St. Cloud State University Faculty Association Response to Administration on Retrenchment

FALL 2019

Submitted: September 3, 2019

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On August 15, 2019, the SCSU Administration formally announced their intention to use retrenchment as a strategy to address projected budget shortfalls expected for fiscal year 2021. In accordance with the 2017-2019 IFO-MinnState Contract, the SCSU Faculty Association is submitting this packet of documents as a response to administration within the contractually specified deadline of 10 duty days of the August 15th Meet and Confer on Retrenchment.

The SCSU Faculty Association cannot support the administration's proposed fiscal year 2021 budget which includes the layoff of eight faculty positions from Theater, Philosophy and the Library. The administration's actions are not supportable because these cuts are not in keeping with the University's strategic plan documents (in fact, there is a lack of a clear and complete strategic plan for the institution) and because the President failed to meet contractual obligations for timely and adequate notice to the faculty association regarding her consideration of retrenchment. Without a full picture of our present circumstances and future direction, retrenchment seems precipitous. Furthermore, the FA is not convinced that the Administration has fully considered the negative impact of retrenchment on all stakeholders.

The contract requires that prior to any layoff of faculty, the administration must consider reductions in staffing due to attrition (from retirement and resignation), retraining faculty to allow for reassignment in other areas, and use of early separation incentives. If the President then determines that attrition and retraining will not accomplish the staffing reduction needed without layoffs, the President must discuss the topic with the Faculty Association at the next meet and confer. In conjunction with this *initial* Meet and Confer to discuss the administration's consideration of retrenchment, the President needs to provide information of the anticipated attrition of personnel and the statistical and financial data that bears on the retrenchment. As the System Office provides in its guideline and interpretation on the contractual requirements for retrenchment, at this initial Meet and Confer, the President should give the reasons for *considering* retrenchment; a projection of the university's analysis of how many employees in all bargaining units and plans, will leave; data on the budget and enrollment, and data on faculty positions by department to include vacancies and the number of retirements which will or will not be replaced, contingent appointments not renewed, and new positions added, for the next two years.

Historically, the practice among campuses that have considered retrenchment of faculty has been to provide the financial analysis and other data relative to retrenchment at an initial Meet and Confer in the academic year that precedes the fall deadline to provide layoff notices.

The reason that the contract requires administration to provide detailed statistical and financial data upon first consideration of retrenchment, and well ahead of layoff notices, is to provide the

faculty association an adequate opportunity to review the data and analysis for soundness and accuracy, and time to provide a meaningful response. The System Office concurs; their retrenchment guideline and interpretation states that it is *imperative* that this initial Meet and Confer occur *months* before the deadline for providing individual faculty members with notices of retrenchment.

Once there has been an appropriate opportunity for meaningful faculty input through the Meet and Confer process, the President must have time to reconsider the need for retrenchment. If the President concludes layoffs are necessary to achieve staffing reductions, the President should then determine the departments and programs for retrenchment and the number of faculty to be laid off.

The FA argues that the President's bare statement during the May 2, 2019, Meet and Confer – that she was considering "all options available to me including retrenchment" – does not even come close to complying with the contractual obligation to provide "reason(s) for considering retrenchment and ... information of anticipated attrition, and statistics and financial data having a bearing on any such retrenchment." The administration waited until August 2019 to begin to provide data related to retrenchment, and to date has not provided the bulk of the information necessary to support retrenchment and the decision to end the careers of eight faculty members in three academic areas.

If the administration was indeed contemplating staff reduction by means of retrenchment in spring 2019, it is irresponsible and untenable that no detailed information was provided at that time. Departments and programs need time to review, process, understand and verify data, in order to offer corrections and to work collaboratively with administration on innovative solutions regarding budget reductions and staffing needs. And once the faculty weigh in, there must be adequate time for the administration to process the information and feedback they receive. The next step in the process would be the President's reconsideration of the need for retrenchment. And finally, the President must have an opportunity to consult with the Chancellor.

Instead, the administration is attempting to accomplish all of the preliminary steps that lead to a well thought out and informed decision on retrenchment in an unreasonably condensed timeframe. At the August 15 Meet and Confer, the President stated that she (i) concluded attrition, retraining, and reductions in non-salary expenditures are not sufficient to avoid retrenchment; (ii) that three faculty from Philosophy, one faculty from Theatre, and four Library faculty will be retrenched; (iii) that she already consulted the Chancellor about her decision; and (iv) that each of the eight faculty members will meet with their dean and the provost to receive layoff notices, starting on Monday, September 9.

Given that the administration waited until just weeks before the deadline for layoff notices to provide any data in support of retrenchment and a specific rationale for retrenchment in Philosophy, Theatre and the Library, there is precious little time for faculty to prepare data requests, to receive and analyze data, to provide well-considered responses and input, and for the administration to review and consider faculty input before layoff notices. It is quite clear from the President's own words on August 15 that the decision to lay off eight faculty had been made with no input from the faculty, including from those program areas affected by the retrenchment.

By moving forward with your retrenchment decision, the administration is squandering a profoundly critical opportunity to plumb the powerful resources and experience of faculty and to partner with them in exploring and developing creative ways to achieve budgetary goals that will enhance enrollment and student achievement, while preserving jobs and supporting a diverse workforce.

This is not to mention the impact beyond the faculty – to the institution and its students. The essentially unilateral and decidedly ill-timed announcement of retrenchment as an academic year commences destroys the faith and the trust that the students have in their chosen degree programs and their advisors. This undermines student/advisor relationships and threatens further enrollment in the coming semesters, because of the lack of transparency and good faith action. Deep reductions in personnel in essential areas of the University that have not been fully explained to the campus and larger community will erode any confidence in this administration. By not allowing proper faculty input and timely notification of the student body, the University is at risk of creating an overly negative and pessimistic response in the community.

The faculty have a right to get timely notification. The faculty have a right to evaluate the soundness of rationale both for the consideration of retrenchment and the proposed specifics. The faculty have a right to provide input in response to such drastic proposals which so profoundly affect them. Finally, the faculty have a right to meet collectively, to work collaboratively on alternatives and to come together with a unified voice – all of which is impossible after the end of the academic year. In its action on the proposed retrenchment, the SCSU administration has violated these rights. The faculty association regrets the lack of transparency and apparent absence of good faith.

To proceed with such dire action as to retrench faculty without genuinely having sought the reflection and voice of the workforce being most severely affected strikes a blow to the openness, good faith and trust which is the foundation of shared governance.

Questions and Clarifications:

- 1. What assumptions did Administration use to arrive at the decision to retrench these eight faculty from across these three entities? The targets appear to be arbitrary, and the decision to retrench these affected individuals across these three entities does not seem to fit within a larger strategic plan or vision for the university.
- 2. What assurances do "non-affected" faculty have that retrenchment will not become a routine financial management "tool" used by administration to resolve future budget shortfalls given there is no certainty when enrollment numbers will stabilize? Currently there appears to be no evidence that administration has a plan to address declining student enrollment.

- 3. What formula or metrics were used to reach the conclusion to retrench four faculty from the library? Given that the library does not use the same process as academic departments to determine productivity ratios, how did Administration arrive at their decision? How does this decision fit into a larger vision and strategic plan for the institution?
- 4. Given that the pending retrenchment of eight faculty will result in addressing only 8% of the expected budget shortfall for FY21, what are Administration's plan for resolving the other 92%? What other budget savings are being considered?
- 5. What is administration's plan for offering faculty retraining? Faculty should be offered an opportunity, here and now, for retraining in anticipation of further retrenchments occurring.
- 6. What research has been done to better understand student declining enrollment; and for those students who do enroll, why are they leaving and not returning?
- 7. If administration is considering closing programs and additional layoffs over the next few years to address declining enrollment, then the Faculty Association expects such decisions to be transparent and explicitly communicated to the campus community well in advance.
- 8. How much savings must occur for retrenchment to be avoided? What will it take for the Administration to remove retrenchment as a financial management strategy? What od we need to do to avoid faculty layoffs?

Requested Information Regarding Retrenchment:

- 1. Are there any budget memos from the Legislature, Minnesota Management & Budget, or the Governor that are relevant to your consideration of retrenchment?
- 2. Are there any memos from the Office of the Chancellor, or memos or resolutions from the Board relevant to your consideration of retrenchment?
- 3. Provide analyses of program changes showing diminished need for course offerings or staffing.
- 4. Provide a projection based on the university's analysis of how many employees, in all bargaining units and plans, will leave, thus freeing up resources.
- 5. Provide total budget reductions required for FY20 and FY21.
- 6. Provide non-personnel expenditures which have been reduced in FY19 and FY20, and the amounts by which they were reduced. What non-personnel expenditures will be reduced in FY21.
- 7. What reductions in staff other than faculty, have taken place in FY19 and FY20, and what reductions in staff other than faculty, are planned for FY21?
- 8. Provide the following information on faculty positions, broken down by department, program, center or area:
 - a. List of all positions by category (tenured, probationary, non-tenure track, fixed-term, adjunct). not broken down by department or program

- b. List of positions considered vacant, identifying how long vacant as well as additional vacancies proposed to be frozen.
- c. List of retirements, including faculty on phased retirement and the Annuitant Employment Program ("AEP"), during the past two (2) years, and salary amounts.
- d. List of which retirements, including faculty on phased retirement and the AEP, will not be replaced.
- e. List of which retirements, including faculty on phased retirement and the AEP, will be replaced during the next two (2) years.
- f. List of vacant positions that will be replaced during the next two (2) years and anticipated salary amount.
- g. List of fixed-term and adjunct positions which will not be renewed during the next two (2) years.
- h. List of new positions which will be added during the next two (2) years and anticipated salary amount.
- i. Documented rationale for hiring in other areas when retrenchment is being considered.
- j. Productivity ratios across the colleges by departments.
- k. Anticipated attrition, early retirements, retirement incentives, or resignations.
- 1. Entire roster for all bargaining units, including administration.
- m. Organizational structure of administration, with salaries included, for FY18, FY19 and FY20.
- n. Reductions in administrative positions for FY18, FY19, FY20, and the resulting cost savings.
- o. Reductions in administrative positions proposed for FY21, and the estimated cost savings.
- p. All consultants hired by the administration in FY18, FY19, and FY20, and the cost to the university for each consultant hired.
- q. All other non-university personnel hired or engaged by the university for FY18, FY19, and FY20, including but not limited to, headhunters, investigators, and attorneys; and for each person hired or engaged, the cost to the university.

