

MSUAASF Meet and Confer Notes

November 4, 2021

Present: Mandy Weister, Katie Hodgden, Marie Slotemaker, Henry Morris, Carolyn Nelson, Anne Dahlman, Brian Martenson, Lindsay Smith, Shirley Murray, Mark Johnson, Rick Straka, David Jones, Tracy Stokes-Hernandez, Jennifer Velstos, Brian Breck (HR), Jill Frederickson-Kratzke (stand in for St. Barrett HR), Deb Schulz, Oscar Gonzalez, Laura Jacobi (observing for sabbatical project), President Edward Inch, Sheri Sargent, Moses Langley

Meeting Chair: MSAASF President Mandy Weister

Welcome & Introductions:

- Reviewed Names & Titles of those Present

Review of Notes:

- Decision to have materials, including, notes be online only in TEAMS; will not be printed for meetings
- No corrections voiced

President's Report—E. Inch:

- Thank you for work
- Time has gone by quickly
- Lots of conversations about future vision, including conversations in the region—Greater Mankato growth is also charting their future over 20 years
 1. Link our efforts, leverage each other's capabilities (internships, job shadows) and they are stronger if they know what our students' do, exciting and a lot of opportunity
 2. President of U.S. Bank in our region: #1 important thing to address (looking to leadership as they work with students) is what will we do with climate change—seeing in farming, etc. how might we lead
 3. Link strategy for employers in region ---equitable, inclusive, and inviting. Should be destination for outside of region.
- Talked with H. Morris, what we can do and do with our community. In last month, capital investment committees to hear stories on what we need, most importantly Armstrong Hall, unscripted 2 students stood up during lunch: building it introduces and teaches—resonates with both house and committees
- Task force is underway:
 - Better work-life balance. Flexibility and accommodating lives
 - Equitable—unique circumstances/needs
 - Address student needs
 - Provost search is underway—PD is in progress, chairs engaged

- Time to move the Lincoln Statue for appropriate cultural context, asked committee to make a timeline

M. Weister: Will there be an announcement?

P. Inch: Make it a celebration, understand some from outside, inquiry about things uncomfortable, statue is a trigger—I get that except, you walk around anywhere in the nation, you will walk into it, we are in a position to help cope, manage when they are faced with it. Once I know what the plan, timing, when, and where, we will share

M. Weister: I like the transparency

MSUAASF President Report- M. Weister:

- Usually during my monthly report, I share accolades, accomplishments, and announcements of what our ASF members have been up to during the month in question.
- Reflected on stories ASF members serving students and remembering TV program: Reading Rainbow
- Shared historical facts about Reading Rainbow
- But it wasn't these many honors that made it memorable for me, it was a single line spoken by the host before he showed clips of young readers sharing their own perspectives of the books they had enjoyed. That single phrase? **But you don't have to take my word for it.** So this month, I'm doing my report Reading Rainbow style... I have collected real stories from real ASF members who have heard from real students about their real experiences. And I should note, after asking members to share examples with me, I was overwhelmed with responses. I had over 20 stories pour in within minutes, and to date have had over 40 participants sharing over 60 examples. This response was telling! For time sake, I have chosen a few to highlight here but have compiled the rest in a booklet I'll distribute later.
- Shared "Where Mavs Learn and Grow" version of Reading Rainbow theme video, *This is for educational purposes only, I don't own all the music.*
- (8 stories were shared from the [You Don't Have to Take My Word For It Book](#), 6 printed copies of the full book were available at tables.)
 - K. Hodgden read story #4 from page 24, submitted by ASF Member: Kelly Meier
 - M. Slotemaker read story #2 from page 29, submitted by ASF Member Dan Benson
 - T. Stokes-Hernandez read story #1 from page 5, submitted by ASF Member Katie Hodgden
 - C. Nelson read story #2 from page 31, submitted by ASF Member: Jennifer Cucurullo
 - S. Murray read story #2 from page 11, submitted by ASF Member: Mel Iverson
 - D. Schulz read story #1 from page 36, submitted by ASF Member: Margaret Hesser

- L. Smith read story #4 from page 4, submitted by ASF Member: Lina Wang
- O. Gonzalez read story #8 from page 19, submitted by ASF Member Michelle Reinhardt

M. Weister:

- there was a common theme in each story of how ASF members worked with students. And a student named Josie captured it best. They said “from the bottom of my heart, thank you so much for believing in me.”
- Several members shared that they needed this; that as of late they have been disheartened, worn down, and exhausted. Recalling the good feedback and the “thank you’s” lifted them up a bit.

