

MSUAASF Meet & Confer Notes

October 7, 2021

Present: Rick Straka, Sheri Sargent, President Edward Inch, Mark Johnson, Tracy Stokes-Hernandez, Oscar Gonzalez, Mandy Weister, Lindsay Smith, Shirley Murray, Steve Barrett, Deb Schulz, Henry Morris, Lynn Akey, Anne Dahlman, David Jones, Katie Hodgden, Marie Slotemaker, Moses Langley, Brian Martenson, Timothy Berry, Jennifer Velstos

Meeting Chair: President Edward Inch

Welcome & Introductions

- Reviewed Names and & title of those present.

Review of Notes—no corrections

President's Report--E. Inch:

- Homecoming: Students engaged, less alcohol incidents than previously, best of reviews from community, personally enjoyed office decorating contest.
- Strategic Planning: Talking with community members, alum, students, campus, --themes of what is important to get a pulse of where we are and what we want to accomplish: what does the future hold?
- Founder's Day---University birthday celebration, (history), there is a lot done and be proud of, next steps is where do want to go, continually improving
- System announced—workforce development to align with business and industry (Oct. 20th to look at bonding issues and supplemental bonding request)
- Call for search of permanent provost (ideally named by March)
- Identified 2-co-chairs; Steve Barrett and Kelly Meier—task is to convene with recommendations by Dec. 13th to develop policy on flex-work policy to provide flexibility to employees and able to serve students, ensure it is done in an equitable way.
- TownHalls on hearing response to COVID:
 - Faculty and Staff Town Hall; Friday, Oct. 8 at 10 a.m.
 - Student Town Hall; Monday, Oct. 11 at 4 p.m.

MSUAASF President's Report--M. Weister:

- I am most excited to be here with you today. For me it is both completely normal and completely strange as several transitions in my life collide together this week. Being both back on campus and back to work after my maternity leave creates a whole new daily rhythm. But there is a welcome comfort in being in this room together again as we were many months ago.
- Relayed story of being in graduate school and having a case study assignment on how to respond to unexpected situation (example was Gustavus response to St. Peter Tornado of 1997).
- This memory from my formal education sticks out to me now because while every person in this room and in ASF is dedicated, talented, and thoughtful, I doubt that any of us have

worked through a case study on a global pandemic prior to March 2020. The experience of any good Case Study should recognize innovation, opportunities for growth, and acknowledgement of best practices. These 3 themes shape my ASF Report for you today.

- **Innovation:** how will we get through this has turned into “we can do this” and in a new way that’s better
 - Example programming offered in person and virtually, i.e. Maverick Diversity Institute (example provided had half/half attendance in person/virtually). The additional accessibility that ZOOM appointments and meeting participation brings for students as well. It is preferred by many and removes barriers for participation
 - Helped staff as well: I.E. monthly participation at membership meetings
 - Better connect with remote campus partners—will continue
 - Inspired to improve website presence—better reflect offerings and better serve diverse students year-round (example: CDC Diversity and Affinity resources online and online Majors in Minutes)
 - It’s forced us to thinking creatively. As much as we want it to be, COVID is not done, and it continues to shape our daily lives. However, despite limitations our ASF social committee this month put together a creative outdoor lunch that saw participation from 70 ASF employees. I think this event ranks as our most successful social in recent memory.
 - Without a doubt, there are so many more examples across campus of staff rising to meet the challenge and creating a better solution in the process. Thank you to all these dedicated ASF colleagues I am unable to name here.
- **Opportunities for Growth:** debriefing is important even while in the middle, areas might need attention
 - Continued state of tiredness (navigate quick shifts), not enough time to process
 - Re-Recruitment of involving second years who started virtual
 - And as emergency and government mandates soften, we are faced with a new set of decisions and responsibilities that fall on us (from individuals all the way up to executive leadership) to determine what the best response or practice is.
 - For example: Several members have come forward with concerns about reduced options for remote work and variations on how supervisors are interpreting options for it. The information shared that employees who must stay home with quarantined children who are not sick (an infection within a classroom that causes the class to "close" or go online for a period) cannot use sick time is troubling to many. This was shared in an MMB meeting on 9/21. This puts members in a really tough spot if they do not have "other paid leave" to take.
 - Perhaps a more liberal view of teleworking possibilities could be incorporated in these situations in order to best support our members? We are asked to be very accommodating with students who face similar situations to prevent the spread of COVID - should not the same generous accommodations apply to staff as well who are doing their best to work through this pandemic? I urge you to consider these elements when reviewing & enacting our own campus policies and interpretation.