Affected Programs and Faculty Response(s)

Philosophy Department Response to the Administration's "Considerations for retrenchments in the Department of Philosophy"

The faculty of the Philosophy Department strongly disagree with the recommendation to retrench three faculty members from Philosophy. The administration has not taken the necessary steps prior to retrenchment, as laid out in Minnesota State's Human Resources Guideline & Interpretation of State University Faculty Retrenchment (STG0003).

The "Considerations for retrenchments in the Department of Philosophy," presented to the FA at Meet & Confer on August 15, 2019, fails to consider the impact that retrenchment would have on St. Cloud State University, and the ways the Philosophy Department has responded to changes in enrollment. In order to adequately serve students across the university through the Liberal Education Program, as well as students majoring and minoring in Philosophy, the university must retain all current faculty.

Philosophy Department LEP Enrollment

The information the administration has considered about the decline in the Philosophy Department's LEP enrollment tells only part of the story. The decline comes primarily from a loss of students in two courses: Phil 194: Critical Reasoning and Phil 484: Global Business Ethics. The reasons for the loss of Phil 194 seats is well-documented by the administration. The Philosophy Department has not offered significant numbers of seats of Phil 484 since Spring 2017. The data is thus outdated. Further, the reason for the decline in Phil 484 seats is due entirely from the Business School's decision to no longer require this class of their students. losses were thus due to factors over which the Philosophy faculty has no control.

To adapt to these changes, the Philosophy Department has intentionally transformed its curriculum to add courses to the LEP, which are accessible and of interest to both majors and non-majors. In just the last two years, the Philosophy Department has added three new courses to the LEP: Phil 327: Global Justice, Phil 328: Bioethics, and Phil 329: Ethics in Professional Communication. So, even with a temporary decline in the number of majors and the LEP, we have taken significant steps to increase our enrollment in major courses while at the same time increasing enrollment in LEP offerings. Both Phil 327 and Phil 328 fully enrolled in their first offering, and both resulted in new students being attracted to the philosophy major and minor programs. Phil 329 will be offered for the first time in Spring 2020, and will be a requirement in the new online Professional Communications program. Through these changes, the department has, and will continue to have, sustainable enrollment of both major and non-major students, *but we must have the faculty resources to do so*.

The Philosophy Department's recent LEP enrollment, excluding Phil 194 and Phil 484, has remained strong:

Academic Year	Seats Filled	FYE	Seats Offered	Percentage Filled
2016-2017	763	76.3	815	94%
2017-2018	658	65.8	733	90%
2018-2019	663	66.3	728	91%

This data, plus the success of the newly created LEP courses, prove that there is strong demand in the LEP for Philosophy. Further, all of our new courses have a strong interdisciplinary focus and will help the College of Liberal Arts live into its new strategic plan, which aims to make interdisciplinarity a core feature of students' experience in the college. *The retrenchment of three faculty will prevent offering these new courses and produce LEP enrollment declines that would not otherwise have occurred*.

Retrenchment Reduces Enrollment in Philosophy Courses

If the retrenchments are not rescinded, the Philosophy Department and St. Cloud State University will serve *far fewer* students in 2020-2021 than we would have by maintaining our current faculty. Classes that could have been offered, and which would strongly enroll, will not be offered because there will not be faculty to teach them. Comparing our expected enrollment in 2020-2021 with our current faculty to our expected enrollment after retrenchment demonstrates this:

- ☆ With our current faculty, we could fill at least 750 seats of Phil 194: Critical Reasoning in 2020-2021. After this retrenchment, we will only be able to offer 465. St. Cloud State University will lose 285 seats (28.5 FYE) as a result of retrenchment.
- ☆ With our current faculty, we could fill at least 240 seats of Phil 212: Moral Problems & Theories in 2020-2021. After this retrenchment, we will only be able to offer 90 seats. St. Cloud State University will lose 150 seats (15 FYE) as a result of retrenchment.
- ★ With our current faculty, we could fill at least 160 seats of Phil 111: Multicultural Philosophy in 2020-2021. After this retrenchment, we will only be able to offer 120 seats. St. Cloud State University will lose 40 seats (4 FYE).
- ★ From these 3 courses alone, St. Cloud State University will lose 47.5 FYE in 2020-2021, with more FYE lost in the years that follow. These are students who could be served if we retain our current faculty.
- ☆ Overall, with a full complement of Philosophy faculty, we expect to fill 1571 seats (157.1 FYE) in 2020-2021. With retrenchment, we expect only to fill 1002 seats (100.2 FYE), in 2020-2021, a loss of 56.9 FYE.

In order to serve the current demand that exists for Philosophy courses at St. Cloud State University, the administration must maintain *all current members of the Philosophy Department*.

Future of the Philosophy Department

The decision to retrench three faculty from the Philosophy Department *seriously endangers the existence of Philosophy at St. Cloud State University.* Of the remaining four faculty in the department, one has stated a willingness to consider a BESI if offered, and the other three have 27 or more years of service. This means that either the administration is willing to hire replacements for these near-future retirements, in which case the best course for the institution is to retain the experienced, successful faculty we currently have; or they are not willing to hire replacements, in which case Philosophy will be eliminated as a program of study. The administration must commit to Philosophy as an essential part of a regional public university.

Projected Schedule for 2020-2021, Without Retrenchment

Fall 2020

Number	Title	Section	Enrollment Cap	Expected Enrollment
111	Multicultural Philosophy	1	40	40
111	Multicultural Philosophy	2	40	40
112/116	Philosophical Explorations Elementary Topics	1	40	20
194	Critical Reasoning	1	115	100
194	Critical Reasoning	2	115	100
194	Critical Reasoning	3	40	30
194	Critical Reasoning	4	40	30
194	Critical Reasoning	5	40	40
194	Critical Reasoning	6	40	40
194	Critical Reasoning	7	40	40
194	Critical Reasoning	8	40	40
194	Critical Reasoning	9	40	40
212	Moral Problems & Theories	1	90	90
212	Moral Problems & Theories	2	30	30
212	Moral Problems & Theories	3	30	30
213	Environmental Ethics	1	30	30
221	Philosophy of Religion	1	24	20
223	Elementary Symbolic Logic	1	24	15
251	Ancient & Medieval Philosophy	1	24	24
301	Ethics	1	24	15
303	Epistemology	1	24	10
328	Bioethics	1	24	24

329	Ethics & Professional Communication	1	24	24
Totals			978	872

Projected Schedule for 2020-2021, Without Retrenchment

Spring 2021

Number	Title	Section	Enrollment Cap	Expected Enrollment
111	Multicultural Philosophy	1	40	40
111	Multicultural Philosophy	2	40	40
112/116	Philosophical Explorations Elementary Topics	1	40	20
194	Critical Reasoning	1	115	100
194	Critical Reasoning	2	40	40
194	Critical Reasoning	3	40	40
194	Critical Reasoning	4	40	40
194	Critical Reasoning	5	40	30
194	Critical Reasoning	6	40	30
211	Philosophy & Feminism	1	24	24
211	Philosophy & Feminism	2	24	24
212	Moral Problems & Theories	1	30	30
212	Moral Problems & Theories	2	30	30
212	Moral Problems & Theories	3	30	30
213	Environmental Ethics	1	30	30
213	Environmental Ethics	2	30	25
222	Existentialism	1	24	24
223	Elementary Symbolic Logic	1	24	15
252	Modern Philosophy	1	24	20

302	Metaphysics	1	24	15
304	Symbolic Logic	1	24	10
324	Philosophy of Mind	1	24	10
451	Seminar	1	18	12
Hons	Honors Course	1	20	20
Totals			815	699

Projected Schedule for 2020-2021, With Retrenchment

Fall 2020

Number	Title	Section	Enrollment Cap	Expected Enrollment
111	Multicultural Philosophy	1	40	40
194	Critical Reasoning	1	115	115
194	Critical Reasoning	2	115	115
194	Critical Reasoning	3	40	40
212	Moral Problems & Theories	1	30	30
212	Moral Problems & Theories	2	30	30
213	Environmental Ethics	1	30	30
221	Philosophy of Religion	1	24	20
223	Elementary Symbolic Logic	1	24	15
251	Ancient & Medieval Philosophy	1	24	24
301	Ethics	1	24	15
303	Epistemology	1	24	10
328	Bioethics	1	24	24
329	Ethics & Professional Communication (online)	1	24	24
Totals			568	532

Spring 2021

Number	Title	Section	Enrollment Cap	Expected Enrollment
111	Multicultural Philosophy	1	40	40
111	Multicultural Philosophy	2	40	40
194	Critical Reasoning	1	115	115
194	Critical Reasoning	2	40	40
194	Critical Reasoning	3	40	40
211	Philosophy & Feminism	1	24	24
211	Philosophy & Feminism	2	24	24
212	Moral Problems & Theories	1	30	30
213	Environmental Ethics	1	30	30
222	Existentialism	1	24	20
252	Modern Philosophy	1	24	20
302	Metaphysics	1	24	15
304	Symbolic Logic	1	24	10
324	Philosophy of Mind	1	24	10
451	Seminar	1	18	12
Totals			521	470

Semester	Seats Offered	Expected Enrollment
Fall 2020, no retrenchment	978	872
Fall 2020, with retrenchment	568	532
Spring 2021, no retrenchment	815	699
Spring 20201, with retrenchment	521	470
Total, no retrenchment	1793	1571
Total, with retrenchment	1089	1002
FYE, no retrenchment	157.1	
FYE, with retrenchment	100.2	

University Library Faculty Response to the Administration's "Considerations for retrenchments in the University Library".

The faculty of the University Library strongly disagree with the recommendation to retrench four faculty librarians. The rationale provided by the administration reflects a critical misunderstanding of the work of faculty librarians in the 21st-century academic library. The University Library's academic program serves all of St. Cloud State University's students, faculty, staff, and community members and supports all other programs on campus. A reduction of one-third of the library faculty would significantly inhibit their ability to successfully deliver a high-quality, relevant, and responsive program. Consequently, St. Cloud State students would be deprived of opportunities to learn how to critically "navigate an information-dense, complex, 'post-truth' information landscape"¹ and to engage in college-level academic research that will prepare them "for life, work and citizenship in the twenty-first century."²

21st-Century Academic Library

Today's academic libraries provide students, faculty, and the community collaborative, interdisciplinary spaces and programming that stimulate creative and critical thinking. Academic libraries are not warehouses for books or merely study halls. Academic librarians maintain current awareness of developments in publishing, copyright, digital technologies, and tools for accessing information. And, most importantly, librarians share what they learn with their campus communities. For example, librarians at SCSU lead the advancement, development, and publication of Open Education Resources (OERs).

