

**Kristen Glass Perez**

S1 01:39

[music] Good morning, everyone. It's wonderful to see everyone here this morning. A special thanks to Rob Aaron and Alejandro Dominguez for hosting the Mix and Mingle event that was right before this. I am sure that many of you were able to enjoy that. My name is Kristen Glass Perez. My pronouns are she and her. And I started midway through the fall quarter as university chaplain and executive director of Religious and Spiritual Life. I haven't had a chance to meet all of you, so please know how grateful I am for this opportunity to be with you in this way this morning. During the month of May, in Religious and Spiritual Life, we are exploring something called spiritual ecology. What is that? Well, the Twitter version of spiritual ecology is that it is something that invites us to deepen our own reflection about our connections with the Earth and with each other.

S1 02:45



Lesley-

that what you're able to see is that when those moments of hope happen, that it really is a foundation for critical help. And Kris, if you could advance. Thank you. When you have these moments of critical hope-- and there are so many more that I would be here for an hour and a half if I could name them all. And just like light, when they combine, they can light the way. And I also want to frame that critical hope doesn't mean that we're pretending that things aren't real. It's not delusional. It's not denial. It doesn't ignore real challenges or trouble or danger. It doesn't make excuses. It's acknowledging the tru

feedback broadly from the staff on our current strategic plan. And that was through

that's our basic overview of the next steps. I'm happy to turn it back over to Julie or Lesley-Ann if you were going to say anything else. I don't

Lesley-Ann Brown-Henderson

S3 24:03

Yeah. Just really quickly, just wanted to mention that for the remote interviews, the number that we're looking for per interview slot is about 20 staff members or 20 people. And that is because we're doing these remote on Zoom. So we were advised by NASPA Advisory Services to try to keep the groups smaller, more manageable so that everyone can have a voice and also that we're not clicking through multiple screens to be able to see people or to hear voices. The last thing I'll just say about the remote interviews is that we want everyone's voice. So we will have a session for Spanish speakers. We will have a session that's really based on function and not necessarily content of your job. Right. So from every level, broad and deep, within student affairs, we want to hear from people and we will make sure that we are hearing from a broad breadth of our staff throughout the division.

Julie Payne Kirchmeier

S2 25:02

Thanks, Lesley-Ann and Rob. And I'm going to pause here for just a moment. Two things. One, I just want to thank everybody who had the ability to take the survey. We understand that things being what they are, time being what it is, responsibilities being what they are, sometimes you just can't engage. But it doesn't mean, as you've heard Lesley-Ann and Rob both say, that there's not other points of engagement for you. Right. And also understand, Rob, as our assessment and planning human has access to a lot of data that we already have. And so you've answered many things before. And so this will also be utilized. So I don't want people to think that if you didn't get a chance to do that, for whatever reason, that you're not part of this, because you've heard me say before, when we talk about a vision and we talk about a strategic plan for the division, it's ours. It's not mine, it's ours.



**Julie Payne Kirchmeier**

S2 32:27

Thank you, Lesley-Ann. Adding in, I appreciate there were some folks that asked questions about-- and I'll reframe it a little bit. How do we ensure that this work moves beyond the folks who are really leading the work? Whether that be you, whether that be the work working group leads, whether that be our colleagues who typically take on this work, whether embedded in a unit or in units like CIC. And I think about your example, Lesley-Ann, about expertise. And we'll use Lori Gordon as an example. I don't know if you want to share that or I'm happy to and how that connects.

**Lesley-Ann Brown-Henderson**

S3 33:12

Sure. I'm happy to. So the example that I used as I was talking to SALT about this is that I think sometimes there's a lot of concern around, well, the experts are the people who need to do this and I don't feel like I have expertise maybe. And there's some truth to that. But I do think that as a university, as a division, as folks who work in Student Affairs, we have some competencies, right, as staff from our national associations that kind of inform our practice. And there's some minimal competencies within Social Justice that our national associations have said are important for any practitioner in Student Affairs. So the example that I gave to my colleagues was we all need to know how to manage our budgets. That is a prerequisite to being able to do our work. It's an expectation of our work. We need to be good stewards of our funds. That doesn't mean that I know what to do. I can do what Laurie does. Laurie Gordon is our executive director of Business and Finance. Brilliant and can do lots of things that I have no idea how to do. I'm not expected to be able to have the same level of competence as Laurie, but I am expected to have a min1iinaexpn acc1iu aattnon atoi42 (t)2.-



groups who can provide expert perspective on Health Equity. And I think that's an interesting thing that we need to consider. So thank you for offering that. We've got



content. We also have programs that are in the Student Engagement Database. Religious and Spiritual Life engagement packs that have been dropped off to quarantine and isolation housing. HPaW and their work. Norris, CAPS, and also the Purple Pantry is in here as well. And so I just want to share some gratitude for all the folks that have submitted all that information. And also with the leadership of Amanda, Brad, Charles, Brent, and Josh really taking some significant leadership roles and getting the virtual engagement committee together, which then sort of morphed into a Hybrid, which now is going to think about what happens for fall. So that's a little place of where I'd start. Mona, I think, from you, as we look at our next slide around Dillo, that's a really big component of spring.