- Emerging theme: confusion around telework approval processes and interpretations
- We acknowledge...
- **Acknowledging best practices:**
 - We appreciate task force on flexible work and look forward to ASF rep.
 - President Inch—members have noticed your engagement (visible investment)
 - Celebrate successful student programs (i.e. Food insecurity addressed through pantry)
 - At the state level we continue to work on our contract negotiations and have implemented a Monthly Monday Speaker Series that highlights important topics for all ASF members.
 - D. Schulz—also add appreciation to David Jones coming to membership—well received and appreciated.

Vice President Student Affairs & Enrollment Management Report—D. Jones:

- Coming up on biggest career activities coming up
- With the Agenda was a [printed enrollment report](#)—it is a snap shot of where we are at
- Mental Health—
- last fall student government passed a plan to create a module—went live last week in D2L—simple module where students can progress through and it highlights local resources to get support they need or help their friend.
- Phase 2 will be creating a companion piece for employees beyond the 911 guide—help identify when a student needs additional help

HR Topics--S. Barrett:

- [Vacancy list](#) is higher---we are cross-training some of our HR team to build capacity there for peaks and valley in HR, any questions let S. Barrett know directly
- Workplace Environment—6 complaints so far, we are very consistent in the volume-- identical to this point last 4 years, Goal is 30 days to resolve; we are slightly above that (a couple years ago 120 days average, significant improvement)

COVID-19 Update:

- S. Barrett-- rolled out vax-track a couple weeks ago 2,800 employee and student workers; 92% employee,
- 89—testing a little over 300 per week, going really well. Begins every Tuesday, remarkably few positive tests. 1 employee positive last week and week before. No positive tests this week.
- That speaks a lot of vaccination rate and efforts everyone has made (masking, staying home when not feeling well, washing hands,)
- # of student workers need to get into student system (e-mail out today)
- Should have all employees in system by end of this week
- D. Jones: just completed 4th weekly testing on campus provided for employees.

- just under 200 have taken advantage,
- every week about 20 do it through University Security Window testing;
- stable throughout this time
- Oct. 4th marks start date for student requirement that participate in activities required--- about 5,000 students, secured 2,000 bulk tests,
- this week secured 10,000 additional tests (quick view, similar to off the shelf at Walgreens) will start to be used this Tuesday—nose test; \$78 each these are \$12 each— budget savings in fall and into spring.
- Huge kudos to Natalie Schuette and Wendy Schuh.
- Confusion potential—student employees are going to Vaxtrac system.
- Now on MinnState on left-hand side there is a place for non-student employees.
- 3rd option: Electronic medical record system—any student can provide
- New incentive: students that use any 3 of those tools—receive a t-shirt and eligible drawing for semester tuition and fees * multiple at different time periods;
- 70% in res. Halls. Info. in provost e-mail next week so they know what messages students receive.
- L. Akey: On Return to Learn
- Advisory committee and pandemic operations—continues to meet, monthly, debrief areas of concern and on the radar, many MSUAASF members
- B. Martenson: Academic Affairs
- Spring schedule before it goes live so students are aware of what they're signing up for--- feedback from advisors recently to make sure communication is clear
- meet student need while keeping people as safe as possible
- Hope is spring is as good as fall, if not better---be willing to adapt and make changes
- D. Schulz-if an employee does test positive what is the process for contacting those in contact with that person?
- S. Barrett—a lot of information on website, employees need to report—different roles based on vaccination status; in terms of contact tracing, we don't have any or do we?
- D. Jones—we do
- S. Barrett—individuals calling into the hotline triggers the contract tracing, we follow up in contacting
- D. Jones—Chandler has been taking the lead—who's been in 6 feet and those longer than 15 minutes
- O. Gonzalez—yesterday we had a student take a test in private room, student called and tested positive, so we called the hotline—they said the student needs to call them and they couldn't report that. If a student doesn't call, can we contribute to the tracing? There was confusion.
- D. Jones—Was the call during work hours or after?
- O. Gonzalez—today, during the day
- D. Jones---we do reach out to the person that was named positive and ask if they're willing to confirm. We are following up with those. In addition, MDH will cycle those names to us (not as fast which is why we have the hotline) if taken elsewhere