Contrary to popular belief, all scholarly resources are not available through Google. Librarians enable users to discover information in all formats through effective use of technology and organization of knowledge. The University Library's program directly supports the mission and vision of the university and all six dimensions of Our Husky Compact. Library faculty use their professional expertise to teach students how to find, use, and evaluate information critically and ethically as well as to help faculty integrate technology into their courses and curriculum. Library faculty also provide leadership in diversity and inclusion work across campus and in the community, and work to encourage civic responsibility and engagement. This work remains vital to the academic and personal success of all SCSU students.

¹ Tim Anderson to Minnesota State Chief Academic Officers, Chief Financial Officers, and Presidents, May 1, 2017.

² St. Cloud State University Mission, April 20, 2011, https://www.stcloudstate.edu/president/mission.aspx.

Impact on SCSU Students and Faculty

The retrenchment of four librarians would cause a significant decline in library services to SCSU students and faculty. Severe cuts to the library budget in recent years, including numerous faculty and staff lines lost through attrition, the elimination of summer duty days (the equivalent of nearly two full-time faculty librarians), and the layoffs of three AFSCME library staff, have already diminished the library's ability to serve faculty and students. In particular, the library is already unable to offer equitable learning opportunities for students enrolled in summer classes. Losing four more librarians would mean that SCSU students and faculty do not have access to library services that are standard at comparable state universities.

Critical functions of the University Library's program would be reduced or even eliminated because the library would no longer have personnel with the expertise to provide them.

Specific impacts on students and faculty include:

- Reduced access to library instruction and research assistance (particularly specialized reference support for Business, Nursing, LGBTQ+ Studies and Latin American Studies)
- Loss of primary liaisons between the library and the Herberger Business School and School of Health & Human Services
- Reduced availability of "Critical Thinking in Academic Research" (LEP Goal Area 2) courses and "Social Media in a Global Context" (LEP Goal Area 7) courses
- Library resources in LibSearch/online catalog would be harder to find, more access problems for users would occur, and resolving problems would take longer
- LibSearch/online catalog functionality would be compromised by lack of metadata expertise to ensure usability and optimize discoverability, develop new procedures, train staff, or manage transitions to emerging standards
- Loss of critical expertise and advocacy for Open Access and OER initiatives
- Reduced support for SCSU's institutional repository, loss of leadership for future development
- Loss of primary faculty contact to educate faculty and students about copyright, fair use, public performance rights, and Creative Commons

Response to Data Points

The statistics provided by administration lack context. For example, administration states, "The circulation of print books decreased (90%) from 163,000 in 1993 to less than 16,000 in 2016." Yes, tangible resources circulate less than they did 26 years ago. This decrease is far surpassed by the increase in the use of electronic resources. Electronic resources management requires faculty librarian oversight to review, improve, select, acquire, and make accessible the best resources for students and faculty within a tight budget. Faculty librarians also ensure students and faculty know how to use the electronic resources.

Yes, spending on print resources has declined in the last five years but it is not due to diminishing demand. Students, faculty, staff, and the community continuously request new print materials. The Library spends less on print resources because funding for the overall collections budget has declined in the last five years. Even with a flat budget, spending on print resources would have declined to offset increasing costs for journals and databases.

With the reduction of library faculty and the elimination of all summer extra duty days, reference desk service hours have substantially decreased over the last four years which impacts the number of inquiries. The desk service as it is currently scheduled requires a minimal commitment of library faculty time and is not an accurate marker of less demand for library faculty. Not included in this statistic are the many other ways library faculty teach students how to research. Faculty librarians offer specialized individual and small group research consultations as well as online/chat reference service. Librarian participation and reference service in AskMN cooperative virtual reference service ensures that SCSU students have access to chat reference service 24 hours a day, 7 days a week.

Conclusion

The work of faculty librarians relates directly to SCSU's mission, vision, and Our Husky Compact. As Tim Anderson, System Director of Student Technologies, and the Minnesota State Library Advisory Council stated, "it is critical to have campus institutions employ faculty librarians to deliver library services. Libraries cannot be successful if staffed exclusively or primarily with student workers or library technicians, as these workers do not have the qualifications to do the specialized work required." For example, as open access becomes more important due to budget cuts to paid subscriptions, library faculty are the experts other faculty look to for advice, education, and technical support for their work and research.

Faculty librarians are instrumental to the academic success of students. In order to ensure a relevant, responsive, curriculum-focused, and student-centered library on par with SCSU's peer institutions, the University Library faculty recommend the administration retain all current library faculty.

The Department of Theatre & Film Studies Response to

"Considerations for Retrenchment in the Theatre Program" presented August 15, 2019

The Department of Theatre & Film Studies (THFS) opposes the administration's recommendation for retrenchment. This decision runs counter to the university's mission as a regional comprehensive institution. This decision will undermine the university's ability to follow MinnState directives. Lastly, and most importantly, retrenchment will have a significant negative impact on the students enrolled in the Theatre program

Theatre Transfer Pathways

Theatre was the first discipline in the MinnState system to create a transfer pathway by reaching agreement with the four-year universities and all of the technical and community colleges that offer theatre courses. Working in groups, assigning tasks, collaborating on projects, and meeting deadlines are important skills taught in all theatre programs as shown by the effective way the Theatre Transfer Pathways committee functioned. We established a transfer pathway with all of the MinnState two-year colleges in order to improve our overall enrollment and increase the number of majors and minors. We will be unable to teach a key course, Stagecraft, without hiring an adjunct. Retrenched programs can no longer hire, including adjuncts. Once a retrenchment occurs, we will be out of compliance with the Minnesota Transfer Pathways, since we will not be able to hire the faculty necessary to meet our obligations. **Retrenchment will sever the newly-made relationships with MinnState two-year colleges**.

AFA in Theatre in Collaboration with SCTCC

In addition, we have partnered with St. Cloud Technical and Community College to create an Associate of Fine Arts degree. This degree allows students to transfer into any Theatre major in MinnState as easily and seamlessly as the State Legislature envisioned. The transfer pathway is yielding results, in the short year it has been in place. THFS is receiving an increasing number of transfer students. While this fact is missing from both the "Considerations" document as well as the President's Annual Report for 2018-2019 (see Appendix B, page 32), you can see that this pathway is available on our Minnesota State Transfer Pathways website. **Retrenchment will sever a critical tie with SCTCC, one of our most important partners.**

Community Outreach & Partnership

Theatre is among the most outward-facing aspects of our university. It brings community members to campus to watch and participate in productions. We knew, however, that we could do more to reach out to the community. Over the last two academic years, we have formally partnered with G.R.E.A.T. Theatre in St. Cloud. So far, we have co-produced *The 25th Annual Putnam County Spelling Bee* and *The Curious Incident of the Dog in the Nighttime*. Both productions were well-received and well-attended. Our faculty, staff, and students work closely with community members on these projects, building relationships between "town and gown"

that are meaningful. **Retrenchment will end this new community partnership, harming the university's commitment to be "Stewards of Place."**

Revised Theatre Program Curriculum

The Theatre faculty recognized that the nature of theatre, education, and our larger society was changing. We decided to shift our focus away from a twentieth-century conservatory model of theatre toward a twenty-first-century model of theatre studies, emphasizing creativity and collaboration, skills that students could apply in their personal lives, professional workplaces, and civic spaces. On a structural level, we sought to create a more streamlined major that would appeal to a wider student audience. We reduced our overall number of credits, tailored the program to the Theatre Transfer Pathway, and created new coursework. Among MinnState schools, this focus on creativity and collaboration distinguishes our program from our peers in theatre. We created a major for students who want to deploy the artistic rigor of theatre in a variety of contexts. This bold new program has only been in place for one year and we have not had enough time to see its results. **Retrenchment will end this distinctive new program before it has a chance to begin, diminishing the university's ability to meet Our Husky Compact, especially regarding creativity and collaboration.**

Department of Theatre & Film Studies Collaboration & Structure

While the Theatre Program has a separate roster, it is one half of a department that has strong enrollment overall. The Film Studies program has 33 FYE. The "Considerations" document does not account for the ways in which a retrenchment will impact the Film Studies program.

Advanced film production classes have been consistently relying on actors trained in the advanced theatre classes in the last three-four years. The theatre faculty members whose retrenchment is being proposed and who has been teaching these advances acting classes, additionally co-created a very successful Acting/Directing for Camera class, which consistently filled to capacity. The faculty have been in talks to designate the Acting for Camera class as an LEP and create an additional, more advanced class to meet the student demand for film acting offerings. The department has also been discussing plans of offering classes on costume and set design, which would specifically address film production. These course offerings would not materialize with the proposed retrenchment, because the remaining theatre faculty would be unable to teach-out neither the current Theatre major nor offer the Minnesota Transfer Pathways curriculum, much less add any film-related courses. This would create a substantial loss in the budding close collaboration between the programs. Moreover, several upper level acting and directing theater courses are listed as electives under the Film Production minor. While the minor is still very young, the interest and the need for these specific courses have been high among minors. They are both taught by the faculty member whose position is proposed for termination. Retrenchment will significantly harm the thriving Film Studies Program.

Conclusion

This retrenchment will signal the end of theatre at St. Cloud State University. As the administration notes, one of our three currently-teaching faculty members intends to retire in 2020. Retrenching one faculty member on top of this retirement would leave the program with only one full-time teaching faculty member. In addition, since the administration intends to suspend admissions into the theatre major, this will further diminish our resources, since theatre productions are highly-dependent upon theatre majors in particular. It seems disingenuous to suggest that there will be a future to "reconsider" with recommendations for both retrenchment and admission suspension.

According to the evidence put forward in the "Considerations" document, the enrollment decline in the Theatre program is proportionally smaller (12% over 3 years) than the overall enrollment decline for the institution (31% over 8 years). This would seem to be evidence of program resilience rather than weakness. Also, the number of majors and minors listed for Fall 2021 assumes that no new majors or minors will enroll this academic year (19-20). This will not happen unless admission suspension is put into place. The FYE decline does not account for the retirement of a faculty member in 2015, which inevitably leads to lower FYE. This is not strong evidence for retrenchment of the Theatre program.

While the "Considerations" document is correct about the loss of accreditation due to attrition, the document does not account for the fact that the accreditation is an artifact of an earlier administration's initiative rather than a disciplinary or industry standard. Curiously, the administration appears to be placing a higher value on Theatre's accreditation than other MinnState programs. MSU Mankato, which has the largest and most traditional theatre program in the system, is not accredited, for example. Accreditation is not necessary to a thriving theatre program.