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S6 46:10

Dillo we've come to expect in the off-campus neighborhoods. So as we consider the safety of our students and our residents, we are going to staff up in the off-campus neighborhoods starting at 9:00 AM on Dillo Day and be in groups kind of walking through the neighborhoods like we usually do, engaging students who may be hosting social gatherings, and having conversations with them about Health and Safety, COVID regulations and, of course, alcohol, which is always a concern for us on Dillo Day.

S6 50:15

Given the dialogue and activism around policing right now, we're taking a little bit of a different approach this year. So we will have staff out and NUPD is hiring some

piece where-- we have the opportunity this year to really find that flicker. Thanks, Julie, for that metaphor. And thanks, Lesley-Ann, for that as well. To find that flicker. We work from a set of guiding principles around Commencement. Jeremy and I do that as the co-chairs. And Julie is the former co-chair. We want to remember the why around the Commencement complications. And it's this ritualistic, traditional moment that we really yearn to plan for our students and let students find great meaning in terms of marking this moment. It's a milestone. And we come together to celebrate these moments in lots of our communities. We've got Affinity Group communities. We've got the larger everybody's invited for Cven- (b) 3.2 (e) 5.63 (e) 81 (s) 1.3 (f) 3.5 9.6 (e) 5au2.6



see that.

again, huge kudos to Dr. Bob and Kristin Abbott, Anita Opdyke, and others who have been working so hard to make these vaccination clinics possible for our faculty, staff, and students. As Kelly mentioned, we were able to look at how we were going to get faculty and staff who were working commencement in a little sooner. And that was based off of the fact that we needed to get through the second dose and the two-week period after that prior to the commencement date starting. And so at that point, we did put that out as an invitation. With that said, simultaneously to us bringing those faculty and staff in, we ran through our entire faculty and staff list of invites anyway. So many people had found those vaccinations off campus. Students, faculty, and staff are being encouraged but not required to disclose their vaccination status through an online forum that the university has. So that's been in an email from Luke. And so we're not requiring that at this point. The supervisors are not getting a list of who's vaccinated, who's not. That is private information being handled through that form. But we do know that both the CDC and IDPH guidance, they've been starting to issue-- [inaudible] well, if the person's vaccinated, there's ability to do this and this versus unvaccinated people.

S7 01:08:24

But that doesn't really say how do you enforce that or monitor that? So as we continue to expect that the state and the federal government are going to continue to release guidance and we're going to continue to navigate what that means and how we respond to that. With the final bullet on this slide, which Julie may want to speak to a little bit, because many of you have probably seen that many of our peers and schools are starting to roll out whether or not we're going to require vaccinations for our students in the fall. And I know we have not officially come out with an announcement on that, but I know senior leaders are talking about that. Julie, I don't know if you want to add anything on that slide.

Julie Payne Kirchmeier

S2 01:09:02

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Totally happy to. And I see that we've had two or three questions that have come up just in the Q&A section about this very issue. And yes, to Jeremy's point, many of our peers, particularly our private university peers in multiple states have come out saying they are going to require that for n10.2 02.3 4)Tw (8.9 0)3 (a)h.55u)0..6 j)4.e mireee t4)2.8 .etT





the guidelines that the university is putting out. But we are planning for a more traditional in-

impact in particular for our BIPOC staff or BIPOC students, our [inaudible] low-income students, faculty, staff, when it comes to the impact this pandemic has had on individuals, on communities, on access to different resources, including vaccinations, testing since we started this response first and then trying to get ahead of it in a planning mode in the fall. So it is centered from our perspective. I think we continue to try and center it in the university's frame. But Kelly, Jeremy, in particular, given that you all are leaning pretty heavily in that work, anything you want to offer?

**Kelly Schaefer**

S6 01:20:39

Yeah. I'll offer something that's actually not related to that specifically around the summer and fall planning. But one of the things that I'm in conversation about that I will offer is I was sharing some articles back and forth with Kristen this weekend as we talk about grief and loss and how significant that has been for over half a million people who have died from COVID and [inaudible] complications from and how that has a ripple effect for loved ones and families and friends, and it's a huge multiplier. And so as Kristen and I have those conversations, I know that she and our partners at [inaudible] are keen on how to address that. And we've got some ideas that we're noodling around. But to be able to recognize how this has impacted our community and what this means for our communities conversation and how to help us move through in ways that we can if we can. So that's one piece that we're thinking about for fall.

**Julie Payne Kirchmeier**

S2 01:21:45

Thanks, Kelly. [inaudible]

being honest. I think as we continue to have conversations, as we explore the intersections of our own identities, as we become more vulnerable and courageous,

hand and guidance in this process. And we know you're still with us in some way for the duration of this transition, and we're grateful for that. But I just appreciate so