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

- Thanks for sharing those stories, nice to hear
- Normal activities: homecoming, family weekend, founder’s day—we can see many of those activities born by members of your union
- As we exit October: thanks for assistance and sharing directions for visiting prospective---more normal as typical traffic, blessed with good weather
- Lynn’s not here but reinforce our current students as they register for spring semester. As VP Morris says: Semester By semester, 1 student at a time. All work we are doing, thanks for efforts to continue to stay on path of success

HR Topics-- Jill Frederickson-Kratzke (stand in for St. Barrett HR):

- Vacancy list provided prior: let me know if you have questions.
 - Staffing specialist out so we are down to 1, others are helping
- Investigation—consistent from last month, a couple pending issues under review right now

COVID-19 Update:

- D. Jones: Monday Nov. 1—1st drawing for Mallory Stiff, permission to share, winner for month of tuition, hope to motivate other students to provide over 9,000 vaccinated
- Employee proof—continue testing on Tuesdays (employers, students, employees, student groups)—265 took advantage of campus based resource
- B. Martenson: Registration is open, message and goal is to watch enrollment and make adjustments on delivery method as needed. 1 adjustment is covid related--do our best based on what students want and what is good for them, advisors in room probably have strong opinion, typically make quick adjustments based on where they see bottle neck, let us know what you’re hearing. Managing expectations is the biggest thing to navigate

- O. Gonzalez: David, staff –does Student Health Services offer flu shots?
- D. Jones: we are providing for students, would have to ask and check if for employees
- S. Sargent: 1 clinic a year usually, just had it

Budget- R. Straka:

- Cabinet proposed a pilot to system---changed accounts receivable, raised 200 to 750 financial hold. Was going to go to \$500 but we proposed threshold to be \$1,000 for 3 years and approved by chancellor's office. We will do an analysis
- Budget update was due to system at end of Sept—not much update from May—right on where we expected with enrollments, not the case with # of sister institutions
- [HEERF 3 American Rescue Student Aid Plan](#)---processed 4, 713 awards---for \$11, 737, 725 automatic awards; \$1,313, 226 available for application based emergency grants; proposing a spring plan
- Board mtg. in October---board putting forth [Supplemental Budget request](#)--\$60 million—of that, \$30 million is campus support (difference in what we asked for and what how we got money, inflation both years, biennium—no increase in 2nd created structural deficit), second is \$25 million for tuition freeze so students doesn't bear the increase in our base but the state does; \$2 million mental health, \$2million workforce dev. And \$1 million student basic needs.
 - Based on significant surplus since the state trends are higher than predicted in Feb. 3 ways to deal with a surplus 1. Reduce revenues and ask for task deduction 2. Spend it all or 3. Combination of 2. Won't have a great idea until March or April.

Reflection Space Task Force- D. Jones:

- Last spring the task force came forth in spring/may with results, shared with President Inch. Goal: identify 1. External space for private reflection and 2. Internal. Will be shared with facilities for next master planning process. As we look at space planning keep it in mind; no hard deadline

Future College Update- B. Martenson:

- There is a workgroup on future college (merger of Arts and Hum and SBS). Larger group breaks down into groups. Meets 1 x a month.
- Done to date:
 - 1st group: larger philosophy and visioning—what do these colleges share, disciplines and viewpoints—joint mission vision and values type statement, potential name.