On a financial level, the "Considerations" document does not account for the cost savings of a senior Theatre faculty member's retirement, even while using that retirement as a justification for retrenchment. It also does not account for the cost savings of relinquishing accreditation, which will save the program approximately \$1800 in yearly dues plus the cost of periodic program review. The simplest and least-costly move would be to simply let accreditation go and retain both tenured faculty.

Finally, on a procedural level, the administration has not taken the necessary steps prior to retrenchment, as laid out in Minnesota State's Human Resources Guideline & Interpretation of State University Faculty Retrenchment (STG0003). On a factual level, there are several key pieces of evidence missing from the "Considerations" document. Finally, the document does not seem to fully account for the impact of this retrenchment on the future of the Theatre Program, the THFS Department, or the university as a whole.

Letters of Support (in alphabetical order)

Dear President Wacker, Provost Gregory, Dean Huisman, and SCSU Faculty Association President Kayona:

I write this letter to urge you to reconsider your plans of retrenchment of eight SCSU faculty, and particularly, of tenured librarian Tina Gross.

Tina Gross is a leader in the field of librarianship. Her efforts to correct problematic cataloging terms (e.g. "Illegal aliens") has had a broad and deep national impact, both within and beyond the profession. Her leadership in ALA has had a profound effect on both public and technical services librarians who seek to reduce harm perpetuated by library systems on patrons. Her work has been published and cited widely in peer-reviewed journals and edited volumes, and she is a featured participant in the documentary *Change the Subject* (2019). Speaking to this last point, Tina's contribution to the documentary brings both nuance and clarity to questions regarding the responsibility of librarians to uphold core values of librarianship. She is becoming even more well known nationally as a result of her participation in the documentary.

Although St. Cloud State University faces challenging fiscal realities, gutting the library of a professional superstar would result in two matters of irreparable loss: for one, a loss of prestige on the national scale. Tina Gross is simply that important in the profession - she makes St. Cloud State University look good. The other matter would have a more profound and deleterious effect on St. Cloud State's future as an institution of higher learning: Tina Gross' technical expertise has allowed the library to continue to offer access to information and general research services in spite of numerous budgetary setbacks. She has done the work of several people, including performing a transition of an integrated library system (a seemingly impossible task!) and she does it with the utmost professional competence and focus. To remove such a highly skilled worker from the library will be to effectively undermine the infrastructure of knowledge-building at the university.

I would be happy to answer any questions you may have or discuss this matter further. I hope you will do what is right, put an end to the retrenchment plans, and show Tina Gross and other employees targeted for retrenchment that you truly value them - the knowledge workers upholding your university.

Sincerely, Jill Baron Research Librarian Dartmouth College President Wacker, Provost Gregory, and Dean Springer,

I am writing to you to ask you to reconsider the proposed plan for retrenchments at St. Cloud State, with particular regard to how the plan is slated to affect the Dept. of Philosophy. It is my understanding that if the proposed plan goes through, full professor Michael J. Shaffer will be forced out, despite his very strong record of research and teaching that benefits SCSU as a whole. As you can see from his cv, Prof. Shaffer has a strong, interdisciplinary research program that features more interactions with various areas of science than many more traditional approaches to philosophy. His teaching is also interdisciplinary and has included a number of courses that feature high-level reflection on the nature and methods of science. As you know, he has also recently been recognized as a Distinguished Alumnus from Northern Illinois University.

On the basis of Prof. Shaffer's research, teaching, and commitment to SCSU, I encourage you to strongly reconsider following through with the proposed retrenchment plan that includes his involuntary retrenchment and to consider other alternatives for cost-saving that are available.

Thank you, James Beebe

/ James R. Beebe, Ph.D.

- / www.jamesbeebe.org
- / Professor, Department of Philosophy

/ Director, Experimental Epistemology Research Group

- / Member, Center for Cognitive Science
- / Office: 106 Park Hall
- / State University of New York at Buffalo
- / Buffalo, NY 14260-4150

Dear President Wacker, Provost Gregory and Dean Springer,

I am writing to you as a concerned fellow senior philosopher at University of Miami. The word has reached me that excessive retrenchments have been proposed for the Philosophy department at SCSU. They include layoffs of some extremely valuable senior faculty members. I know Professor Michael J. Shaffer particularly well, as our work overlap considerably. I am writing to ask you to reconsider these layoffs. Dr. Shaffer has been very productive research-wise with 57 peer-reviewed articles, a monograph and an edited book volume. He furthermore has two monographs under contract, and multiple papers are currently under consideration at prestigious journals. His work is truly interdisciplinary, drawing on, and making an impact on, such varied disciplines as philosophy, psychology, sociology, economics, linguistics, cognitive science, computer science and mathematics. He is also conducting experimental studies in collaboration with philosophers, psychologist, engineers and cognitive scientists. In addition to being a talented and internationally honored researcher, he has been an active member of the philosophical community at conferences and workshops both nationally and internationally, and it is my understanding that he has been a real asset to the Philosophy department and your university in other ways too since he joined in 2005, having developed a vast number of new interdisciplinary courses and research tracks and programs for your university--and he has done all that while being a wonderfully loving father to his young daughter who for years fought to survive cancer.

I urge you to reconsider the proposed layoffs.

Sincerely, Berit Brogaard Professor of Philosophy

Berit "Brit" Brogaard, Ph.D, D.M.Sci. Professor, University of Miami Professor II, University of Oslo Director of the Brogaard Lab for Multisensory Research Placement Director Dear President Wacker, Provost Gregory, Dean Springer:

I am writing out of a concern for the possible termination of Michael Shaffer's position as Professor of Philosophy at St. Cloud State University. I have known Mike for a long time and can say that he is exceptionally creative and committed to excellence in all that he does. Mike's accomplishments as a scholar are clear enough on his c.v. but his value to any Philosophy Department and University go beyond what one reads on a list. The range of his interests and accomplishments is unusual and his wide knowledge is a valuable resource in any academic institution. One of his primary interests is philosophy of science. While contemporary authors in this field typically have significant knowledge of one area of science, Mike brings a deep knowledge of physics, biology, and psychology to this work. These accomplishments have translated into the wide range of courses he has taught under the "Philosophy of Science" rubric. His teaching and publication extend to other fields as well, including his forthcoming book on experimental philosophy - a recent development in the field. Mike is not just another Philosophy Professor who can be replaced when the economic situation improves. Philosophers with his range and depth are a rare find.

Harold I. Brown Professor Emeritus of Philosophy Northern Illinois University



DEPARTMENT OF ENGLISH

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To: President Frances Kayona Faculty Association

From: Judy Dorn, John Madden, Judy Kilborn in the Department of English

Re: Retrenchment

We are writing to propose that the FA seek assistance from the IFO in order to arrange alternatives to the retrenchment of as many of our colleagues in the Library, Philosophy, and Theater programs as possible.

Specifically, to initiate a process of job-sharing and other vehicles that can create alternatives to the damage done to University education through retrenchment, which looks to be a concern that will continue for the next several years:

Examples of mitigation, some of which could be facilitated with Memoranda of Agreement:

- 1. Encourage faculty, especially senior faculty, to forego one or two courses and/or fringe in order to buy back courses for these or future retrenched faculty.
- 2. Allow retrenched faculty to take the option of a 2-year unpaid Leave of Absence, as allowed by the Contract, in order to determine whether 3 years from today SCSU might be in a better position to retain them than at present.
- 3. Explore options for double-numbering courses across departments and programs in order to boost enrollment in low-enrolled courses. Allow "stacking" of low-enrolled courses.

Rationales:

- 1. How many of us have fantasized having fewer courses to teach so that we could do more with our individual Scholarly and Creative Activity or perhaps complete personal projects that have long needed to be done? Perhaps for some faculty this option to support colleagues would create a win-win opportunity.
- 2. The courses to be cut would need to be from streamlining existing offerings in programs and focused on low enrollment courses that could be offered less frequently or double-numbered, so many programs would not have enough resources to be of help. Another difficult side-effect

is that it also looks like some of the savings would be from continuing the decline in employing adjunct faculty.

- 3. If more senior faculty chose this option, since the programs currently targeted are not known to compensate their faculty at peak rates, potentially fewer courses would need to be vacated to compensate for the courses taught.
- 4. Currently in CLA (we don't know how library faculty or theater workload is structured), each faculty member covers the equivalent of 8 courses. The retrenched faculty might need to be among those doing job sharing and so to receive partial compensation as well.
- 5. Other faculty volunteering to pay for their own "fringe" benefits could be another source of support.
- 6. In general, we faculty will need to think seriously about designing curriculum across programs (double-numbering, for example) to bring per-class numbers up.
- 7. Faculty will need to build online programs carefully to increase revenue; substantial improvement is possible in this area.
- 8. Germany prospered economically after the recession of 2007 because German union-admin traditions encourage job sharing rather than the US's preferred style of downsizing. As a result, Germany sprang back from the recession with exceptional speed because all employees were ready to get moving, were already experienced and trained, and did not need to wait for a long hiring process to get on board. Downsizing slows the recovery process.
- 9. At stake is protection of these essential aspects of university education—and avoiding looking like pieces of what students expect of a university education are missing:

All of us have benefited both from library faculty support for our students, including expert research training, and from the important activist leadership from faculty in that program.

The Theater program has directly benefited the English department's students through the venues for creative expression and performance its programs, performances, and courses have provided. Theater remains central to cultural life in our region and participating in theater programs has provided countless English students with living opportunities of an ultimate kind of student engagement. One need only attend performances in downtown St Cloud to see the impact of our theater programs on our Stewardship of Place.

According to reporting during the Husky Compact Institute, results showed that at SCSU, Critical Reasoning improves steadily throughout the 4 years of college, which cannot be said for all campuses and programs nationwide. To what extent does the unusually strong presence of philosophy faculty on this campus contribute to this success?

Since the retrenchment scythe may continue to mow, it is best to get these options sorted out earlier rather than later.

In solidarity,

jd 9-3-19

Dear President Wacker and Provost Gregory

I am a former academic administrator and know full well the budgetary and financial strains of higher education and have some understanding of the financial problems of your university. Nevertheless, I am writing to ask you to reconsider the laying-off of tenured librarians at St Cloud. The nature of academic libraries has changed greatly but the value of library service and the experienced dedicated librarians who deliver those services has, if anything, increased. We live in a world in which the critical thinking that is at the heart of library service and the empowerment of the individual to learn and have agency through interaction with the human record matter more and more. Your tenured librarians are as important to student growth and success as other faculty and a swingeing cut in their numbers would be a grave disservice to your students. As it happens, I know of and greatly value the professional contributions of one of your librarians--Tina Gross--and that she would be a very sad loss to the St Cloud academic community, but I am also sure that all the tenured librarians whose livelihood is threatened are of great value to your institution.

I do hope that your university can weather the current storm and thrive and prosper in the future.

Thank you for considering my request, Michael Gorman (past president, American Library Association)

Michael Gorman 525 W. Superior, #225 Chicago, Illinois 60654

312-475-0857

The subject of the dream is the dreamer—Jung

Dear Dean Wacker and Provost Gregory:

I am writing to you on behalf of Prof. Michael Shaffer in connection with the plans to reduce the Department of Philosophy at St. Cloud State University. Prof. Shaffer is an exceptionally talented philosopher, and his research career has produced impressive results. His work has received international recognition especially in the philosophy of science. The termination of his position would be a considerable loss to St. Cloud State University, and I hope that that university authorities can find a way of avoiding such an unhappy outcome.

Sincerely,

Risto Hilpinen

Professor of Philosophy, University of Miami

Former Secretary General of the International Union of History and Philosophy of Science,

Division of Logic, Methodology and Philosophy of Science (IUHPS/DLMPS)

Former President of The Charles S. Perce Society

Member of Institut International de Philosophie (Paris)

Member of the Finnish Academy of Science and Letters

Priof. Risto Hilpinen Department of Philosophy University of Miami Coral Gables, FL 33124-4670, USA Please do the right thing and protect these valued employees. In these times we need to support professional educational support staff not push them out, especially as a critical public institution.

Thank you!

-Casey Hudek

President Wacker and Provost Gregory:

I am writing to you in support of Associate Professor Tina Gross, who has been designated for layoff from your institution. I was pleased to have written to St. Cloud State University on her behalf when she applied for tenure and promotion in 2011, which were granted. I stated then that her scholarly and research contribution to several of her specialized fields of knowledge reflect most positively on the reputation of St. Cloud State University and its Library, and that continues to be the case.

Ms. Gross is a very active and long-standing member of SALALM (Seminar on the Acquisition of Latin American Library Materials: <u>http://salalm.org/</u>), an international organization that has for more than six decades served as the forum for library professionals specializing in Latin American studies. She has presented numerous papers, served as *rapporteur* at our annual conferences, participates actively in two committees, and has chaired the Bibliographic Technology and Cataloging Subcommittee.

In February 2014, a broad-based coalition of student activists at Dartmouth College carried out a series of protests on campus. The students proposed changes in several areas of campus life. Among the points was a provision for the removal of offensive language from the library's discovery systems – most notably, the subject heading "Illegal Aliens." Because of her leadership as a catalog librarian within SALALM, at the Midwinter 2016 conference of the American Library Association (ALA), Ms. Gross submitted the <u>Resolution on Replacing the Library of Congress Subject Heading "Illegal Aliens" with "Undocumented Immigrants,"</u> written in collaboration with colleagues from other university libraries. The resolution was passed by the ALA Council nearly unanimously on January 12, 2016. She co-authored a 'Timeline of "Illegal Aliens" Subject Heading Change Petition' about this process of petitioning for a Library of Congress Subject Heading change, which was published in Cataloging & Classification Quarterly,54:7, 506-509.

https://repository.stcloudstate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsre dir=1&article=1056&context=lrs_facpubs When Ms. Gross arrived at St. Cloud State University, she began the process of getting SCSU admitted to NACO (The Name Authority Cooperative Program, a component of the Library of Congress' Program for Cooperative Cataloging), wherein participants agree to follow a common set of standards and guidelines when creating or changing authority records (personal or corporate names, geographic names, monographic series) in order to maintain the integrity of an enormous shared authority file. At SCSU she has created name authority records for Minnesota, SCSU and local authors which she contributes to the OCLC database. **Her** contributions are notable in that she provides succinct yet thorough description and references, and in the case of her bibliographic records, superior subject analysis that aids library users in the discovery of these materials. Librarians around the world who use her work are indebted to Ms. Gross for her contributions to this database, that are indeed "small acts of scholarship".

I have approached her to work with a graduate student who I was mentoring, who needed to interview a librarian in a management position who did not work in the same library as he did. I immediately thought of Ms. Gross, for her practical knowledge, breadth of experience, and her ability to connect immediately with students. She was very willing to spend her own time to assist my mentee who reported having a very substantive conversation with her and how much information she shared that helped him to successfully fulfill his assignment. Ms. Gross serves the entire profession by helping to guide and train the next generation of college and university librarians.

Having spoken at a variety of national and international conferences, and having authored numerous papers and book chapters, Tina Gross is a nationally-recognized expert on subject access in library discovery systems. I congratulate St. Cloud State University for having a librarian of Tina Gross' stature on their faculty, and it would ill-serve SCSU's students and faculty to discontinue her employment.

Sincerely, Ellen M. Jaramillo Principal Catalog Librarian, Interim Manager Monographic Latin Script Receipt and Cataloging Yale University Libraries New Haven, Connecticut 06520-8240

Dear President Robbyn Wacker, Provost Daniel Gregory and Dean Mark Springer,

I am writing to you \dot{a} propos the current situation of Dr. Michael J. Shaffer and recently planned retrenchments for the Philosophy Department

at Saint Cloud State University. Having heard the sad news that Dr. Shaffer is among those who might be affected by the unfortunate economic

constraints I decided to share with you my highest opinion about Dr. Shaffer's achievements in philosophy of science. This opinion was

developed with long-term acquaintance and familiarity with his work in this domain.

The quality as well as the scope of Dr. Shaffer's work is unequivocally impressive. He published in renowned journals (*Philosophy of Science*,

History and Philosophy of Logic, Logique et Analyse, or *Minds and Machines*—to mention here only the most influential ones) on a very broad

range of topics: in philosophy of science, HOPOS, artificial intelligence, psychology and logic; this output sums up to nearly 60

published peer reviewed articles and book chapters. It is known that forthcoming works are in advanced preparations; this includes two

already contracted monographs and a co-authored book on the ethics of alternative medicine; several papers of his are currently under review

or in revision. There can hardly be a plainer proof that Dr. Shaffer's professional career is under a constant progress.

Dr. Shaffer's works, anchored in good many scientific domains, is a distinctive example of interdisciplinary approach. The remarkably wide

range of his interests and competences is also reflected in the diversity of the academic courses that he offered.

It is important to mention that as a philosopher and a scientist Dr. Michael J. Shaffer established himself internationally and I am confirming his high reputation with this letter.

The layoff of a senior faculty member with such attainments would be a true loss for the University. I kindly ask you, therefore, to reconsider your decision.

Sincerely Yours, Artur Koterski

Dr hab. Artur Koterski, Associate Professor Institute of Philosophy Dept. of Logic and Cognitive Science Maria Curie-Sklodowska University

Pl. MCS 5

20-031 Lublin, Poland

Wiener Kreis Gesellschaft Universität Wien Universitätscampus, Spitalgasse 2-4, Hof 1, Eingang 1.2 1090 Wien, Österreich

Dear President Wacker:

The Department of Ethnic, Gender, & Women's Studies is writing this letter of support for the University Library, the Theatre Studies Program, and the Philosophy Department. Not only will the retrenchment of four faculty in the University Library lead to the elimination of most of the people of color and other marginalized groups from their unit, the reduced services from the library will negatively impact the work of students and faculty on this campus. Retrenchment of faculty in Theatre Studies would harm the Theatre and Film Studies Department as a whole, disrupt the department's relationships with several of MinnState's institutions, remove one method of teaching that distinguishes the program among MinnState's Theatre Studies programs, and damage the university's efforts at community outreach.

The faculty in University Library have been providing services that are essential to students and faculty at St. Cloud State University and community members as we engage in academic work. Many faculty in the Department of Ethnic, Gender, & Women's Studies have brought our students to the library sessions conducted by faculty librarians, who have expertise in specific academic areas. The faculty librarian would provide tailored library sessions to help our students with their specific research projects. The collaboration between the faculty librarians and professors have been effective in helping students distinguish reliable sources from popular sources, identify academic resources, and learn research strategies that assist with their writing.

For students as well as faculty who do research, the library collections (which include books, print and electronic journals, media collection, and interlibrary loan services) have been vital. The faculty librarians have always been in communication with teaching faculty as to which books, DVDs, and journals to purchase for the university collection. As the university is moving to offer more online education, and the technological transition in face-to-face classrooms where

VHS equipment are being eliminated and where we need to used closed caption videos, the streaming service from the library has been important. Again, we have been working closely with the faculty librarians to identify streaming videos and DVDs (with closed captions) that fulfill the new requirements in our teaching but also enhance the learning experience for the students.

In addition, in order to make textbooks affordable to students, faculty librarians have also been working on identifying Open Educational Resources (OERs) so they can be housed in the Open Textbook Network Library for students to access.

Two programs—Theatre Studies and Film Studies—share one department, but both programs have very interwoven curricula between them. Retrenchment would damage this interdisciplinarity. Theatre Studies established transfer pathways with every two-year MinnState college in order for students to complete the Theatre Studies Major, and faculty distinguished the major in MinnState recently by revising it in order for it to apply more to students' creative and professional lives. Retrenchment would discontinue the pathways, remove one of St. Cloud State University's unique approaches to teaching, and cut off access from numerous transfer students to the university. The program's community outreach via public theatrical performances on campus would be threatened by retrenchment, and a partnership with GREAT Theatre would end.

The faculty in the Philosophy Department provide services that are essential to students and faculty at St. Cloud State University and community members as we engage in academic work. Faculty work with the State Correctional System in order to provide higher-education instruction to incarcerated people enrolled in the university. By so doing, they extend the university well beyond its campus and provide institutional, academic outreach to some of our society's most vulnerable people.

The Philosophy Department faculty are vital in preparing students for their futures. The courses they offer include instruction on business ethics, allowing students to learn what constitutes appropriate professional behavior. Their instruction in epistemology equips students with lifelong skills for processing and implementing the knowledge that they acquire in their undergraduate studies, their present and future places of employment, and elsewhere. All of these important services from all of these programs will be negatively impacted if the university retrenches their faculty.

