization to encompass the development of a spatial perspective capable of integrating bodies of knowledge. Important to the situation currently facing University of Wisconsin at Stevens Point, the elimination of the geography program, major, and its faculty seriously compromises the ability to cultivate such a geographical literacy. Such geographical literacy is crucial for preparing geospatial scientists who can move beyond mere technical skills to think about the big questions facing contemporary society and to address these questions substantively.

One mark of geography's rising significance is the phenomenal success of the new Advanced Placement program in human geography (3000 students in 2001; over 200,000 today). This success translates into a growing number of high school students entering colleges and universities looking to major in geography. UW Stevens Point will likely benefit from this trend, and be able to help shape it, if geography's position at your institution is clear and secure.

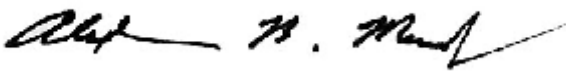
Since a strong, clearly identifiable geography program at UW Stevens Point is much needed, we urge you, on behalf of the American Association of Geographers, to do everything in your power to ensure that the geography and geoscience programs at your institution are carefully nurtured and that any possible elimination be a last resort and only come after thorough consideration of the issues set forth

above. Efforts in this direction will likely pay important dividends at a time when more and more students are gravitating toward geography, and when we need to be preparing students for a changing job market and for meaningful participation in society that is increasingly interconnected with the rest of the world.

If it would be helpful, the leadership of the American Association of Geographers would be more than happy to discuss the issues raised in this letter with you—either over the telephone or in conjunction with a visit to your campus.

Thank you for taking the time to read this letter. We wish you the best in these challenging academic and economic times.

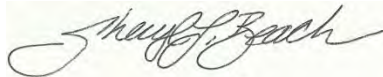
Sincerely,



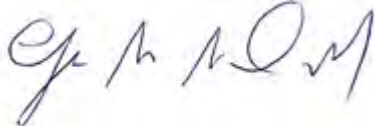
Alexander B. Murphy, University of Oregon  
Chair, Healthy Departments Committee, American Association of Geographers  
Past President, American Association of Geographers



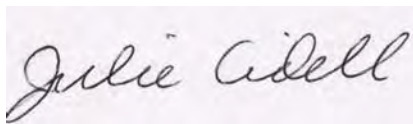
Derek H. Alderman, University of Tennessee  
President, American Association of Geographers



Sheryl Luzzadder-Beach, University of Texas at Austin  
Vice President, American Association of Geographers



Glen M. MacDonald, UCLA  
Past President, American Association of Geographers



Julie Cidell, University of Illinois  
Treasurer and West Lakes Regional Councilor, American Association of Geographers



Cathleen McAnneny, University of Maine  
Secretary, American Association of Geographers



Douglas B. Richardson  
Executive Director, American Association of Geographers

**From:** Scott Smallwood <Scott.Smallwood@chronicle.com>  
**Sent:** Monday, March 19, 2018 1:18 PM  
**To:** Summers, Greg  
**Subject:** Fw: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

**Categories:** Important

Greg,

Thanks so much for writing. We're definitely interested in doing more on what's happening at your campus (both as opinion pieces and reported articles.)

I'm forwarding your note to editors who coordinate our opinion columns (Dianne Donovan) and our weekly news coverage (Sara Hebel). I'm sure they'll have other staff who will be interested in following up.

Thanks again.

-Scott

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**From:** cheeditor  
**Sent:** Monday, March 19, 2018 1:24 PM  
**To:** Scott Smallwood  
**Subject:** Fw: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

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**From:** Summers, Greg <Greg.Summers@uwsp.edu>  
**Sent:** Monday, March 19, 2018 11:30 AM  
**To:** cheeditor  
**Subject:** Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

To the Attention of Scott Smallwood, Managing Editor, *Chronicle of Higher Education*

Dear Scott -- I have been closely following the *Chronicle's* coverage about challenges to regional public universities, e.g., Scott Carlson's Jan. 21 article on "How Enrollment Challenges Can Spur Change" and Lee Gardner's March 2 article on "How Maine Became a Laboratory for the Future of Higher Ed." Here at the University of Wisconsin – Stevens Point, as well as our sister campuses, we are having to grapple as well with demographic declines, public funding cuts, and competitive dynamics. The direction we've chosen is to not be so "comprehensive" anymore, as set forth in my recent [announcement](#) about proposed program restructuring.

**Pitch:** The story here is how UWSP is going to focus on our strategic plan "[A Partnership for Thriving Communities](#)" as its priority, with academic curriculum needing to line up to the plan, versus the curriculum being driven by disciplinary currents. The implications of a strategic plan driving transformational change in curriculum is pretty radical, at least in my experience. To let you know, I am following the March 5 proposal very shortly with a "Next Steps" document that will serve as a call to action for both professional and liberal arts faculty to begin this alignment work.

Please contact me if you'd like to discuss this further for purposes of my being a source for a [story](#) or the author of an [opinion piece](#).

Thanks for your consideration.

Greg

~~~~~

Greg Summers

Provost and Vice Chancellor for Academic Affairs

202D Old Main

UW-Stevens Point

Stevens Point, WI 54481

Phone: (715) 346-4686

gsummers@uwsp.edu

<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Richard A. Letchinger [REDACTED]
Sent: Monday, March 19, 2018 11:29 AM
To: Summers, Greg
Cc: Jim Fetherston; bpatters@uwsp.com
Subject: Elimination of Academic Majors

Dear Provost Summers:

I am writing to express concern with announced cuts to the Humanities and Liberal Arts degrees.

Let's just cut to it – dumb move.

I run a business. We need people who can think, communicate, problem solve and lead. These are all skills that can be developed through the majors you have targeted for cutting. I strongly believe that if you were to poll a wide range of business leaders – all future employers for your students – many would share my feelings. Attempting to train students for a narrow set of skills is foolish given the ever changing needs in today's business environment.

We have had many student interns from a variety of academic areas work for us at Worzalla and find their energy, enthusiasm and fresh perspective infectious. They all share a willingness to learn and bring their life experience to the assignments we give them to complete. A few have walked in the door with very specific skills sets (i.e. computer coding) but all have been asked to expand upon the task at hand and demonstrate critical thinking. The diversity they represent is a critical element to keeping our business relevant a world where the millennials now out-number the baby boomers in the work force.

Press reports have you making these cuts to address a \$4.5 million deficit. We too struggle with the financial challenges of running a large organization but it seems disingenuous not to explore all of the creative options available to the University. The whole-sale dismantling of the Humanities and Liberal Arts is a cop out. And, as for ending the Spanish major, every business leader will tell you of the need for bi-lingual employees to help engage the workforce of this country.

Finally, please don't underestimate the power and influence of the business community. I invite you to reach out to the local Stevens Point business to gain their insight into your proposal.

Sincerely,

Rich Letchinger

Richard Letchinger
VP of Sales and Marketing

[REDACTED]
3535 Jefferson Street | Stevens Point, WI 54481



From: Summers, Greg
Sent: Monday, March 19, 2018 10:30 AM
To: 'EDITOR@CHRONICLE.COM'
Subject: Essay Pitch - UW-Stevens Point (Attention: Scott Smallwood)

To the Attention of Scott Smallwood, Managing Editor, *Chronicle of Higher Education*

Dear Scott -- I have been closely following the *Chronicle's* coverage about challenges to regional public universities, e.g., Scott Carlson's Jan. 21 article on "How Enrollment Challenges Can Spur Change" and Lee Gardner's March 2 article on "How Maine Became a Laboratory for the Future of Higher Ed." Here at the University of Wisconsin – Stevens Point, as well as our sister campuses, we are having to grapple as well with demographic declines, public funding cuts, and competitive dynamics. The direction we've chosen is to not be so "comprehensive" anymore, as set forth in my recent [announcement](#) about proposed program restructuring.

Pitch: The story here is how UWSP is going to focus on our strategic plan "[A Partnership for Thriving Communities](#)" as its priority, with academic curriculum needing to line up to the plan, versus the curriculum being driven by disciplinary currents. The implications of a strategic plan driving transformational change in curriculum is pretty radical, at least in my experience. To let you know, I am following the March 5 proposal very shortly with a "Next Steps" document that will serve as a call to action for both professional and liberal arts faculty to begin this alignment work.

Please contact me if you'd like to discuss this further for purposes of my being a source for a story or the author of an opinion piece.

Thanks for your consideration.

Greg

~~~~~  
**Greg Summers**  
*Provost and Vice Chancellor for Academic Affairs*  
202D Old Main  
UW-Stevens Point  
Stevens Point, WI 54481  
Phone: (715) 346-4686  
[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)  
<http://www.uwsp.edu>

THEN, NOW & FOREVER  
**WE ARE POINT.**

**From:** Summers, Greg  
**Sent:** Monday, March 19, 2018 9:25 AM  
**To:** [REDACTED]  
**Subject:** Letter

Hi, Christopher.

Thanks very much for the letter you sent recently and for expressing your concerns regarding the proposed curricular changes. I understand the desire to believe there must be some alternative to cutting programs, but I simply don't believe that there is. State funding is the root of the issue, as you note, but other factors have increased the pressure. Our rising graduation rate has driven enrollment downward. The decline among high school graduates in our local demography has made increasing recruitment unlikely. The tuition freeze has removed any ability to raise revenue along these lines. And as successful as our capital campaign has been, such gifts will never substitute for the state funding we have lost in recent decades. We are simply overspending on existing revenue.

Regarding your concern about student representation on the Consultative Committee, please know that I'm not personally opposed to this at all. The composition of the committee is entirely in the hands of the Common Council, and they initially agreed with you as well. However, BOR policy calls explicitly for a "faculty committee," and System Legal has been clear that only faculty members can vote. Our draft local policy will mandate that the committee consult with other governance groups, including students. But given the language of Regent policy, this seems the best we can do.

Thanks once again.

Greg

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**Greg Summers**

*Provost and Vice Chancellor for Academic Affairs*

*202D Old Main*

*UW-Stevens Point*

*Stevens Point, WI 54481*

*Phone: (715) 346-4686*

[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)

<http://www.uwsp.edu>

THEN, NOW & FOREVER  
**WE ARE POINT.**

**From:** VERNA LEE KALE [REDACTED]  
**Sent:** Monday, March 19, 2018 9:01 AM  
**To:** Summers, Greg  
**Cc:** Williams, Michael  
**Subject:** letter in support of UWSP English  
**Attachments:** Kale letter to Summers UWSP 19Mar2018.pdf

Dear Dr. Summers,  
Please read and consider the attached letter in support of the English program at UWSP. Thank you.

best,  
Dr. Verna Kale  
Assistant Research Professor in English  
Associate Editor, The Letters of Ernest Hemingway The Pennsylvania State University  
[REDACTED]





**PennState**

Department of English  
The Pennsylvania State University  
430 Burrowes Building  
University Park, PA 16802-6200

814-863-0258  
Fax: 814-863-7285  
english.la.psu.edu

16 March 2018

Dear Dr. Summers:

I am writing to express my dismay at the announcement that the University of Wisconsin - Stevens Point plans to discontinue many of its Humanities programs. No doubt you will receive letters defending the Humanities in general. I could certainly make those arguments too, but instead of talking about what the Humanities have to offer the greater good, **I would like to point out the unique excellence of the English Department at UWSP and why the department and its editing program must be spared.**

I am the Associate Editor of The Hemingway Letters Project, which will see into print a comprehensive scholarly documentary edition of all of Nobel prize-winning author Ernest Hemingway's known outgoing correspondence. Published by Cambridge University Press and recipient of three NEH grants, the *Letters* have garnered extensive media attention. A reviewer for the *Times Literary Supplement* praised the *Letters* as "an astonishing scholarly achievement...Meticulously edited...the series brings into sharp focus this...giant of modern literature."

**What, you may be wondering, do *The Letters of Ernest Hemingway* have to do with the English program at UWSP?** With 13 (of 17) projected volumes still to be produced, and a publication schedule of one volume every two years, we estimate that the Project will take about 25 more years to complete. It is crucial that we are able to recruit younger scholars trained in the field of documentary editing to the Project, and **we are fortunate to be working with one of your professors, Ross Tangedal, Assistant Professor and Publisher-in-Chief of your Cornerstone Press.** Tangedal has a bright future ahead of him in Hemingway studies--he has published prolifically and has been invited to serve as Associate Editor of a forthcoming volume of the *Letters*. And for all that Tangedal can do for the Letters Project, he accomplishes so much more on a daily basis in his work as a professor and mentor at UWSP, particularly in the field of editing. **The editing program at UWSP is unique** in the opportunities it offers students, training them for a diverse range of careers in publishing, journalism, technical writing, science writing, the arts, and teaching, among other careers. It is also a field that, with a significant majority (nearly 75%) of female students, **enhances the diversity and inclusion of your programs.**

In short, these cuts are harmful to UWSP, its students, and one of its finest professors, and they lower the visibility of your institution. These cuts are also bad for your diversity and inclusion initiatives: your proposed cuts are targeted at fields with historically wider representation by women and minorities (including first-generation students, people of color, and LGBTQ students) than those not on the chopping block. Furthermore, by cutting Humanities programs, you're taking a very narrow view of the value of higher education.

The world needs more readers and writers, not fewer (and certainly not "less").<sup>1</sup> **I urge you to reconsider this terrible decision and to preserve the English program at UWSP.**

Sincerely,

Verna Kale  
Assistant Research Professor in English  
Associate Editor, The Hemingway Letters Project

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<sup>1</sup> This is an editing joke! I am sure Professor Tangedal and his students would think it is funny.

**From:** Stephanie Argy <[REDACTED]>  
**Sent:** Sunday, March 18, 2018 2:51 PM  
**To:** Summers, Greg  
**Cc:** Tangedal, Ross; Williams, Michael  
**Subject:** UW-Stevens Point Humanities Programs

Dear Provost Summers,

I am writing to implore you to reconsider the plan to eliminate the humanities majors at the University of Wisconsin-Stevens Point, particularly the English program and Cornerstone Press.

UW-Stevens Point ranked in the Top Ten of the *U.S. News and World Report* list of public Midwestern universities, and I wonder if part of what impressed them was the university's strong vision of a broad-based general education for its students. The school's own mission statement says, "We believe that a liberal education is essential to living in today's global society. We also believe that global citizenship requires that individuals learn to see the world from perspectives other than their own. Some of these perspectives are cultural and develop from the study of other languages, ethnicities, and beliefs."

The elimination of the humanities majors seems like a direct contradiction of those values, and even more than that, a tremendous disservice to its students and the surrounding community, state and nation. We live in fractious times, and the humanities have the power to enlighten us to the circumstances of others and build much needed tolerance.

I am a second-year graduate student in book publishing at Portland State University. During my first year, the director of our program was Per Henningsgaard, formerly an assistant professor of English at University of Wisconsin-Stevens Point. Because of my acquaintance with Per, I know of the great work that Cornerstone Press has done in conjunction with the English program.

Please think about the irreparable damage that the loss of those entities—and the other humanities programs--would do to UW-Stevens Point, and reconsider this decision.

Thank you very much,

Stephanie Argy

--

Stephanie Argy  
[REDACTED]

**From:** President AATFWI <presidentaاتفwi@gmail.com>  
**Sent:** Sunday, March 18, 2018 1:14 PM  
**To:** Summers, Greg  
**Cc:** President-Elect AATF-WI; Past President; Treasurer AATFWI; concorsoralAATFWI@gmail.com  
**Subject:** University of Wisconsin-Stevens Point's French Program  
**Attachments:** Letter to UWSP.pdf

Provost Summers,

Attached please find our letter on behalf of the American Association of Teacher's of French-Wisconsin Chapter in support of the University of Wisconsin-Stevens Point's French Program. We urge you to not cut the program and to keep language learning opportunities available to Wisconsin students.

Sincerely,

AATF-WI Leadership Team

Ellen Onsrud

AATF-Wisconsin President

WAFLT Executive Board member

French Teacher

GEAC Coordinator

Lake Mills Middle & High Schools

615 Catlin Drive

Lake Mills, WI 53551

920.648.2355 x341



ASSOCIATION AMÉRICAINNE DES PROFESSEURS DE FRANÇAIS  
AMERICAN ASSOCIATION OF TEACHERS OF FRENCH  
WISCONSIN CHAPTER

March 18, 2018

Provost Greg Summers  
202D Old Main  
University of Wisconsin-Stevens Point  
2100 Main Street  
Stevens Point, WI 54481

Dear Provost Summers:

We are writing to you on behalf of the **American Association of Teachers of French (AATF) - Wisconsin Chapter** which was founded in 1927. The AATF is the largest national association of French teachers in the world with nearly 10,000 members. The Wisconsin Chapter is extremely active in the promotion and support of French teachers across the state. This includes advocacy when we learn about the potential cuts of positions or programs in the state. Our organization recently learned about the potential cut of the French Program at the University of Wisconsin-Stevens Point.

We are well aware of the budget constraints put on our universities in our current educational environment, however, we equally see the importance and growing demand of an educated workforce that is globally competent and proficient in multiple languages. English may be the most popular language in the world and Spanish may be commonly used in the United States, but French is the only language besides English that is spoken on five continents and it is the second most commonly learned language after English. This means that French students can travel anywhere in the world and they will find people with whom they can communicate in English or French. Recent studies have indicated French will be the most widely spoken language in 2050. Cutting a major at this point will leave students in Wisconsin at a disadvantage. You have qualified, experienced, and dedicated professors now who strive to advance student learning, achievement, and success through the French language and culture. To cut the major and suffer the consequences are not in the best interests of the students, the community, or future employers.

The University of Wisconsin-Stevens Point has a reputable French Program that is recognized by members of the Wisconsin Association for Language Teachers (WAFLT) and AATF-Wisconsin. The teaching of the French language and culture supports and enhances our current educational goals of preparing students to be career ready. An elimination will only jeopardize an already vital program.

The leaders of AATF-Wisconsin strongly urge you to support the French program at the University of Wisconsin-Stevens Point, leaving the major in place and offering students an invaluable career opportunity. Having worked with Tobias Barske and his colleagues for many years, we know this is a position they do not take lightly. Their dedication, passion, and love for teaching is a huge asset to the University of Wisconsin-Stevens Point.

Sincerely,

AATF-Wisconsin Leadership Team

Ellen Onsrud, President

Kara Torkelson, President-Elect

Andrea Behn, Past-President

Brian Wopat, Treasurer

Margaret Schmidt, State Concours Oral Coordinator

**From:** Emily Hagenburger <[REDACTED]>  
**Sent:** Friday, March 16, 2018 12:47 PM  
**To:** Patterson, Bernie; Summers, Greg  
**Subject:** Letter of Support for Humanities and Cornerstone Press

Chancellor Patterson and Provost Summers:

I would like to express my support for the humanities and urge you not to take them or the ability to major in them away from your institution. The humanities often don't create as much visible success as other departments, but that does not mean that studying them, or receiving a degree in these subjects, is a worthless endeavor. The humanities create a basis for many careers, and are vital to supporting a university that fosters empathy, understanding, and conversation.

I have been in the humanities for most of my academic and professional career. I was an English major, which gave me the ability to pursue my goal of working in publishing. I'm currently finishing up the publishing graduate program at Portland State University, where I have learned very practical and applicable skills that have helped me to get a job lined up after graduation in marketing for a high-profile architecture firm—a job that I would not have gotten without the skills learned in this program. My career may lead me away from the humanities, but my studies in humanities formed the base on which I've built all of my skills and successes.

Yes, practical and skill-based programs in the sciences are important and should be available. But by taking away departments and programs in the humanities, you would be doing a disservice to your students. English courses taught me the importance of expressing myself clearly and being able to write for various audiences, a skill that is highly desired in all fields, not just English or the humanities.

Many studies and business leaders have noted that the humanities create skilled and needed workers in every field, including STEM. [Gerald Greenberg of Syracuse University said that employers are always looking for problem-solvers and critical thinkers](#), which humanities studies foster. [The State of the Humanities 2018 study from the American Academy of Arts & Sciences](#) shows that humanities graduates are able to find gainful employment with their degrees and are successfully contributing to many various fields.

While finishing my degree, I currently work in the Dean's Office in the College of Liberal Arts and Sciences at Portland State, where every day I see the great work our humanities faculty, students, and graduates are doing and contributing to. They are a part of cutting-edge and much-needed studies and analysis that reach into every sector of our lives, from our jobs to our education and home life, and help us understand more about ourselves and the world. This desire to understand, share, and communicate is at the heart of the humanities, and shouldn't be taken away from any higher learning institution that deems to create a well-rounded education.

This removal or decimation of humanities programs, including English, would also be a regrettable choice for the future of your student publishing house, Cornerstone Press, which relies on English majors and the skills they have to staff their program and complete their work. As a fellow publishing program student, I urge you to consider their needs as well.

Thank you for your time and attention.