- S. Barrett—if we see on vaxtrack—They are called and told what to do, calling the hotline and what to do based on what's stated on website, MDH does get wind of it and it will get back to us but not as quick as hotline
- D. Schulz—can you share about the matrix about what kind of leaves can be used for the different scenarios?
- S. Barrett—not ready yet, still needing to be reviewed by system – it's a matrix of all the scenarios (exposure) and what types of leave allowed to use (vacation, sick time, comp time, etc.)—want to make sure message is consistent with throughout the system. Will get it out as soon as it's ready (won't wait until next Meet and Confer to share)

Budget: R. Straka:

- Revised budgets are now due to system office—now that people are back and reviewing enrollments-how they will adjust budgets; we are on track with where we projected last May
- Approval on Monday of the plan for the HEERF 3 student aid money—diligently working on a communication plan and updating website with the information
- Over \$11 million grants based on FAFSA and \$1.8 million eligible as emergency grants for those who can demonstrate aid but FAFSA doesn't represent need or not on file.
- People who get automatic grants are higher and not eligible for other emergency grants.
- International students have eligibility (Financial Services and Kearney worked together) and DACA students also eligible.
- PSEO not eligible, or 3rd party payment students on eligible.
- Grad students including grad assistants, are eligible.

Lincoln Statue—E. Inch:

- Recommendations presented at May 6th Meet and Confer. Hope today is to get a sense on if we are good or is there anything else I ought to know?
- D. Schulz—any groups come forward that would like it to stay where it's at?
- E. Inch—some students concerned about leaving it and some worried about moving it. Wanted to make sure seeking out info. before making decisions.
- M. Weister—if I recall correctly, the committee took a lot of time to be thorough, leaning towards it made sense to relocate it. Don't know if campus knows how much thought was put into it, comment about it moving too fast. As we move forward make sure clear on the thoughtful considerations taken
- E. Inch—Art can be a teachable moment and that what this group emphasized, if we get rid of it, we lose an opportunity for continued learning and understanding and could be forgotten. Where it is now it's not contextualized well. It's uncomfortable but important.

Update on WorkDay- M. Johnson:

- ISRS system is going away, Work Day in its place
- Most of you will pay attention to the student implementation. But budget is still being discussed. If you are a user of or consuming that info.—you will get readiness

assessments in the next week or so—questions to see if you are ready to transition and if not help get resources to get us ready. If you are not a part of HR or finance, you will probably not be a part of these assessments. We have on campus a transition management team. Questions or concerns let M. Johnson know.

- Refer to [document for visuals of timelines](#) presented at the meeting.

Destination 2030-L. Akey:

- Refer to [document on themes presented in communications channels](#)
- This part of the meeting is under Discussion item and it is intended to be a discussion
- Where we are headed and current activity in Strategic Plan—last month 4 main phases
- Futuring—what is the future in higher ed? 10 years from now? 2031
- Visioning--- what's our vision within the future
- Strategy—what do we want to deploy to make that vision come true
- Action—take action on those strategies and evaluate
- Futuring—start with President Inch with the 5 pillars/areas into thinking about the future. Brought them forward into conversation, the community channels to collect feedback faculty, staff, students and community members—that's what was distributed to you in advance.
- Start again thinking about the future---many of us here have worked for a long time and those who are new voices---where do we think higher ed. Might be in 2030 and what might be expected of us? What do we think might be 10 years from now?
- S. Murray: Much more consumer driven, by students and their parents
- T. Hernandez: More students coming in, quicker credentials
- O. Gonzalez: more transfer friendly, more global reach, more non-traditional.
- L. Akey: What does that mean to be more transfer friendly?
- O. Gonzalez: Working as a transfer specialist previously---RN Completion program is 1 example—community colleges start the growth but then the next level; seeing a lot of students just transferring—how courses transfer with financial aid not being used equitably, not “fitting in” to the academic plans as well.
- L. Akey: There is a concept out there, the institutions won't own the transcript the student will own it. The student creates their own pathway. Which takes transfer to a greater level
- M. Weister: Circle of reach with competition ---online, new location option, competition increasing, competitors at other school, but now we have an audience and lose students accessibility—hybrid and completion in a different way.
- E. Inch: There's something to be said for competition—losing 10% in 18 year old population, MN will see increasingly diverse including immigrants and average age will go up. Institutions are not moving quickly enough so places with alum like: Lifetime Fitness—create their own universities because they can be more nimble. PLUS sister institutions want enrollment back; others looking at us because we do well. Competition will increase—how do we make our mark in that market?
- L. Smith: more consumer driven—more competition—change in working hours for those in less traditional areas