The faculty of the department of Ethnic, Gender and Women's Studies understand that retrenchment affects all of us. Our contract outlines procedures to follow when retrenchment is being considered by the administration due to budget cuts. It specifically notes that whenever possible, attrition due to retirement, resignation and early separation, as well as retraining present faculty shall be considered by the President to avoid unnecessary layoffs. It also specifies that adjunct, community, fixed term and probationary faculty shall be the first reductions in personnel (IFO Contract). Another consideration before retrenchment is acted upon is to determine which departments will be the target for retrenchment. We are interested in learning what other measures have been followed and why Theatre, Philosophy, and the Library departments have been chosen. Have members in these departments been offered early retirement or other options? What other measures have been followed before retrenchment is considered?

We strongly urge you to reconsider the retrenchment decision.

Sincerely, The Department of Ethnic, Gender, & Women's Studies, SCSU President Wacker and Provost Gregory:

I am writing in support of the retention of Tina Gross as a faculty member at St. Cloud State University.

Tina and I are former coworkers at the University of Pittsburgh. We worked as colleagues in the cataloging department of Pitt's University Library System. In addition, we team-taught a course in Subject Analysis at the University of Pittsburgh's graduate library science program.

One of the core commitments of St. Cloud State University is:

Champion the promise of equity and justice in our diverse community.

Tina Gross has devoted her entire career to the pursuit of equity, justice and diversity in the field of library science, as well as in the wider community. She is nationally known for her efforts to remove bias in the Library of Congress subject headings to reflect the perspectives of the communities that they describe.

On the St. Cloud State University website, you state:

Our professors are recognized for their contributions to their respective fields. But their top priority is students. Our faculty are, first and foremost, teachers dedicated to helping you learn and grow.

Tina is an outstanding cataloger. Cataloging is a complex but critical aspect of library resource discovery. But not only is Tina an expert in her field, she was a popular teacher who was dedicated to her students and was happy to impart the skills they needed to become successful professionals. In addition, Tina is internationally recognized as the primary author of two_of the most influential articles in the field of library science: Tina Gross and Arlene G. Taylor, "What Have We Got to Lose? The Effect of Controlled Vocabulary on Keyword Searching Results," College & Research Libraries 66, 3 (2005): 212-30; and: Tina Gross, Arlene G. Taylor & Daniel N. Joudrey (2015) Still a Lot to Lose: The Role of Controlled Vocabulary in Keyword Searching, Cataloging & Classification Quarterly, 53:1, 1-39, DOI: 10.1080/01639374.2014.917447. This research provided quantitative evidence of the importance of controlled vocabularies, such as subject headings, in resource discovery. These studies have wider significance in terms of the limitations of keyword searching on the internet generally.

They have been cited over 150 times, including citations in literature outside of the field of library science.

In conclusion, not retaining Tina Gross would be a great loss for St. Cloud State University.

Sincerely,

Faye Leibowitz faye.leibowitz@gmail.com Dear President Robbyn Wacker and Provost Daniel Gregory,

In reference to St. Cloud State University's plan to retrench four tenured academic librarians:

"The decision to forward retrenchment recommendations to the President is due to larger-thanexpected enrollment declines for Fall 2019 ... The institutional student enrollment (ISE) has dropped nearly 31% since 2011 ... The total number of reference inquiries decreased 20.5% from FY18 (3,022) to FY19 (2,401). The circulation of print books decreased (90%) from 163,000 in 1993 to less than 16,000 in 2016. Spending on print resources, due to diminishing demand, decreased 94.6% from FY13 (\$154,933) to FY18 (\$8,242)"

The above information focuses exclusively on library services that have declined. It ignores all services that have increased or been newly implemented over the same period. Circulation of print books is down, but circulation of electronic resources is way up.

The iconographic power of a college or university library expresses a purpose not just to collect, but also to **organize**, **preserve**, **and make knowledge accessible**. Today on the campus of virtually every higher education institution the library occupies a central position. In its placement and prominence, the academic library conveys its integral role in supporting higher education's core missions of research and education.

The library is not just a repository, or a service like any other, or a place for study: it is all these things. It can also be a partner in research and in teaching, and institutions which fail to capitalize fully on this asset will find it harder to compete in the future. As higher education in the U.S. has evolved through recent decades, college and university libraries also have forged pathways to serve faculty and students more effectively. Academic and research libraries have been early adopters of digital technologies and have provided leadership and training to help remake the academic enterprise. For an individual university, good quality library resources can help attract and retain academic high-flyers, attract and retain graduate students, and contribute to the prestige of an institution. The quality of the library is more important even than teaching contact time for prospective students considering which university to attend. Satisfaction with library services was in the top ten (8th) of factors that prospective students would consider when deciding which university to apply for.

The library is much more than a passive repository for knowledge. For the undergraduate, the library as a place, and the library as a service are central to their experience of university. The library represents an important point of continuity for students during their time at university as does their relationship with its staff. This growing understanding of the role of the librarian as a student advisor is now helping to drive convergence between the library and support services within HEIs.

Despite the move to e-resources, students are visiting their university library more often and spending **more time when they do**. Particularly in the arts and humanities, undergraduates may well spend more time with their librarian than with their lecturer. That time is spent supporting students to become self-directed learners.

Universities which invest in their library see a return in terms of the quality of the grant applications they are able to make, and ultimately therefore to grant income. Research in the US looked at the return on investment (ROI) in library resources and showed a return of \$4.38 in grant income for every

dollar invested in 2006. Many institutions also involve their library staff in the process of research, including in developing bids for funding.

Research in the US has found that **the economic benefits of a university library are considerable**. A number of studies have undertaken an economic benefit analysis showing that accessing a book or journal through the library rather via another route saves significant time and resources. Academics at the University of Pittsburgh, for example, would have to spend an average of 17 minutes and \$2.10 finding the information they needed from other sources.

Investment in e-resources has a direct impact on the productivity of an institution. Where academics and students have good access to e-content, effectively the library is now open 24 hours irrespective of building opening hours. Finding books and journals has become fast and immediate, freeing time up for the research and for teaching. The quality and depth of those resources are also a determinant of the quality of research a university's academics can produce. Per capita expenditure and use of e-journals is strongly and positively correlated with papers published, numbers of PhD awards, and research grants and contracts income.

The library continues to fulfil its role as **the heart of the university**, despite the move away from print and towards electronic resources. The work the library undertakes contributes directly to the institution's academic mission and to equipping students with the skills and knowledge they need to achieve academically and to maximize their employability. Investing in the teaching and support services offered by the library can increase the employability of a university's graduates. **The ability to source and manage information, and to use electronic resources and technology effectively, are skills which are highly valued by employers**.

Sara Levinson (she/her/hers) Latin American and Iberian Cataloger Resource Description & Management P.O. Box 8890 Davis Library CB# 3914 University of North Carolina at Chapel Hill Chapel Hill, NC 27515-8890 Phone: (919) 962-3775 Fax: (919) 962-4450

Email: saralev@email.unc.edu

Dear President Wacker, Provost Gregory, and Dean Springer:

I was dismayed to learn that St Cloud State University is proposing to terminate the employment of Professor Michael Shaffer of the Philosophy Department, for reasons of financial exigency. I am writing to urge you to reconsider. Such a move would be manifestly against the interests of your institution and its students. Prof. Schaffer is an incredibly productive scholar. His academic output is voluminous and of high quality, and his presence at St Cloud State does much to enhance its academic reputation. His service to your students over the years is exemplary, serving students across many different disciplines and teaching crucial critical thinking skills. In short, you are lucky to have a teacher and scholar of his caliber, and you should do whatever you can to protect his tenure at your institution.

Furthermore, terminating Prof. Shaffer's employment would be an inhumane blow to his family. His daughter is a leukemia survivor who requires ongoing medical attention. Taking away her medical insurance could be disastrous both for her health and for her family's finances.

For these reasons, I hope you will reconsider. If you would like to discuss this matter further, I can be reached at (786) 239-5385.

Sincerely, Peter J. Lewis Professor of Philosophy Dartmouth College Hanover, NH Dear St. Cloud State University Administration,

Your proposal to lay off 4 of your 12 Faculty Librarians is unwise. The statistics you reference do not include eResource use, lack of budget to increase print materials due to price of eResources, or information literacy courses taught by Librarians (<u>http://www.scsufa.org/minutes/2019-2020/19-20%20MC%20Minutes/MC190815packet.pdf</u>, 41).

You are ignoring all of the library services that have increased or have been newly implemented. This decision does not support staff, students, and fellow faculty. I hope you will reconsider retrenchment with an accurate understanding of modern academic libraries.

Sincerely,

Emily Lofquist

Dear President Wacker and Provost Gregory;

We, the faculty of the Department of Languages and Cultures, are writing to protest the proposed retrenchments in the Library, Philosophy and Theater.

Cutting a person in Theater leaves one person to do a teach-out or run a minor. Theater empowers our students and our productions bring community members to campus and provide valuable experience for students and audiences.

Cutting three faculty in Philosophy leaves four professors and means a huge loss seats in Phil 194, which is a key LEP class. Philosophy teaches students to be critical thinkers, which is core to our Husky Compact.

And cutting four faculty in the library will cripple the entire campus. The library is the key quality indicator of a university and the work done by these people enables us to function academically, whether other faculty and administration realize it or not. Patron use need not be physical, with the hard work these people do with electronic resources. In 2010 during the last retrenchments, President Potter said that there are some departments which are essential to a university. Well, we contend that in order to be a university at all, you have to have a library. Accreditations, our research abilities and our very reputation depend on it. Our library is the very heart of this campus-- not the building, but the people.

And people are the heart of the issue here. We hope that the leadership of SCSU will decide to model the values it wants to instill in its students. We hope that the university will show us all that it values its people-- its community and family--above money and things.

Please see these "8 faculty lines" as real people with families, children and houses in this community. See them as people of color, religious minorities and LGBT voices who give us valuable insights and perspectives. They are people who have dedicated their working lives to our students and our community, and during their careers here they have helped thousands of students and made contributions to the campus and the system that money cannot buy.

They are also people that SCSU made a promise to when they were awarded tenure here. If the university does not keep its commitment to them in a time of crisis, what message are you sending? Michael and Omar have invested 14 years here; Vladmir, Tina, Cindy and Olivia have invested 12 years and Paul and Rachel have invested 11 years. Please do not reward their loyalty, sacrifice and service with retrenchment letters.

It is our hope that you will look for the \$800,000 savings you need in nonpersonnel cuts. Please remember that one faculty member supports themselves and another non-teaching person on this campus. And above all, please remember that people are this university.

Sincerely,

Lisa Loftis

I sent the following message to President Wacker, Provost Gregory, and Dean Springer:

I am writing to recommend that you reconsider cutting Michael Schaffer's position as Professor of Philosophy. I know Michael for his excellent and influential work in philosophy of science, and admire him for his incredibly prolific research output. I know Michael personally due to his important role in the Central States Philosophical Association – an association for which my colleagues David Henderson and John Brunero are past president and president-elect. I also enjoyed the benefit of his participation in the Ranch Metaphysics Workshop this past winter. On all occasions, he represented your university extremely well. He is an accomplished scholar and should be considered a valuable asset to your university.

Best,

Jennifer McKitrick Professor of Philosophy Chair, Department of Philosophy University of Nebraska – Lincoln

Dear President Wacker,

I write on behalf of Professor Michael Shaffer, whose position at St Cloud State is currently slated for elimination. Professor Shaffer is an extremely talented researcher: I've known him and his work since 2015, when I gave a series of lectures at Northwestern and met him at the proceedings. We've since interacted at several conferences and professional events. His work is well known and of the highest quality, and contributes significantly to the reputation of St Cloud State University. Quite frankly, I'm shocked that his position would be eliminated. While I understand that institutions need to cut costs on a regular basis, this cost-cutting measure will significantly negatively impact St Cloud State's reputation. This cannot be the most sensible way to improrve finances. I do hope you'll reconsider.

Sincerely,

L. A. Paul Professor of Philosophy and Cognitive Science Yale University COLLEGE OF INFORMATION STUDIES Patuxent Building, Room 1117 4161 Fieldhouse Drive College Park, MD 20742-4345 T 301.405.2033 | F 301.314.9145 www.ischool.umd.edu

September 3, 2019

Dear President Robbyn Wacker,

I am writing this letter on behalf of Ms. Tina Gross, a librarian at the James W. Miller Learning Resource Center.

Ms. Gross is a thought leader in the national library arena, specifically on issues pertaining to biases in library subject headings. Her advocacy has culminated in the "Change the Subject" movement and subsequent documentary. This line of work continues to capture the attention of the Library of Congress along with key members of Congress. Ms. Gross has been a sought-after speaker at conferences across the field - most notably, the American Library Association (ALA) Annual Meeting. Not only has she contributed to the forthcoming critical text on library approaches toward immigrant communities which I am editing, but she is also a respected member of the ALA Subject Analysis Committee. The latter is tasked with rectifying pejorative language and/or inaccuracies in metadata.

Ms. Gross' scholarship reflects positively on St. Cloud State University. I hope that she will remain a part of your campus and that you will reconsider dissolving her position.

Sincerely, Dr. Ndumu

Dr. Ana Ndumu

Assistant Professor

University of Maryland College Park

College of Information Studies

anandumu.com

l

andumu@umd.edu

Dear President Wacker, Provost Gregory, and Dean Springer:

I've just heard from Professor Michael Shaffer (a Philosophy Professor at St. Cloud State), that the university is responding to current financial exigency by eliminating several tenured positions, including his. Although I understand all too well the financial challenges facing many universities today, and I also understand that there is no viable way to meet these challenges without significant personnel reductions, I do want to say that Prof. Shaffer is a highly accomplished and internationally renowned philosopher, and St. Cloud is extremely fortunate to have him on their faculty. Had he not been so devoted to your university, and to raising his family in your community, he would have been recruited away long ago (by my department, or several others). Eliminating his position is not merely destructive to your own institution, it is also a shocking act of ingratitude for his devotion, and my colleagues in Chapel Hill and all over the world will be saying so. I say this to you not so much for the sake of Shaffer's career: he will certainly be snapped up by another institution, eager to add such an accomplished scholar to their faculty roster. I say it rather for the sake of his family, who wants to stay in the community, and for the sake of your institution.

Thank you for your kind attention,

Ram Neta Professor of Philosophy University of North Carolina, Chapel Hill

Professor of Philosophy Caldwell Hall, Campus Box 3125 University of North Carolina, Chapel Hill Chapel Hill, NC 27599-3125 Phone: 919-962-3321

http://philosophy.unc.edu/people/faculty/ram-neta

Dear President Wacker, Provost Gregory and Dean Springer,

I am writing to ask you to reconsider the excessive proposed retrenchments for the Philosophy department at SCSU. These are unprecedented layoffs of senior faculty members who have given much to SCSU. I joined the faculty here in 2005 because I knew I could make a difference here. I have done this by doing at least two things: (1) by producing the products and accolades associated with a truly active interdisciplinary research program and (2) by offering rigorous, STEM supporting and interdisciplinary, courses that provided serious education for students who are underserved in these regards. I believe that I have achieved both of these goals. With respect to (1), I have published 57 peer reviewed articles and book chapters, one monograph and one edited volume to date. I have published in philosophy journals, artificial intelligence journals, sociology journals, psychology journals, science journals and journals dedicated to logic and mathematics. Some of my most recent work involves the laboratory work on philosophy topics. I currently have two monographs under contract and many more papers in review and revision. I am also working on a co-authored book on the ethics of alternative medicine. I have taught HONS courses on religion, pseudoscience, biology, physics, psychology, and food and culture and PHIL courses on time, science, intuition and economics in addition to the crucial teaching of critical thinking. I am developing a philosophy of medicine course as well. Thus, it is clear that my work is essentially interdisciplinary and aligns with your proposed restructuring aimed at making our institution more focused on this goal. It thus seems utterly counterproductive to retrench faculty who are already suited for such work.

You can also see from my attached CV that I have also garnered very many awards for myself and thus for SCSU. These include the following awards received during my time here:

Distinguished alumnus of the College of Arts and Sciences at Northern Illinois University.

Fellow of the Rotman Institute at the University of Western Ontario.

Fellow of the Center for Formal Epistemology at Carnegie-Mellon University.

National Endowment for the Humanities Fellow at the University of Utah.

Lakatos Fellow at the London School of Economics.

I have always spoken highly of SCSU in both national and international contexts, but I believe that you are making a hasty and unfair decision in focusing so much of the cost-saving measures on our department. The proposed retrenchments in our department are all aimed a senior faculty (two tenured full professors and one tenured associate professor) and we are a small department to begin with. We have already been downsized through attrition. Finally, on a personal note, I cannot leave out that if I am the victim of such unfair retrenched you will seriously affect my family, most specifically my daughter Emma. She is 7 and is a leukemia survivor who is receiving on-going treatment at Children's Hospital in Minneapolis. Please seek alternatives (e.g. BESI retirements, retraining, drawing on reserves, etc.) rather than losing a dedicated and distinguished member of your faculty.

Sincerely,

Michael J. Shaffer

Dear President Wacker, Provost Gregory, and Dean Springer,

I write to express my support for Professor Michael Shaffer, our former student, and to urge you to do what you can to enable him to continue his career at SCSU. Shaffer was our best student during his PhD work here at U. Miami, publishing a chapter of his dissertation in the top-tier journal *Philosophy of Science* prior to successfully defending his dissertation and receiving the PhD. As a member of his committee I can testify to the quality and originality of his philosophical work. Since receiving his PhD he has been a highly productive scholar and a fine teacher. I won't belabor his accomplishments or his future promise; you will have seen his CV already. Shaffer is a dedicated and original philosopher. His work is genuinely interdisciplinary — a claim made of many but true of few. Your university would be diminished intellectually, and your students deprived of a valuable scholar/teacher, were he to lose his position.

His layoff would impoverish both SCSU and the world of philosophy. It would come at a tremendous additional cost, as his young daughter, a cancer survivor, is dependent on medical treatment in Minneapolis.

I appreciate the seriousness of your situation; institutions like yours face financial crises far too frequently, and difficult, no-win decisions are too often forced on senior administrators. But Shaffer's case really is special. Please do what you can.

I wish you all well in weathering the storm.

Sincerely,

Harvey Siegel
Professor of Philosophy
University of Miami

President Robbyn Wacker Provost Daniel Gregory Dean of the College of Liberal Arts Mark Springer August 26, 2019

Dear Administrators of SCSU:

I am writing on behalf of Michael Shaffer, Professor in the Department of Philosophy at St. Could State University. I have known Professor Schaffer for many years, having first met him through the Central States Philosophical Association. Professor Schaffer was Secretary/Treasurer of the Association for several years, and I was the Association's Vice President in 2010 and President in 2011.

Professor Schaffer's activity in philosophy as a teacher and scholar, and his professional service, make him a very valuable faculty member. Should he leave SCSU, he will leave a void very hard to fill. I urge you to reconsider your decision to terminate his employment.

Moreover, I urge you to reconsider your decision to address budgetary shortfalls by eliminating positions in the Philosophy Department. If a town were to propose balancing its budget by eliminating its police department, objections would stream in that maintaining essential services is a key to a town's survival. Similarly, preserving the strength of a department of philosophy is a key to a university's survival as a strong academic community. The discipline of philosophy furnishes the conceptual foundations of all the disciplines and of interdisciplinary studies. A university will not thrive intellectually without the vitality of its department of philosophy.

In the interest of SCSU, please reverse your decision to weaken the Department of Philosophy, in particular, to terminate Michael Shaffer, who has done so much to put UCSU on the map in the world of philosophy.

Yours sincerely,

Paul Weirich.

Paul Weirich Chair and Distinguished Curators' Professor cc: FA president Frances Kayona

Dear President Wacker, Provost Gregory, and Dean Springer,

It has come to my attention that the position of Professor Michael Shaffer in SCSU's Department of Philosophy as well as that of Omar Mirza and another faculty member are under threat.

Needless to say, everyone in the academic philosophy community finds this sort of information disturbing for a variety of reasons. I was a member of SCSU's Philosophy Department when Dr. Shaffer was hired; I was on the search committee that hired him. And we were colleagues there for a couple of years.

He was an excellent colleague, and I am sure you must know what a hard working faculty member he has been. By any measure, he deserves the position he has.

It is my sincere hope that the positions of Dr. Shaffer, Dr. Mirza, and the other philosophy faculty member are spared and that other ways are found to deal with the conditions that are moving the administration in the direction of retrenchment.

I know it is unusual and uncomfortable to receive emails like this one, but I just feel strongly about this matter for both professional and personal reasons and thus wanted to support my colleagues in the discipline.

Thank you for your time.

Very best wishes,

Ken Williford

Kenneth Williford

Associate Professor & Chair

Department of Philosophy & Humanities

The University of Texas at Arlington

305 Carlisle Hall

Box 19527

williford@uta.edu

817-272-0505

Dear President Wacker and Provost Gregory:

My colleague, Tina Gross, has been an esteemed faculty librarian at your fine institution for twelve years. I have known Ms. Gross and the importance of her work as a catalog librarian over these many years. I have especially followed her cataloging leadership in subject analysis. Cataloging (and particularly the subject analysis aspect of cataloging) is one of the most intense intellectual aspects of librarianship. If you take the time to look over Ms. Gross' CV, you will see her many significant articles and presentations at library association conferences, all of which, reflect well on St. Cloud State University for hiring and retaining such a fine librarian. She has studied the works of Sanford Berman, a legendary catalog librarian of our times. She has participated in encouraging the Library of Congress to change subject headings that are incorrect, racist, and often offensive to a group of people. This work takes courage! We desperately need librarians such as Ms. Gross to carry on this mantle, to look with a critical eye at the words we use to describe things, places, and people, in particular.

Now, it has come to my attention that you are looking to lay off Ms. Gross along with three other faculty librarians. This seems to be an attack on the library (and librarianship, in general). Out of the eight full-time faculty members that you are laying off, four of them are in the Library. So the Library is taking the hit for half of your "retrenchments." This goes much further than Ms. Gross and your library at St. Cloud State University. This is, indeed an assault on librarianship, in general. Especially, in this era of "fake news" and a proliferation of online resources, students (even a declining population of students) require even more assistance than ever before in discerning the articles and books that they are reading for their own research papers. Now, I would presume that it is not the intent of the President's Office to continue this trend of a declining population of students and faculty members.

I have read the notes, laying out the University's position for targeting the library (page 41), and I fear you have been severely misled into thinking of your library (your hub of information) as it is being characterized via statistics as an antiquated, obsolete building with only dusty old books and old-school librarians ... which I can guarantee you, Ms. Gross, for one, is not! This is not what a modern-day library looks like, and I am sure that it is not what your library is looks like. http://www.scsufa.org/minutes/2019-2020/19-20%20MC%20Minutes/MC190815packet.pdf.

These notes go on to say: "Because faculty and students are the primary users of library services, a corresponding decrease in the demand for library services has resulted. This decreased demand is evidenced in a number of ways. The total number of reference inquiries decreased 20.5% from FY18 (3,022) to FY19 (2,401). The circulation of print books decreased (90%) from 163,000 in 1993 to less than 16,000 in 2016. Spending on print resources, due to diminishing demand, decreased 94.6% from FY13 (\$154,933) to FY18 (\$8,242)."

My point is that you are looking only at the library services that have declined, completely ignoring the services that have increased during this same time period. (Of course, the circulation of print

books is down in *all* academic libraries (even those with increasing numbers of students and faculty), as many of our print books and periodicals have been replaced with electronic resources – both ebooks and ejournals. So where are your statistics for your electronic resources?)

I realize that it is an inconvenient truth, but you really must look at the whole picture. This is not only about one librarian's or even four librarians' livelihoods ... this is about the destruction of your library as the hub of information for ALL of your academic programs. The information does not just happen by magic ... it takes librarians to make the information in all formats available to your students. What you are doing with this assault on librarianship is taking away a key component to student success. I would ask that you please consider this very carefully, because once you have destroyed your information hub, it is very difficult to rebuild it and recover from it. Furthermore, libraries are all about information ... collecting human knowledge and preserving it, not only for the students of today, but also for generations to come. Please consider sparing your librarians, Ms. Gross, in particular!

Regards,

Julie Renee Moore Special Collections Catalog Librarian Henry Madden Library California State University, Fresno jumoore@csufresno.edu

P.S. Here at Fresno State, we had a budget downturn seven years ago or so. We had to let the adjuncts and part-time faculty members go. However, the Union worked out a solution so that the entire faculty was furloughed so that none of the tenured faculty would lose their positions. It was a tough one-two years, financially, but the budget came back up, and we did not have a huge loss to service to our students ... such as the path that you are setting forth on. Have you looked at the possibility of a resolution such as this to answer your current budget downturn?

CC: University Library Dean Rhonda Huisman SCSU Faculty Association President Frances Kayona MINNESOTA STATE

MEMORANDUM

DATE:	May 1, 2017
то:	Chief Academic Officers Chief Financial Officers Presidents
FROM:	Tim Anderson, System Director of Student Success Technologies, and the Minnesota State Library Advisory Council
SUBJECT:	The Value of Library Faculty in Minnesota State

This document briefly describes the discipline of Library/Information Studies and the work of library faculty at the colleges and universities within the Minnesota State system. It defines the vital role faculty status plays in our ability to carry out our work, and the impact of that work on student success and retention on our campuses. Recent studies conducted at the University of Minnesota have linked library use with student retention¹ and degree completion², and assessment undertaken on Minnesota State campuses bears out that research. *It is critical that all 37 of our campus institutions employ faculty librarians to deliver library services at a level deemed appropriate to their size and number of campuses.* Non-librarians are not contractually allowed to do the work of librarians. Understaffing or incorrectly staffing libraries is detrimental to student outcomes, unduly burdens non-librarian staff, and de-professionalizes librarianship.

Library/Information Studies is unique among Minnesota State faculty disciplines in that it includes responsibility for the day-to-day operation of a library. This includes planning and implementing services that are integral to the success of students, faculty, and other college stakeholders. Library faculty must keep abreast of best practices and changes in many areas specific to library and information studies, from implementing library-specific technologies to managing library instruction, to teasing out what a student needs during a reference interview. The faculty status of librarians is critical in fostering relationships with other faculty peers, understanding instructional pedagogies, and assuming key roles within the institution. A large percentage of Minnesota State students enter college unprepared to engage in college-level academic research. These students take classes and navigate an information-dense, complex, "post-truth" information landscape, while also juggling work and family obligations. The library faculty in our 37 institutions provide students with the physical and digital spaces, tools, and competencies needed for success in their degree and beyond.

Minnesota State is an affirmative action, equal opportunity employer and educator

¹ Soria, K. M., Fransen, J., & Nackerud, S. (2013). Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *portal: Libraries and the Academy, 13*(2), 147-164. doi:10.1353/pla.2013.0010 ² Soria, K. M., Fransen, J., & Nackerud, S. (2016). The impact of academic library resources on undergraduates' degree completion. *College & Research Libraries*. Advance online publication. <u>http://crl.acrl.org/content/earlv/2016/09/27/crl16-968.full.pdf+html</u>

Minnesota State has long recognized the complexity and necessity of day-to-day library operations though their agreements with faculty bargaining units. Both the Inter Faculty Organization and the Minnesota State College Faculty have specific language in their contracts regarding the role of library faculty in those operations. The MSCF contract states in Article 11, Section 4, that librarians "shall be responsible for the development and implementation of library/media services including summer coverage to support the mission and philosophy of each institution." Similarly, the IFO contract states in Article 10, Section B, Subd. 1, that library faculty "shall be responsible for implementation of library/media services to support the mission and philosophy of each institution."

"The librarians showed me how to find and link to our databases, allowing me to ditch purchased textbooks saving my students around \$9,000 a semester in textbook costs."

Faculty, Normandale Community College

Core Functions of Library Faculty

Minnesota State faculty librarians have educational backgrounds that combine strong applied skills with knowledge of a broad field of research, information systems, and technologies. The minimum qualification is a Master's degree in library and information science, and many librarians have additional subject-area Master's degrees. This educational background uniquely positions librarians to plan and implement core functions within the library. As faculty, librarians are protected by academic freedom and granted authority through longstanding traditions of higher education, which allows them within their discipline to determine the services provided in their institutions. What follows is a partial list of Minnesota State librarian duties as defined in standards set by the Association of College & Research Libraries (ACRL):

- Instruction & Reference: Library faculty teach students, faculty, and staff how to find, use, and evaluate information ethically and effectively in credit-bearing classes, one-time class periods, individual consultations, and via online platforms.
- Collaboration Across Campus: Librarians collaborate with faculty colleagues on assignments and classes. They also serve on campus-wide committees, bringing their expertise to many campus areas, including curriculum, facilities, technology, and shared governance.
- 3. Collection Maintenance and Organization: Librarians provide professional expertise to all areas of the library's collection, whether in print or online. This includes purchasing books, negotiating licenses, removing out-ofdate materials, cataloging materials, creating metadata schema, and managing local digital and archival collections. They also create and maintain user-friendly websites and platforms through which the collections are made discoverable.

"btw...pass along to whoever would want to know...this is the GREATEST feature ever. It's so nice to be able to sit on my couch and get help from a librarian!!! so convenient!!!"

Student using chat reference service, Metropolitan State University

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- 4. Marketing/Outreach and Community Events: Libraries are vital "third places" in our society. They are community centers and campus "hubs." Librarians develop programming that serves to foster connections, develop community, and engage learners on and off campus.
- Budget, Facilities, and Staffing: The librarians on each campus are contractually responsible for implementing library services and recommending the objectives and methods for doing so.

Minnesota State library faculty are recognized as collaborative leaders within the Minnesota State system, across the state, regionally, and nationally. They are known as leaders in developing tools and services that ensure that all library users (students, faculty, staff, and community members) develop lifelong critical thinking and content analysis skills. As experts in finding and evaluating information, library faculty utilize academic and instructional technologies to create and manage resources, as well as to deliver library and information services. Librarians also help students use information ethically and effectively. Faculty librarians, fully staffed, fully empowered, and fully protected through faculty status, are vital to the Minnesota State mission of delivering an extraordinary education for all Minnesotans. Libraries can *not* be successful if staffed exclusively or primarily with student workers or library technicians, as they hold very different qualifications and the duties they perform are not equivalent.

ALA Standards & Guidelines

American Library Association. <u>Core Competencies of Librarianship</u>. Approved by the ALA Council, January 2009.

Association of College & Research Libraries. <u>Guidelines for University</u> <u>Library Services to Undergraduate Students</u>. Approved at ALA Annual Conference, June 2005. Revision approved October 2013.

Association of College & Research Libraries. <u>Standards for Libraries in</u> <u>Higher Education</u>. Approved by the ACRL Board of Directors, October 2011.

Additional Readings

For additional readings, visit <u>https://www.zotero.org/groups/libraryvalue</u>.

"I wanted to take a moment to thank you both for the quality instruction you provided my students in class in Week 11. I was so impressed with the attention you paid to my course's research assignment; the familiarity you displayed with the assignment along with the level of expertise you provided in instructing my students through the research process is so appreciated. Your instruction methods and supportive personalities benefited my classes greatly. My students just turned in their Annotated **Bibliography assignments** and I'm gathering evidence of their ability to locate scholarly sources on their diverse and often very specific research topics/ questions. So much of what you taught them was new to them and I'm sure they will apply their new research skills in their academic and personal futures."

Faculty, Normandale Community College

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