Sincerely,

Emily A. HagenBurger

--

**Emily A. HagenBurger**  
Ooligan Press  
Portland State University

**From:** sp13admin@uwsp.edu  
**Sent:** Thursday, March 15, 2018 1:24 PM  
**To:** Summers, Greg; Hendrickson, Kristen; Huspeni, Todd; Hintz, Erin; Manzke, Rob; Warren, Jennifer; Pare, Nicole  
**Subject:** Question/Comment from Restructuring Website

[Submitted by Anonymous User]

The following message was submitted from the "Restructuring" contact form here:  
<https://www.uwsp.edu/forkintheroad/restructuring/Pages/contact-us.aspx>

---

Name:

David Williams

Department:

Philosophy & Political Science

Email:

[REDACTED]

Phone:

[REDACTED]

Affiliation:

Faculty

Institution:

UW-Stevens Point

Question/Comment:

I'm a UWSP refugee, as it were, having left the university in 2011 after the first round of Walker cuts were announced. I'd likely still be there, were it not for that. But the recent proposal has me very glad I left. I've published my thoughts about this execrable proposal at the Cap Times: [http://host.madison.com/ct/opinion/column/david-lay-williams-mourning-the-death-of-the-liberal-arts/article\\_c6108fb9-0954-5107-8bd5-be0c1b9f41ee.html](http://host.madison.com/ct/opinion/column/david-lay-williams-mourning-the-death-of-the-liberal-arts/article_c6108fb9-0954-5107-8bd5-be0c1b9f41ee.html). Suffice it



to say, without liberal arts majors, this is no longer a university, but a very sad facade of one. I would never tolerate my own child attending a school without liberal arts majors, and I suspect that's true of most people who work at UWSP.

**From:** Jason Verber <[REDACTED]>  
**Sent:** Thursday, March 15, 2018 1:00 PM  
**To:** Summers, Greg; Yonke, Eric  
**Subject:** Cutting programs at UWSP

Colleagues,

I was disheartened to read that there are plans to cut a variety of liberal arts programs at UWSP, including history, German, and political science. On a personal level, the loss of these programs hits home: the departments housing these programs were my home at UWSP, and I owe so much to the faculty members who helped me get to where I am today. But my objections to the proposed curriculum changes at UWSP are not just the product of nostalgia, but of experience, both as a student and as an educator working in higher education.

I didn't plan on majoring in history. And I've witnessed countless other students change their minds about majors. They do so for any number of reasons – they weren't certain to begin with, they'd originally wanted to please their parents, etc. – but one of the most rewarding situations is when a student decides to major in history after being exposed to the discipline at a university level. We all know the problems with history classes in high schools. For most students, their only introduction to our discipline is a class with a heavy focus on rote learning, memorizing names and dates without pulling any real meaning out of that raw data. It's only when students take a "real" history course that they discover they actually like history. Yet, with the cuts proposed, those students won't have the opportunity to follow that interest.

Having worked at a traditional university with a liberal arts focus as well as at a "job-oriented" university, I can tell you there is a palpable difference. Even with general education courses and the faculty to teach them, a "job-oriented" university doesn't feel like a university at all, but a vocational school, and it affects the student experience. And that includes the experience of students in those programs that are not cut. Students in general education courses at a "job-oriented" university end up exposed to a narrower range of students, with less variety in terms of the perspectives and interests that their fellow students bring to the table. Student life is adversely affected, with fewer events and organizations bringing students the kinds of experiences and interactions that help broaden horizons and open minds.

That doesn't even begin to address the broader debates to be had around the kind of citizenry we end up with when college programs become more and more focused on career training rather than a broad liberal arts education. I see plenty of reason, though, to worry about that eventuality. We need more citizens of the world with the sort of critical thinking skills and cultural competencies that come from exposure to a variety of disciplines inside and outside the classroom, not fewer. "The world is ours" – that was the promise in 1893, and keeping that progress made the university what it is today. Taking a step back from that not only does a disservice to students, but to a world that needs them.

I am also disappointed to read that some of the programs cut are not even a drain on university resources – some of the reporting I've seen suggests there are revenue-positive programs amongst them. I would never suggest that a program's value be measured solely by a financial bottom line, but if that is a factor here, then cutting such programs simply shouldn't happen. As I said, though, we simply cannot measure the value of liberal arts education in this way. Traditionally, Wisconsin never has. One of my earliest memories of UWSP is being on campus in the LaFollette Lounge in the UC and seeing a portrait of "Fighting Bob". He summed it up nicely when he addressed the Wisconsin Legislature in 1901: "While economy and care must always be exercised, the state will not have discharged its duty to the University, nor the University fulfilled its mission to the people, until adequate means have been furnished to every young man and woman in the state to acquire an education at home in every department of learning."

I know the winds of political change have blown the state of Wisconsin off course in the intervening years, but I had hoped a place like UWSP could bend without breaking. That portrait of LaFollette was in the Dreyfus University Center. When Lee Sherman Dreyfus arrived in Stevens Point, he challenged faculty and administrators alike: "There is a tendency in this country to develop average programs for exceptional students when it seems obvious to me that we need to develop exceptional programs for average students." Dreyfus may have been ahead of his time in his desire to make the university a "twenty-first century campus" on par with Lawrence or Oberlin, but his instincts were good: use the technology and resources that are available (even if "economy and care" must be exercised) to make these good programs great – make them more cost efficient, make them more attractive to students, so that they may weather the storm without breaking. Because I'd hate UWSP's next step not to be forward.

Sincerely,  
Jason Verber  
BA, History & German, 2004

.....

**Jason Verber, Ph.D.**

Western Governors University

[REDACTED]  
[REDACTED]

**From:** Katherine Finley <kmfinley@oah.org>  
**Sent:** Thursday, March 15, 2018 12:58 PM  
**To:** Manzke, Rob; Summers, Greg; president@uwsa.edu  
**Cc:** batwell@nicolebank.com; dpistatesuperintendent@dpi.wi.gov; michael.grebe@aurora.org; thiggins@uwalumni.com; mjones@uwsa.edu; tklein@uwsa.edu; rmmillner@uwalumni.com; jmueller@uwsa.edu; andrew.petersen@tdstelecom.com; RINGRL6709@uwec.edu; bryansteil@uwalumni.com; markt@oemfab.com; Chancellor@uwec.edu; millerg@uwgb.edu; jgow@uwlax.edu; joanne.bell@wisc.edu; mone@uwm.edu; leavitt@uwosh.edu; ford@uwp.edu; shieldsd@uwplatt.edu; chancellor@uwrf.edu; meyerb@uwstout.edu; rwachter@uwsuper.edu  
**Subject:** Letter from the Organization of American Historians Regarding Program Elimination at UW-Steven's Point  
**Attachments:** Letter to UW-SP - Elimination of Humanities Majors.pdf  
**Categories:** Important

Dear Chancellor Patterson, Provost Summers, and President Cross,

Attached please find a letter for the Organization of American Historians' President expressing concern about the elimination thirteen humanities and social science majors (including history) at the UW-Steven's Point campus. The OAH is the largest professional society dedicated to the teaching and study of American history and has over 7,000 members.

Please let me know if you have any questions.

Sincerely,

Kathy Finley

--

Katherine M. Finley, PhD, CFRE, CAE  
Executive Director  
Organization of American Historians  
112 North Bryan Avenue  
Bloomington, IN 47408  
812.855.7311 (main)  
812.855.9836 (direct)  
Fax 812.855.0696

[www.oah.org](http://www.oah.org)

**Mark Your Calendar!**  
**2018 OAH Annual Meeting in Sacramento, April 12-14.**

**@The\_OAH**

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March 15, 2018

Bernie Patterson, UWSP Chancellor  
University of Wisconsin-Stevens Point  
213 Old Main, 2100 Main Street  
UW-Stevens Point  
Stevens Point, WI 54481-3897

Greg Summers, Provost  
University of Wisconsin-Stevens Point, Academic Affairs  
Room 202 Old Main, 2100 Main Street  
Stevens Point, WI 54481-3897

Ray Cross, President  
University of Wisconsin System  
1720 Van Hise Hall, 1220 Linden Dr.  
Madison, WI 53706

Dear Chancellor Patters, Provost Summers, and President Cross:

The Organization of American Historians (OAH) is deeply troubled by the recent announcement that the University of Wisconsin-Stevens Point plans to eliminate thirteen humanities and social science majors, including history. This comes on the heels of similar action directed at the same constellation of disciplines announced for the University of Wisconsin-Superior last fall. Certainly there is widespread recognition that budget cuts have forced university leaders to explore new options and make difficult choices about educational priorities. However, the simultaneous announcement that sixteen programs will be expanded or added at UWSP, all in fields that require large start-up and operating expenses, raises serious concerns that more is at issue here than tight budgets.

Chancellor Patterson's acknowledgement of the critical importance of the liberal arts should be taken to heart. In Chancellor Patterson's own words, it is "critical [that] students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams. This is the value of earning a bachelor's degree." We couldn't agree more. These critical life skills are at the core of historical study. This is one reason that history is a core discipline in comprehensive colleges and universities across the country. Historical study teaches students how to ask meaningful questions, to locate and assess relevant evidence in answer to those questions, to distinguish fact from fancy, to value and weigh differing perspectives, to be attentive to both the obvious and subtle and the immediate and long-term, to arrive at and support conclusions with valid evidence, and to communicate coherently orally and in writing.

As taught and learned through historical study, these are not generic skills. They are inextricably linked to concrete knowledge that is essential to citizens in a democratic society and to individual achievement in a rapidly changing world. George Santayana's warning that "[t]hose who cannot remember the past are condemned to repeat it" is as relevant today as it was when he wrote it. History is the discipline dedicated to studying the past. Historical study affords a usable past essential to navigating rapid economic

transformation, international crises, epidemic disease, political gridlock and myriad other modern challenges.

Elimination of the history program means the elimination of a university's capacity to teach, and for its students to develop, critical life skills. Denying students the opportunity to pursue a history major conveys a fallacy that understanding the past is an unaffordable luxury rather than a welcome necessity in a democratic society. Eliminating the history major along with a full slate of humanities and social science majors fundamentally distorts the mission of higher education and denies students the right to understand and participate fully in their society.

We urge you to reconsider this decision. With more than 7,000 members, the OAH is the largest professional society dedicated to the teaching and study of American history. Our core mission is to promote excellence in the scholarship, teaching, and presentation of American history. We would welcome the opportunity to assist in strategic planning to ensure the viability and relevance of the history major and related humanities and social sciences.

Sincerely,

A handwritten signature in cursive script, appearing to read "Edmund L. Rogers". The signature is written in black ink and is positioned above the typed name.

OAH President

CC: UW Chancellors at other Campuses and UW Board of Regents

**From:** Wolensky, Bob  
**Sent:** Thursday, March 15, 2018 12:47 PM  
**To:** Patterson, Bernie  
**Cc:** Summers, Greg  
**Subject:** FW: Interesting guest column: Cap Times, "Let's have an honest discussion about the jobs market, education and economic inequality"

Bernie: I trust you have seen this article, which easily debunks the entire STEM crisis argument upon which UWSP's reorganization seems to be in large part based.

From the Capital Times, Madison.

[Let's have an honest discussion about the jobs market, education and economic inequality](#)

By Neil Kraus, chair, UW-River Falls Political Science Department  
March 14, 2018  
The Cap Times

As part of a national trend, the University of Wisconsin Board of Regents recently approved [outcomes-based metrics](#) for allocating some new state monies to UW System colleges and universities. Two of the four items in the category "Enhance Contributions to the Workforce" are graduates in STEM (science, technology, engineering and math) disciplines, and graduates in health-related disciplines. Because of this policy, all UW System schools have a major incentive to produce more graduates in these areas. We see the effects of this policy also influencing the debate about the future of UW-Stevens Point with respect to which majors and programs are best suited to address student needs as well as the state's economy.

This emphasis on STEM reflects a set of assumptions, which has become entrenched in recent years, about a supposedly declining STEM educational system and the economic disaster that awaits the nation as a result.

Tellingly, an economic trend that has developed parallel to this ostensible STEM crisis is the [increasing income and wealth inequality](#) in the U.S. Although much has been made of the top 1 percent, the more relevant story is that of the [top 20 percent of Americans](#), who have done extremely well in comparison to the vast majority. And I suggest that a careful examination of the frequently repeated claims of inadequate STEM education and looming employment shortages is an important part of this larger story of growing economic inequality.

The first problem we encounter in this analysis, however, is the [lack of an official definition of STEM](#). The federal government's Standard Occupational Classification system defines STEM jobs as occupations in the following fields: life and physical sciences, engineering, mathematics, information technology, social sciences, architecture and health care. This is an extremely broad definition, as it includes health care professions and social scientists, as well as individuals employed in related management and sales positions. But even if we stretch the definition of STEM this far, only approximately [13 percent of all jobs](#) in the U.S. are STEM jobs, half of which are in health care. Note: The new UW policy does not consider social science graduates as STEM and counts health care graduates separately from STEM graduates.



What about all the labor shortages we hear so much about today? Data from the U.S. Census Bureau show that a [large majority of college graduates](#) in STEM majors do not work in STEM fields, which is hardly indicative of labor shortages. Research has also found that [only one-third of technology workers](#) have a bachelor's degree in a STEM field, another third do not possess any four-year degree, and most technology workers are in jobs that seemingly do not require a bachelor's degree. Moreover, the tech industry has [laid off more workers](#) than the total number of H-1B visas it has received for guest workers in recent years, completely undercutting any claims of a real labor shortage in this sector.

Declarations of shortages are often based on anecdotes provided by employers, who generally define shortage as a situation in which they are unable to find a sufficient number of qualified employees for particular jobs.

However, [economists typically define](#) a labor shortage as when employers cannot find sufficient employees for a given position who are “qualified, available and willing to do that job.” So for any supposed shortage, we must ask: How many individuals in the recruiting area possess the credentials for the job? And, what is the wage offered? Basic economics tells us that if wages were higher for many types of jobs, qualified applicant pools would likely increase.

To be sure, demand for some STEM-related jobs, particularly in health care, certainly appears strong. For example, registered nurses command a [median salary of \\$64,000](#) in Wisconsin, with a projected growth rate of [0.9 percent](#), exceeding the state's overall projected growth rate of 0.6 percent. Also, as anyone seeking treatment can easily attest, [shortages of mental health professionals](#) regionally and nationally are well established. However, using the broad definition of STEM (including health care), similar to the nation as a whole [only about 12.5 percent](#) of all jobs in Wisconsin in 2024 are projected to be STEM jobs.

Further, when discussing engineering and computer-related occupations, we must specify which particular jobs we are talking about because of the very different prospects within these large fields. Still, data for the engineering job market in Wisconsin do not look especially encouraging. For example, the [“Architecture and Engineering” occupation category](#) is projected to grow by 0.5 percent in Wisconsin, with a projected 55,000 jobs by 2024.

Rates of growth, when considered in isolation, of course, can be quite misleading. The “Computer and Mathematics” category is [expected to grow by 1.5 percent](#), higher than total growth, and this sector is projected to employ roughly 85,000 by 2024. While the “Education, Training, and Library” sector is projected to grow by just 0.3 percent, it is far bigger, and expected to employ over 269,000 Wisconsinites by 2024. This number is greater than the total number of projected health care workers, and almost twice the total number of workers in the “Architecture and Engineering” and “Computer and Mathematics” sectors combined.

The best available evidence regarding the skills necessary for 21st century employment paints a very different picture than the STEM-crisis advocates suggest. [Surveys of employers reveal the most sought-after skills](#) for today's job market are traits like problem solving; the ability to work in a team, communications skills including writing, reading

comprehension and active listening; time management; and leadership. These skills can be developed in many college majors, but communications skills are more directly linked to writing-intensive majors in the humanities and social sciences. Contrary to conventional wisdom, explicitly math- and computer-oriented skills typically rank lower in these surveys.

While the skills mentioned above are in high demand, the fundamental problem is that the economy is [simply not producing enough middle-class jobs](#). Rather than making Wisconsin unique, the state's economy looks very similar to the nation's — one in which [most jobs](#) are lower-wage, service-sector jobs. Blaming the education system for this, and then proposing that STEM education is the answer, is simply not supported by any reasonable interpretation of current and future jobs data. Moreover, this approach intentionally deflects attention away from the concrete issues of wages and jobs markets, and has enabled an attack on non-STEM fields as irrelevant to our global economy.

For decades, the deck has been increasingly stacked in favor of employers. From the [offshoring of jobs](#), to a stagnant minimum wage, to the significant decline in labor union membership, to the ever-increasing cost of health care, to the erosion of workplace retirement plans, to abuses of the [H-1B visa program](#), to the increasing use of non-compete agreements, which now cover roughly [20 percent of the work force](#), employees have less economic security today than at any time in our modern history. Combined with state disinvestment in higher education and a general hostility to raising taxes, and we have a recipe for growing inequality.

The manufactured STEM crisis is yet another piece of the growing inequality puzzle. All of this data, which is easily accessible, must be carefully examined rather than accepting at face value the frequently repeated claims of a STEM crisis in both education and employment.

*Neil Kraus is professor and chair of the University of Wisconsin-River Falls Political Science Department. He is the author of two books and several articles, including, most recently, ["Majoritarian Cities: Policy Making and Inequality in Urban Politics."](#)*

**From:** Amy Ferrer <aferrer@udel.edu>  
**Sent:** Thursday, March 15, 2018 10:02 AM  
**To:** Patterson, Bernie; Summers, Greg  
**Cc:** Manzke, Rob  
**Subject:** Statement from 20+ Scholarly Societies Opposing UWSP Program Cuts  
**Attachments:** UWSP Statement.pdf

Dear Chancellor Patterson and Provost Summers:

I write today on behalf of 23 scholarly societies (to date) who have joined in issuing the attached statement opposing the proposed cuts to humanities and social science programs at the University of Wisconsin Stevens Point. The statement, which has just been released to the public, also appears at the following URL:

[www.apaonline.org/resource/resmgr/docs/UWSP\\_Statement.pdf](http://www.apaonline.org/resource/resmgr/docs/UWSP_Statement.pdf)

The statement reads, in part,

Access to humanities studies is essential for all students, no matter their career paths, as is the opportunity to major in these disciplines. It is deeply misguided to eliminate humanities majors based on an inaccurate presumption that they do not prepare students for high-demand careers. Technology and business leaders continually affirm the value of humanities degrees, and employment rates and job satisfaction among humanities majors rival those in STEM and business fields, according to data from the American Academy of Arts and Sciences. We find it especially important that humanities and social science majors be available to students in public universities, and we urge Chancellor Bernie Patterson and Provost Gregory Summers to reconsider this plan, which would irreparably damage liberal arts education at a key public university.

We strongly urge you to reconsider the plan to eliminate these crucial programs at UWSP.

All the best,

Amy Ferrer



Amy E. Ferrer  
Executive Director  
The American Philosophical Association  
University of Delaware  
31 Amstel Avenue, Newark, DE 19716  
Ph: 302-831-8691 | Fax: 302-831-8690

[Support the APA with a tax-deductible contribution.](#)

**From:** Kara Abramson <kabramson@apsanet.org>  
**Sent:** Wednesday, March 14, 2018 9:53 AM  
**To:** Patterson, Bernie; Summers, Greg  
**Cc:** Steven Smith  
**Subject:** Letter from the American Political Science Association  
**Attachments:** APSA Letter to University of Wisconsin-Stevens Point, March 14, 2018.pdf

Dr. Bernie L. Patterson, Chancellor  
Dr. Greg Summers, Provost  
University of Wisconsin-Stevens Point  
2100 Main Street  
Stevens Point, WI 54481-3897

Dear Chancellor Patterson and Provost Summers:

Attached please find a letter from the American Political Science Association regarding the proposed discontinuation of the political science major and other majors in the humanities and social sciences at the University of Wisconsin-Stevens Point.

Sincerely,  
Kara Abramson

Kara Miriam Abramson  
*Senior Director, Academic Programs, Professional Development,  
and Congressional Fellowship Program*

American Political Science Association  
1527 New Hampshire Avenue NW  
Washington, DC 20036-1206  
Tel. 202.483.2520 Fax 202.483.2657  
[kabramson@apsanet.org](mailto:kabramson@apsanet.org) / [www.apsanet.org](http://www.apsanet.org)



March 14, 2018

Dr. Bernie L. Patterson, Chancellor  
Dr. Greg Summers, Provost  
University of Wisconsin-Stevens Point  
2100 Main Street  
Stevens Point, WI 54481-3897  
Via email: bpatters@uwsp.edu, gsummers@uwsp.edu

Dear Chancellor Patterson and Provost Summers:

It is with deep concern we write regarding the proposal to discontinue the political science major and other humanities and social science majors at the University of Wisconsin-Stevens Point. We urge you to reconsider this proposal and continue offering these important majors.

The American Political Science Association is a scholarly association that represents more than 13,000 U.S. and internationally based professors and students of political science. APSA brings together political scientists from all fields of inquiry, regions, and occupational endeavors within and outside academe to deepen our understanding of politics, democracy, and citizenship throughout the world.

We appreciate that in Chancellor Patterson's recent communications to the UW-Stevens Point community, he stated the importance of a liberal arts education, the university's role in career preparation, and a need for students to "learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams." We are thus concerned that the proposed elimination of the political science major and other programs would have a negative impact on the university's efforts to equip students with the academic foundation and career skills needed for their futures. Political science education hones the diverse skills essential for a wide spectrum of careers, while providing insight into critical issues facing the public and private sectors today, from governance structures and regulatory systems to globalization, terrorism, and the environment. Discontinuing the political science major would deny students the opportunity to gain a critical understanding of their rights and responsibilities as citizens and to examine and improve the structures that shape the world around them.

The political science major at UW-Stevens Point emphasizes key elements of the political science discipline that are in demand in today's workforce. UW-Stevens Point political science graduates have gone on to careers in law, education, business, healthcare, public service, entrepreneurship, and more. These career paths attest to the importance of the discipline in bringing value and fulfilling workforce needs in your region and beyond. We urge the university to invest in the resources critical for its students' success by ensuring the continuation of the political science major and other majors in the humanities and social sciences.

Sincerely,



Kathleen Thelen, President



David Lake, Past-President



Rogers M. Smith, President-Elect



Steven Rathgeb Smith, Executive Director

**From:** Wescott, Gary  
**Sent:** Wednesday, March 14, 2018 8:31 AM  
**To:** Thomas, Christine; Allen-Bannach, Stacey  
**Cc:** Summers, Greg  
**Subject:** FW: Thank You

FYI....  
Gary

---

**From:** Patterson, Bernie  
**Sent:** Tuesday, March 13, 2018 8:16 PM  
**To:** Summers, Greg <Greg.Summers@uwsp.edu>; Hendrickson, Kristen <Kristen.Hendrickson@uwsp.edu>; Thompson, Al <Al.Thompson@uwsp.edu>; Richards, Chris <Chris.Richards@uwsp.edu>; Manzke, Rob <Rob.Manzke@uwsp.edu>; Wescott, Gary <Gary.Wescott@uwsp.edu>; Schultz, Nick <Nick.Schultz@uwsp.edu>  
**Subject:** Fwd: Thank You

There is hope.

Bernie  
Sent from my iPhone

Begin forwarded message:

**From:** "Welch, Colin J" [REDACTED]  
**Date:** March 13, 2018 at 5:26:20 PM CDT  
**To:** "Patterson, Bernie" <[Bernie.Patterson@uwsp.edu](mailto:Bernie.Patterson@uwsp.edu)>  
**Subject:** Thank You

Chancellor Patterson,

My name is Colin Welch. I am a Junior majoring in Resource Management with an emphasis in Law Enforcement. I am writing to you today because I wanted to thank you.

I read your article in the Stevens Point Journal. It was extremely well written, and it confirmed all my thoughts about the budget cuts facing our institution. I cannot even begin to understand the stress that you are facing as of late. I fully support the decisions that the university has made so far. To me, it makes sense that programs that aren't attracting students should be reduced or cut. Many of my peers are very upset about the situation and stick to the narratives that you outlined in your article. They see this as an attack on them and this university. I think that it is quite the opposite. I know that you, chancellor, are 100% a Pointer. From my experience in the past three years, I know that everything you do is for this institution. I see your leadership and attitude as a beacon of hope in a troubled sea. I am confident that this university will continue for many years with these budget reductions. I also am confident that if nothing is done, this university will cease to exist. I just wanted to let you know that I believe in you as our chancellor and will support you as this campus moves forward. I want to thank you for being so devoted to this university. I want to thank you for your article. I want to thank you for making the past three years of my life the most enjoyable yet.

Sincerely,

*Colin J. Welch*

Resource Management – Law Enforcement

Program Services Student Manager

Peace Lutheran Student Ambassador

Peace Lutheran Treasurer

Proud Pointer

**From:** Patterson, Bernie  
**Sent:** Wednesday, March 14, 2018 6:08 AM  
**To:** Summers, Greg; Hendrickson, Kristen; Thompson, Al; Richards, Chris; Manzke, Rob; Wescott, Gary; Schultz, Nick  
**Subject:** FW: support

---

**From:** John Glynn [mailto: [REDACTED]]  
**Sent:** Tuesday, March 13, 2018 3:13 PM  
**To:** Patterson, Bernie <Bernie.Patterson@uwsp.edu>  
**Subject:** support

Chancellor **Bernie Patterson,**

**Many of us fully support your proposed changes, and we wonder why the changes didn't happen sooner!!! You hang in there, the changes are needed.**

**John**

**John Glynn**

AgriScience, Technology & Engineering Teacher,  
Internship and Apprenticeship Advisor  
FFA Advisor, SkillsUSA Advisor  
D.C. Everest High School  
6500 Alderson St.  
Weston, WI 54476

[REDACTED]



**From:** [REDACTED]  
**Sent:** Tuesday, March 13, 2018 4:21 PM  
**To:** Summers, Greg  
**Subject:** UWSP Proposal

10 March 2018

Dear Mr. Summers,

I am a UWSP graduate with a MS in Education. I am also UW-Madison graduate with a BS in Zoology and am intimately aware of the importance of STEM curriculum. It was with a heavy heart I read the proposed changes in the in the "Point Forward" .pdf document sent out to students and faculty on 5 March, 2018.

I realize that you have a budget to balance and that is always a difficult job—especially when the majority of the powers that be don't value education beyond a five-second soundbite. One wonders if the current administration is choosing to undermine the Wisconsin University system so they can someday sell the schools to the highest private donor to their political campaigns. **Included in this document are common sense suggestions to increase enrollment at UWSP.**

Please consider:

In your heart of hearts would you *honestly* send your son or daughter to a University that did not offer a degree in English? English is fundamental to everything we do in all the other courses at the university. There ought to be room for the many people who value it first and foremost.

The United States is woefully behind so many other countries in educating their citizens in world languages. Your proposal to remove French, Spanish, and German major degree programs is unconscionable.

Over 60 countries speak French and Spanish as their official language or as a *bridge* language to facilitate communication with foreigners. German continues to be one of the primary languages in used in scientific and technological papers.

Once again we Americans choose to remain behind the eight-ball in diplomatic relations and success in relating to foreign businesses.

We are already deemed incredibly backward and arrogant by so many countries in our reluctance to teach our people "foreign" languages. So many of our ill-informed leaders have espoused the ignorant conviction: "since so many people in the world speak English the US doesn't have to bother to teach other languages". We are viewed as the West Virginia of the civilized world. We have gotten by for the time being, but in the future our country will be left in the dust by countries with progressive education policies. We need to shake off the 1950's mindset. When I taught in China, one in six young people spoke passable English. They start world language studies at age 5. In good Vietnamese schools, students graduate high school reasonably proficient in at least 3 languages in addition to their native tongue. Language studies are paramount in being **competitive and competent** in the future. A number of studies have shown that facility in other languages (and music) improves cognitive mastery in other subjects.

**Modest suggestions that will help raise enrollment for UWSP:**

1. Keep the "classic" majors that you had before. **You can't afford to lose more enrollees** because of your lack of choice.
2. **Offer many more night classes** for students who are employed during the daytime hours. So many people want to attend UWSP, but can't, because of their jobs.
3. **Provide "Ag-school" type** classes (that could be offered primarily before and after planting and harvest times) to attract more rural students. Madison has had "Farm and Industry short courses" since the late 1800's. Ag emphasis courses could draw in over well over a thousand additional students.

UWSP should be the "Flagship" school for the Northern half of the state. If the current plan is put into place, 'Point will quickly gain the reputation of being a glorified tech school. If that happens, many students will look elsewhere for a "real" university. A week after you released your possible plans without having the nerve to give anyone definite to go on, UWSP has received hundreds of calls from parents cancelling plans to let their child attend UWSP. You are creating your own self-fulfilling prophecy about enrollment decline.

--You need a **definite** plan so people (students, parents, staff) can decide what's best for them now. Being in Limbo is

sometimes worse than hell.

--And finally, you need to speak clearly to the public. When spending is exceeding the amount of money coming in, don't call it a *structural deficit*. It is "business speak", a dishonest way of expressing yourself. People can take bad news if you're up front. If you wallpaper the problem with jargon, they will not only disagree with your conclusions, they will not respect you because you didn't have the guts to be honest. Terms like *interpersonal organization emphasis* and *public relations emphasis* also muddy the waters. *Repositioning* is another one of those mealy-mouth obstructive terms that need to be clarified. Say what you mean in clear English. If it sounds as if you are hiding something, then people will think you are inherently dishonest and they won't believe anything you say.

UWSP needs to set its sights higher—not lower. Become true advocates for the university.

Respectfully, 祝好

██████████

**From:** [REDACTED]  
**Sent:** Tuesday, March 13, 2018 11:49 AM  
**To:** Chancellor Bernie Patterson; Summers, Greg  
**Subject:** "Reimagining"

I am a major in the BFA Theatre Design and Technology degree. This is my second semester at the college, and so far I have had amazing time taking classes, exploring my own and other disciplines, and meeting both colleagues and professors who either challenge my thoughts or bring forward great new ideas on how better improve the way I think and feel about my degree. After only one semester, I realized that I have a love for history and felt that having a minor in this area of thought would improve the way I design sets and props for the many theatrical performances put on at this University the community greatly enjoys. With all this said, the recent proposal for the "reimagining of the UWSP curriculum" has horrified and saddened me. Although the dissolving of the listed majors does not directly affect me or my major or minor, I feel that it is a step down a road that will eventually take away my passion and love.

I have lived in Stevens Point from the age of 3. The college has always been a part of my life in this community. I discovered in my senior year of high school at SPASH, after seeing some of the productions at UWSP, that I wanted to go to the college because I knew that it would benefit me in my endeavors. My sister was a 2017 graduate from the dance program here, and she has become successful in everything she is currently doing. The work she has made since graduation reflect the quality of this schools teachings in the liberal arts, as I know that she has drawn inspiration from other disciplines, besides dance. Losing the Liberal Arts takes away a fundamental part of learning. These disciplines teach us how to speak up, how to think critically, to question ideas, to openly argue or discuss without hating others who disagree, and it teaches us the importance of understanding the culture in which we live in. The UWSP community is a rather Liberal leaning community. Deleting the Liberal Arts would completely go against the beliefs of the staff and community at this university. I fear that this loss will cause the university to lose even more students, as it will turn away a large crowd from going to this University, who value and appreciate these degrees. I am fully aware that the college has taken a major budget cut and that things will have to take some hits, but why is it not equal? Why does only one side of the college get harmed? The English, History, Philosophy, and Political Science are some of the departments that operates extremely inexpensively. It only requires a blackboard and room. the art program, although expensive and small, has a waiting list of students who wish to attend. These are just a few of the reasons that don't make sense to me that we should cut these departments that are doing well. As a College that is ranked rather high in the nation, it seems backwards to take away one of the major selling points of this university.

I request of you guys as a student, a Stevens Point citizen, and a family member of staff, to please reconsider dissolving these programs. This will change the way the college and community function, as Stevens Point is a "College Town" that gets its arts majorly from the University. I love and appreciate the sciences as much as the next person, and do not wish for these majors to be dissolved either. I am asking that cuts be made equally instead of unbalanced. Cuts can be made in the Liberal arts, the sciences, and in the administrative board. Please reconsider as the students of this college are feeling unheard and disrespected. Students of the Liberal Arts feel like the University does not want them here. As someone who walks around this campus, I can say that I have heard from many students, that are window shopping other schools because of the reimagining. Think about the students, staff, and community of this area before making major decisions that will change the lives of many.

[REDACTED]

Student and Resident

**From:** Summers, Greg  
**Sent:** Sunday, March 11, 2018 7:30 AM  
**To:** 'Mary Beth Norton'; Yonke, Eric  
**Cc:** 'Patterson, Bernie'  
**Subject:** RE: Letter of Concern Regarding Humanities Support at the University of Wisconsin-Stevens Point

Dear Dr. Norton,

Thanks very much for reaching out to express your concerns on behalf of the AHA regarding our recent recommendation to eliminate the History major at UW-Stevens Point. As you likely know, both Dean Yonke and I are Ph.D. historians. Both of us have spent our entire professional careers at this university, and we both remain tenured members of our History Department. So, we understand very clearly the implications of the recommendations we have made.

An informed historical perspective is actually quite relevant to these recommendations. Disciplines such as History have been present at UW-Stevens Point since our earliest years. However, the ability to offer *majors* in such disciplines came only in the 1950s and 1960s, a time when public investment in higher education was unprecedentedly high and when students seeking a college education were plentiful, in part due to the post-war baby boom and to the sweeping changes taking place in the American economy. Today, such conditions no longer exist. Public funding has eroded and student demand has declined, driven in large part by a demographic shift long evident in both the Northeastern and Midwestern United States. The economic opportunities available to our students have also changed profoundly in recent years. Given the decades-long erosion of public funding, UW-Stevens Point has essentially become a semi-private university, and as such, we have little choice but to change our offerings in ways that position the institution to thrive in this highly competitive environment. The discipline of History will always remain a vital part of our curriculum even if we can perhaps no longer offer a full major to our students.

Thanks once again for your email.

Sincerely,  
Greg

---

**Greg Summers**  
*Provost and Vice Chancellor for Academic Affairs*  
202D Old Main  
UW-Stevens Point  
Stevens Point, WI 54481  
Phone: (715) 346-4686  
[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)  
<http://www.uwsp.edu>

THEN, NOW & FOREVER  
**WE ARE POINT.**

**From:** Mary Beth Norton [mailto:president@historians.org]  
**Sent:** Thursday, March 08, 2018 4:07 PM  
**To:** Yonke, Eric <eyonke@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>  
**Subject:** Letter of Concern Regarding Humanities Support at the University of Wisconsin-Stevens Point

March 8, 2018

Provost Greg Summers  
University of Wisconsin-Stevens Point

Academic Affairs  
Room 202 Old Main, 2100 Main Street  
Stevens Point, WI 54481-3897  
[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)

Dean Eric Yonke  
University of Wisconsin-Stevens Point  
College of Letters and Science  
130 Collins Classroom Center  
1801 Fourth Avenue  
Stevens Point, WI 54481  
[eyonke@uwsp.edu](mailto:eyonke@uwsp.edu)

Dear Provost Summers and Dean Yonke:

The American Historical Association is deeply concerned about the recently announced plans to significantly reduce support in the future for the humanities, including history, at the University of Wisconsin-Stevens Point. Eliminating the opportunity for students to major in history, except to the extent required for social-studies teaching certification and a special international relations track, appears to us to contradict Chancellor Bernie Patterson's own commitment (as expressed in the university's press release about these plans) "to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts."

We concur with Chancellor Patterson that "it is critical our students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams." With the sole possible exception of teamwork (which the AHA recommends be a part of the history major curriculum), those are the skills taught in history courses, as our executive director, James Grossman, pointed out in an op-ed essay in the *Los Angeles Times* in May 2016, <http://www.latimes.com/opinion/op-ed/la-oe-grossman-history-major-in-decline-20160525-snap-story.html>.

It accordingly seems odd—if not self-defeating—to deny students the opportunity to major in a field that would supply them with precisely the proficiencies the university quite rightly aims to engender in its students. It might be argued that abandoning a traditional history major is not the same as abandoning all courses in history, especially because of the necessary retention of classes for teacher certification, but I infer from the reference to cost reduction that fewer history courses will be offered if the major is eliminated, thereby reducing the likelihood of non-majors to find courses consonant with their interests.

Moreover, at a time when history enrollments have started to increase in many public universities with characteristics similar to UW-SP after a period of decline, it is ironic to see UW-SP laying out plans to reduce the discipline's curricular footprint.

The AHA is America's largest and most prominent organization of professional historians, with over 12,500 members engaged in the teaching and practice of history at colleges and universities, secondary schools, historical institutes, museums, and other institutions. We advocate for the study of history in all aspects of American intellectual life. Part of that advocacy is offering advice and assistance to university and college faculty members as they seek to improve their instructional methods and appeal to today's students. We, especially the elected officers and staff members of our Teaching Division, would stand ready to aid you and your faculty in initiatives to enhance the teaching of history at Stevens Point.

Sincerely yours,

MBL

Mary Beth Norton  
President, American Historical Association

**From:** sp13admin@uwsp.edu  
**Sent:** Saturday, March 10, 2018 8:46 PM  
**To:** Summers, Greg; Hendrickson, Kristen; Huspeni, Todd; Hintz, Erin  
**Cc:** Manzke, Rob; Warren, Jennifer; Pare, Nicole  
**Subject:** Question/Comment from Fork in the Road

[Submitted by Anonymous User]

The following message was submitted from the "Fork in the Road" contact form here:  
<https://www.uwsp.edu/forkintheroad/Pages/contact-us.aspx>

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**Name:**

SarahJacobson

**Department:**

**Affiliation:**

Alumni

**Email:**

[REDACTED]

**Phone:**

[REDACTED]

**Question / Comment:**

I think you restructuring is a good thing. People on Facebook are sharing this site to bombard you with feelings. UWSP needs to provide a product incoming and potential incoming students want. By making sure you reach budget, cut unnecessary faculty and making Point competitive, I feel UWSP is finally being smart. Humanities is not where success lies. Teaching certification is continuing. Nothing will be lacking. Just take heart there are alumni out there that do support this. You're not alone. Those who yell the loudest often over shadow the silent majority. Thank you for finally looking at this like a business rather than a tax sucking money hole.

**From:** Colleen Flaherty <colleen.flaherty@insidehighered.com>  
**Sent:** Friday, March 09, 2018 1:02 PM  
**To:** Summers, Greg; Schultz, Nick  
**Cc:** Heibler, Carrie; Wescott, Gary; Yonke, Eric  
**Subject:** Re: media request for today-- on deadline and hoping you can help!

Great, I am here at [REDACTED]. Or should I call in?

Colleen Flaherty  
Faculty Correspondent  
Inside Higher Ed  
1015 18th Street NW, Washington, D.C. 20036/Suite 1100  
[REDACTED] (cell)

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**From:** Summers, Greg <Greg.Summers@uwsp.edu>  
**Sent:** Friday, March 9, 2018 1:55:28 PM  
**To:** Colleen Flaherty; Schultz, Nick  
**Cc:** Heibler, Carrie; Wescott, Gary; Summers, Greg; Yonke, Eric  
**Subject:** Re: media request for today-- on deadline and hoping you can help!

Sure, that works for me. Thanks.  
Greg

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

**From:** Colleen Flaherty <colleen.flaherty@insidehighered.com>  
**Date:** 3/9/18 12:49 PM (GMT-06:00)  
**To:** "Schultz, Nick" <Nick.Schultz@uwsp.edu>  
**Cc:** "Heibler, Carrie" <cheibler@uwsp.edu>, "Wescott, Gary" <Gary.Wescott@uwsp.edu>, "Summers, Greg" <Greg.Summers@uwsp.edu>, "Yonke, Eric" <eyonke@uwsp.edu>  
**Subject:** Re: media request for today-- on deadline and hoping you can help!

1 p.m. CT? In about 10 mins? Thanks...

Colleen Flaherty  
Faculty Correspondent  
Inside Higher Ed  
1015 18th Street NW, Washington, D.C. 20036/Suite 1100  
[REDACTED] (cell)

---

**From:** Schultz, Nick <Nick.Schultz@uwsp.edu>  
**Sent:** Friday, March 9, 2018 1:44:51 PM  
**To:** Colleen Flaherty  
**Cc:** Heibler, Carrie; Wescott, Gary; Summers, Greg; Yonke, Eric  
**Subject:** RE: media request for today-- on deadline and hoping you can help!

Hi Colleen,  
Thanks for your interest in talking with UW-Stevens Point. Greg Summers is available until 3 p.m. (EST) for a phone



conversation. What time is best for you?

Let's start with Greg and see if you have additional questions for Dean Yonke.

Please feel free to call or email with a time for Greg to receive your call.

Best,  
Nick

Nick Schultz  
Media Relations Director  
University Communications and Marketing  
University of Wisconsin-Stevens Point  
2100 Main Street, Room 103  
O: 715-346-2490  
C: 715-340-6558  
[Nick.Schultz@uwsp.edu](mailto:Nick.Schultz@uwsp.edu)  
[www.uwsp.edu/ucm](http://www.uwsp.edu/ucm)

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**From:** Colleen Flaherty [mailto:colleen.flaherty@insidehighered.com]

**Sent:** Friday, March 09, 2018 12:20 PM

**To:** Summers, Greg <Greg.Summers@uwsp.edu>; Yonke, Eric <eyonke@uwsp.edu>

**Cc:** Schultz, Nick <Nick.Schultz@uwsp.edu>; Heibler, Carrie <cheibler@uwsp.edu>; Wescott, Gary <Gary.Wescott@uwsp.edu>

**Subject:** media request for today-- on deadline and hoping you can help!

Hi Provost Summers and Dean Yonke,

I hope you're well.

I'm writing a story today about the program cuts announced this month. Can you tell me what processes helped you make the decisions you did? Was it academic prioritization, aided by any particular outside group, for example, or did a faculty group make these recommendations?

Any idea how many professors might be recommended for layoff if this all passes? I'm trying to get a sense of the numbers.

And any comment as to the criticism from many faculty members that this reduces the institutions liberal arts orientation and makes it more job-oriented? I know students are wanting that kind of focus more and more, what to what extent is the university responsible for influencing their choices with broad majors/programs?

Thank you so much for any/all help you can provide today, either via phone or email,

Colleen Flaherty  
Faculty Correspondent  
**Inside Higher Ed**  
1015 18th Street NW, Washington, D.C. 20036/Suite 1100  
[REDACTED] (cell)

**From:** Mary Beth Norton <president@historians.org>  
**Sent:** Thursday, March 08, 2018 4:07 PM  
**To:** Yonke, Eric; Summers, Greg  
**Subject:** Letter of Concern Regarding Humanities Support at the University of Wisconsin-Stevens Point  
**Attachments:** UW-SP letter (MBN)-2018.pdf

March 8, 2018

Provost Greg Summers  
University of Wisconsin-Stevens Point  
Academic Affairs  
Room 202 Old Main, 2100 Main Street  
Stevens Point, WI 54481-3897  
[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)

Dean Eric Yonke  
University of Wisconsin-Stevens Point  
College of Letters and Science  
130 Collins Classroom Center  
1801 Fourth Avenue  
Stevens Point, WI 54481  
[eyonke@uwsp.edu](mailto:eyonke@uwsp.edu)

Dear Provost Summers and Dean Yonke:

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We concur with Chancellor Patterson that “it is critical our students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams.” With the sole possible exception of teamwork (which the AHA recommends be a part of the history major curriculum), those are the skills taught in history courses, as our executive director, James Grossman, pointed out in an op-ed essay in the *Los Angeles Times* in May 2016, <http://www.latimes.com/opinion/op-ed/la-oe-grossman-history-major-in-decline-20160525-snap-story.html>.

It accordingly seems odd—if not self-defeating—to deny students the opportunity to major in a field that would supply them with precisely the proficiencies the university quite rightly aims to engender in its students. It might be argued that abandoning a traditional history major is not the same as abandoning all courses in history, especially because of the necessary retention of classes for teacher certification, but I infer from the reference to cost reduction that fewer history courses will be offered if the major is eliminated, thereby reducing the likelihood of non-majors to find courses consonant with their interests.

Moreover, at a time when history enrollments have started to increase in many public universities with characteristics similar to UW-SP after a period of decline, it is ironic to see UW-SP laying out plans to reduce the discipline’s curricular footprint.

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Sincerely yours,

A handwritten signature in black ink that reads "MBL" followed by a horizontal line.

Mary Beth Norton

President, American Historical Association

March 8, 2018

Provost Greg Summers  
University of Wisconsin-Stevens Point  
Academic Affairs  
Room 202 Old Main, 2100 Main Street  
Stevens Point, WI 54481-3897  
[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)

Dean Eric Yonke  
University of Wisconsin-Stevens Point  
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130 Collins Classroom Center  
1801 Fourth Avenue  
Stevens Point, WI 54481  
[eyonke@uwsp.edu](mailto:eyonke@uwsp.edu)

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Sincerely yours,

A handwritten signature in black ink, consisting of the letters 'm', 'B', and 'L' in a cursive style, followed by a horizontal line.

Mary Beth Norton  
President, American Historical Association

**From:** sp13admin@uwsp.edu  
**Sent:** Thursday, March 08, 2018 8:31 AM  
**To:** Summers, Greg; Hendrickson, Kristen; Huspeni, Todd; Hintz, Erin  
**Subject:** Question/Comment from Fork in the Road

[Submitted by Pakou.Lee@uwsp.edu]

The following message was submitted from the "Fork in the Road" contact form here:  
<https://www.uwsp.edu/forkintheroad/Pages/contact-us.aspx>

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**Name:**

JohnDoe

**Department:**

na

**Affiliation:**

Community

**Email:**

na

**Phone:**

na

**Question / Comment:**

The art & design department needs a whole new makeover. I believe in removing it. Bring it back in few years with all new faculty and staff. It'll be good for everyone.

**From:** Patterson, Bernie  
**Sent:** Thursday, March 08, 2018 8:14 AM  
**To:** Summers, Greg; Huspeni, Todd  
**Subject:** FW: The Importance of the Humanities

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**From:** [REDACTED]  
**Sent:** Wednesday, March 07, 2018 9:56 PM  
**To:** Summers, Greg <Greg.Summers@uwsp.edu>; Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Williams, Michael <m2willia@uwsp.edu>; STUDENT GOVERNMENT ASSOCIATION <STUDENTGOVERNMENTASSOCIATION@uwsp.edu>  
**Subject:** The Importance of the Humanities

Hello,

With recent budget limitations sparking yet another debate over the relevance of the Humanities, I feel the need to share something that happened to me that might shed some light on the current situation. To be clear, this is not some story I was saving in case I ever had a reason to tell it. This is something that literally happened to me in the last week during all this restructuring talk.

While I was working my shift in the Writing Lab, I took over for another tutor who was helping a student. This student (who I will not name for fear of directing attention toward him) came into the Writing Lab to get help with a paper in an upper-level course of his biology-related major (Again, I am leaving these details vague for sake of not specifically identifying him). He was struggling with the paper, not because he was lacking knowledge of the topic, but because he was confused about what the teacher was looking for, and after looking over the assignment criteria, I was just as confused. I gave him some possible suggestions and told him to check back in with his teacher again—the usual advice we give when we can't figure out the assignment is either.

As we waited for the computer to start up at the beginning of the session, we talked a bit. I learned that he came from Africa (not “his parents came from Africa, and so that’s where he’s ‘originally’ from.” He literally moved to Wisconsin from Africa at a young age.), and English was his second language.

I was shocked, really, because I hadn't noticed any language barrier at all. I could understand him and be understood by him perfectly fine. Curious, I asked what his first language was.

He told me his first language, which I believe was Oromo. He went on to say that he also spoke a good amount of French and even took a few French classes here in Point.

Well, as the session went on this student asked me what my Major was, and I replied, with a bit of exhaustion in my voice, “I am an English Major.”

“Oh, cool,” he said.

“Yup. Going to be one of the last English Major’s to graduate from here.”

He was confused. Evidently he hadn't heard about the cuts, so I told him what was happening—that English was one of a few on the cutting block.

The look on his face was probably similar to the look I had when he told me English was his second language: He was in disbelief, and asked me again, just to be sure he heard me right, “They’re cutting English?”

I told him they were, and then I brought up the picture of the other programs being cut. Again, his reaction was awe—almost horror. He couldn't believe that this was happening; it just didn't make sense. At one point I distinctly remember him saying, half-jokingly, “Man, I need to get out of this place.”

I recall this story to point out three reasons this interaction caught my attention.

The first is that this student was part of a science-related major being unaffected by the cuts, and he couldn't believe that these cuts were happening. Even not being personally affected, he still believed these programs needed to stay.

The second is that this student was African-American, (I use this term instead of “Black” because he is literally a citizen of both countries). Many, many of the students who have benefited from the Humanities like English and French (and may not be able to benefit from them so well in the future) are minority groups.

The third is that this student, who I was able to talk to and communicate with perfectly fine, was in the Writing Lab to get help on an assignment simple because his teacher was unable to communicate clearly what the assignment was to him. Granted, it is possible that being part of the major would've made the assignment sheet clearer, but seeing as this was an upper-level course and this student had never even encountered this type of paper before, I am lead to believe that this situation could've been avoided with better clarity in communication.

There are many things about this scenario that I don't know, but I can tell that at least English and French had a deep impact

on this young man's life, an impact that future students of the University of Wisconsin—Stevens Point may never receive.

Thanks for reading,

██████████



**From:** Connell, Jordyn Mckenzie <[REDACTED]>  
**Sent:** Thursday, March 08, 2018 7:38 AM  
**To:** Summers, Greg  
**Subject:** interview for article

Hello—

I'm a staff writer for The Daily Tar Heel at UNC—Chapel Hill. I'm writing an article how the University of Wisconsin at Stevens Point plans to discontinue some of its academic programs and was wondering if we could talk at some point today.

I am available from 10:45-3ish to talk on the phone or if you're complete unable to do that, I could email you a few of my questions.

Thank you!

Jordyn Connell

**From:** Summers, Greg  
**Sent:** Wednesday, March 07, 2018 10:17 PM  
**To:** 'Loss, Sara'  
**Subject:** RE: UWSP Program Proposals

Dear Sara,

Thanks for your note. I'm a Ph.D. historian myself. I graduated from UW Madison and have worked at Stevens Point my entire career. I'm deeply invested in the Wisconsin Idea, and certainly, I agree with most everything you note below regarding the value of the liberal arts.

Yet despite my own personal feelings, I have also come to understand the grinding economic realities of higher education today, especially those that impact regional public universities such as UWSP. Given the decades-long pull-back of public funding, we simply cannot afford to be the kind of comprehensive university that we have been in the past. We have to finance those programs that draw the most student enrollment, because we live and die as an institution based on our tuition revenue. I don't like this. As a citizen, I believe we should invest more tax dollars in public education. But as a provost, I need to ensure that the institution remains financially viable. The loss of majors in the traditional liberal arts disciplines is a loss to the public good in central Wisconsin, without question. But we simply don't have sufficient funding to continue all our programs in their current form.

Even as we make these difficult recommendations, we are not giving up on the liberal arts. We're not a technical college. We don't train for vocations, we train for professional careers. I think there is a difference. The majority of our graduates become biologists, chemists, computer programmers and data analysts; nurses, dieticians, and dozens of other health care professionals; foresters, wildlife managers, and natural resource professionals; and teachers and social workers and psychologists. They will still take a robust general education curriculum with many courses in the liberal arts. We will still offer minors and certificates based in these disciplines, and we will develop new interdisciplinary majors as well for those who want more focused study. Our challenge is to ensure that all our students receive a deep education in the liberal arts regardless of their choice of major, even as we are forced to reduce the number of discipline-specific liberal arts majors we can support.

Again, thank you for the email and the expression of concern. These are difficult times in higher education, and we appreciate your perspective.