- 2nd group: looked at processes—they operate differently so wanted an inventory then made recommendations on how the new college could function to prepare it could be shockingly culturally to help us know and be prepared for as we put leadership in.
- 3rd group: common areas of interest—what are things they share like social justice, cultural competency. Work now until Feb. 1st is structural in nature. How is the structure of the new college. What do people feel comfortable going into portfolios? What departments are comfortable merging? Then from Feb. 1st to end of semester is envisioning its future, how does it serve the mission of institution? To its college, students, community as a whole.
- S. Murray: when this was originally proposed it was discussed that there was a potential impact on positions within the colleges and at that point not anticipated a loss; could you address at this point?
- B. Martenson: Most of the ASF in these 2 colleges is advising, communications—
 - already a loss of a communications in Arts and humanities soft funded, left and haven't filled.
 - Advisor—advising needs are still there. Don't want to speak for Lynn but my understanding maybe not a need for 2 SRC Designator Lines, maybe only a need for 1. There may be some other services that are experiencing loss but not impacting this union.
- T. Stokes-Hernandez: when you say only 1 SRC position, there was a new SRC that started in this college this week, was this person upon hire was made aware of structural changes?
- B. Martenson: I am not aware of what that looks like
- L. Smith: There was a line in the position posting that the role could potentially be impacted by the merger, but not sure what conversations were had with all candidates
- M. Weister: any thought of how the 2 people with SRCs title would be impacted?
- B. Martenson: would have to defer to Lynn
- M. Weister: imagine that would be of interest
- B. Martenson: can go back to that next time

Faculty Covid Survey Discussion- B. Martenson

- FA put out a survey to faculty, about a month ago now and analysis on survey results, will be discussion at today's FA meet and confer. 6 mandates/recommendations in the document:

1. Providing access to on-campus testing for vaccinated faculty and staff
2. Implementing a vaccine requirement for all medically eligible students
3. Implement a semester long indoor mask mandate
4. Allowing Instructors more autonomy in changing the mode of delivery of courses
5. Setting classroom capacity limits to allow for social distancing
6. Engaging in data collection such as random surveys to gather more information on covid exposure and infections on campus

- S. Murray: Need more clarification on #4, when those who have worked so closely with it and are hearing how troublesome it is those when delivery modes need to change. Negative student outcomes
- M. Weister: Agree with that
- L. Smith: Agree and #1; frustrating to miss work to wait for a long test, should be a benefit to those who choose to show their vaccination status
- B. Martenson: Current policy for changing mode of delivery is to just expect a conversation with your supervisor. Not to change on students constantly.
- L. Smith: Question on capacity limits—are all classrooms set up for social distancing?
- B. Martenson: There is no social distance with MDH—talk with Chandler, comfortable with the way we have been handling it; social distance usually refers to 3 ft and 6ft recommendations. Larger the classroom the more likely to discover that issue. A few places we are seeing a lot of movement in the class. Some we have talked about lowering on a case-by-case basis
- C. Nelson: When they talk about #4, are they engineering, math, those type of online---is it just this year/semester or ongoing change?
- B. Martenson: They mean in the semester changing or for a couple weeks. If you want delivery method to be different, reach out now.
- Keep in mind early – mid October we analyzed this—the data is a month old – sent in September 2021

- S. Murray: #2 I can see as emotional charging—quite an undertaking as an institution, many of us have different opinions
- B. Martenson: It would be a system not a local decision and what would we advocate for?
- M. Weister: Will add we have also surveyed our membership---survey closed on Tuesday of this week so we will be working to compile some themes and sharing that with you too.

Destination 2030- E. Inch:

- 1 of the 5 areas—how can we strengthen our campus to be a destination of choice, inviting, inclusive, ---this conversation has webbed out more broadly for Greater Mankato Growth to region.
- We are early on with EAB conversation---campuses submit areas of document to have outside set of eyes. Strategic plan for diversity and recommendations from President’s Commission on DEI. Not deep dive but just from what we put out there do they have ideas and do they have resources? In conversation with VP Morris---we got their feedback and make sense to share and get your ideas:
- We still have gaps: important to erase those, hopeful for a conversation

H. Morris:

- You provided a copy [Institutional DEIJ Plan Enhancement Guide](#)
- J stands for Justice
- Their professional point of view on what we are missing.
- Check marks are what we do well the ones unchecked they didn’t see proof of.
- Today we won’t talk about those checked. And not all unchecked either. Talk about to start dialogue---looking at things unchecked I want us to talk about:

“A communication plan to share regular updates with the community”

How are we doing in communicating and how we are communicating, etc.?

- M. Weister: An overlap of DEIJ work—a varying level announcements/introduction when we have new staff join us: Sometimes I get new announcement of advisor sometimes I don’t--learning who my partners are on campus would be helpful. Sharing names, pictures, contact info. The more we know who, the more we can link students to the right people.
- Similarly for students are they able to easily find us—sometimes pictures, sometimes not, structure to easily find might be easiest way to connect
- H. Morris: In your jobs would you know where to look, what to say, where to find it, do you feel you have the data you need to make informed decisions?

- How do we communicate-shared experience is how begin to make the movement.
- Shared library of words "achievement gaps, equity gaps, etc." What do we use as an organization. i.e. what does equity mean?
- L. Smith: when there's a change name in office, what their roles and responsibilities so we know how to connect the student in the right way.
- K. Hodgden: I think an example would be like in the Career Development Center we are doing something similar where we are having an outside resource take a look at our materials to help us see where we need to grow in diversity---it would be helpful for the University to provide a list of similar resources for departments to do their own audit, what should we be looking/evaluating? What are resources and tools the University recommends?
- M. Weister: Can't use our own dept. eyes—we are fortunate to have a resource outside, how do we make that reachable. Campus experts or a guide? Colors? Need some authority—committee?? Doing it down to the level---we need outside eyes to reflect back.
- H. Morris: D&I plan: developed a score card, did we do x and did it make a difference. Developing a 2.0 score card so people know what they need to be evaluated, more quantifiable, some of it will be more difficult. Some of student experience ---President's Commission, communicating and letting people know. By end of semester will have a webpage, data and feedback, etc.
- Equity by Design Methodology: phase 1, getting starting board, phase II in the work, phase 3 see changes and evaluating. More than willing to go to a meeting to go into details. Any questions? Just beginning of a conversation—takes a shared work to move the dial.
- T. Stokes-Hernandez: what do we do when people in our units are resistant along the way for equity work, or think they're aware but might need extra training. Ultimately it impacts our students
- P. Inch: Great question! I don't know that anyone has the right answer, It starts with community. Conversations like this, start with premise this is the goal that we have.
- My personal view: when we admit a student to our university, we make a commitment to them, their family, and community that they can be successful;

then it's us to provide and tailor (lose 45% over years, those leaving in debt, we've done damage) and if not then do some education work.

- These are difficult conversations for many to have. Open and personal conversations.
- Make sure we look at all is a very rigorous job---where in all of our processes in policies, rules and requirements—do they belong anymore, have we exclude the right people? For those we admit we have to fulfill our promise, moral obligation, how we teach, advice, resources we put into place. Teaching practices do any damage? That's where we start then stuff in EAB report is useful—sometimes people don't know then it's making them aware. Assuming you want our students to be successful –go teach better---but using what tools? EAB provides tools. Look at what they put out there and how do we operationalize to this campus. i.e. report card on performance---pairing with mentors, toolkits, variety of skills we help people develop.
- Common: we will do this and ensure every student has an equitable outcome. This work affects every other aspect of what we do. This affects enrollment, resources, student experience, health and well being as a community. This we need to get right. Believe if you're in education it's in your heart you do want to get this right.
- H. Morris: that word has to get out there, communication pieces, what ASF, IFO believes, what is acceptable behavior and not acceptable behavior.
- What president said. What majority of us intentionally get in the way of students' success. I.e. appeal process to make it more seamless. Looking at a problem and putting together solutions—working together. There are people that don't want change. We still as an organization believe.
- E. Inch: when we were talking about meet and confers today, important to get this conversation, make it clear it is imperative to get this right. Part communication, education,
- S. Murray: We also have a number of competitive programs, real equity issues with sheer numbers that we can't serve due to those limitations
- P. Inch: Talk about how we align resources—much of the time learning and support is much of your members—helping students identify find areas to work on and find solutions. What we need to do campus wide too. Need to identify not just weaknesses but strengths too.

- H. Morris: Read T. berry's comment in the chatbox: This is our important issue. We must consistently give voice time and energy ...
- student completes degree, we sustain our budget, we all benefit.
- We need everyone's help.
- P. Inch: Community obligation
- H. Morris: Again happy to have meetings to discuss more
- M. Weister: touch base on scheduling something

Supplemental Documents: [Enrollment Report](#), [VAC by status NOV 2021](#), [Copy of ARPA \(HEERE 3\) Student Aid Plan October 25 2021](#), [Supplemental Budget Request Narrative 10112021](#), [Institutional DEIJ Plan Enhancement Guide](#), [EbD Methodology and Roadmap](#), [You Don't Have to take my word for it](#)