

Big Cheese 12/8/25

Attending SGA E-Board:

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Big Cheese began at 4:05pm on 12/8/25.

Isabelle Stid '26: Okay, hello everyone. Hi! Thank you so much! Oh, I'm seeing some waves. Alright, um, we are going to go ahead and get started. Welcome to Big Cheese. It's a lot of your first Big Cheese's, which is also extra special. Basically, how this goes, is this is a chance to, in community and in dialogue, talk with members of senior staff and other, um, staff on campus, just to talk about, um, student life and what our questions are, etc. The layout of how this is gonna go is when we send out the list for questions, people, like, submitted some ahead of time. So, we're gonna start with those. After that, we will go to public questions where we will, um... Everyone can ask two questions. That's like, one question and one follow up, two totally random questions. Please word things as questions. If you don't, I will ask you to reword it. I will be moderating. So, yeah, I think I covered all that. We are going to be ending sharply at 5 and other basics I wanna hit on... I wanna give a big thank you to our panelists, some of whom changed plans and vacation plans to be here which they really don't have to be, so that is really wonderful. We should all be grateful for that. I also want to give a big thank you to all of you for coming. As we go forward in this, you know, cats out of the bag, there's a lot of contention on campus. Um, that is one thing. Let's not have that show up in how we speak to one another and I would really appreciate on a personal level if as we ask questions, we can continuously center respect that we have for one another, and even if you, if that's not a feeling you can access right now, fake it till you make it. Alright, there's a CARLA event I wanna give a shoutout to. Where is that?

Esénia Bañuelos '26: 4pm tomorrow in... remind me, Lori? Lori?

Lori Ackerman '27: 4:15 in Dalton 300.

Isabelle: 4:15pm tomorrow in Dalton 300, that is also a great place to bring this momentum and to speak and create community together. Alright, so. We're gonna go ahead and get started and I'm about to switch mics. Oh, hey, perfect. Yeah, let's do a little brief history of Big Cheese. Does anyone know where we got the name? Some people have hands up. It's a play off of an episode of the West Wing which is a play off of something done off of the Jackson presidency. That's a fun fact. In the first month of the semester, we send out nominations and questions. Midway through, we get a final guest list. Again, some people really rearranged their schedule to make it here today, which is wonderful, and so we have some extra guests. At the end of the semester, the event is hosted. Yeah, so, as we say, please practice a sincere effort

towards productive conversation and present something that can be responded to. I will interrupt any comment or moment that is not in observation of this, so obviously, that includes things like yelling and really targeted statements. Please don't make me do that. Please. Alright, so now, we have our lovely panelists. I'll hand the mic down and you can all introduce yourselves and we can get started with our questions.

Richard Gebauer: Hi, good afternoon. Good afternoon, everyone. Richie Gebauer. I'm the Dean of Student Success here at Bryn Mawr. I've been here at the college for a little over two years.

Angie Sheets: Hi everybody. My name is Angie Sheets. I use she/her pronouns. I am the Associate Dean for Residential Life and Student Engagement and I have been with the college since 1998.

Audience applauds.

Tomiko Jenkins: Happy Monday, everyone. Good afternoon. My name is Tomiko Jenkins, Interim Dean of the Undergraduate College, she series pronouns.

Wendy Cadge: Hi everybody, Wendy Cadge, President for the last 18 months.

Dee Matthews: Hey everybody. Dee Matthews, Chair of Creative Writing and the Provost starting January 1st.

Audience applauds.

Lillian Burroughs: Good afternoon. Lil Burroughs, she/her pronouns, I am the Executive Director of Campus Safety.

Isabelle: We will maybe figure out how to do these mics more naturally, not yet. Starting with our pre given questions, first one is to Dean Tomiko. So, will you be able to explain your involvement in the writing of the guidelines and support of protesting demonstrations and can you speak to any level of the process for writing these guidelines and student involvement as such?

Tomiko Jenkins: Sure, thank you so much for that question. So, what I'd like to offer is the guidelines really clarify and reinforce already standing policy. There is language in there that explains, sort of, the use of bullhorns in public places and encampments, but for the most part, there isn't anything new in the guidelines. We were able to develop those in consultation with experts in higher education to include in conversation with peer institutions. It's not anything that the college, sort of, made up in a vacuum. We really heard the community and the asks for their

clarity around our guidelines and want to be able to support student activism, so we created and developed those guidelines to clarify the policies that are already existing and did that in consultation with peer institutions and experts in the field.

Isabelle: For Dean Richie Gebauer, so how does the new deans model prioritize student success for transfer and nontraditional students, like nontraditional ages? How would you also say this deans model is helping student success for first generation and low income students?

Richie Gebauer: This is a really great question and I would say a loaded one. So, we have a really small transfer population that comes in, uh, enters the college each fall, approximately 10 students annually, give or take a student or two, that comes in. Those students are typically entering at the sophomore or junior year, sometimes with a few credits or an associates degree. Those students start interacting with me over the course of the summer and I engage and connect them with either Dean Giess or Dean Roberson-Hornsby. We really want to...they've done a wonderful job, um, creating multiple spaces for those students to be in community together. One over the summer virtually as students are acclimating and starting to begin to prepare for arrival on campus and then one on campus during orientation and then create spaces over the year for students to come together. We hope to do more of that and build that out a little bit further to support our transfer students and help them feel welcome to the institution. Nontraditional students, we don't have many McBride students or nontraditional students at the moment. I think if that population were to increase and we were to start to enhance the number of students that we were enrolling that were nontraditional, we would start to build out a more unique way of supporting those students. FGLI, this is something that we are trying to build out in more detail. A lot of my work prior to coming to Bryn Mawr focused on supporting FGLI through living and learning communities. We fostered, or we created two living and learning communities this fall, but our team, the class dean team and myself, are hoping in the future to work alongside and partner with faculty in ways that will create potentially learning and living opportunities that would be open to all students. It would give us an opportunity to really establish community in specific ways for specific cohorts that meets where they are in order to successfully acclimate to Bryn Mawr and be successful here. My hope is that as we begin to explore these opportunities and co-create alongside our faculty, that we will create opportunities for our students that way. Thank you.

Isabelle: Okay, Angie. So, this is moving toward questions that were submitted about cameras and security. Do you envision that cameras and other security measures may be added to dormitories in the future? Why or why not?

Angie Sheets: The answer is no. The answer is no and I really have a difficult time envisioning that cameras would be in the dorms. Our dorms just aren't set up in the way that maybe some schools who might have cameras in their residence halls are set up, both in their design, and I think it's the philosophy and the value of our community that we try to respect students' privacy in their halls as much as we are able to do so and recognize that cameras would feel like an infringement of that privacy. I would rather work with students on a lot of other strategies that we can come up with together if issues were coming up where students felt that maybe cameras would provide something positive to the community. So, I would rather work with Residence Council and senior staff and other folks to try to come up with other things. For me, I think cameras would be a last resort option in the halls. I can't say because I try not to say never and make promises I can't keep, but I would have a very hard time envisioning cameras in our dorms and I hope that time does come that I'm retired.

Isabelle: Alright, well, we do have a question for you, Dean Rocco. Dean Rocco, can you talk a little bit about how teach-ins may be handled in the future and what student involvement might look like? I think that other mic is also on.

Dean Rocco: I did not get to jump on the mic earlier and say hello, so, hi everyone. I'm Denine Rocco serving as Dean of Student Life in the interim capacity. I love this question. Teach-ins moving forward, actually, when we talked about this process, I did that with the Vice President and President of SGA and we came up with a process of how to involve students in reviewing requests for Teach-Ins. Moving forward, we're in the process of creating a new form and new information on the website to easily obtain and funding isn't changing, but how we're looking at that, so... We decided how many students should be on that committee and a number of other office representatives will also be on that committee to review requests for teach-ins.

Isabelle: Alright, for Lillian Burroughs, so, during this past Lantern Night, there were Campus Safety officers present at or near Step Sing, which is a private tradition for Bryn Mawr students. What was the purpose of Campus Safety's presence? Will they be at future Step Sing events and if so, what is the Office of Campus Safety doing to try and maintain comfort and privacy of students participating in this tradition?

Lillian: Great question and I will tell you that I did with Denine Rocco meet with the students that wrote to me that they were upset about that. What I said is that I, number one, apologize to the students because we ... my officers. By the way, every female officer that I have on my staff volunteers to work Lantern Night, especially around Step Sing. When I heard that Lantern Night was moving back into the cloisters, that draws a lot more people. That ambience, there's just something about Lantern Night being in the cloisters, and so they said we got this. Because of a past incident of lantern night being the cloisters, it draws a lot of people. It draws alums, it draws faculty and staff, it draws everybody so they stay. So my folks want to make sure they move away from the area because we know that students are gonna hang out and do their Step Sing. We had one particular officer who normally works day work and was assigned to make sure no cars come up from Canaday Drive and saw what was a male coming towards them and she started walking towards him, which was towards Taylor, when she saw that the man walked toward Park, she turned around, but by that point, it was too late, so students are now enjoying their Step Sing. So, we, by the way, I always have Campus Safety during these events. It just so happens that my female officers wanted to make sure that this was an exceptionally fun and safe event for all of you. So, it was the one Campus Safety officer that was visible. That wasn't her intention at all. Do we have extra campus safety during these events? At this point after the meeting with our students, I said no. You can call us if you want something. We were there because Lantern Night in the cloisters draws a large crowd.

Isabelle: Alright, so another question for you. Is there a plan for how many more cameras that Bryn Mawr College will be installing in the next few months and will this number be publicized? Additionally, is there some sort of threat that we need to be concerned about or specific incidences?

Lillian: Okay, so I'm reading the questions too because I just, listening and reading them for the first time ... Actually, Bryn Mawr is trying to play catch up with our peers, Haverford and Swarthmore, and so many other universities. When I started in 2012, the first thing I wanted to do is "What do you mean we don't have card access? What do you mean we don't have x amount of security systems on campus?" I've been trying for many, many years. Slowly, things start to happen. You'll see a card reader pop up here, maybe a camera here. By the way, there are cameras. We've had cameras in this building, libraries, they're all over the place because it's for the safety of you and it actually it's a deterrent. It's a deterrent. How many cameras... Um,

believe it or not, we're in phase one of a hopefully three phase project. What that means is number one replacing our emergency phones. Our call boxes that are our call boxes are so antiquated that they can't even be fixed anymore. So, when one breaks and if someone tries to use it, that's now a safety risk. If a visitor keeps pressing that button, that's a problem. We are, again, if you go on Swarthmore's campus, if you go on Haverford's campus, these talker phones are now more visible and they are easy to get to campus safety right away. It's a press button. It has a blue light. So, one, we're just upgrading our call boxes. Cameras, yes, we've installed certain cameras. It's not because something specifically happened, but we are in a climate where something can happen. We have had many small things that have happened. We're very vulnerable A: as a women's college. I keep hearing about ICE. Every time I read whether it is , it's like, what we are doing about ICE. I am very concerned about ICE. That's why we need to keep our doors locked. If we don't have card readers on doors and the doors are open, that means anybody can come in. So, our goal in the next couple of years is to have every building have a card reader. You're all used to using your ID cards because in the dorms, you've had, it's almost twenty years now the residential halls have had card readers in the dorms. So, I believe that it's exciting and that we're finally catching up, and we need to. We live in a world right now in a political climate and that is an extension of my team trying to protect all of you.

Isabelle: Alright, we are moving to the Q&A section. How we are going to do this, before everyone jumps up, is you are going to line up right here. Um, you know. Go that way. Don't cause a fire risk. And...

Esénia: I think it should really be on this side. There's people sitting over there.

Isabelle: I think... I have a vision. I have a vision.

Audience laughs.

Isabelle: I have a vision. So, yeah, two questions. One question, one follow up, etc. If what you ask is not really a question, I will ask you to rephrase it or if it goes beyond the pale of our goals of community. So please, line up right over here.

Evan: Isabelle. Isabelle.

Esénia: I'm not seeing this vision.

Isabelle: Okay, just go over there.

Evan: Isabelle, can you tell them to say their name?

Isabelle: Oh, supes important, say your name when you ask your question so that Evan can write it down. If you don't, that is who you are hurting.

Audience laughs.

Esénia: And you do not want to hurt her.

Isabelle: Alright, line up party people.

Lee Cheeseman '27: Hi, I'm Lee Cheeseman and I want to know what Bryn Mawr College is doing to support trans students right now.

Isabelle: Is there a specific office?

Tomiko Jenkins: It'd be really helpful to unpack that a bit, in terms of what question you're asking.

Lee: I just want to know any kinds of initiatives, any ways that Bryn Mawr is looking to support trans and gender diverse students at the current moment. Just anything at all.

Wendy: I can try that one. I met with a group of students working around these issues last year, as did Shannon, my Chief of Staff who is in the back. We worked with students who suggested maps about bathrooms. We paid one of them to make the maps.

Note from Lee: Lee is the student who designed the bathroom map.

Wendy: We work closely with Beth in the Health Center because we heard concerns in the current environment to get hormones and other medications that were needed and she assured us that there were no such concerns. We're actively in conversation with faculty who work and have experience around these issues. If there are particular concerns that trans students have, please make sure Tomiko knows about them so that we could respond. If there are current concerns, I haven't heard about them this semester. Tomiko, have you?

Tomiko: I have not. Do you have concerns that would be helpful for us to know about?

Isabelle: If you do, please email them. Sorry. Questions only.

Lee: Yeah, that's perfectly fine.

Isabelle: Thank you so much. Just a guideline going forward with questions. If they could be like, you know, specific or directed at a particular, not person, but like, office or part of campus life, it will both make them easier to answer and get you better answers, I will assume.

Clara Fee '26: Hi there, for Campus Safety, so, we talked about the cameras that have been installed on campus for a long time as well as new cameras. My question is, obviously those cameras are going to record students as well as non-students. My question is how long is that information stored, so how long is what is captured on the cameras stored, and who has access to that information as in like specific people in the departments?

Isabelle: Perfect example of a question.

Lillian: Okay, so, our... Yes, cameras are recording. Right now, they're recording on what we call a DVR and it's about 30 days of data and right now, there's only probably... well, maybe three because now Bill Applegate, who is the new Associate Director of Campus Safety, this will be his second week, would be Jennifer Turner who's our systems, oh my gosh, damn, why do I do this? Systems Coordinator. Our dispatchers, our officers do not have access to go into the DVR system and look at that. Does that make sense?

Clara: Yes.

Lillian: We really don't have any need to look at camera footage unless something seriously happens.

Zara Kepler '28: Hi, our question is kind of ...

Isabelle: Could you say your name please?

Zara: Oh, yeah. My name is Zara. Our question is about the Black Studies plenary resolution that was just passed. We've been having a hard time with contact about that, just kind of being ?? a little bit. We do have a meeting scheduled, but I wanted to know if you guys had any steps how you were planning to go forward with that resolution and as a board to make sure the Black Studies major and the rest of the resolution, kind of, doesn't just fall between the cracks.

Wendy: I'm really glad you asked about this. It leads me to want to say two things. First, about plenary and the importance of all of you voting and about the process that happens after plenary, which my understanding is that the writers try to move forward the resolution and the senior staff take into account student opinion and that's one of many factors that we take into account on all of the resolutions. The Black Studies major is a pretty easy one because that's something we all want to happen. The faculty are responsible for the curriculum. In order for a new major/minor to come forward, the faculty have to propose it through their curricular process. I believe you have a meeting set with David Karen, who is the provost until January 1st, when

that will transition to Dee and my hope is that the provost with relevant faculty will be able to work with faculty throughout that process.

Dee: And I just want to stay that it's one of my priorities.

Zara: Thank you.

Elliott: I'm Elliott. I would just say as a follow up to that question: I appreciate both of you expressing your interest and support, but I'm curious, particularly, in light of your email about open communication, what paths would you suggest as students that we take upon not receiving responses from members of faculty and staff when we reach out to them with requests for assistance, meetings, etc? Because again, we, like you, are committed to making this happen and committed to making that happen through communicative channels and I think something that us and our fellow resolution authors have really struggled with is as students, we don't, I think, have as much, like, if a faculty or staff member just doesn't respond, as we've experienced multiple times already in this process, it can feel difficult to see what other channels through which to proceed which I think is why we specifically are mentioning this now face to face.

Dee: Do you mean specifically about Black Studies or just generally?

Elliott: I think our... we are specifically referring to our experience with this resolution, the Black Studies resolutions, but from my personal experience, I've experienced this with other topics as well.

Dee: So, for this particular issue, what I would like to do is I would be willing to have my door open to make sure anything you're expressing gets heard by faculty. It's incredibly important to me as I step in there. I know the job is big and I know it's very different from the work that I've been doing, but I care a lot about student faculty interactions and anybody who has ever had me in a classroom will attest to that. So, I will leave my door open for you if you feel like, specifically as it relates to a curricular concern and as it relates to a faculty concern, if there's something that's not happening for you, what I'll do is set up specific office hours for students. You can come and you can talk to me and I'll go through whatever I have to go through to get to a resolution about why something hasn't been answered in the way that you need it. I can find a solution for that. That's something I can do.

Catherine Utzinger '26: Hi, I'm Catherine from class of 26. This is a question for Campus Safety just about how students can be protected from ICE, so how should students differentiate between ICE vehicles and unmarked private security cars?

Lillian: I don't know today in our political climate right now honestly. ICE and the federal government folks are not playing by the rules and so that's why I need all of you. If you minus the why do we have Main Line, why this, that's all for your protection. It's all to make sure that if ICE does come on campus that we have a plan that we can implement and that they don't get into dorms. So, I need you to call Campus Safety every time you see a car or someone or something that doesn't look right. You are my eyes and ears. You know this campus better than anyone. I need that phone call because I don't know anymore.

Catherine: I was wondering if the presence of private security and unmarked cars would slow down the response process to ICE being on campus? Would Bryn Mawr ever consider getting rid of private security?

Lillian: Did you say slow down the ICE process?

Catherine: No, sorry the response process to ICE being on campus.

Lillian: If I understand correctly, they're actually gonna help with the ICE process. Main Line Protection, they're an extension of Campus Safety. They do work overnight as extra eyes and ears. Down the road, that's absolutely a possibility. We may not need Main Line anymore, but... what was the other part of your question? Again, you see, anyone in this room, you see a car, you see someone, anyone, that you feel, we call them spidey senses in Campus Safety, please call us. I'm serious. If you knew me and you knew how I speak to my team about the possibility of ICE, you know I will die on the sword for you. Having extra security is helping my team because we're responding to calls for you and we're inside the dorms a lot and we need someone on the exterior to make sure that we don't miss something.

Clara: Alright, to Wendy Cadge, ...

Isabelle: Sorry, can you say your name?

Clara: Yes, sorry. I'm Clara. To Wendy Cadge, So, students who recently talked to the Bi-Co News have claimed that they were pulled into legal meetings without any knowledge about who they were meeting with. How do you justify pulling students into meetings with outside investigators without their knowledge or without allowing them to acquire legal representation?

Wendy: Thanks for the question. I sent an email about this and a number of issues today. That claim is simply not true.

Audience laughs.

Clara: Okay. Follow up question to that. Does that mean that you are dismissing the possibility that the students who made these claims to the Bi-Co News that they were lying?

Wendy: I don't know who the students are that spoke to the Bi-Co News and I don't think it's my job to make any claim about that, because I don't know them. But, there are accusations in that article that simply aren't true and I think that that's actually all I can tell you.

Paulina Phan '28: Hi, I'm Paulina. What is your vision on continuing projects on college history, given that Who Built Bryn Mawr is currently paused?

Isabelle: Is there a specific office that question is directed at?

Paulina: Hm... well, Who Built Bryn Mawr came out of Kim Cassidy's era, so it would be out of the President's Office.

Wendy: Thanks for that question. The Who Built Bryn Mawr project is not paused. There are students who worked on it last summer.

Paulina: I am one of those students.

Wendy: Oh! Well, do you want to tell us about... oh, well, this is not the time. We can talk about your project. We listed... So, that work was done by faculty and students on top of all the other things that they are doing, so we decided to hire a full time staff member who could have more time and responsibility for doing that work, particularly as we look forward to the college's next chapter. So, we listed for a public humanities fellow. We had 30 or 40 applications. There's a committee of people who have done those interviews and we're hoping to have a full time staff member who is able to coordinate and help to continue all of that work in the spring. That person won't do all the work. They'll help to tie together the different people that are doing the work. I think that's the update.

Paulina: Um, I have a few follow up questions.

Isabelle: You can have one.

Paulina: Oh, I can have one? Okay. May I ask how will this position coordinate with students and Special Collections and faculty and how long will this position be for?

Wendy: Great question. We wanna hire the person and help them figure out how to do the coordination. Faculty and Special Collections have done an amazing job and students doing the work on top of everything else. To figure out how to coordinate, we need the person here to have the time to figure that out. This was funded by a gift from an alum who is very invested in college histories and there's enough money in that account to fund it for some time, but we're

trying to take it one step at a time. If this is not the right solution, we can come up with another one.

Paulina: Thank you.

Isabelle: Alright, people. We got like twenty, oh... perfect. People are already coming up with more questions. Twenty more minutes.

Adara Alexander '27: Hi, my name is Adara. I just have one question. This could be directed at anybody, specifically Wendy. Going off of the last question, there used to be quotes all around the Campus Center from students of color that were recently covered up this year. They're an important part of the history of students of color on this campus and I wanted to know why they were covered up and if there's any plans of restoring them in the future.

Audience snaps.

Tomiko Jenkins: I don't know. I know that we had a project to refresh the space. If that is an important element in terms of the quotes, happy to have that conversation and have the quotes again. I don't think we were aware and I don't think it was intentionally covered up in the spirit of covering up quotes from students of color. I think we refreshed the space with new furniture and paint. Very open to have feedback with students about what we need to add to the space moving forward. Thank you for making us aware of that. This is the importance of dialogue. You bring things to our attention and we can resolve them hopefully when we know about them.

Adara: Thank you.

KP: Hello, I have a question for President Cadge.

Isabelle: Could you say your name?

KP: Yes. I'm KP. You and your administration have faced repeated pressure from a variety of student groups, including Jewish Voice for Peace to bring up the issue of divestment from Israeli technology to the Board of Trustees. Why hasn't this happened yet?

Audience snaps.

Wendy: That's a great question and I was working pretty closely with student activists in the spring. We were developing an approach to do that until those student activists made a decision to yell at me in front of a hundred people, putting the operations of the college at risk. I remain willing to be in that conversation, as does the Board of Trustees, if or when there are students that are willing to work with us on a committee, which is what we had talked about.

Many institutions have cross-sector committees: students, faculty, and staff. Princeton has one, you can look at it. I can send examples of others, where over time, if or when people have questions or concerns about the values used for investment, there's a process through which those concerns can be brought to a committee. The committee can make a recommendation to the President and to the board and it's a systematic process that is done in the same way for all different kinds of issues. The investment office and the Board are happy to have a conversation about how we might get to that process and I'm open to that conversation as I think are others on the senior team if or when we have students in good faith that are willing to be in that conversation.

KP: I have a follow-up question. In an email you sent out today, you remarked about the college's responsibility to take timely action in our political climate today. Do you foresee that these systematic processes that you have outlined and which we have seen take a really long time work against our responsibility to take timely action against our investment in the genocide in Palestine?

Audience snaps.

Wendy: I think it depends on who you are and what your position is on any issue. It is all of our right, in fact, it's our duty to have positions on a range of issues and to recognize that we live in community with people who may or may not share those positions. When you think about institutions and the role of institutions and change, change takes time. It's frustrating. It means that many of you might not want to work in institutions. You might be better off working in other kinds of social change. Social change takes a lot of different forms. It happens in a lot of different ways and I can't make policy for the institution around a single issue or a single position. My obligation, and you can look in the plan of governance, you can read the roles and responsibilities of the president, are to think about the institution in the long term and not to make any decisions on single issues and only one piece of that conversation. So, yes. It will take time. Yes, it will take more time than people who want this all tomorrow or next week or even next year would like. Yes, I believe that process is the right way for us to figure out how in the long term to live our values and our mission. I don't expect we will all agree about that. That's the best I can do.

Isabelle: More questions? We still have time. Come on, people. 17 minutes. Oh, I see more people coming.

Lori Ackerman '27: I need this a little taller. Hi, my name is Lori Ackerman. My question is to Dean Tomiko and President Cadge primarily, but I would also direct it toward Dean Rocco and whoever... I don't know who counts as senior staff, but also to senior staff. Obviously, there's a high degree of tension on campus right now and, you know, one of my past experiences is organizing dialogue and forums for discussion. We're gonna have one of those tomorrow. I encourage you all to come through for CARLA. I'm curious what, um, actionable steps do senior staff see, you know, that's the student, faculty, staff side of things, what actionable steps do senior staff see themselves, yourselves, putting in deescalating tension on campus?

Tomiko: Hi Lori, good to see you. Thank you for that question. I think I've had experiences at Bryn Mawr that suggest that as a staff member, I should be in works with students, right, around things we want to host on campus, as it's not often well received when staff spearheads initiatives. So, I would love an opportunity to be in dialogue with students about how we should be in dialogue. We have things that are happening. I feel that everyday conversations are really important around deescalation. I know that I see Dean Ortiz is here. We have beautiful work coming out of the Impact Center with the dialogue project. Atidna is a great model for small group dialogue. I think you know we replicate the model and do it but certainly would be interested in student partners for that work so that it is set up for success and is welcome in this community as I have not been successful initiatives without the work of students. If there are ways in which we can have dialogue as a community, I think we should talk about that and would be very open to implementing those things. Is that what you mean, Lori?

Lori: Um, yeah I think one follow question I might have is I know that some students have experienced some administrative responses as dismissive at times. I'm wondering moving forward what, um, what, uh, you know, in terms of combatting, like, in terms of making sure everyone feels heard and not dismissed, I'm curious... and maybe this is more for President Cadge, What are some things or ideas you have moving forward in ensuring that students don't feel dismissed?

Wendy: Thanks Lori, I appreciate that. If there are specific examples at a later date that you wanna talk about privately that would be great. I named in the email I sent today that I think this campus is really stuck in a cycle. It's a little bit like a Netflix show where each season there's a different episode where the content changes, but the pattern is very much the same. To me, the

pattern is about accusations that are based sometimes on facts, rarely going directly to the people they are about for conversation and holding space. A look to a golden age where this didn't happen, which hasn't been for a number of years. Then, the cycle repeats. The things that I've tried, and I'm totally open to ideas is the President's Advisory Group. There's a Faculty Leadership Group. We have consciously tried to do many more things for the whole community, like we're gonna do midnight breakfast on Thursday. We redid convocation this year. We started Bryn Mawr's Got Talent. I tried having office hours last year and not a single student came. So, I'm not opposed to having office hours if that's helpful, but I need people to come if I have them. I've wondered if I should or some set of the senior team should write a regular column in the Bi-Co News. If you or others have ideas, know that we are open to all of those ideas. I'm happy to try to find a way to do that, while we remember that in this room there's maybe 120 people and we have 1800 students. So, if the senior team spends all of our time responding to climate issues internally, we don't get the work of the college done and it is the external issues that are fundamentally threatening to higher education right now. The beast is not within. The threat is outside. We are spending an enormous amount of time working on that. The more that we kind find ways to work together, the stronger we are as a women's college, as a progressive college, as a college that deeply values DEI and has not stripped any of that off our website, as a college that has a new initiative that allows students whose families made less than \$175,000 to come here for free, I think we're doing the good work and it's really important we keep that all in context. But if you have ideas, bring them on.

Lori: I will.

Audience laughs.

Tomiko Jenkins: I think really quickly related, adjacent related, um, we, I've been in conversations with Richard in dining. Every year Richard and his team does this training around humanizing the hat. It really talks about sort of kindness in our community and I think rather the lack thereof, like our students and staff that work in dining often experience, um... I think I would characterize it as rude interactions with folks that are there for dining, leaving a mess on the table, rude interactions, I guess, when you're getting your food or whatever the deal is. I've been thinking about the ways in which I don't know if there's a kindness campaign. I'm open to ideas and being in dialogue about it. I've had my own experiences and interactions that haven't been kind. I think if we were a community that is really centering the good work of social justice

and social movement, at the center of that is care and compassion for the community. I think we gotta take a step back because I think we have a real need to look at how we are interacting together within our community because it's not rooted or grounded. The Honor Code talks about mutual care and respect for community dialogue. I think it's absent at times. We really need to do good work to unpack that. I think particularly in the spirit of community, and I'm using dining as an example. I'm sure many of you work in dining and have your own experiences, but it's something that Richard and his team have to do every year because we have a need to look at how kind or not we are in community. That's an initiative that, I think, would really help ground us.

Isabelle: Also, this is kind of, we only have about 10 minutes left, so this is gonna be our final people for questions.

Lucy Sparks Mendez '26: Hi, my name is Lucy. I'm a senior. My first question is for Lil Burroughs. I'm wondering if there's a possibility for us to begin putting some kind of identification on the private security vehicles. I know that I have felt uncomfortable with unmarked cars with men sitting and watching me at night.

Audience snaps.

Lucy: I also imagine that it might be helpful for us to be able to differentiate if ICE comes to campus in the future so that we know when to call someone because I see unmarked vehicles so often, like, I see them multiple times a week. I'm wondering if that's something that can be considered.

Lillian: Thank you, I know that they do drive their personal vehicles, and they do have security on the back of their jackets, because they're supposed to roam around. Unfortunately, they can't drive a Campus Safety vehicle or a Bryn Mawr vehicle right now, but it is colder so they're in their cars a lot more. Call Campus Safety. Say there's a car here, there's a car there. Let us know. We will go to that call. The Main Line person does have a radio and they will tell their location. They're in areas that are visible. If you see someone in an area that you say, hmm, they shouldn't be, please call us. Immediately. Don't say about a half hour ago I saw this... immediately. That helps us figure out if this person should be an extension of our team.

Lucy: Thank you. My second question is for President Cadge. I, like a lot of people, I've read the article and since you said that the college has not hired personal lawyers or private investigators and that is incorrect, I'm wondering if there's anything that's gonna be done at the

potential of people impersonating, like, private investigators or people who are pretending to have authority then interacting with authority with students that they don't have? That's concerning me personally.

Wendy: I didn't say that the college hasn't done those things. I said that there are errors in the story. If you go back to the email that we sent at the beginning of June, it's linked in my email from today, it explains how the college would respond and the college responded how it said it would. That is our responsibility and obligation.

Sarah Weill-Jones H'26: Hi. My name is Sarah. I'm actually one of the Haverford College Co-Presidents, class of 2026. I think that this is for Dean Jenkins and President Cadge. I think one of the most fruitful parts of Ben and I's relationship with the President of the College and the deans is that we are meeting with them regularly. We meet with Wendy Raymond once a week and we meet with the deans at least monthly. So, I wanted to know how often you are meeting with the Honor Board and with SGA.

Audience snaps.

Tomiko Jenkins: Thank you for the snaps and the question. So, the SGA and Honor Board are advised by Dean Rocco and Dean Rocco, I think that you meet with SGA and Honor Board weekly.

Dean Rocco: We do.

Tomiko Jenkins: Do you want to speak to that? Do you want the mic?

Sarah: I should further clarify. I was asking how often President Cadge and Dean Jenkins meet with SGA. I find it really important that I have a direct relationship with Dr. Raymond and so I wanted to ask how often you are meeting with SGA and the Honor Board.

Wendy: Hi, it's good to meet you. We, this fall, we attempted to meet with SGA monthly, and there were scheduling issues. We also invited representatives from the SGA to sit in the president's advisory group. They did not come. We invited them to a number of other places where we could work together and they did not come.

Note from Evan, SGA Secretary: No members of the SGA Executive Board, excluding Esénia Bañuelos, were invited to the aforementioned meetings by President Cadge. Esénia Bañuelos was unable to attend either meeting.

Wendy: Again, I encourage you to use the critical skills that you're learning across disciplines and in your classes when you read things and ask questions before you take things as fact. There are currently meetings scheduled for Dean Jenkins and I with the SGA. We met in November and December. They're scheduled going forward. The lack of a meeting in September and October was related to schedules on both sides. It is not symbolic of anything. It was not intentional on the side of Tomiko and I. I cannot speak to the students. Again, there's more to that story than has been shared.

KP: Hello, I'm KP. This fall, at fall plenary, the resolution number 9 to repeal the new protest guidelines was passed with 85.7% approval rating. What are your plans to implement this resolution?

Dean Rocco: As the plenary resolution process is progressing, I actually am meeting with the resolution writers of that resolution on Thursday to talk through next steps.

Elliott: Hi, I'm Elliott again. My question is a follow up on some of the previous questions that have been asked, especially regarding the importance of kindness and open discourse on this campus, but I'm curious, at what point does the importance of the material harm that may be occurring, that is occurring as a result of the college's financial and academic practices outweigh the often lengthy process of institutional discourse. Essentially, at what point are you willing to outright recognize a genocide in Palestine?

Audience snaps.

Elliott: At what point are you willing to come to the table and again, with the acknowledgement that institutional processes are often slow, to explicitly name that as a goal of the college, as again the college you've mentioned has placed historically a very high value on principles and values related to equity and diversity? How are you planning to reify that commitment when it comes to that issue?

Wendy: It's a good question and it's one that the college was asked before. In earlier decades, there were questions about practices in South Africa, and I actually invited the students, this remains an open invitation for students who are interested in learning about that and how the college engaged around that, to meet with Pat McPherson. She's ninety years old. She lives around the corner. She was the president during that time. The college actually sent two sets of students to South Africa during that time to learn about what was happening and to come back and make recommendations and to think our way forward. My belief is that we need to use the

same critical questioning and thought and arguments to make arguments that are based on evidence and fact and that are not symbolic. I don't believe in symbolic action. I believe in actions that will enact change. When I met with the students last year who are activists and concerned about this issue, I asked them what their assumptions are about change, how the college taking a symbolic position, particularly on a study abroad program that no one has gone on in more than five years, is going to change anything in the Middle East. Why are students focusing here at Bryn Mawr rather than talking to elected representatives, finding ways to go on some of the programs that are led by Palestinians in the Middle East? Again, there are a lot of ways to make change and I care deeply about the change we can make in the world. I am not convinced and I have not seen any evidence, despite asking the activists, other campuses where symbolic changes have led to changes in the Middle East. If we want to make changes in the Middle East, let's go there.

Audience laughs.

Wendy: Let's learn about it. Let's make an argument based on evidence and based on things that are possible in the world. We always need to think about what the mechanism is. How do you make change? Symbolic statements to me don't make change. Actual action and argument does make change. If you want to be an activist, I want to graduate from here as the best damn activist you can be that are gonna know how organizations work and that are able to make change in the world. You can yell and scream at me all you want, but I can't change the situation in the Middle East. My question is who can and how? Those are the answers that I'm looking for.

Dee: I just also wanna add this idea about activism and what activism is really about and one of them is being ten toes down in whatever it is that you believe. I think what happens in college is you've got a really finite timeline from the first class you take to the last class that you take and a lot of times we think action will happen within that four year period. Action takes a long time. Change takes a long time. One of the things Mandela did that was critical in ending apartheid was he built these coalitions and they were coalitions of people who obviously benefitted from apartheid practices, but they were also people who were harmed by apartheid practices. So, there were also people harmed by apartheid practices. I think there's something we can learn in the way that Mandela handled apartheid. What does that also mean? Mandela spent time in prison. That means that when you go ten toes down in what it is that you believe, you

have to be able to say I am ready to do whatever it takes because I believe in this one thing. That means you have to be able to say, you know what? You can arrest me because I believe in what I believe in. You have to have the same type of mentality that those folks who sat at the counters in Jim Crow South had where they said, no matter what, I'm going to sit at this counter, you can throw eggs at me, you can throw water at me, you can put your fire hydrants on me, I believe in this cause. So, activism is more than just holding a sign, those are important things, but they're just symbols. What activism really is is how you treat people on an everyday basis. The people that you come in contact with every single day. That is a form of activism. It's how you decide that you want to have conversations with people. So, when you enter into a conversation with me, you can be sure you are entering a conversation with somebody with an open heart and I'm gonna listen to what you have to say. I want you to feel heard and never handled. I hate feeling handled. As a Black woman, I know what that is to feel handled where people are trying to pawn you off and move to the next thing. I want you to feel heard and I think everyone else up here feels the same way. We know what it is to be pawned off. We're trying to understand what you need. Just talk to us. Have an open heart. Know that I, Dee Matthews, am not against anything you bring before us. We want to hear it. Quite frankly, students on the right side of history if you haven't noticed. We want to be on the right side of history. We won't know the answers, but if you can bring up these issues, keep bringing them, be ten toes down. Be willing to be arrested. I mean that with my whole heart. Be willing for people to take you out because that's what you believe. That evokes respect. That makes us know that you... makes everybody know to know that you believe in what you believe in. We believe in some of the same things, right? I believe in humanity. I believe that there are genocides in Sudan right now. In Congo right now, but we still use cell phones, don't you? That's where they mine for those cell phones in Congo. That's where people are being murdered in Congo because of those cell phones, the ones that you use every single day. We have to find these real moments of our own hypocrisy. There's nothing wrong with being that way. That's human. It's finding those things and saying I wanna do better. We can do better right where we are right now just by having these types of conversations. Thank you Elliott for that question because it's really important we think about these issues and think what can we do right now. How can we make Bryn Mawr a better place and how can we be on one accord? Just keep coming up to us and having these conversations. Keep telling us what you need. Eventually, we will meet in the middle. I really believe that. In my time, I have never seen

an issue at Bryn Mawr where people haven't been willing to meet in the middle. I think that has to do with the unique structure of this place. It's not like this in other places. So, let's make this work as best as we can. We're here to hear you and I'll speak for myself. I am here to hear you. I want to have a good four years here, but recognize progress takes longer than that. We're in it. I'll be here past four years. Let's get into it now so we can know five years from now that we're in a different place. Does that make sense? Can we agree to that? Can we try to agree to that? To come together? Please? It's a plea. I'm asking you. We gotta work together if we want change to happen. That's all I'm saying. Thank you Elliott. I hope that answered your question. I went off on a tangent.

Elliott: Thank you. I hear that I don't have time to ask a follow up question. I deeply appreciate your response and I think what I have to say is that I hope to see that spirit and attitude reflected more widely across the faculty and staff of the college. I again... I deeply appreciate that response and I think that particularly again among other members of faculty and staff, myself and other students would appreciate to see that become more widespread, to have more direct focus on the questions at hand rather than deflect to other issues, again for example, to reduce conversation around Palestine to the attitudes of student protesters rather than focusing on the real material change that can be made through actions that may seem symbolic to certain staff members, but I appreciate that we are at time. Thank you.

Isabelle: We are very much out of time, so thank you very much everyone for coming. This has been wonderful. Heartbroken that there was not cheese. Oh, there is cheese! