

**SGA E-Board '25-'26 in attendance:**

Esénia Bañuelos: President

Isabelle Stid: Co-Head of the Honor Board

Evan Pineo: Secretary

Sanaiya Aftab: Social Justice and Equity Chair

**Faculty in attendance:**

Director of Access Services Joanna Timmerman

Dean Tomiko Jenkins

Provost Tim Harte

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Begun at 5:30.

*Introduction (slide 1)*

**Esénia:** Hello everyone. Thank you for coming out to Big Cheese, our first SGA 25-26 event. As you may know, Big Cheese

*Background (slide 2)*

**Esénia:** Big Cheese is an event where students, our entire college community, can connect to faculty, admin, and staff to address concerns. Panelists nominated by the student body come and ask questions prepared in advance. They also have the opportunity to ask any questions that come up. I also want to say that the Q&A session we previously said would only be 20 minutes, but we can extend it to 30 minutes. We don't have to use the full thirty minutes, but it is available. In person, if you have any questions, you are going to take the microphone I have in my hand and ask questions. If it's an open question, state that. If it's directed to a panelist, state that. State your name and class year for recording purposes. Our virtual members will have

complete access to also ask questions. If we run out of time somehow, we will be able to get those questions to panelists. Kapeesh? Everything sounds good. Sanaiya?

*Announcement (slide 3)*

**Esénia:** All big cheese questions and answers are recorded in our meeting minutes which will be sent to the SGA student body listserv in full. Everyone not here will have full access.

*Agenda (slide 4)*

**Esénia:** Here is a little bit of our agenda for today. We will start with introductions, then updates, questions prepared by the student body, then transition to a thirty minute Q&A. We have a hard stop at 6:30. Feel free to get cheese, crackers, fruit, there is no limit. Get some right now! I want to introduce our SGA members who made this event possible. Hi, I'm Esenia Banuelos, the President haunting your emails. I am so excited to have the opportunity to invite our panelists and so right here is Sanaiya Aftab, our Chair of Social Justice and Equity, controlling our slides. Isabelle Stid, co-Honor Board head, controlling the Zoom. Evan Pineo (our Secretary) doing the meeting minute transcriptions. Without further ado, let our panelists introduce themselves.

*Panelists (slide 5)*

**Harte:** Provost and professor of Russian, and um... I, you asked about what I exactly do, Provost is chief academic officer here at the college overseeing all of the faculty ins and out.

**Jenkins:** Is this on? Can you hear me? Awesome, awesome. Happy monday. My name is Tomiko Jenkins she/her, Dean of Student Life and Co-Dean of undergraduate college. I have the pleasure of working with res-life student engagement, the counseling center, health services, SGA, honor board, um... and I think that that's it. So, in my capacity as acting co-dean as acting co-dean, I get to work with Katie in the back to ensure the undergraduate college operates from a good

perspective. We've been doing that since the beginning of the semester. Good to see such a turnout this evening and looking forward to our conversation.

**Timmerman:** I'm Joanna Timmerman she/her, thank you for having me. I'm the director of access services. In that role, I'm thinking about accessibility on campus both proactively, how we can remove barriers and create an accessible community, and also thinking about when necessary using accommodations for students.

**Esénia:** Thank you for introducing yourselves, panelists. I also want to address that President Cadge is not here. She is not able to attend. She told us early this morning, but she did answer questions we prepared for her. I will read them. We should have an updates slide. We want to hear from you all things you want to share and give you an opportunity to share these things. We're gonna go person by person starting with Provost Harte.

*Updates from our Panelists (slide 6)*

**Harte:** I can share that I am stepping down from Provost at the end of this academic year. I would share the successes we have had in the provost office with our searches for new faculty at the college, so all of our searches were successful. We have a group of 6 or 7 new faculty coming in for next year, excited about that. Currently, the faculty is grappling with the prospect of moving and continuing tenure track faculty from a 3-2 to a 2-2 teaching mode. We're working on that, that's not gonna happen next year. That's taken up a bandwidth of faculty this year.

**Jenkins:** I would offer, of course, this is a special time of year, I know, students, you all are engaged in getting to the end of the finish line at the end of the semester. I know it can be stressful so I want to remind you to utilize services on campus. Counseling services or Protocol. Monday through Friday you can be seen without an appointment. Same with health services, there is a 24/7 nurse line, you can go by health services to be seen with or without an

appointment. So I just want to encourage wellness as an update. As we gear up for senior week, Mia's team has been working very hard with Katelyn and Cole to ensure campus traditions continue as well as commencement and we want to remind you to remain focused and motivated

**Timmerman:** One of the students' questions for me was about my plans for the upcoming year so I will leave most of that for that question. I'm new to this position and I'm excited to work with you all but we are looking for an Assistant Director. Looking forward to sharing more about my plans later on.

**Jenkins:** I forgot to mention I work with campus safety.

**Jai:** We can't hear on the zoom.

**Isabelle:** We're taking care of it.

**Eéenia:** We will adjust our volume. Without further ado, we are jumping into our planned questions.

*Prepared Questions for our Panelists (slide 7)*

*Question 1 (slide 8)*

**Esénia:** Many of our faculty members are international. What plans are in place to protect international faculty in the wake of unprecedented danger to non-citizen community members?

**Harte:** It has been a big concern for the provost office, she has been dealing with a lot with this and dealing with an outside council and having international faculty meet with this outside council. Approximately 8% of our faculty are international, so around 15-20 of our faculty are international. It is a big concern for them. They are worried. We have mapped out various scenarios. There aren't specific things to do, but it is on our radar what we do for our faculty, especially over the summer with travel. One of the worries I have as provost is international faculty leaving the USA for the summer and then having trouble returning to Bryn Mawr at the

end of the summer to come back and teach. I'm never a huge fan of Zoom, but in that case, in the case of a faculty member being stranded in their home country, and being denied entrance to the USA, I would say the provost office would seek out ways that the faculty member could teach over Zoom if worse came to worse. There are various specifics, but that's enough specifics.

**Esénia:** Thank you.

*Question 2 (slide 9)*

**Esénia:** How is the College working to protect institutionally-sanctioned cultural programming that may be classified by the Trump administration? How are we going to protect the IMPACT Center?

**Jenkins:** Thank you for that question. It's an important question and as a community we ought to be in dialogue about and the ways in which we want to protect the beautiful work that comes out of the Impact Center and support our DEI initiatives. We have to be intentional and thoughtful in which we talk about how those efforts are protected. The ways we are talking about it now and we are transcribing, it could mean that that type of information could get into the hands of the hands we don't want that information to be in to begin with. Conversations regarding DEI and populations that are vulnerable due to their intersectional identities, we are meeting with those students and holding space. We are talking with the Impact Center to talk about their programming and resources. A college like Bryn Mawr College that has DEI specifically named in their statement uplifts our value and fully intends on making sure we can support and have programs and resources that center DEI that we've gotta be incredibly thoughtful about how we talk about the ways in which the work is protected. That is on our radar with Wendy's careful leadership with Katie and Dean Ortiz. We are thinking about this daily and having meetings and creating plans that will center the work of the programs I will add about the people and we want

to center that. That will not discontinue with who is in administration. We, as an institution, have decided that DEI work is a value and the way that we hold space as a community. We are doing that actively every day. We will be actively communicating if there's ever a pivot or a change in values or mission in which I don't forecast that because this is within our mission. This is who we are, in terms of creating belongingness and community at bryn mawr,

*Question 3 (slide 10)*

**Esénia:** The next question is for Timmerman. How is the Department of Access Services, and perhaps the campus at large, going to be more upfront about the inaccessibility of the campus to prospective students?

**Timmerman:** Thank you for asking. It is always a priority of mine to be as honest and upfront with our students when I can. We have a beautiful and historic campus and with that comes inaccessibility because the ADA didn't exist when the campus was built. My goal is to always be upfront about those limitations. I'm working with our folks at admissions to see what our front-facing materials are for students and how we can highlight what's possible and what's not possible. I've worked with UCF and they have a great document I want us to take on as far as what is possible and what's not. That's always my goal: to be as honest as I can be. There are lots of students who aren't thinking of accessibility when they come to campus because we know women and nonbinary people are diagnosed less frequently so they aren't thinking of accessibility when they come to campus, so sometimes accessibility is something new after they have already gotten here. We want to be there for our students that are navigating those changes. I'm working with students to see how we can make sure your experience is reflected, so I walked the dorms when I got here so I could know more about what it's like to be there.

**Esénia:** Thank you for answering those questions. I will now read President Cadge's question and answer.

*Question 4 (slide 11)*

**Esénia:** Now that Haverford College has gone public with a statement regarding global travel policy, do you know if the College has the intention of moving forward with a public statement? Her response: "A statement about this was released last week from the Provost and Deans."

*Question 5 (slide 12)*

**Esénia:** Bryn Mawr College has a Power, Inequity and Justice requirement for the Class of 2027 and younger. Given that this is a very recent requirement, how does the College intend to protect it in the face of sweeping retaliation from the Trump administration against "DEI" initiatives?

**Harte:** I mean, I think we want to protect that course and requirement like we would any part of our curriculum. It's a red line for us that we aren't changing our curriculum for the Trump administration. We have discussed that, it sounded like 21% of our curriculum falls under DEI parameters and because of that we acknowledge it that that's just part of the curriculum here. I do think in terms of politics around the country right now that perhaps the tide has turned with Harvard telling ... refusing to accommodate the Trump administration and I think more and more colleges, you're gonna see are gonna band together and resist against the government and what they're asking academia to do. Heaven help us if we start changing our curriculum, if we start changing our curriculum for the Trump administration.

*Question 6 (slide 13)*

**Esénia:** What can you say for how the College intends to build community in this unprecedented moment?

**Jenkins:** That's a beautiful question. What I think about the college and community I think of all of us here, students, staff, and faculty. When I hear the question, I'm left with curiosity. Is the intention that the college admin is creating community or is it the community creating community? So for me, it's the latter that students, staff, and faculty are all working together and uplifting our values around what it means to be kind and respectful in dialogue with each other. I've been here a year and a half and I've seen some ways in which we do this beautifully, community, and I've seen how we've gotta do some work in terms of respect. I think that this feels like a task force of sorts where there are representations of students, staff, and faculty and how do we want to be intentional in centering the community, but I don't think they can do that in isolation. As a community, we have to engage in dialogue and decide how we want to decide our values. I attended a beautiful event, ATIDNA, held at Haverford recently, about how the student organizations organize dialogue. So, Lori, looking at you, I know that's some good work you offered the community. I'm looking at ways we can have community and group based dialogue at this moment feels important. It's important to center our values and ways in which we want to live together and protect vulnerable populations. We need to make decisions together.

*Question 7 (slide 14)*

**Esénia:** For Director Timmerman. How will the student population be more represented in the Department?

**Timmerman:** I have been hosting some open sessions, some folks here have been there, to talk about how students can be more represented and have more dialogue with me. Certainly, there is a component to disability services and higher education where you come, get accommodations, and leave. I like to see people more than once. Something we've been thinking about is reinvigorating the SAC so we've had sessions discussing that. We want more students on the

Accessibility Leadership Committee. We want to build up spaces to be in direct communication with me. I don't know what's happening unless you tell me so that's important to me.

Prospective and first year students have been itching for guidance of what it's like to be a disabled student at Bryn Mawr so I want to ask those questions.

**Esénia:** The remaining questions are for President Cadge so I'm going to ask you the remaining questions. What are some projects you are excited to take upon as the director of access services this year?

**Timmerman:** There's a lot of boring stuff that might be boring to you and exciting to me. I want to adjust the language used in accommodation letters and edit descriptions. Hopefully faculty will feel more ready to handle accommodations in the classroom. Digitize our file system to see trends in the student populations and better adjust to meet needs in the future. Establishing clear protocols with Grace and Natalie to make sure we best support our students to ensure we have a cohesive theme here. I'm also looking forward to thinking about how we can open channels of communications to share where they're experiencing barriers on campus. How can we highlight accessibility champions? Students could share with us a faculty or event or staff member that was super accessible and we would highlight those people and make them accessibility champions. I'm thinking about developing safety and fire plans for students who might need them, hosting more info sessions to support the unity and innovation center and looking at solidifying the student access services committee.

*Question 8 (slide 15)*

**Esénia:** Remaining questions are for President Cadge. How is the college striving to commit to sustainability? She said, "We have been interviewing candidates for the first full time staff position focused on sustainability and expect to make a hire quite soon. This person will be given

the reports from the fall work by faculty and staff and will be responsible for moving this work forward with support from my office and from Facilities.”

*Question 9 (slide 16)*

**Esénia:** One last question for her. There is talk around campus about full-time workers from an external corporation replacing the existing staff, including full-time and student staff, at the Dining Halls. If this is true, why is this decision being made? Her response: “This is a rumor with zero truth behind it. I would be curious to know where it came from - it did not come from the senior administration.”

*Q&A (slide 17)*

**Esénia:** That concludes our prepared questions so we will begin our Q&A. We have no online questions, so if you have any in person questions, start a line or if that’s not accessible, I’ll bring the mic to you. If the question is for a specific person or group, define that. If your question is for Cadge, you can still say it up here, but we can forward them to President Cadge so that these questions can get to her. Without further ado, I’m gonna set up this microphone. You’re gonna hear some bumping.

**Lori ‘27:** She/her. I think that this question is directed at Tomiko. Thank you for the shoutout for Atidna dialogue work. One inhibitor to dialogue is a lack of clear communication on the student’s part. I know SJP and JVP were suspended for the violation of this policy. When I read that policy, I helped create it. Nowhere in it was suspension of a student for a possible sanction for Honor Board procedures. It was concerning to me because of the fact that last spring, measures against student activists were pursued outside of the bounds of the Honor Code somewhat arbitrarily. Moving forward, will there be opportunities for students to get clarity on

what happened in violation of student violation of that policy and how can we make sure that aligns with the Honor cCde and the spirit of dialogue, which I think involves not banning student groups?

**Jenkins:** What I would offer is, so, by design we don't talk publicly about outcomes. I would say that our process is restorative so, with a restorative practice framework to how we manage issues that come up within community, we don't pre prescribe resolutions or outcomes. It's really contingent on what happens specifically in a particular manner. There's not a list of outcomes or resolutions. It depends who are the representatives in the room and who is hearing the facts and details in the situation. Those decisions are made based on facts and statements presented during that process. In general, I would offer that President Cadge has open office hours. My office is here on the second floor in the Campus Center. I would imagine anyone that sits on leadership in the undergraduate division, the Deans, are all accessible and happy to talk at any time if you want to ask questions about anything in particular. That doesn't mean we can dialogue in depth about what's happening. Students involved in those matters are aware and engaged in those processes. In the way that it's outlined, we don't talk publicly about those matters.

**Jai '27:** Two questions for Tomiko. In light of the suspension for SJP and JVP, what specific actions is the college taking to protect free speech and assembly? My second question: Do you see a contradiction in anonymous reporting of protesting and restorative practices and dialogue?

**Jenkins:** I'm gonna ask you to repeat the second. So the first question, please repeat...

**Jai:** In light of the suspension for SJP and JVP, what specific actions is the college taking to protect free speech and assembly?

**Jenkins:** I'm hopeful that we have students that have been here for some time that aren't all first years. I'm hopeful the college has demonstrated a commitment to the students who engage in

freedom of expression that students have the ability to engage in freedom of protest. We do have to ensure that college policies are followed. So there's been conversation about the [??] policy, so that students when they are engaging in their right to protest that they are following college policy. As long as students follow policy, we welcome it. When policy isn't followed, we have to take those steps.

**Jai:** My question was what are the specific actions taken by the college?

**Jenkins:** Thank you. I got your question, that's my answer.

**Jai:** Do you see a contradiction in anonymous reporting of protesting and restorative practices and dialogue?

**Jenkins:** I think that's a good question for us all to be reflecting and thinking about. I think that we currently aren't engaged in a deans panel honor board process with this conversation where the pause of confrontation is required if that's what we were seeking. At this time, we want to create avenues for community members to offer us information in a way that they feel protected doing that. If students want to report things, they can use that form if that feels like a way to offer safety to folks in our community.

**Willa '27:** I use all pronouns. You might not be surprised, I am also asking a question in relation to the email that went out prior to this. The email mentioned both Dean's Panels and Honor Boards. Which of these is being used and how do we guarantee students are involved in this process?

**Jenkins:** It depends on the outcome of the investigation. I hope everyone has read their student handbook. In that process, in order for it to be a Dean's Panel, we'd have to consult with the Heads of the Honor Board for that to happen, so that's a conversation we would have with the Heads of the Honor Board as written in the student handbook.

**Ella Smith '27:** She/her. I was wondering if we pass resolutions democratically in plenary, and they don't get any response, what is the correct lever to pull in order to get those resolutions met?

**Jenkins:** I've always been curious about the process here. In terms of process, the way I conceptualize this, if I have a resolution, and it was facilities related, I would go to the facilities and collaborate to bring this forward. I would then see if the resolution could be passed if we have the resources and support to make it happen. We do that in reverse. Students identify an issue, then we pass it at plenary, then we see if it has enough traction to go to the person responsible. Regardless of the process, I recommend collaborating with the staff person responsible for the area.

**Ella:** What if we have and gotten no response?

**Jenkins:** I want to know about it.

**Isabelle:** This should be done one-on-one. Hi, I'm class of 2026. I am asking a question on behalf of Autumn Kelly, Class of 2027, from the Zoom. What exactly were the parts of the freedom of speech policy violated that required SJP and JVP to be suspended?

**Jenkins:** It's an active investigation so I won't be talking about aspects of the investigation. The students involved will be aware so we will be talking to them. My answer is going to be consistent on this one, that I'm not able to speak to that at this time.

**Isabelle:** Thanks.

**Mariya '26:** I have two questions and comments. I wrote them down. I appreciate that you talked about community and creating community. So as someone who has been here for three years, dialogue: I'm glad that it was centered, but that's where we started and where we end, there's nothing constructive about it. How does the college plan to ensure that these conversations and dialogue actually lead to concrete solutions and dialogue?

**Jenkins:** Thank you. I appreciate the snaps and claps because I also agree in terms of someone who is on the staff end of things and trying to engage in dialogue with students. Sometimes, we engage in conversation that maybe lacks transparency, honesty.

**Maria:** From admin?

**Jenkins:** As a community. It's something we need to work on. We are entering a dialogue of curiosity of respect and kindness. I would be open to feedback about that. I Will not pretend to have the solutions, I mean you've been here for 3 years and I've been here a year and a half. If you have 3 years of experience in the community, I would be happy to hear feedback on how we might be able to move from dialogue to outcome. there are a lot of conversations that happen behind closed doors that people might not be aware have happened or are happening. So then, there's a narrative that we aren't in dialogue that we don't continue. How do we share more widely when we are engaged in dialogue and working toward resolution to a community? Very happy to meet with any student at any time with any resolutions.

**Harte:** I could quote a play from Chekhov, "We keep talking and talking and talking and not doing anything." We need to have that dialogue and part of shared governance at the college is having the dialogue and then out of that shared dialogue comes actions and it just needs to involve all members of the community and if there is good dialogue there can come specific action. I was at a meeting with faculty and I said "let's do it by fiat" and they said "no no no no no it has to be by discussion with a committee". So much here has to be done in conjunction with faculty together, we make decisions and come to specific action. It involves a lot of talking.

**Maria:** So more transparency when it comes to students safety would be good and speeding up the process. I feel like the college is obligated to provide students with a space where we feel safe and respected. Um... My question is what is the admin doing from ??? point to ensure that

such a space exists to address the right for protest, for example? How do we ensure from your end, not from us, that this space exists, also thinking of international students, how do we know we have the space to be vocal and not be scared?

**Jenkins:** I would say in regards to the question around safety for student activism. As long as students follow policy, you are welcome to engage in your right to engage in activism. We welcome that. We have had plenty of student protests that have gone without interruption. Campus Safety is always on the ground. We meet with students before the protests to make sure we get more security. We want to be in it with you so that it is collaborative. If there are resolutions that we are able to do, we want to do those. We are deeply committed to safety here. The evidence of that is the many protests on campus that the Campus Safety team has been on the ground keeping outsiders from interrupting the protest, like people that aren't in this community. We want to center safety. I hope that answers that question.

**Maria:** You giving us the space to do a protest isn't making space. How do we go beyond that/ how do we make sure those actions actually happen?

**Jenkins:** Yeah, I would encourage you to utilize office hours. Wendy as a president is very student centered and invites students to speak with her as an outcome of the protest. It's just a matter of scheduling those meetings.

**Maria:** Thank you.

**Esénia:** Any other questions?

**Amy '25:** I just had another question regarding protest. I've just been grappling with the idea of protest being inherently disruptive and when it comes to staying within the college policy as you mentioned making sure people are safe and things like that. How does the college reckon with

the point of protest is kind of breaking rules but at the same time asking students to be staying within boundaries?

**Jenkins:** I appreciate those questions. When I think about the Taylor sit-ins, protests that have happened when the board is here, I feel pretty confident that the college has demonstrated a willingness to be in support to engage in student protests and they've been disruptive and we have been happy to allow that disruption to happen as long as it is in the confines of the policy. What I want to center is how that would be the same in downtown Philly. Like you gotta follow the law. College campuses are a sample size of greater places, much like Philly, law enforcement is going to ensure you follow the laws of that state. I know there's nuance and difference, but in the community, that represents all sides of every perspective of the issue. We are charged with protecting protesters and students, the voices that may be on the opposite that don't agree with that voice. We've gotta be in a community together and find out.

**Willa '27:** How does protecting the other side during protests happen regarding college policy since they also have the right to protest that they don't think they should be protesting?

**Jenkins:** Not simple, right? Everyone in the community has the right to safety and wellbeing. We've gotta center safety and wellbeing. Within your protest, we've gotta center safety and wellbeing. I understand the nuance surrounding discomfort and being safe. From a trauma informed lens where I sit and do this work, when someone tells me I feel unsafe I believe them and I don't interrogate that. If you've ever felt that, I think you'd appreciate seeing someone who holds that.

**Esénia:** Any questions? Any additional questions after you? It's 6:22 and Provost Harte has to leave. So if you have a question for him... lineup if you know you're gonna ask a question. If you have a question for Provost Harte, I ask that you go first.

**Willa '27:** Colleges current policy allows protest as long as it's not disruptive to campus activities. Effective protests affect daily life until demands are met.

**Jenkins:** You can't disrupt college operations. We certainly appreciate it if you're at Pem Arch. It can be loud, disruptive, but we have more instances in which the college allowed protests than not. I'm trying to enter your question with curiosity to determine what you're asking because I think we have more evidence that the college has supported and created space.

**Willa '27:** That's true, but I'm just sort of, I'm coming from a place where I've seen my friends be threatened and it felt like essentially being punished for protesting before these policies were put in place.

**Jenkins:** I appreciate that additional context. I apologize that it feels threatening. It is a reminder of the values and systems that we have to respond to student behavior when we need to.

**Lucy '26:** I was first wondering, I know the college has been kind of growing slowly because we are a small school with small majors and the types we are doing, like issues with Creative Writing and neuroscience, I was wondering if either of you had insight into if the college is going to be broadening its offering in the future or where the college is looking to expand that.

**Jenkins:** I'm gonna invite my colleague, Beth.

**Lucy:** Question about the college's plan for the coming years if there were expansions in majors or academic interests that the college is going to add given that we have added some.

**Beth:** I am an Associate Provost for Administration. I work for Tim Harte. I really appreciate the question. The curriculum that we have is a partnership between student interests and faculty interests. So, students demonstrate their interests in terms of academic pursuits and career pursuits as prospective and current students. So, faculty hear those things and propose interdisciplinary questions, like Africana Studies and anthropology. Sometimes, programs like

Africana Studies become majors. You have seen the development of new majors such as neuroscience. So, the real meat of the matter is to demonstrate what your interests are and talk to your faculty. Those things are brought up by the faculty committee. When a major or interdisciplinary program is created, we think about faculty expertise. It's a demonstration of interest. Your questions are just the right ones to be open. My door is first to the right after the senior steps. I know the Provost would be willing to talk about that too.

**Jai:** Hi, I don't know if I should introduce myself again. My question is for the Director of Access Services. What you do is really important. You mentioned the diagnostic gap and how people who need accommodations don't necessarily have the documents to prove it. How is that knowledge going to change the way that accommodations are acquired here?

**Timmerman:** I have been here for a while and Director for a month and been quite busy with residential accommodations as some of you know. My goal is to revisit our accommodation guidelines and think about how they exist in our space. I am not a doctor, so sometimes I need information for how your disability shows up for you. That comes from third party documentation. I come from a place where I follow the HEAD guidelines. Thinking about when we need it, why we need it is really important to me and what that looks like is not prescriptive to my view of disability services as it is at other colleges. I'm looking forward to changes this summer.

**Katelyn:** We are at time. I have a question but I can just... I just wanted to make sure other people could ask questions. I... My name is Katelyn. Sorry, everyone. I'm Katelyn. I'm sort of talking to Esénia about this but I wanted to move to the back of the line to allow other audience members to speak. Some of the questions I have are similar to those already asked. I have the opportunity to engage with panelists via further conversations. I will sort of just leave it at that. I

just wanted to say this into the microphone so everyone hears. This is unnecessary. There is not enough time to ask what is more of a convoluted question. Out of deference to the time and the workers of the event. I will step back.

**Jenkins:** Thank you, we will have time to connect. I got an email requesting for meeting. In an earlier question, we were talking about community. Before we end, I want to name the importance of joy as you dismantle oppression and employ liberation. That's one of the reasons behind Bryn Mawr's Got Joy and pop ups. We understand the complexities of things that are happening in the world that are awful. If we don't rest and have joy and experience community in ways that are positive, then it will exhaust us and we won't be able to do the work of liberation, so I just wanted to add that because I think that's important in community.

**Beth:** I wanted to thank you Katelyn for having the courage. My doors are by the senior steps.

*Thank you to the Panelists (slide 18)*

**Esénia:** Thank you, that is the end of Big Cheese. Take some more cheese. If you have questions for President Cadge, come up to me and I will send them to Cadge. Have a good one everyone.

*Closing (slide 19)*

**N/A**