Best,  
Greg

~~~~~  
Greg Summers
Provost and Vice Chancellor for Academic Affairs
202D Old Main
UW-Stevens Point
Stevens Point, WI 54481
Phone: (715) 346-4686
gsummers@uwsp.edu
<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Loss, Sara [mailto:████████████████████]
Sent: Wednesday, March 07, 2018 7:37 PM

To: Summers, Greg <Greg.Summers@uwsp.edu>

Subject: UWSP Program Proposals

Dear Dr. Summers,

I am deeply saddened [to read](#) that UWSP is proposing to cut humanities programs - like English, Spanish, French, and History - in order to create more resources for new majors such as Captive Wildlife and Geographic Information Systems. I graduated in 2004 with a BA in English and Spanish. I use skills from these majors every day at my job.

I understand the impulse to consider majors like Captive Wildlife or Geographic Information Science as having a clearer career pathway than majors in the humanities. However, I believe that the university will be doing students a disservice, career wise, should you follow through with this proposal. UWSP already has Natural Resources majors who cannot get jobs. We know that, along with higher education, Wisconsin has [cut funding](#) to the WI DNR as well. If you have a skill set that is specific to one type of job, you are not as marketable – especially in this economic climate. I am particularly confused by the proposed GIS major. I agree that GIS skills are very valuable. I know ecologists, geographers, historians, and linguists who use GIS to further their fields. However, GIS is a complementary skill to a strong theoretical foundation, rather than a stand-alone major. I would not hire a GIS major who did not also have a background in the field I work in. Humanities majors, in contrast, have been given time to explore their world and learn to think critically and creatively about problems. Humanities majors may not have as clear of a career path, but that is a good thing. They are more flexible in the jobs they are qualified to take, and they already have a skill set that is highly [sought after](#).

Students who major in the humanities [get jobs](#) – and they get jobs that they enjoy. I did. And many Pointers I graduated with did, too. My base at UW-Stevens Point – the mentorship I had in my English and Spanish majors and the opportunities I had to study abroad because of my language majors – allowed me to continue my studies and teach linguistics today. At the University of Minnesota, where I did my graduate work, I felt bad for some of the undergraduates there when I compared their experience to my experience as an undergraduate. But, if UWSP cuts these programs, I would not advise students to go to Point. They won't get jobs without a soft skill set, and they would have limited options after graduation.

As a former study abroad student, I am especially saddened about what this will do the Study Abroad office. I studied abroad in Valladolid in Spring 2002 and in Japan in Summer 2003. UWSP's programs are well known throughout the state and in Minnesota. The study abroad office attracts students from many different institutions with their stellar programs. What will happen to the Valladolid and Caen programs when the Spanish and French majors are cut? Studying abroad is the most important thing I did while at UWSP. I lived in a city for the first time. I figured out transit systems in another language. I learned that I can take care of myself in another language. I learned that different cultures are wonderful to experience and understand. I never would have gotten this experience had I stayed in my hometown or studied at a different university.

I can't imagine how limited UWSP graduates will be after such cuts. I can't imagine them being as marketable in an increasingly global marketplace. I can't imagine them growing into well rounded, competitive job candidates and people. Again, I understand wanting to make yourself a niche area of study in order to attract students. But this will hurt students and the surrounding area, where many Pointers are employed. It is not worth it. Please reverse this proposal. Help students be the most employable they can be.

Sincerely,



Sara Schmelzer Loss, PhD
Spanish and English BA 2004



From: Summers, Greg
Sent: Wednesday, March 07, 2018 10:08 PM
To: 'Amy Ferrer'; Patterson, Bernie
Cc: Cheshire Calhoun; Luft, Shanny; Manzke, Rob; Huspeni, Todd
Subject: RE: Philosophy Program at the University of Wisconsin Stevens Point

Dear Amy,

Thanks for your note. I'm a Ph.D. historian myself. I graduated from UW Madison and have worked at Stevens Point my entire career. I'm deeply invested in the Wisconsin Idea, and certainly, I agree with most everything you note regarding the value of the humanities and Philosophy in particular. We have long been proud of our Philosophy program at UWSP. That has never been in question despite our recent recommendation to eliminate the major.

Despite my own personal feelings, I have also come to understand the grinding economic realities of higher education today, especially those that impact regional public universities such as UWSP. Given the decades-long pull-back of public funding, we simply cannot afford to be the kind of comprehensive university that we have been in the past. We have to finance those programs that draw the most student enrollment, because we live and die as an institution based on our tuition revenue. I don't like this. As a citizen, I believe we should invest more tax dollars in public education. But as a provost, I need to ensure that the institution remains financially viable. The loss of majors in the traditional liberal arts disciplines is a loss to the public good in central Wisconsin, without question. But we simply don't have sufficient funding to continue all our programs in their current form.

Even as we make these difficult recommendations, we are not giving up on the liberal arts, Philosophy included. We're not a technical college. We don't train for vocations, we train for professional careers. I think there is a difference. The majority of our graduates become biologists, chemists, computer programmers and data analysts; nurses, dieticians, and dozens of other health care professionals; foresters, wildlife managers, and natural resource professionals; and teachers and social workers and psychologists. Our challenge is to ensure that all our students receive a deep education in the liberal arts regardless of their choice of major, even as we are forced to reduce the number of discipline-specific liberal arts majors we can support.

Again, thank you for the email and the expression of concern. These are difficult times in higher education, and we appreciate your perspective.

Best,
Greg

Greg Summers
Provost and Vice Chancellor for Academic Affairs
202D Old Main
UW-Stevens Point
Stevens Point, WI 54481
Phone: (715) 346-4686
gsummers@uwsp.edu
<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Amy Ferrer [mailto:████████████████████]
Sent: Wednesday, March 07, 2018 12:15 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Summers, Greg <Greg.Summers@uwsp.edu>
Cc: Cheshire Calhoun <cheshire.calhoun@asu.edu>; Luft, Shanny <Shanny.Luft@uwsp.edu>; Manzke, Rob <Rob.Manzke@uwsp.edu>

Subject: Philosophy Program at the University of Wisconsin Stevens Point

Dear Chancellor Patterson and Provost Summers:

We at the American Philosophical Association were dismayed to learn that the University of Wisconsin Stevens Point is planning to eliminate its philosophy major. Attached please find a letter on the subject from Cheshire Calhoun, chair of the APA's board of officers, and me, the APA's executive director. We write on behalf of the board of officers of the APA, which is the leading professional organization for philosophers in North America, representing approximately 9,000 individual members.

We strongly urge you and all the leaders of the University of Wisconsin Stevens Point to preserve and support the philosophy program by retaining the major, as the philosophy program is central to UWSP's liberal arts education mission and provides students within the major and across the university with long-term benefits.

If you have any questions or if there is any further information or assistance we can provide, please don't hesitate to be in touch.

Most sincerely,
Amy Ferrer



Amy E. Ferrer
Executive Director
The American Philosophical Association
University of Delaware
31 Amstel Avenue, Newark, DE 19716
Ph: [302-831-8691](tel:302-831-8691) | Fax: [302-831-8690](tel:302-831-8690)



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From: [REDACTED]
Sent: Wednesday, March 07, 2018 9:56 PM
To: Summers, Greg; Patterson, Bernie; Williams, Michael; STUDENT GOVERNMENT ASSOCIATION
Subject: The Importance of the Humanities

Hello,

With recent budget limitations sparking yet another debate over the relevance of the Humanities, I feel the need to share something that happened to me that might shed some light on the current situation. To be clear, this is not some story I was saving in case I ever had a reason to tell it. This is something that literally happened to me in the last week during all this restructuring talk.

While I was working my shift in the Writing Lab, I took over for another tutor who was helping a student. This student (who I will not name for fear of directing attention toward him) came into the Writing Lab to get help with a paper in an upper-level course of his biology-related major (Again, I am leaving these details vague for sake of not specifically identifying him). He was struggling with the paper, not because he was lacking knowledge of the topic, but because he was confused about what the teacher was looking for, and after looking over the assignment criteria, I was just as confused. I gave him some possible suggestions and told him to check back in with his teacher again—the usual advice we give when we can't figure out the assignment is either.

As we waited for the computer to start up at the beginning of the session, we talked a bit. I learned that he came from Africa (not “his parents came from Africa, and so that’s where he’s ‘originally’ from.” He literally moved to Wisconsin from Africa at a young age.), and English was his second language.

I was shocked, really, because I hadn't noticed any language barrier at all. I could understand him and be understood by him perfectly fine. Curious, I asked what his first language was.

He told me his first language, which I believe was Oromo. He went on to say that he also spoke a good amount of French and even took a few French classes here in Point.

Well, as the session went on this student asked me what my Major was, and I replied, with a bit of exhaustion in my voice, “I am an English Major.”

“Oh, cool,” he said.

“Yup. Going to be one of the last English Major’s to graduate from here.”

He was confused. Evidently he hadn't heard about the cuts, so I told him what was happening—that English was one of a few on the cutting block.

The look on his face was probably similar to the look I had when he told me English was his second language: He was in disbelief, and asked me again, just to be sure he heard me right, “They’re cutting English?”

I told him they were, and then I brought up the picture of the other programs being cut. Again, his reaction was awe—almost horror. He couldn't believe that this was happening; it just didn't make sense. At one point I distinctly remember him saying, half-jokingly, “Man, I need to get out of this place.”

I recall this story to point out three reasons this interaction caught my attention.

The first is that this student was part of a science-related major being unaffected by the cuts, and he couldn't believe that these cuts were happening. Even not being personally affected, he still believed these programs needed to stay.

The second is that this student was African-American, (I use this term instead of “Black” because he is literally a citizen of both countries). Many, many of the students who have benefited from the Humanities like English and French (and may not be able to benefit from them so well in the future) are minority groups.

The third is that this student, who I was able to talk to and communicate with perfectly fine, was in the Writing Lab to get help on an assignment simple because his teacher was unable to communicate clearly what the assignment was to him. Granted, it is possible that being part of the major would've made the assignment sheet clearer, but seeing as this was an upper-level course and this student had never even encountered this type of paper before, I am lead to believe that this situation could've been avoided with better clarity in communication.

There are many things about this scenario that I don't know, but I can tell that at least English and French had a deep impact on this young man's life, an impact that future students of the University of Wisconsin—Stevens Point may never receive.

Thanks for [REDACTED]
Ryan Loos

From: Loss, Sara <[REDACTED]>
Sent: Wednesday, March 07, 2018 7:37 PM
To: Summers, Greg
Subject: UWSP Program Proposals

Dear Dr. Summers,

I am deeply saddened [to read](#) that UWSP is proposing to cut humanities programs - like English, Spanish, French, and History - in order to create more resources for new majors such as Captive Wildlife and Geographic Information Systems. I graduated in 2004 with a BA in English and Spanish. I use skills from these majors every day at my job.

I understand the impulse to consider majors like Captive Wildlife or Geographic Information Science as having a clearer career pathway than majors in the humanities. However, I believe that the university will be doing students a disservice, career wise, should you follow through with this proposal. UWSP already has Natural Resources majors who cannot get jobs. We know that, along with higher education, Wisconsin has [cut funding](#) to the WI DNR as well. If you have a skill set that is specific to one type of job, you are not as marketable – especially in this economic climate. I am particularly confused by the proposed GIS major. I agree that GIS skills are very valuable. I know ecologists, geographers, historians, and linguists who use GIS to further their fields. However, GIS is a complementary skill to a strong theoretical foundation, rather than a stand-alone major. I would not hire a GIS major who did not also have a background in the field I work in. Humanities majors, in contrast, have been given time to explore their world and learn to think critically and creatively about problems. Humanities majors may not have as clear of a career path, but that is a good thing. They are more flexible in the jobs they are qualified to take, and they already have a skill set that is highly [sought after](#).

Students who major in the humanities [get jobs](#) – and they get jobs that they enjoy. I did. And many Pointers I graduated with did, too. My base at UW-Stevens Point – the mentorship I had in my English and Spanish majors and the opportunities I had to study abroad because of my language majors – allowed me to continue my studies and teach linguistics today. At the University of Minnesota, where I did my graduate work, I felt bad for some of the undergraduates there when I compared their experience to my experience as an undergraduate. But, if UWSP cuts these programs, I would not advise students to go to Point. They won't get jobs without a soft skill set, and they would have limited options after graduation.

As a former study abroad student, I am especially saddened about what this will do the Study Abroad office. I studied abroad in Valladolid in Spring 2002 and in Japan in Summer 2003. UWSP's programs are well known throughout the state and in Minnesota. The study abroad office attracts students from many different institutions with their stellar programs. What will happen to the Valladolid and Caen programs when the Spanish and French majors are cut? Studying abroad is the most important thing I did while at UWSP. I lived in a city for the first time. I figured out transit systems in another language. I learned that I can take care of myself in another language. I learned that different cultures are wonderful to experience and understand. I never would have gotten this experience had I stayed in my hometown or studied at a different university.

I can't imagine how limited UWSP graduates will be after such cuts. I can't imagine them being as marketable in an increasingly global marketplace. I can't imagine them growing into well rounded, competitive job candidates and people. Again, I understand wanting to make yourself a niche area of study in order to attract students. But this will hurt students and the surrounding area, where many Pointers are employed. It is not worth it. Please reverse this proposal. Help students be the most employable they can be.

Sincerely,

[REDACTED]

Sara Schmelzer Loss, PhD

Spanish and English BA



From: Kathleen Stein-Smith <[REDACTED]>
Sent: Wednesday, March 07, 2018 5:37 PM
To: Summers, Greg
Subject: Re-considering the proposed elimination of your French program at UWSP

Hello Provost Summers,

I am writing to you as Chair of the AATF (American Association of Teachers of French) Commission on Advocacy to request that you reconsider your proposed elimination of the French program at UWSP.

As you know, French is a global language, of significant historical, cultural, and economic importance.

Your students will lose valuable personal and professional opportunities if they do not have the opportunity to begin and/or to continue study of French.

Please feel free to contact me if you would like to discuss this further.

Best,

Kathy Stein-Smith, Ph.D

Chevalier dans l'Ordre des Palmes académiques

Chair, AATF Commission on Advocacy

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"Qui s'instruit sans agir, laboure sans semer"

"The U.S. Foreign Language Deficit — What It Is; Why It Matters; and What We Can Do about It." TEDx Talk.
<https://www.youtube.com/watch?v=8CZ7zu5Aeu0>

"Language Matters" kathleensteinsmith.wordpress.com

From: Amy Ferrer [REDACTED]
Sent: Wednesday, March 07, 2018 12:15 PM
To: Patterson, Bernie; Summers, Greg
Cc: Cheshire Calhoun; Luft, Shanny; Manzke, Rob
Subject: Philosophy Program at the University of Wisconsin Stevens Point
Attachments: Letter from APA to University of Wisconsin Stevens Point.pdf

Dear Chancellor Patterson and Provost Summers:

We at the American Philosophical Association were dismayed to learn that the University of Wisconsin Stevens Point is planning to eliminate its philosophy major. Attached please find a letter on the subject from Cheshire Calhoun, chair of the APA's board of officers, and me, the APA's executive director. We write on behalf of the board of officers of the APA, which is the leading professional organization for philosophers in North America, representing approximately 9,000 individual members.

We strongly urge you and all the leaders of the University of Wisconsin Stevens Point to preserve and support the philosophy program by retaining the major, as the philosophy program is central to UWSP's liberal arts education mission and provides students within the major and across the university with long-term benefits.

If you have any questions or if there is any further information or assistance we can provide, please don't hesitate to be in touch.

Most sincerely,

Amy Ferrer



Amy E. Ferrer
Executive Director
The American Philosophical Association
University of Delaware
31 Amstel Avenue, Newark, DE 19716
Ph: [302-831-8691](tel:302-831-8691) | Fax: [302-831-8690](tel:302-831-8690)

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March 7, 2018

Dr. Bernie L. Patterson, Chancellor, *via email to bpatters@uwsp.edu*
Dr. Greg Summers, Provost, *via email to gsummers@uwsp.edu*
University of Wisconsin Stevens Point
2100 Main Street
Stevens Point, WI 54481-3897

Dear Chancellor Patterson and Provost Summers:

We write as the chair of the board of officers and the executive director of the American Philosophical Association. We urge you and all those involved in making vital decisions about the future of University of Wisconsin Stevens Point to reverse UWSP's plan to eliminate the philosophy major.

UWSP's mission statement indicates that the university "fosters intellectual growth, provides a broad-based education,... and prepares students for success in a diverse and sustainable world." More than perhaps any other discipline, philosophy prepares students to be engaged, well-rounded citizens and leaders; a statement describing the role of philosophy in higher education is available on the APA's website (http://www.apaonline.org/role_of_phil). And as a member of the University of Wisconsin system, UWSP shares a core mission that includes "offer[ing] a core of liberal studies." It would be hard for UWSP to argue that it is living up to this UW mission if it were to eliminate its degree program in philosophy, an absolutely core discipline in the humanities.

Further, in terms of market value and equipping students with the skills that employers desire, philosophy is perhaps the best humanities major a student could choose. Philosophy teaches the skills most necessary in society broadly—skills that are specifically highlighted by Chancellor Patterson in the announcement of UWSP's proposed changes: critical thinking, creative problem solving, written and oral communication, and logical analysis. These skills are also valued highly by employers. Renowned investor William H. Miller recently invested \$75 million in Johns Hopkins University's philosophy program, saying, "I attribute much of my business success to the analytical training and habits of mind that were developed when I was a graduate student at Johns Hopkins." (<https://hub.jhu.edu/2018/01/16/bill-miller-hopkins-philosophy-gift/>)

A philosophy major or minor is a typical start to a law career, and philosophy students routinely outperform nearly all other majors on graduate school entrance exams such as the LSAT, GRE, and GMAT. According to the Payscale 2015–2016 report, those with a BA in philosophy have the highest pay over time of all humanities majors, significantly outranking English literature and history (<http://dailynous.com/2015/09/04/salaries-of-philosophy-majors-over-time/>). Philosophy majors' mid-career earning potential is also ahead of those

who major in many fields outside the humanities, including biology, psychology, political science, and business administration.

In terms of numerical metrics for the major, the UWSP philosophy program is perhaps the highest performing such program in the entire UW system. With 104 majors and 8 faculty, UWSP's philosophy department has nearly as many majors as UW Madison with less than half the faculty (108 majors and 20 faculty). And UWSP has far more—two to seven times more—philosophy majors than other UW campuses.

The UWSP philosophy program clearly offers significant value when judged by these metrics. And yet numerical metrics like these significantly undervalue what philosophy offers UWSP. Philosophy plays a pivotal role not only for majors but also in university core curricula and in interdisciplinary programs. Courses such as Philosophy of Science, Philosophy of Ecology, Ethics and Medicine, Philosophy of Art, Ethics in Business and Economics, Philosophy of Religion, Philosophy of Law, Environmental Ethics, Ecofeminism, American Indian Environmental Philosophies, and Liberalism, Conservatism, and Democracy serve students across the university pursuing a wide variety of degrees and career paths. Further, as UWSP was the first in the US to offer an environmental ethics concentration in the philosophy major, the program strongly contributes to the natural resources and sustainability focus for which UWSP is known.

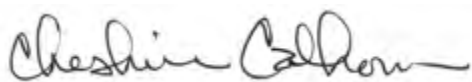
Finally, we point you to the words of UWSP's own philosophy graduates, Jacob Haseman and Malachi Cate, who articulate the kind of impact your institution would lose should it eliminate its philosophy major:

There is no doubt in my mind that studying philosophy at UWSP was the single greatest decision I ever made as a student and that it has had a profound impact on both my law school success and development as a lawyer. UWSP's Philosophy program provided me with the ability to think clearly and logically, as well as to analyze issues from all angles without making unnecessary assumptions. In this regard, a philosophy student is well prepared to quickly analyze the complex and controversial legal arguments in both oral and written settings that law school and the legal profession demands on a daily basis. Most important, a philosophy background ensures the individual is a clear and careful thinker—an attribute that bodes well for a career in law. My successes and career are wholly attributable to my philosophy background, as those core skills are immensely important in both my career and everyday life.

Studying philosophy at UW-Stevens Point was a life-altering decision that affected me in multiple ways, both then and now. My hunger for wisdom and seeking answers to life's "big questions" were certainly met. I was challenged to think deeply about the most serious issues such as the nature of my existence, religion and society. Concepts such as true self-examination and self-understanding are encouraged by a faculty that handles these subjects with tact. Furthermore, while they presented me with a range of different ideas, I was always encouraged to write and speak my mind.... At a more tangible level, the rigorous curriculum developed my critical thinking skills and enhanced my writing, research and communication abilities. Philosophy at UWSP was a fantastic springboard to my success in graduate school. The mentoring from my philosophy professors helped acquire me a fully funded offer for an MA in Christian Doctrine from Marquette University. This led to a position teaching theology at a local Catholic high school—a dream come true for any Christian who studies philosophy.

We strongly urge you and all the leaders at the University of Wisconsin Stevens Point to reconsider whether your students and your mission are well served by the decision to eliminate the philosophy major.

Most sincerely,



Cheshire Calhoun, Chair, Board of Officers



Amy Ferrer, Executive Director

cc: Dr. Shanny Luft, Chair of the Department of Philosophy, via email to sluft@uwsp.edu
Dr. Rob Manzke, Chief of Staff to Chancellor Patterson, via email to rmanzke@uwsp.edu

From: Patterson, Bernie
Sent: Wednesday, March 07, 2018 10:40 AM
To: Summers, Greg; Huspeni, Todd
Subject: FW: Unacceptable cuts to Political Science Program

From: Colleen Adams [mailto: [REDACTED]]
Sent: Monday, March 05, 2018 3:41 PM
To: Patterson, Bernie <Bernie.Patterson@uwsp.edu>; Blakeman, John <John.Blakeman@uwsp.edu>; Alumni Affairs Office <Alumni.Aff.Office@uwsp.edu>
Subject: Unacceptable cuts to Political Science Program

Good afternoon,

My name is Colleen (Adams) Gruszynski, a 2006 graduate of UWSP, majoring in Political Science and Spanish. I read today about the plan to cut the Political Science major at UWSP. By proposing these cuts, clearly UWSP administration does not understand how valuable the UWSP Political Science major is to the university, our state and nation.

Along with countless other students, the Political Science program prepared me well for graduate studies and my career outside the classroom. Students from the Political Science program are serving the public and representing UWSP at all levels of government across the nation. I worked for the State of Wisconsin's Government Accountability Board, been recognized for my work from the League of Women Voters of Wisconsin, and currently work for one of the largest political data firms in the nation, whose clients include NBC news and the DNC. I would have never been able to achieve so much professionally without the UWSP Political Science program. I chose this program over larger university programs, such as those at UW-Madison or UM-Twin Cities because I wanted to attend a smaller university where I could build relationships with faculty and not compete with a larger body of students.

I am not the only student that chose the UWSP Political Science program for similar reasons and have been very successful professionally. Alumni of the program include professors, staff at NATO, the staff attorney for the Washington DC Board of Elections and Ethics, state representatives and senators, numerous public employees for the State of Wisconsin and local officials, attorneys and other professionals. So many successful graduates have come out of the Political Science program, and it would be shameful to cut a program that has served the university and our nation so well.

Many of the alumni, including myself, are regular donors to UWSP and the Political Science Department. I honestly don't know if I will continue to donate if you cut this program. And from talking to other alumni today, I would not be the only one.

Please take this opportunity to reconsider cutting the Political Science major and to continue to support this vital program.

Thank you,

Colleen Gruszynski

From: Steibing, Rachel <rachel.steibing@WTMJ.com>
Sent: Wednesday, March 07, 2018 8:51 AM
To: Summers, Greg
Subject: Interview request

Mr. Summers,

I produce the morning show at WTMJ-AM in Milwaukee. Would you be available for a 5-minute phone interview tomorrow morning to discuss the plan to cut majors? Please let me know if we can get something scheduled. Thanks in advance!

<https://www.stevenspointjournal.com/story/news/2018/03/06/uwsp-budget-cuts/398842002/>



[English chairman 'taken aback' by UW-Stevens Point plan to cut majors](https://www.stevenspointjournal.com/story/news/2018/03/06/uwsp-budget-cuts/398842002/)

www.stevenspointjournal.com

English among 13 majors that would be eliminated in UWSP budget cuts. The department head says English actually makes money for the school.

Rachel Steibing

Producer, Wisconsin's Morning News

[620 WTMJ](http://620WTMJ.com)

414-967-5239

rachel.steibing@wtmj.com



From: Summers, Greg
Sent: Wednesday, March 07, 2018 5:17 AM
To: 'Theron Snell'
Subject: RE: to the faculty;

Theron,

Thanks for your equally thoughtful reply. Perhaps it won't surprise you to learn that I agree with nearly everything you've said below. And yet, I also know that the vast majority of students we serve at UWSP have never received the kind of training in the disciplines you speak of, and their numbers have been declining even further in recent years. I do genuinely wish we had sufficient funding to maintain this kind of opportunity at UWSP, but we do not. I share your concern about what this means for kids who will never go to Madison or other more distant and expensive places to seek their educations. But this is a conversation for the state and the nation about the role of education as a public good. I haven't swallowed any kool-aid, but as an administrator I simply have to make decisions based on our present reality.

I was involved as a faculty member here in the long effort to revise our general education program, and I agree with you as well that this curriculum isn't a substitute for the majors we are losing. However, given that this is the only exposure 95% of our students get to the liberal arts, I'm determined to improve it further. We currently have the typical distribution model where students select courses rather randomly from a large menu of options. I know we can do better than this, and many campuses have. I'm hopeful that we can do something meaningful to improve this curriculum in the midst of this difficult transition. We shall see.

Thanks once again.
Greg

From: Theron Snell [mailto:]
Sent: Tuesday, March 06, 2018 10:47 PM
To: Summers, Greg <Greg.Summers@uwsp.edu>
Subject: Re: to the faculty;

Greg:

Thank you for replying to my somewhat snarky email. I appreciate your time and your explanation.

To be honest, however, I am not convinced by your explanation, and I honestly fear for what education is becoming. I speak after 14 years at UW-Parkside as an advisor/counselor and adjunct in International Studies (12 of those years as the international student advisor as well as a number of years as the gate-keeper for student first-appeals to reenter the University after suspension for grades)) and one year at UW-Milwaukee.

I would suggest, that single courses in any one area as gneds (by nature lower division courses) do not teach methodology or the discipline. The disciplines thus become reduced to data collection or seat-sitting in unconnected courses instead of a way of looking at the world around us. Moreover, the university has dispensed with key components of a university education: the education needed for civic engagement; the need for faculty to introduce students to the methodologies of their disciplines at a deeper level than history 101. And none of this addresses eliminating language majors and how languages (through grammar and vocabulary) shape our own logic of interpretation. A few Gneds simply, for me, cannot replace the damage done by devaluing the disciplines by ridding the university of the majors. It sends a message that these specific programs are no longer important when I think we all know that they are necessary for citizens to govern themselves AND to engage the world around them on some level other than that of accumulating wealth. It seems to me that UWSP has swallowed the kool-aid of neoliberal education and abandoned education as fundamentally intellectual development.

With all of that said, the programs UWSP is proposing make sense, just not in isolation.

Again, thank you for taking the time to discuss this issue with me. You didn't have to reply, and not in such a thoughtful way. I know that I am fighting a losing battle in a neoliberal world, but the outcomes I perceive do scare me. I have found myself returning

to these lines (can't resist the liter reference):

The age demanded an image
Of its accelerated grimace,
Something for the modern age....

The "age demanded" chiefly a mould in plaster,
Made with no loss of time,
A prose kinema, not, not assuredly alabaster

AND

All things are a flowing,
Sage Heracleitus says;
But a tawdry cheapness
Shall outlast our days.

Ezra Pound from : "Hugh Selwyn Mauberley"
Sincerely,

theron

Theron P. Snell, Ph.D (American Studies) retired.

On Mon, Mar 5, 2018 at 9:23 PM, Summers, Greg <Greg.Summers@uwsp.edu> wrote:

Hi, Theron.

The folks in our Communications office forwarded your email below and asked me to respond. I certainly hope we can still be called a University following the restructuring of our curriculum. I am a historian myself, a career that I stumbled into long ago as an undergraduate student in Ohio's public university system. The majors we have proposed to eliminate will clearly be a loss to the public good in central and northern Wisconsin; there is no denying that. However, given the financial realities we are confronting, we simply cannot continue to offer the large number of modestly enrolling programs that we currently provide.

Even more important, the elimination of *majors* in the liberal arts is not the same thing as eliminating *all the course work*. Disciplines such as English, Philosophy, and History will continue to provide the core of our General Education curriculum, and we plan to redouble our efforts to ensure that every graduate of UWSP engages this curriculum in a meaningful way. Moreover, we are planning to create some new, humanities-based majors that will be interdisciplinary in nature. I recognize that this isn't the same thing as the traditional discipline-specific majors we may eliminate. We will clearly be a different kind of university as a result, but a university nonetheless.

Thanks very much for your email, and for your continued engagement with UWSP.

Best,
Greg

Greg Summers
Provost and Vice Chancellor for Academic Affairs
202D Old Main
UW-Stevens Point

Stevens Point, WI 54481
Phone: [\(715\) 346-4686](tel:(715)346-4686)
gsummers@uwsp.edu
<http://www.uwsp.edu>

THEN, NOW & FOREVER
WE ARE POINT.

From: Theron Snell [<mailto:> 
Sent: Monday, March 05, 2018 3:38 PM
To: University Communications and Marketing <University.Communications.and.Marketing@uwsp.edu>
Subject: to the faculty;

Looking at the list of proposed program cuts, I wonder what is left for Stevens Point? It seems that it can no longer be called a University if it cuts English, Philosophy, History *et.al.*

A sad day even if the list is only a proposal. As Dylan noted: "The masters make the rules/for the wise men and the fools."


Or, keeping in the English tradition:

"The age demanded an image
Of its accelerated grimace...."

The 'age demanded' chiefly a mould in plaster
Made with no loss of time,
A prose kinema, not, not assuredly, alabaster
Or the 'sculpture ' of rhyme."

Ezra Pound

Bet you do not pass this on....

Theron P. Snell, Ph.D (retired; American studies)


Sent from [Mail](#) for Windows 10

From: Theron Snell [REDACTED]
Sent: Tuesday, March 06, 2018 10:47 PM
To: Summers, Greg
Subject: Re: to the faculty;

Greg:

Thank you for replying to my somewhat snarky email. I appreciate your time and your explanation.

To be honest, however, I am not convinced by your explanation, and I honestly fear for what education is becoming. I speak after 14 years at UW-Parkside as an advisor/counselor and adjunct in International Studies (12 of those years as the international student advisor as well as a number of years as the gate-keeper for student first-appeals to reenter the University after suspension for grades)) and one year at UW-Milwaukee.

I would suggest, that single courses in any one area as gneds (by nature lower division courses) do not teach methodology or the discipline. The disciplines thus become reduced to data collection or seat-sitting in unconnected courses instead of a way of looking at the world around us. Moreover, the university has dispensed with key components of a university education: the education needed for civic engagement; the need for faculty to introduce students to the methodologies of their disciplines at a deeper level than history 101. And none of this addresses eliminating language majors and how languages (through grammar and vocabulary) shape our own logic of interpretation. A few Gneds simply, for me, cannot replace the damage done by devaluing the disciplines by ridding the university of the majors. It sends a message that these specific programs are no longer important when I think we all know that they are necessary for citizens to govern themselves AND to engage the world around them on some level other than that of accumulating wealth. It seems to me that UWSP has swallowed the kool-aid of neoliberal education and abandoned education as fundamentally intellectual development.

With all of that said, the programs UWSP is proposing make sense, just not in isolation.

Again, thank you for taking the time to discuss this issue with me. You didn't have to reply, and not in such a thoughtful way. I know that I am fighting a losing battle in a neoliberal world, but the outcomes I perceive do scare me. I have found myself returning to these lines (can't resist the liter reference):

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Thanks very much for your email, and for your continued engagement with UWSP.

Best,

Greg

~~~~~  
**Greg Summers**

*Provost and Vice Chancellor for Academic Affairs*

*202D Old Main*

*UW-Stevens Point*

*Stevens Point, WI 54481*

*Phone: [\(715\) 346-4686](tel:(715)346-4686)*

*[gsummers@uwsp.edu](mailto:gsummers@uwsp.edu)*

*<http://www.uwsp.edu>*

THEN, NOW & FOREVER  
**WE ARE POINT.**

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**Subject:** to the faculty;

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Ezra Pound

Bet you do not pass this on....

Theron P. Snell, Ph.D (retired; American studies)



Sent from [Mail](#) for Windows 10

**From:** [REDACTED]  
**Sent:** Tuesday, March 06, 2018 4:06 PM  
**To:** Summers, Greg  
**Subject:** Cutting the Sociology Major

Dear Greg Summers,

I am emailing you in order to express my concerns about the proposed cuts to the sociology major. Sociology is a major that is closely tied to the social work major. With cutting this major it will have detrimental effects to the entire social work department. Social work is an increasingly growing profession. Social work has wide array of employment opportunities after graduation and there are increasing opportunities that are linked to the growing concern of mental illness and the helping profession as a whole.

I understand the University's goal of saving money in the hard-economic times, however cutting the sociology major is not a solution to this problem. This is because since social work and sociology are currently together there will need to be increased professors and courses offered within the social work department specifically in order to accommodate this change. Not to mention, with getting rid of a program so closely tied to social work there will be less students enrolling. I personally, picked Stevens Point after looking at many schools both within and outside the UW system because of the connection that social work and sociology have together.

With sociology and social work being together it has given me a better global understanding that will help me after graduation in my career. Not to mention the professors within the sociology department, such as David Barry and Maggie Bohm-Jordan that have enhanced my education and understanding of the world around me. Through sociology and the professors within this department it has encouraged me to do more volunteering and give back to the community. It is programs such as this that should be funded because of the knowledge that is gained within the courses and program as a whole. As well as the impact that programs such as sociology have on the community. This program gets students out into the field with internship programs, which with cutting this would not prepare them for their future after graduation.

While one may think there is not much that can be done with just a sociology major this is further from the truth. There are many helping professions such as a counselor, mental health, criminal justice, administration, non-profit, and advocacy, just to name a few. Plus, many of these jobs can be done right after leaving Stevens Point. Not to mention, this major offers hands on learning experiences, such as experiential learning and an internship. I personally am eager to do a sociology internship in order to get experience within the field. It would be heartbreaking if cuts occur and I am unable to get this experience since it would greatly help my ability to get employed upon graduation. I understand that the university needs to gain money however when picking a university students look at the choices of programs being offered. When cutting crucial majors within the college of letters and science it will reduce enrollment. I encourage you to think twice about cutting the sociology major because of the impact this major has on the community and its strong connection to the growing major of social work. Thank you.

[REDACTED]  
University of Wisconsin-Stevens Point  
Sociology and Social Work Major  
Psychology and Spanish Minor  
[REDACTED]



**From:** Nancy Moore <[REDACTED]>  
**Sent:** Tuesday, March 06, 2018 4:05 PM  
**To:** Summers, Greg  
**Subject:** Announcement re: becoming a tech college

Greg, I do appreciate the difficulty of deciding how to cut the budget to fit revenue, AND that many students desire a tech education leading directly to a job. I respect the need for vocational education, but I want to support opportunity for liberal education for those with high abilities.

If the U. becomes a tech school, gutting liberal arts, I will remove UWSP from my estate plan and direct the money to a college supporting liberal arts.

Historically, there was a good reason for UWSP's moving from being a "teacher's college" (very job-directed, little college-level education), to a comprehensive college, with requirements in the liberal arts for a BS, and with opportunities for majors within the liberal arts. In the late 1960's, the state wanted the young to have an education matching in content that available in respected colleges. Until recently, such an education also "paid off" in increased lifetime earnings for most of those who completed their Bachelor's degrees.

Student debt, and less- assured increased earning power, has diminished the desire for this kind of education.

Today, I read in the *WSJ* that the trend in many states is towards "encouraging" vocational learning, re-branded as career and technical education. BUT, the author notes, this will be a hard sell in affluent suburbs, for high-achieving kids. *I agree*. Here's one reason why: The *Wall Street Journal* had an op ed last week pointing out that the best jobs, in the longer run, go to students with the skills derived from a liberal education. Generally, affluent and educated people are aware of this, and WANT their kids to get a degree from a respected college.

If smaller state universities do not offer the possibility of a good liberal education, the EFFECT will probably be less class and income mobility for the middle income, rural, and poor, even if they are "good students." The affluent, able, and confident will attend "good" colleges and universities; some less affluent will get scholarships to those; others will get regional technical education for a first job, but probably, less opportunity. (*The Politics of Resentment*, about rural WI, has established that rural/small town kids, first gen college, are fearful of UW-Mad., but attend state U's.) I wish to support availability of liberal arts education for them. I urge you to advocate for it.

Nancy Moore, Prof. of English Emerita, UWSP

**From:** Robert Strauss [REDACTED]  
**Sent:** Tuesday, March 06, 2018 3:45 PM  
**To:** Summers, Greg  
**Subject:** Cutting liberal arts programs

I realize that money is tight and that you (the school administration) doesn't have many options. However, as a recent graduate of the philosophy program, I believe that cutting the proposed liberal arts programs would actually have a negative affect on enrollment because those programs are so essential to a good college education and potential students would be turned off by UWSP's lack of support for liberal arts.

I certainly would not have applied to UWSP without programs such as those.

-Robert Strauss

**From:** Moore, Andy <andy.moore@wpt.org>  
**Sent:** Tuesday, March 06, 2018 1:34 PM  
**To:** Summers, Greg  
**Subject:** Inquiry from Wisconsin Public Television News

**Importance:** High

Greetings Vice Chancellor Summers:

I'm the producer of Wisconsin Public Television's weekly news program [Here and Now with Frederica Freyberg](#). Our program is seen statewide on PBS Friday nights at 7:30 immediately following *Washington Week*. Are you able to join us this Friday, March 9 for an on camera interview to help our audience understand the changes coming for UW Stevens Point?

We can arrange for you to appear on camera from the studio on the UWSP campus.

We can record the approximately six-minute interview any time your schedule allows Friday between 10:00 a.m. and 4:00 p.m.

The segment will be folded into our statewide broadcast Friday night at 7:30. Online by 5:30 p.m. Friday.

Please advise and thank you,  
Andy Moore  
Producer, *Here and Now*  
Wisconsin Public Television  
608 354-2277

**From:** Summers, Greg  
**Sent:** Tuesday, March 06, 2018 9:32 AM  
**To:** 'Kevin Klement'  
**Subject:** RE: UWSP plans

Hi, Kevin.

Thanks for your note. I'm a Ph.D. historian myself. I graduated from UW Madison and have worked at Stevens Point my entire career. I'm deeply invested in the Wisconsin Idea, and certainly, I agree with most everything you note below regarding the value of the humanities.

And yet, I have also come to understand the grinding economic realities of higher education today, especially those that impact regional public universities such as UWSP. Given the decades-long pull-back of public funding, we simply cannot afford to be the kind of comprehensive university that we have been in the past. We have to finance those programs that draw the most student enrollment, because we live and die as an institution based on our tuition revenue. I don't like this. As a citizen, I believe we should invest more tax dollars in public education. But as a provost, I need to ensure that the institution remains financially viable. The loss of majors in the traditional liberal arts disciplines is a loss to the public good in central Wisconsin, without question. But we simply don't have sufficient funding to continue all our programs in their current form.

To say that we are prioritizing majors with the clearest career pathways is not the same thing as allowing business to take over academia. We're not a technical college. We don't train for vocations, we train for professional careers. I think there is a difference. And the careers that our students are seeking in the largest numbers aren't just business. Our graduates become biologists, chemists, computer programmers and data analysts; nurses, dieticians, and dozens of other health care professionals; foresters, wildlife managers, and natural resource professionals; and teachers and social workers and psychologists. To chalk all these up as technical degrees serving business is to caricature the kind of education we are really providing to the region. Our challenge is to ensure that all our students receive a deep education in the liberal arts regardless of their choice of major, even as we are forced to reduce the number of liberal arts majors we can support.

Again, thank you for the email and the expression of concern. These are difficult times in higher education, and I appreciate your perspective.

Best,  
Greg

**From:** [REDACTED] [mailto:[REDACTED]] **On Behalf Of** Kevin Klement  
**Sent:** Tuesday, March 06, 2018 8:45 AM  
**To:** Summers, Greg <Greg.Summers@uwsp.edu>  
**Subject:** UWSP plans

Dear Provost,

I was very disturbed to hear today that UWSP is planning on removing its philosophy major along with a number of others.

I am a Wisconsin native, and friends with a number of UWSP alums. My brother works at USWP.

This is a disastrous and poorly thought out plan. The purpose of higher education is not merely to let students find jobs quicker. We are democracy, and a democracy can only function with an educated populace that can make informed decisions about a variety of issues. An education in the humanities is well-suited for that. The kind of decision making, logic and critical thinking skills given by a philosophy degree can be invaluable in this regard.

Even if the goal simply was to prepare students for a career, this move is short-sighted. Philosophy majors do very well working in almost any industry, and have lifelong career earnings on average very similar to those of engineers. This is not surprising. Again, the ability to think on your feet, to empathize with others, to problem solve in a general sort of way: these skills are irreplaceable.

I am shocked by the attempts to allow business interests to take over academia. Please think about the long term effects of what you do. You are not only harming your university, you are harming Wisconsin.

-Kevin C. Klement, PhD

**From:** [REDACTED] Kevin Klement <[REDACTED]>  
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-Kevin C. Klement, PhD



*Sent via email*

*Provost office  
will respond.  
to*

March 15, 2018

Bernie Patterson, UWSP Chancellor  
University of Wisconsin-Stevens Point  
213 Old Main, 2100 Main Street  
UW-Stevens Point  
Stevens Point, WI 54481-3897

Greg Summers, Provost  
University of Wisconsin-Stevens Point, Academic Affairs  
Room 202 Old Main, 2100 Main Street  
Stevens Point, WI 54481-3897

Ray Cross, President  
University of Wisconsin System  
1720 Van Hise Hall, 1220 Linden Dr.  
Madison, WI 53706

Dear Chancellor Patters, Provost Summers, and President Cross:

The Organization of American Historians (OAH) is deeply troubled by the recent announcement that the University of Wisconsin-Stevens Point plans to eliminate thirteen humanities and social science majors, including history. This comes on the heels of similar action directed at the same constellation of disciplines announced for the University of Wisconsin-Superior last fall. Certainly there is widespread recognition that budget cuts have forced university leaders to explore new options and make difficult choices about educational priorities. However, the simultaneous announcement that sixteen programs will be expanded or added at UWSP, all in fields that require large start-up and operating expenses, raises serious concerns that more is at issue here than tight budgets.

Chancellor Patterson's acknowledgement of the critical importance of the liberal arts should be taken to heart. In Chancellor Patterson's own words, it is "critical [that] students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams. This is the value of earning a bachelor's degree." We couldn't agree more. These critical life skills are at the core of historical study. This is one reason that history is a core discipline in comprehensive colleges and universities across the country. Historical study teaches students how to ask meaningful questions, to locate and assess relevant evidence in answer to those questions, to distinguish fact from fancy, to value and weigh differing perspectives, to be attentive to both the obvious and subtle and the immediate and long-term, to arrive at and support conclusions with valid evidence, and to communicate coherently orally and in writing.

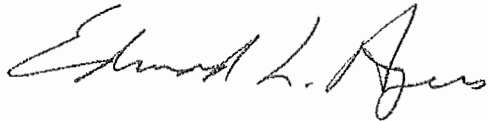
As taught and learned through historical study, these are not generic skills. They are inextricably linked to concrete knowledge that is essential to citizens in a democratic society and to individual achievement in a rapidly changing world. George Santayana's warning that "[t]hose who cannot remember the past are condemned to repeat it" is as relevant today as it was when he wrote it. History is the discipline dedicated to studying the past. Historical study affords a usable past essential to navigating rapid economic

transformation, international crises, epidemic disease, political gridlock and myriad other modern challenges.

Elimination of the history program means the elimination of a university's capacity to teach, and for its students to develop, critical life skills. Denying students the opportunity to pursue a history major conveys a fallacy that understanding the past is an unaffordable luxury rather than a welcome necessity in a democratic society. Eliminating the history major along with a full slate of humanities and social science majors fundamentally distorts the mission of higher education and denies students the right to understand and participate fully in their society.

We urge you to reconsider this decision. With more than 7,000 members, the OAH is the largest professional society dedicated to the teaching and study of American history. Our core mission is to promote excellence in the scholarship, teaching, and presentation of American history. We would welcome the opportunity to assist in strategic planning to ensure the viability and relevance of the history major and related humanities and social sciences.

Sincerely,

A handwritten signature in cursive script, appearing to read "Edmund L. Rogers".

OAH President

CC: UW Chancellors at other Campuses and UW Board of Regents





american  
studies  
association

## American Studies Association

1120 19th Street, N.W. • Suite No. 301 • Washington, D.C. 20036

Tel: (202) 467-4783 • Fax: (202) 467-4786

Email: [asastaff@theasa.net](mailto:asastaff@theasa.net) • URL: <http://www.theasa.net>

2 April 2018

Chancellor Bernie Patterson  
President Ray Cross  
Provost Greg Summers  
University of Wisconsin

Dear Chancellor Patterson, President Cross, and Provost Summers:

I write on behalf of the Executive Committee of the American Studies Association, to express our concerns regarding the proposed changes to the curricular offerings at the University of Wisconsin-Stevens Point.

The American Studies Association promotes the development and circulation of interdisciplinary research on American culture, history, and politics in a global context. The largest interdisciplinary organization dedicated to humanistic and social scientific research in the United States, the ASA's purpose is to support scholars and scholarship committed to original research, critical thinking, and public dialogue. Our roughly 5,000 members are researchers, teachers, students, writers, curators, community organizers, and activists from around the world.

Because the proposed changes described in the *Point Forward* plan are directly antithetical to our association's – and, we believe, to higher education's – aims broadly, we are prompted to urge you to reconsider its implementation. This plan's proposed elimination of American Studies in addition to English, History, Political Science, Philosophy and Religious Studies, World Languages, Sociology, and Art, is especially troubling given what appears to be minimal consultation with UWSP's faculty and students in its development. Moreover, given the established importance of these fields and disciplines to the meaningfulness of a college education, it is difficult to understand this proposed turn toward narrowing the opportunities for student learning.

We are of course aware of the budget pressures that public higher education is facing given the withdrawal of funding by state and federal authorities. Too, we recognize that the uncertainties of the job market seemingly suggest that students would be better served by moving away from broad based education and toward more specific paths of career training, specifically by directing students toward "STEM" fields. We submit that robust faculty input might have allowed UWSP's plan to better reflect the studies that show students grounded in the humanities and humanistic social sciences enjoy greater flexibility and success in securing employment upon graduation than their more narrowly trained counterparts, effects that reflect

their preparedness in bringing to bear creativity, critical thinking and writing, historical depth, and socio-economic and political understandings to bear to any career. Moreover, faculty and student consultation might provide the plan with a more adequate understanding of the limitations of higher education conceived primarily in economic/job market terms. The very fields and disciplines identified for elimination are precisely those that provide all of us with the capacity to think and act individually and collectively, toward the greater good. In this sense, the effect of implementation of the plan would be to contradict quite directly the Chancellor's express commitment "to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts."

Accordingly, we urge you to reconsider this plan, and to do so with substantial input from your faculty and students.

Thank you for your consideration.

Yours,

A handwritten signature in black ink, appearing to read "Kandice Chuh". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Kandice Chuh  
President

RECEIVED  
UWSP

APR 19 18

Chancellor's  
Office

Dear Chancellor Patterson,

I mail this letter to add my voice to what I can only assume is an amassing body of students, alumni, faculty, and community members frustrated with the recent proposal set forth by the UW-Stevens Point administration. Of course, the university is faced with difficult financial decisions, which I do not wish to make light of, nor attempt to solve. Instead, I mail this letter to share my experience and my concerns as a recent alumnus who studied English, Creative Writing, and Environmental Studies, in whose education benefited from a multitude of programs now facing the guillotine, and who questions an administrative proposal that threatens the core of a liberal arts education.

This letter arises from the biased opinion of someone who attended college not to prepare oneself for a specific job, but rather to receive a mind-expanding, character-defining educational experience that would alter the course of one's life forever. As that someone, I was not disappointed. I eventually chose English as my field of study for the simple facts that I loved reading and discussing literature with an intellectual community. As it turns out, I also have a knack for analytical writing. Coupled with a growing interest in Environmental Studies, I was essentially preparing myself for a career in Ecocriticism, best defined as the study of how literature shapes our relationship to our environments, and vice versa.

Ecocriticism is an emerging field of literary theory, and people do not yet realize how solid of an interdisciplinary program UW-Stevens Point offers students interested in Ecocriticism. My love for studying English and nature was satiated by English classes like Nature Literature, Literature and Ecology, and Environmental Writing. My Environmental Studies minor allowed me freedom to straddle other humanities programs, so I filled my class schedule with numerous courses in Environmental Ethics and Environmental History.

During my education, I honed my writing skills as a reading and writing consultant in the TLC, and I gained valuable teaching experience as a Reading in the Disciplines teaching assistant for the class U.S. Environmental History. I made the Dean's list every semester, I won a variety of university awards and scholarships, and I graduated summa cum laude in May 2017. Most importantly, my multifarious education in English, History, and Philosophy as a student of Ecocriticism granted me acceptance into a MA program at the University of Montana, which boasts the honor of harboring one of the most established Ecocriticism programs in the country. My new advisor at the University of Montana recently reached out to me expressing sorrow after hearing about Stevens Point in the news. As you can imagine, it is a time of uncertainty for everyone in my field who follows the proposal at UW - Stevens Point. Not only do we hope it does not proceed: we also hope it does not become a catalyst for the nation to follow.

I list my accomplishments to highlight the fact I took my education quite seriously, and I owe it all to the College of Letters and Science and the humanities professors housed within who made me feel empowered and individualistic. Like many UW-Point attendees, I was a first generation college student. Imagine my family's surprise, then, when I received acceptance into a reputable graduate program. Without prodding from my professors, I may never have even applied. I may never have thought myself capable of continuing past undergraduate studies, but lucky for me I was assured by my mentors that I was. You see, Chancellor Patterson, my college education was not a means to an end, i.e., a job. To me, my education started a personal and intellectual journey, which will carry me through the rest of my life.

After receiving an MA, I plan to pursue a PhD. After receiving a PhD, who knows? Perhaps, I will teach. Perhaps, I will follow my passion of sustainable farming. Regardless, my ultimate objective is to live a fulfilling life, and I know that would not be possible had I majored in something practical like, say, financing, environmental engineering, or business. To some, that is exactly what a fulfilling life entails. That is not my place to decide.

To the point, the College of Letters and Science is an essential body of the university necessary for understanding, in its entirety, the human condition. In a sense, the branches of humanities study and interpret the ways of the world. Who best to analyze humanity then those who study events from the past, those who delve into social aspects of literature, and those who apply themselves to the study of ethics? It is with great caution I urge you to reconsider reducing the humanities programs targeted by the recent proposal because without the humanities, something essential to our humanity will be lost.

It takes a student of the humanities to recognize the danger of such a proposal. The University of Wisconsin – Stevens Point faces a budget deficit, but solving it does not lie in reducing a liberal arts education for prospective students. Many feel as I do. I am sure you realize this, for else why would the proposal garner national attention? I interpret this proposal as a vision to narrow the scope of education, to mold job skills and prepare one for the economy; to follow faithfully and dutifully in the footsteps of a governor who desires to transform public campuses into bodies of workforce development. This proposal simultaneously encumbers the development of essential critical and interpretive skills needed to question the very authoritative moves this proposal puts forth. In essence, I do not see this proposal as a matter of finances. I see it as a matter of education, and I truly fear an education void of the humanities. Again, many feel as I do. I would never question a university's decision to prepare students for a job, but I am obligated to question a university's proposal to narrow a student's education.

Sincerely,

Dylan Couch

P.S. Feel free to reach me at [REDACTED] or by mail.

Dear Christopher Richards and Bernice Patterson,  
My name is Brittany Federspiel, alumnus of UWSP,  
December 2015. I just got the email about programs being  
expanded and cut, and needed to respond right away  
(I couldn't find how to reach you through email, so I went  
old-fashioned!)

I am sad and a little scared to hear the German ~~program~~<sup>major</sup>  
might end, as I would have never attended UWSP if it  
didn't have the German major! Continuing my German  
education after high school was very important to me,  
and being part of the Marburg semester abroad changed  
my life! Furthermore, having my German major did  
allow me to get a job teaching German at the West  
Bend High schools last year. Professors Ruppel (now retired),  
Barske, and Leek were wonderful teachers ~~who~~ who I will  
never forget and I would be sad to see them leave.

I know that this is all due to budgets and that I  
am only one person, but I talked to several friends

about this - friends who I made in German classes at UWSP and still keep in touch with - and asked them if they wanted to express the same sentiment as me, so those who agreed are listed below with their former student ID numbers as verification.

Thank you for taking the time to read my letter.

Sincerely,

Brittany Federspiel Former student ID #: [REDACTED]

Eli Towle ..... [REDACTED]

Mary Gentner ..... [REDACTED]

Andrea Wenstadt, .... [REDACTED]

Joey Collard

Sam Straus (Brunner) } couldn't remember their ID

(P.S.: more on the life-changing effect of my German education at UWSP: ~~with~~ With the help of my family tree and the Luxembourg American Cultural Society, this summer I will be travelling back to Germany and Luxembourg to get my Luxembourg citizenship, so that I can be a citizen and possibly live + work in the EU! (I would have never done this without knowing German well!))

Brittany Federspiel



UWSP Foundation

c/o Christopher G. Richards

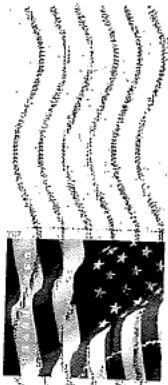
Bernie Patterson

2100 Main St.

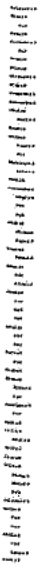
Room 213 Old Main

Stevens Point, WI 54481

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UWSP

MAR 26 10

Chancellor's  
Office

[REDACTED]

Chancellor Bernie Patterson  
2100 Main Street  
Room 213 Old Main  
Stevens Point WI 54481

March 23, 2018

Dear Chancellor Patterson:

The nationally publicized controversy over the University of Stevens Point's (UWSP's) proposal to drop 13 majors, including English, stems from a lack of foresight by the university's administration to prove those traditional majors' worth to society.

Not today's society--resting as it is in a political and financial bed of its own making--but an enduring, mature society confident that its belief in timeless university curricula will always prove more worthy than the timely.

University curricula exist because they contribute to the long-term common good. Those curricula do not alter when they alterations find. They are not shaken by the times. They endure in spite of them.

In short, if they are administered by university leaders with the prescience and courage to withstand kitsch like STEM, they will not pander to any bottom line that is, at best, their secondary consideration.

In your statement concerning the fate of the majors appearing in the March 12, 2018 Stevens Point Journal you say, "A broad liberal arts education is crucial. We remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path."

With respect, Chancellor Patterson, that is a statement you cannot wholly support. You cannot prepare students for a successful career path within the tenets of STEM you imply when job market statistics show that an average blue or white collar worker will change positions many times during their careers. And with the advent of the gig economy, they will change those career paths many times over.

Thus, to equip students with the necessary flexibility, university administrators like yourself need to show the courage and financial acumen necessary to snap off STEM before the graduates they send into the workplace will segue from early promise to an eventual, "That'll be \$7.55 at the first window."

In the pub scene midway through the 1994 romantic comedy, *Four Weddings and a Funeral*, the flow of whiskies prompts the boorish George (Ruepert Vansittart) to say to the erstwhile but



loveable Charlie (Hugh Grant), “I couldn't see any point in going to university. If you work in the money markets, what use are the novels of Wordsworth going to be?”

There it is: a perfect enough illustration for our purpose of the false choice STEM based curricula offer. If money markets fail where will George be? And Charlie? Well, he has love on his side. For someone like you, who resides in Plover, the little town with Love in the middle of its name, should know what Charlie had going for him.

We embrace the humanities to become the richer for having done it. They are a seemingly senseless pursuit out of which we can make some sense of our existence. Having done that we possess an autonomy upon which any number of careers can be anchored.

I don't assert the above lightly. Later in *Four Weddings and a Funeral*, Matthew (John Hannah) recites W. H. Auden's “Funeral Blues” at the funeral for Gareth (Simon Callow). When I enrolled at UWSP in the autumn of 1974 I didn't know who Auden or Wordsworth were. I was six lost years out of flying for the Navy in Vietnam and I simply needed one English class to fill out a deficiency from my undergraduate degree at Marquette.

I was a product of STEM before STEM existed, the country's reaction to the 1957 Russian Sputnik launch and the rush to catch up in science and engineering. I wrote poetry for my high school paper and excelled in English classes. But because I felt the need to contribute and didn't have the grades for engineering, I launched on a business major at Marquette University where I was required to take only one semester of English composition. At the end of that Comp semester my instructor told me an essay I'd written had been accepted for publication, upon his submission, by the university's creative writing magazine, *Fresh Ink*. He urged me to switch to a Liberal Arts major. I didn't listen.

Thus, that autumn of 1974, late on a sepia Friday afternoon, my UWSP English advisor told me the single available option was a night class in poetry.

I took it and 16 years of misspent time were erased. I never took the advanced business classes I'd planned on, was sheltered by the curricula of the Art and English departments, went on to an MFA from the University of Montana, teaching positions at Boise State and the University of Arizona, and published two books of poetry before accepting a position as correspondent and columnist with a newspaper in the New York metro area: *The Daily Racing Form*.

None of that or what came later, for example, founding The Writers Project, an educational, non-profit offering a series of summer writing workshops in four states, would have been possible without the broad, primary, life-experiential grounding in Art and English at UWSP.

Essayist and novelist Joan Didion has famously written, “We tell ourselves stories in order to live.” I live by that statement and so do you, Chancellor Patterson. We all of us, if we're worth knowing, follow an inner narrative with which we fashion our lives' day to days.

There is no better fabric than the Arts and Humanities with which to fashion a life worth living.

I urge you, Chancellor Patterson, to make the effort beyond every to secure the future of the Art and English departments at the University of Wisconsin Stevens Point.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karl Garson', with a long horizontal flourish extending to the right.

Karl Garson

PS: If you must throw a bone to the dogs of STEM, you are eminently qualified to create a new English major in post-incarceration education.

While at the University of Arizona I volunteered to teach Sunday night creative writing classes at an Arizona State prison near Tucson. I enjoyed it. I found my prisoner students to be dedicated to their work beyond the motivation to be released from their cells for three hours. Most of them were, if you will, wicked smart.

But, as you well know, certain additional skills are required to interact with those students. Who then, better than you to work with the English Department to create this innovative, STEM compliant major.

(Copy to follow via USPS)



University of Wisconsin  
**Stevens Point**

Office of the Chancellor

2100 Old Main | Stevens Point, WI 54481-3897  
Phone: 715-346-2123 | Fax: 715-346-4841

March 28, 2018

Karl Garson

Dear Karl,

I appreciate your passion and conviction. It has been gratifying to know that alumni like you care enough about the future of this institution to share critiques, concerns, ideas, and support at this important crossroads.

When we first started talking about the discontinuance of some majors, I felt like I had been kicked in the gut. I spent 25 years of my career either teaching or in administrative positions in a college of arts and science, the last nine years as dean of the College of Arts and Sciences at Georgia College. I was there when that university decided to change its mission to become the public liberal arts university of Georgia. That's a lot of years explaining, promoting and defending the liberal arts.

Now, at UW-Stevens Point, we remain committed to ensuring students have the kind of "broad, primary, life-experiential grounding" in the liberal arts that you experienced. The question is how to do that with an aim to not simply endure these times, but come out stronger than before.

I'm encouraging the campus community to use our energy and our intellect to engage in a civil discussion about what we can and must change given our current reality. This is why I was pleased to see that Academic Affairs, Student Government Association, and Common Council are joining forces to come up with an alternate proposal. We believe there is a way to respond to what is timely without losing what remains timeless.

Thank you for sharing your story, and for adding to the ongoing conversation.

Sincerely,

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

Bernie L. Patterson  
Chancellor

**JENSEN, SCOTT, GRUNEWALD & SHIFFLER, S.C.**

A Wisconsin Service Corporation  
128 West Division Street  
P.O. Box 426  
Medford, WI 54451  
Medford: (715) 748-2211  
Abbotsford: 715-560-8421  
Fax (715) 748-5811  
Toll-free (888) 877-7318  
attorneys@jensenscottlaw.com

**CORLISS V. JENSEN  
WILLIAM A. GRUNEWALD  
MICHAEL D. SHIFFLER  
ADAM V. MARSHALL**

RECEIVED  
UWSP

MAR 26 18

Chancellor's  
Office

RAYMOND H. SCOTT  
1921-2015  
FRANK L. NIKOLAY  
1922-2011  
JOHN J. NIKOLAY  
1925-2011

March 22, 2018

Chancellor Bernie Patterson  
University of Wisconsin - Stevens Point  
2100 Main Street  
Stevens Point, WI 54481-3897

Dear Chancellor Patterson:

I have read with dismay media accounts of the University of Wisconsin - Stevens Point eliminating majors in thirteen liberal arts programs. I believe this is unwise.

If such elimination takes place, I call upon you to change your institution's name. Without these majors, it no longer qualifies as an "university." It may be some sort of community college or technical college but cannot claim the university moniker.

A university, after all, strives to teach its students in a broad area of course work, including the so-called liberal arts. Majors in english, political science, history, music, arts, and the others are essential at a university to give our future leaders a broad base of knowledge in their culture and others, their history, and life. A university strives to educate individuals who will, with that broad base of knowledge, improve society and promote (other than a sound bite) certain universal ideals and truths. If we are to advance society, we need universities.

An english major may never have a job in english but as a educator, administrator, or business owner that individual will have a broad base of knowledge that can only improve that individual's life and work. It is essential that our leaders have a broad base of history and philosophy to lead our future. These programs are essential, even if it only serves to give students a base to teach and raise their own children. Such a broad base is certainly missing in the present administrations of our nation and state.

As such, I call upon you to reject this notion. If enrollment is down in these studies, these studies must be promoted and enhanced.

If you do not heed this call, you simply must change the name of your institution.

1948 *70<sup>th</sup>* 2018  
*Anniversary*

Very truly yours,

JENSEN, SCOTT, GRUNEWALD  
& SHIFFLER, S.C.

By: 

William A. Grunewald, UWSP Alumni,  
1980, B.S. Political Science, History minor

WAG/amk



University of Wisconsin  
**Stevens Point**

Office of the Chancellor

2100 Old Main | Stevens Point, WI 54481-3897  
Phone: 715-346-2123 | Fax: 715-346-4841

April 4, 2018

William A. Grunewald  
JENSEN, SCOTT, GRUNEWALD & SHIFFLER, S.C.  
128 West Division Street  
P.O. Box 426  
Medford, WI 54451

Dear Mr. Grunewald,

Thank you so much for taking your time to write and express your concern for the proposed changes to the curriculum at your alma mater. I have written to many alumni in these past few weeks and I continue to appreciate all the responses. I understand your concern and want to follow up with a few thoughts.

First, please know that this proposal was not put forward lightly. It is the culmination of years of strategic planning, during which we invited input from faculty and staff. We have updated the campus community on our challenges, and our academic deans and department chairs have been involved in developing the proposal. It is simply the starting point for the formal decision-making that lies ahead. Even if the proposal moves forward in its current form, the liberal arts base of our coursework will not go away. English, Political Science, History, Philosophy, World Languages and Art will continue to be taught here, while 80-percent of the humanities courses offered will continue.

I cannot emphasize enough: A broad liberal arts education is crucial. I'm certain you feel the same way, given your degree and career in practicing law. We remain committed to ensuring every student who graduates from UW-Stevens Point is thoroughly grounded in the liberal arts, as well as prepared for a successful career path. It is critical our students learn to communicate well, solve problems, think critically and creatively, be analytical and innovative, and work well in teams. This is the value of earning a bachelor's degree. I believe it is a false choice, however, to suggest we must offer these broad skills or majors with career pathways. Both are essential, and both will continue to be offered at UW-Stevens Point.

To help you illustrate the planning and strategy behind this proposal, I have detailed some of our academic assessment numbers and program structuring below:

- Less than 10-percent of current UW-Stevens Point students are majoring in programs proposed to be discontinued. This is closer to 6-percent, if we focus on a student's primary major, the one that attracted the student to UWSP.
- Of the students admitted to UW-Stevens Point for fall 2018, only 3.6-percent have indicated intent to major in one of the programs proposed to be discontinued.
- Minors and certificates will continue to be offered in these programs. We will maintain a major in English with a narrower, more professional focus.
- Majors with teaching emphasis in English and History (broad field Social Science) will continue.
- Political Science will reposition to offer a program in Public and Global Affairs.

- Sociology will develop a new major in Criminal Justice, and Social Work will continue as a major.
- Graphic Design, the most popular Art program, will become a major.
- Several new interdisciplinary majors in the humanities, world languages and social sciences are being explored, including Environmental Studies.

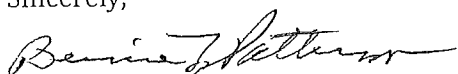
As UW-Stevens Point has faced decades of declining state support, and more recently, declining enrollment, we have tried nearly every strategy except cutting programs to address fiscal challenges: Open positions were left unfilled, contracts not renewed, administrative roles consolidated. We have implemented cost-savings, increased workloads, raised class sizes, reduced administrative spending, and nearly eliminated budgets for supplies, equipment, technology and facilities. We have restricted travel and professional development, reduced student activities, and declined for years to invest in salaries for our faculty, 95-percent of whom are paid below national averages. We have spent down our reserves, as the state Legislature mandated—a precarious position no business would willingly employ.

In short, we have cut everywhere else. These are painful realities. They affect lives and dreams, our friends and neighbors. Yet, doing nothing is not the answer. As chancellor, it is my responsibility to ensure the university continues to thrive. No organization simply cuts its way to greatness. That is why our proposal also includes ways to begin new majors and expand high-demand majors to meet our students' interests and the needs of our regional communities. Given our growing dependence on tuition, frozen now for five years, we must explore programs that will enhance enrollment. These proposed changes are intended to create a responsive, forward-looking, sustainable future for UW-Stevens Point.

I have spent 25 years of my career either teaching or in administrative positions in a college of arts and science. Prior to my service here as chancellor, I spent nine years as dean of the College of Arts and Sciences at Georgia College. I was there when that university decided to change its mission to become the public liberal arts University of Georgia. That's a lot of years explaining, promoting and defending the liberal arts. Now, at UWSP, we remain committed to ensuring students are grounded in these disciplines. I've encouraged the campus community to use our energy and our intellect to engage in a civil discussion about what we can and must change given our current reality. This is the beginning of a process to prepare a formal proposal, which will be reviewed by a campus governance committee and, ultimately, by the Board of Regents. I am proud that all of our stakeholders, including our students, faculty and staff, alumni, community members, and local business leaders have stepped forward in a variety of ways to share their critiques, concerns, ideas, and support.

Thank you for writing with your concerns.

Sincerely,



Bernie L. Patterson  
Chancellor

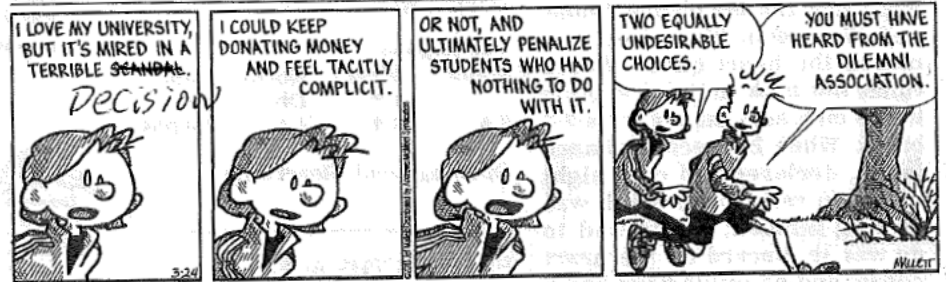
The enclosed cartoon expresses how I feel.



Nancy Howard

FRAZZ

JEFF MALLET



3/26/2018

Chancellor Patterson,

I was dismayed to read about the plans to diminish the role of "liberal arts" at UWSP. This is not good for the future of the university.

We are alumni, not big donors, but always supportive. Right now I feel as though my English/German major and my daughter's Spanish major have lost their value. Nancy Howard  
Class of 1970



Wednesday, March 21, 2018

Bernie L. Patterson, Chancellor  
2100 Main Street, Suite 134,  
Stevens Point, WI 54481-3897  
Phone: 715-346-3811  
Email: [alumni@uwsp.edu](mailto:alumni@uwsp.edu)

Dear Chancellor Patterson:

I recently received the announcement of your plan to destroy the Liberal Arts program at my Alma Mater, the University of Wisconsin at Stevens Point, in the name of efficiency. I began attending UW-SP upon my return from service as an Infantryman in Vietnam, back when it was still called WSU-Stevens Point. I was troubled and confused by the war and the politics of the time. The knowledge I gained majoring in Philosophy, Sociology and Political Science, Departments all scheduled for destruction, allowed me to find perspective. The knowledge and critical thinking skills I learned in the Liberal Arts aided me in a long and rewarding career helping veterans throughout our state. I'm horrified that you've joined the anti-intellectual crowd that currently holds sway in our country as is shown by your plans.

While the plan to expand the UW-Stevens Point's offerings in various science and Natural Resource fields is a good move, doing so at the expense of the basic mission of the University is outrageous. The very term University derives from the Latin *universitas* 'the whole'. To produce students who will be educated in the 'whole' of any subject, you must maintain the whole of an educational institution. While many in political leadership today believe that the value of a liberal arts education is overblown, it has seldom been more vital to our future.

The forces pushing for conformist thinking, simple solutions to complex problems and an educational system that is primarily a technical school for business and industry, cannot be allowed to destroy our places of learning. What good is it to know the details of a chemical process if you do not know how mankind moved from making fire to making rockets. The founders of our nation were successful because they were well read in philosophy, political theory, social theory and the great works of literature. It is this broad base of knowledge that allows mankind's continued advancement and success.

Personnel directors know that except for some very limited technical positions, the best hires come with a liberal arts background. They adapt better to an ever-changing world. When I started college, all computers ran on punch cards. When I graduated punch cards no longer existed. Those with a broad-based education moved into other fields quickly and successfully. If you have any respect for the University you currently serve, you will reconsider the plan to end the Liberal Arts degree programs.

I'd planned to have a sizable portion of my estate used to support the mission of my Alma Mater. I'm notifying you that I am withdrawing that offer. I cannot support an institution that has lost sight of the purpose of a University. I deeply regret this action, but your plans have left me no choice.

Sincerely,

Stephen J. Piotrowski,  
Class of 1977, Albertson Memorial Award Recipient



CC: Stevens Point Journal, Capitol Times, Wisconsin State Journal, Chair Philosophy  
Department, Chair Sociology Department, Chair Political Science Department of UW-SP



March 26, 2018

Stephen J. Piotrowski

Dear Mr. Piotrowski,

First, I want to thank you for your thoughtful and passionate comments. As a veteran myself, I was particularly moved by your story as an infantryman in Vietnam and your continued service after you completed your tour of duty. So it is my hope to respond with the same thoughtfulness you provided in your message. While I understand and certainly don't disagree with your position, I hope you will allow me to clarify a few points regarding the recent proposal currently under review on campus.

Please keep in mind that what was presented earlier this month is not a *fait accompli* – it is a *proposal* that will be vetted by the campus community and UWSP stakeholders during the coming months. Campus governance will weigh in and a review committee will make recommendations; from there, the Board of Regents will have the final say. The document offered on March 5 is a jumping off point. I believe this document will simply help us begin to deeply examine what lies ahead.

What brought us to this point is a \$4.5 million budget deficit. A variety of things were precipitating factors: a 25% reduction state support; a six-year freeze on tuition; and, importantly, a decline in enrollment due to recent record graduation rates and a demographic dip that has reduced the number of prospective students in high schools. In short, in an era when our budget is more than ever tuition dependent (we only get 13% of our funding from state taxes), we are particularly attentive to enrollment as that is our main source of revenue. Therefore, we have had to reexamine our offerings in light of this changing environment.

While the proposal suggests reducing 13 majors, those subjects will continue to be taught on campus – in fact, 80% of the current courses in those disciplines will still be offered. We remain committed to teaching the liberal arts because they are a critical factor in what differentiates a university degree from a tech school education. The reality of declining enrollments and reduced state funding has forced us to reimagine how, and not if, we deliver the liberal arts to our students.

Our intent is to reshape UWSP by reallocating resources to programs that offer strong career pathways for our graduates, disciplines that we have found are important to prospective students. Our enrollment data and trends in the job market have helped guide us. We believe that future opportunities for our graduates, at least in part, should color what we offer. In return, we also recognize that we play a role in shaping our society by offering opportunities in the liberal arts that give our students a foundation for critical thinking, complex problem solving, writing, global awareness that spans cultures across the world, and as you said, perspective. We believe the changes under review on campus move us in a direction to accomplish these objectives.

As I survey the landscape, I think we stand at a fork in the road, looking back at an institution that many recognize completely, and forward to a reimagined university that helps prepare graduates for a rapidly changing world. We are in the business of broadening minds, creating future leaders, and seeking the truth through knowledge; in so doing, UWSP plays a significant role in shaping the world. A university that languishes simply cannot accomplish this. I am uncertain of how this proposal will develop in the coming months, but I am confident that our faculty, students, alumni, and campus leadership will develop a plan that will put us in a position to thrive for many generations.

Finally, I am disheartened to learn that you are no longer considering UWSP Foundation as a beneficiary of your estate. While I will not ask you to reconsider this decision today, I would ask that you give thought to revisiting your decision after our campus and the Board of Regents have had a chance to shape ideas and formulate a final plan.

Thank you again for your service to our country, your thoughtful comments, and your passion for your alma mater.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bernie L. Patterson".

Bernie L. Patterson  
Chancellor

Donald & Sandra Roloff



RECEIVED  
UWSP

MAR 15 10

Chancellor's  
Office

Bernie Patterson - Chancellor  
Room 213, Old Main  
2100 Main Street  
Stevens Point, WI 54481

Chancellor Patterson:

The purpose of UWSP is to prepare students for the future; however your plans indicate that your view of future needs is limited and narrow. In a practical sense, your changes would have a long-term affect on the university's ability to adjust its curriculum in order to meet changing needs and would cripple your flexibility. A university should not be playing to the current needs alone, but should always be preparing students in ways that allow them to pivot in some other direction without having to throw away 2, 3, or 4 years of education. Certainly industry "wants" particular majors taught. But they will be the first to complain when their need changes and you are no longer supplying it. Only the "edges" of your curriculum need to change with the changing needs of society. That would serve to give you flexibility, mobility, and stability.....and still meet the current employment picture. Don't make the mistake of throwing out classes which are internationally understood to be the basis of civilization's advancement.

Contrary to what your proposals indicate, your students do not start their education as a freshman in college. High schools need teachers who have an understanding of critical thinking skills and who apply those skills in a number of disciplines, all the while exposing young people to a variety of subjects and sparking an interest in the pursuit of additional knowledge. Who is going to "feed" your university if there is a lack of qualified high school teachers who have a wide spectrum of knowledge in a certain field, each having students utilize critical thinking skills in a variety of ways? What kind of student will walk through your doors, without that training? Will he/she know how to express herself, how to read with understanding, know how to analyze data (not just scientific data), how to formulate a plan, how to utilize talents of others and work cooperatively? Liberal arts is the basis of all formal education.

Ultimately, what business/industry wants to remain stagnant? And from where will the creativity, which advances any business, come if it is not nurtured in our students by the liberal arts classes? SCIENCE IMPLEMENTS THE IDEAS OF OTHERS....FROM WHOM WILL THOSE IDEAS COME???? AHA!! ... LIGHT BULB TURNS ON... IT COMES FROM THE LIBERAL ARTS. And what kind of a society will we have if universities are not educating for the breadth of the human experience and its connectivity? And what about government leaders? Will we have to repeat history because we no longer teach it?

It is impossible for everything known to be taught, but we have an obligation to teach enough to whet the appetite for more learning. I always taught my children that they should spend their lives learning. You have decided to teach them that only a few things are worth knowing. And, by the way, they would not have been able to pursue that education if it had not been offered at UWSP! If the cuts in state funding of education have placed constraints on your system...then make cuts across the board. If I'm short of money, I don't cut out food in preference for cable. I don't cut out gas in preference for a summer vacation. Where is your logic? Your common sense? Your concern for the needs of North Central Wisconsin? Your compassion for maintaining a system that provides a BROAD range of educational offerings for this area? ....For families struggling financially?

Do you not remember when the Tech Schools started becoming mini colleges? And started offering "other" college-type courses? It was a big mistake because it cut out of the employment cycle a large number of very intelligent kids who were not "made" for a "rounded" curriculum. Now you are doing just the opposite....and, I might add, just as stupid an idea, and positioning UWSP to become a glorified Tech. Let the Tech be a Tech, and UWSP be a university! Both have an important place in our economy.

Have the foresight to know that your decisions affect the future quality of many lives...not just those of today. For being a leader in the field of education, you exhibit a lack of education yourself. You have failed to learn what you do not know and are being led by your narrow understanding of education. OR.... if that is not the case...the alternative is you are being led by your own ambition and care little about education and the future of the young people in this area. YOUR CURRECNT CHOICES WILL SEVERELY LIMIT THE OPPORTUNITIES IN NORTH CENTRAL WISCONSIN AND AFFECT THE QUALITY OF LIFE FOR MANY.

We are senior citizens and have lived in this area over 50 years. North Central Wisconsin leaders worked hard in order to provide a variety of higher educational opportunities for our young people. And now you want us to go backwards!... And you want us to go quietly!...And you know what's best! Well..... guess again! We are not going quietly! We will not be patronized! We can think for ourselves! We can crunch numbers and analyze data! We can write! We can think! We can decide! We can vote!

Are you striving to create educated cogs in an industrial machine, where one's position in life is set? Or will you continue to create thinking individuals who are equipped to use their education to move vertically in life? Learning how to learn is never out of form. Civilization has based its progress on the liberal arts for 2500 years....UWSP should do the same.

Concerned Central Wisconsin Voters,

*Donald Roloff*  
*Sandra Roloff*

Donald & Sandra Roloff



University of Wisconsin  
**Stevens Point**

Office of the Chancellor

2100 Old Main | Stevens Point, WI 54481-3897  
Phone: 715-346-2123 | Fax: 715-346-4841

March 26, 2018

Donald and Sandra Roloff



Dear Mr. and Mrs. Roloff:

Thank you for your recent letter regarding your concerns about the proposed changes to the academic major offerings at the University of Wisconsin-Stevens Point. I appreciate your feedback and your perspective. As we grapple with the realities of a \$4.5 million structural deficit, it is vital that we seek input from all of our constituents. Your comments will be included with the other feedback we have received from our on- and off-campus communities as we review and evaluate the proposal.

In response to your letter, I want you to know that the proposal is the beginning of an extensive review process, which will include feedback and review by a special governance committee (appointed by the university Common Council), myself, and the UW System Board of Regents. We take pride in our history of shared governance, and I assure you that all stakeholders will have multiple opportunities to provide input and feedback on the proposal.

I want to assure you the liberal arts are not going away. More than 80 percent of the humanities courses currently offered at UW-Stevens Point would remain under this proposal. Students will continue to learn to communicate well, evaluate and solve complex problems, think creatively and analytically, and appreciate diverse viewpoints. The liberal arts are the core of all of our academic majors, including those in scientific and technical fields. Our students, in all academic and professional fields, will continue to receive an educational experience at UW-Stevens Point that is thoroughly grounded in the liberal arts. Although the proposal recommends the elimination of majors in English, Art, and Political Science, students would still be able to take courses in those academic disciplines through minors, certificates and the general degree program.

In your letter, you recommended we address the reductions in our funding through an across-the-board reduction. The unfortunate reality is that UW-Stevens Point has been faced with reductions in state funding for decades. To address previous budget reductions, we reduced our workforce, consolidated administrative positions, reduced supply and travel budgets, increased class sizes, streamlined administrative functions, and reduced student activities. Simply put, there is no other place to cut. An additional across-the-board reduction would cripple the entire academic enterprise. Moreover, the vast majority of the funding that we are required to cut resides in the Academic Affairs division. We are prohibited by the Board of Regents from using funds generated from our auxiliary operations (i.e.

residence halls and dining) to fill the structural deficits in academic units. While I am still advocating with the Board of Regents for more financial flexibility, I do not anticipate any significant change to that policy in the near future. Therefore, the majority of the budget reductions must occur in the academic areas of campus.

A strong and sustainable higher educational system is a key component to developing citizens who are educated, prosperous and engaged. I have no doubt that UW-Stevens Point will continue to meet our mission:

Through the discovery, dissemination and application of knowledge, UW-Stevens Point fosters intellectual growth, provides a broad-based education, models community engagement and prepares students for success in a diverse and sustainable world.

Although we are facing significant financial challenges, we are facing them head-on and identifying opportunities for growth and change. We are making decisions through careful consideration of data, extensive feedback from our constituents (on- and off-campus), analysis of current and future workforce needs, and the fiscal realities of our campus. The choices are not easy, but they are necessary. I am confident we will emerge from this process a stronger university that is even more responsive to the changing needs of our region and the State of Wisconsin. With your help, we can continue to move the university, and the State of Wisconsin, forward.

Thank you, again, for taking the time to write to me. I appreciate your passion and commitment to higher education and the citizens of Wisconsin.

Sincerely,

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

Bernie L. Patterson  
Chancellor



RECEIVED  
UWSP

MAR 09 18

Chancellor's  
Office

March 8, 2018

Dear Chancellor Patterson:

It was with a heavy heart that I read your message concerning the restructuring of UWSP. I understand the pressures that forced this and commend you and the University for proposing bold action in the face of those unrelenting assaults of inadequate support. I have watched those forces develop and play out over my entire career. I may be retired, but I still have deep emotional roots with UWSP and I wish to share a few comments that I hope you will have the time to read.

I joined UWSP in 1972 just after the system merged and just after the State had given the system its highest level of public support. I retired following the Fall, 2010 Semester. Across my entire career I watched the State withdraw more and more support. For many of those years UWSP was less well supported than our sister four-year campuses as our institution decided to prove our worth by doing with less and being more efficient instead of pushing for higher support. That effort was, in retrospect, misguided. It is my interaction with the system and with students over my 38½ year career at Point that motivates this letter.

To address a problem one needs to first be able to define desirable and undesirable outcomes. To that end, what is a University, what isn't a University, and what should and should not be a University? I believe it to be a widely held view that a University provides for an elevated education, sometimes but not always focused on development for specific careers, but at the base provides for the development of an informed and capable population. Presumably the lower levels and more widely spread levels of education occur in the public school system. Over the course of history most people did not aspire to a higher level than that, and relatively few pursued the opportunity. In recent times, as the value of a college degree, any college degree, became apparent more and more people chose to enter college.

It's easy for me, standing at the peak of the educational system, to criticize the level of preparedness of our students, but that does not make the criticism any less valid. I have only scattered memories anymore of High School or before, but I went through the system before it was decided to make school fun and/or relevant to young people's lives. We were given information we had to retain to advance, and those who were unable to do it were held back until they could. We were taught basic math skills, reading (for understanding), how to write, some levels of history, political science, geography, sciences. Some did better than others and some of the things we were taught were at best biased, as in history, but there was a base level of preparedness. There is some of that missing now, and I blame the K-12 school system for that even while I recognize that they, like us, were never given adequate support in their task.

I was not just surprised but often appalled at the dearth of knowledge and understanding rife within our student body. We were forced as an institution to provide some of our students with education they had not been given in High School. As an example, where it struck me most was in a course that examined the roots of our drug wars. I discovered that a majority of Juniors and Seniors could not even give approximate dates for WWI and a few did not even know what that was.

Your solution appears to be to eliminate much of what we used to call a well-rounded education in favor of courses that are more directed at intended careers. Another way of describing that is

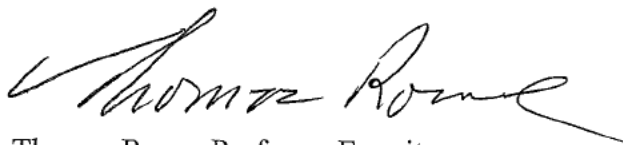
that the University is headed in the direction of a higher class technical college while abandoning many of the so-called liberal arts. This, in my estimation, is not what a University should be. Even under current stress we should not and must not succumb to pressures that force us to contribute to the decline in an educated populace.

Change is inevitable and perhaps as an old fogey very invested in an old system my unease can be forgiven. But if we are forced into changes, let me suggest your solution has not been bold enough. There is, after all, a version of the University ideal that already addresses the lack of preparedness of many High School graduates - the two-year, or Junior College, campuses.

Technical colleges abound and their mission is to provide a basis for students interested in certain career paths. We do not need to duplicate those efforts. The Junior Colleges are also widespread and we already accept the work they do into our programs. Why not take advantage of that? Instead of accepting HS graduates, require that applicants first complete at least one year of Junior College and work with those campuses to ensure they receive basic education in that year. That would free resources for us to reduce many Freshman introductory courses while leaving intact a more robust liberal arts component at the four-year campuses. At the same time, if you pursue this model to its logical conclusion, require students to have at least one year at one of the four-year University campuses before being accepted at UW-Madison or Milwaukee. Let them focus even more heavily on less common majors such as architecture and graduate school. This still leaves room for some specialized advanced degree programs elsewhere, such as our own Communicative Disorders degrees.

Whatever happens in the future, and I do recognize the necessity for doing something different, I am loath to see UWSP morph into something it should not be and lose its identity as an institution of higher education in the classical sense. Just as you cannot abandon algebra at the High School level because students don't see it as useful, we need to preserve the liberal arts for the good of society even as society questions their worth. We are currently what the State of Wisconsin and society in general needs us to be and we must not succumb to pressures with changes that we know are ill advised.

Yours



Thomas Rowe, Professor Emeritus  
Department of Psychology



Quinn Williams

Chris

Dear Chancellor Patterson,

You have known me to be a strong advocate for UW-Stevens Point. I was there through the first round of massive budget cuts and understand the budgetary needs of our University more than most faculty, students, and staff. Although my information may be outdated, the problem seems similar to what it was during my tenure as UWSP Student Body President.

During that time, we finally found the traction we needed for Differential Tuition. I am still grateful for that accomplishment and am happy to have made such an impact on my beloved campus. This latest round of budgetary woes have me concerned - not simply because of the deficit amount but because of how UWSP is choosing to deal with that deficit. I understand many of these issues stem from the lack of funding at the state level, but other funding sources can be roused if the right message is crafted. Remember, Alumni can be great advocates or sources of funding if they are informed and coordinated.

I have been keen to watch all the open forums and have not been impressed with the answers provided by the administration. Nor have I been impressed with the administration choice to keep students from participating in the approval committee as Provost Summers stated in the SGA Senate meeting on March 8<sup>th</sup>.

I understand the need for change, but the change that has been proposed cuts to the heart of why I choose UWSP in the first place. I personally believe that many other options exist to solve this issue (as I have eluded to in the paragraphs above) and that we must at the least attempt those before committing to such massive change, that could very well damage the reputation of UW-Stevens Point as a bastion of academic diversity.

The proposed removal of the 13 humanities majors would leave me without an academic connection to UW-Stevens Point, as I double-majored in History and Political Science with a minor in American Studies. That being said, if the proposed removal of these majors is accepted, I in good conscience cannot remain an advocate for my alma mater. I also could not bring myself to financially support UWSP through donations, although actions may be taken by you to soften my resolve.

Primary among those actions is to include a student representative with voting rights on the proposal committee. That single action, and the only one I am asking you to take, may help me find faith in the choices UWSP has made. It also proves you have not forgotten the students who attend our University. If a student is included I may remain a strong advocate and a financial supporter of my beloved campus, no matter the outcome.

Sincerely,  
Christopher Slattery, Alumni '15

P.S.

Nothing in Regent Policy Document 20-4 denies students the ability to have voting representation on the committee: Additionally, under section II.F. The Chancellor (you) are able to make a recommendation “adverse to the faculty recommendation with respect to discontinuance of an academic program only for compelling reasons which should be stated in writing and in detail.” Therefore there should be no reason to deny students voting rights on the committee.

<https://www.wisconsin.edu/regents/policies/procedures-relating-to-financial-emergency-or-program-discontinuance-requiring-faculty-layoff-and-termination/>

Finally, the Higher Learning Commissions criterion for accreditation, specifically section 5.B. requires the participation of student representation. I have the relevant section below.

5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

<https://www.hlcommission.org/Policies/criteria-and-core-components.html>



March 17, 2018

Dear anti-intellectual:

I am outraged by your decision to discontinue several liberal arts majors because you think that they do not lead to jobs. You have a very naïve conception of the job market. Many businesses are looking for employees who can think, read and write. Those are skills that are best learned by studying the liberal arts. For example, my son, who was a history major, makes \$390,000 a year as an investment analyst. How much do you make?

Think,

*Jack Stark*



University of Wisconsin  
**Stevens Point**

Office of the Chancellor

2100 Old Main | Stevens Point, WI 54481-3897  
Phone: 715-346-2123 | Fax: 715-346-4841

March 27, 2018

Jack Stark  


Dear Mr. Stark:

Thank you for your recent letter regarding your concerns about the proposed changes to the academic major offerings at the University of Wisconsin-Stevens Point. As we grapple with the realities of a \$4.5 million structural deficit, it is vital that we seek input from all of our constituents.

I agree with your statement that businesses are looking for employees who can think, read and write. A quality education anchored in the liberal arts is a key component to developing a resilient workforce and an engaged citizenry. Let me assure you, all of the academic majors at UW-Stevens Point will continue to be grounded in the liberal arts. More than 80 percent of the humanities courses currently offered at UW-Stevens Point would remain under this proposal. Students will continue to learn to communicate well, evaluate and solve complex problems, think creatively and analytically, and appreciate diverse viewpoints. The liberal arts are the core of all of our academic majors, including those in scientific and technical fields. Although the proposal recommends the elimination of majors in English, Art, and Political Science, students would still be able to take courses in those academic disciplines through minors, certificates and the general degree program.

Although we are facing significant financial challenges, we are facing them head-on and identifying opportunities for growth and change. We are making decisions through careful consideration of data, extensive feedback from our constituents (on- and off-campus), analysis of current and future workforce needs, and the fiscal realities of our campus. The choices are not easy, but they are necessary. I am confident we will emerge from this process a stronger university that is even more responsive to the changing needs of our region and the State of Wisconsin.

Thank you, again, for taking the time to write to me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bernie L. Patterson".

Bernie L. Patterson  
Chancellor

UWSP Student Affairs  
APR 10 2018

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UWSP

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Chancellor's  
Office

March 28, 2018

Dear Chancellor Bernie,

I am writing to express my thoughts about the proposed cut in the humanities programs at UWSP. My daughter is a passionate sophomore sociology/psychology major. When we went on campus visits, we knew immediately this campus would be her home. We pay full tuition, receiving no scholarships or financial aid, and we have two sons, aged 16 and 13 who are interested in attending UWSP, so I feel we are stakeholders in the school.

First, I am concerned with how these proposals have been rolled out to students. I understand my daughter will be able to complete her major, but information was slow in coming from the university. It is important to provide your customers and employees with accurate information and include them in the decision making process. These decisions need to be made with thought and care by the entire university community.

To my understanding, several of the programs being cut are currently growing and making money. Even if they involve a small percentage of students, this growth should be taken into consideration. These majors need to be available in to students.

My daughter is worried about the value of a degree that has been discontinued. I worry about UWSP attracting and retaining qualified professors in the liberal arts when majors are not available. I also worry about increasing enrollment when the university is cutting programs.

UWSP is the only public 4 year university in central Wisconsin and it has a responsibility to offer majors in the humanities to all students. This school is not a technical college, but a place to develop the ability to think and create across broad disciplines. In the country we live in today, an education in the humanities is more important than ever. That education should not be limited to students who can afford UW Madison or expensive private colleges.

I fully understand that the root of this problem is defunding by the state and declining enrollment. My voting record shows my displeasure. The current political situation cannot be allowed to undermine the legacy of powerful education in our state embodied by the Wisconsin Idea. It is important to continue to provide majors in the humanities to the students of UWSP and to work together to find other solutions to the challenges facing the university.

Sincerely,  
Patricia Walheim  
Repton, WI

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UWSP

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Chancellor's  
Office

2 April 2018

Dear Chancellor Patterson

I received your letter inviting me to membership in the Old Main Society and the lapel pin. I appreciate the offer. However, I find it wasteful to spend money mailing the letter and pin in a padded envelope the cost of which is more than the value of the contents. If you believe that financial support from people like me is important forget sending such tokens. I realize that the cost of these items are negligible in relation to the budget problems you have, but it doesn't look good to those of us following the proposals to eliminate many humanities options. I believe that such a move could backfire as students who discover history, philosophy etc. after attending UWSP may transfer to other institutions which offer such majors. Industry is looking for graduates with humanities study as well as those in STEM and business areas. By the way, I have not seen any reports that reductions in athletic programs or across the board were on the table.

I am not an alumna of UWSP but my husband was on the economics faculty and we lived in Stevens Point more than 40 years. We attended many university functions, our daughter graduated from UWSP, and our son in law taught there for a while before leaving for a more supportive position. I have fond feelings for the institution but will seriously consider ending any financial support to UWSP if these drastic cuts in the humanities are put in place.

I recently moved to Madison to be closer to family but still consider Stevens Point my other home. The budget proposals are covered in the state newspapers, and many people I know here have read the stories about them. It is unfortunate that the state has reduced funding for higher education as well as K-12. By cutting the humanities and foreign language UWSP will be doing exactly what the state legislature wants. I urge UWSP to reconsider removing options for students, many of whom have not had the chances in high school to take courses like philosophy or political science and who may discover these disciplines are something in which they might like to major. Losing the humanities will not keep UWSP as "a world class institution."

Again thanks for honoring me with membership in the Old Main Society.

Sincerely,



Julia L Weiser



[REDACTED]  
March 26, 2018

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UWSP

MAR 30 18

Chancellor's  
Office

Mr. Bernie L. Patterson-Chancellor  
University of Wisconsin-Stevens Point  
2100 Main Street  
Stevens Point, WI 54481

Dear Chancellor:

I am against the proposal to gut the humanities programs at the UW-Stevens Point.

I came to the University in 1976 at age 17. I had no idea what my major should be. I suspect many young people don't, at that age. What I needed to do was to sample different things.

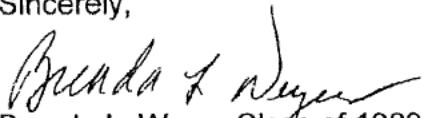
In my first two years I enjoyed learning about Shakespeare, Chemistry, Philosophy, Constitutional Law, Economics, Beethoven and creative writing. Two years later, I declared a double major in Philosophy and Political Science. Three years after that, I began a 30-year legal career. I can't think of a single class in all my four years that did not help me in my profession.

I loved the work I did because I had a chance to find myself first. This is the value of liberal arts.

Your proposal to shift resources to "clear career pathways" deprives young adults of the chance to learn to love learning, and to find something they will truly love doing for the rest of their work lives.

The value of education cannot be measured in dollars and cents.

Sincerely,



Brenda L. Weyer-Class of 1980  
Albertson Memorial Medallion Recipient

cc: Mr. Greg Summers-Provost and Vice Chancellor  
Mr. John Blakeman-Professor and Department Chairman  
Ms. Jennifer Collins-Professor

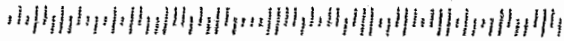
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Chancellor Patterson  
2100 Main St, Room 213 Old Main  
Stevens Point, WI  
54481

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We, as High School Seniors, will no longer attend UWSP.  
Sadly, downgrading the university by dropping key majors, makes UWSP less attractive, less diverse, and will give it lower ratings.  
We feel you have wrongly targeted areas and will weaken the scope of programs. This comes as a blow to us, to the communities surrounding UWSP, and to the state of Wisconsin.