- O. Gonzalez: more implementation of universal learning, a lot of anxiety and going into class is difficult but now that there's other options they can partake—more access, equal success rates
- S. Murray: how we define quality will change and be more flexible in the future
- M. Weister: multiple contributing forces---the change of our work force, knowing we are training students for careers that don't exist yet, INFLUENCER, CREATOR—can be lucrative and not be as traditional—what are we providing to those people? As that sector
- D. Schulz: being a residential, is that where we want to continue, keep the excitement, along with people being able to take courses online. The college experience has been huge for years
- E. Inch: what is the college experience of 10 years from now; now 10% have families and that will double, what will that be? U of Michigan (came from East Bay similar form here)—50k, why would you offer anything online when students could come to us and they can get a degree from us—something about the experience, visceral connection to place
- Dahlman: we are well positioned to help those who don't think they can succeed we are able to succeed which is why they wouldn't go
- L. Smith: more scrutiny on the cost of college; in Arts and Humanities—why do I need xyz if I want to be _____. See more students want to take a small set of courses knowing cost is high. More conversation around Gen. Ed.
- Martenson: competency based education which is hard because of those boundaries, curriculum could look quite different. If we don't make the case—why do we think that students need liberal arts.
- E. Inch: economy of the arts—that explains why it's valuable
- H. Morris: high expectation University would provide more services especially on the social services side.
- L. Akey: What will we offer within that picture? Given our sense of place, identity, connection that we could distinctively offer that's different than what others offer?
- H. Morris: I think we do ---our use of data and inequity tools—allow our students to show they have a great chance of succeeding; we will be very competitive.
- M. Weister: the heart of this is: what is our brand and what does it mean to be a Maverick? From alumni—a lot of that is left to answer—what do they say and what do we want them to say? Right size for individualization ---hands-on experience that will translate to their big ideas. Strong believer—part-time intern experience and the business partnerships.
- E. Inch: met with one business leader, echoing. #1 destination for internships.
- L. Akey: fascinating and putting that into context---our traditional will now be the non-traditional. How do we actualize?
- M. Weister: there will still be some seeking traditional experience, inherited ideas—not lose that completely. How many people still remember and why do they—strong emotional experience, not just course-work.

- E. Inch: interesting, where I started teaching, o like experiences they are now, professional advising, mental health support—didn't allow dancing, etc.
- O. Gonzalez: priority is low cost in getting a great degree and parents, priority was also culture and being social—top busiest tables because of diversity investments and investments in campus. Shopping around at 4-5 different places—students of color, also wanted a place where they belonged and could see others like themselves
- T. Hernandez: anti-racism curriculum---curriculum that reflects people of color history, racial equity and social justice
- M. Weister: 2 biggest factors in success—a sense of belonging and 1 positive connection on campus * supervisor, advisor, faculty member, GMW
- E. Inch: students need to know how to connect to those services
- Schulz: wondering if in 10 years, the 4 year degree is going to be as the desired as what the masters or even further. Plan get bachelors' year –pathways,
- L. Akey: 2 discussion points at the top of the themes. What do we want to call out and what is missing?
- L. Smith: noticed Ask Stomper called out and hours of service---one thing we haven't talked about is semester schedule, flexibility, and self-pace learning, for example someone wants to start oct. 1 and we have them wait. Some will offer 6-week courses
- Inch: that model is beginning to emerge more
- L. Akey: current structures really make it difficult
- Inch: archaic version of what constitutes a credit hour
- D. Schulz: next gen system—need to think about putting in smaller course sessions that can go in—so we can prepare ourselves for having options.
- L. Akey: thanks for contributing and pushing us around what is 10 years? A lot will happen and we need to contemplate. We will spend more time on future student expectations, competition, workplace demands, and region/local/state expectations, more dialogue in months ahead as we go into visioning.
- Inch: appreciate the ideas—rich conversation—good time to think of ideas and dream big. World and students are not sitting tight—can't keep going as is.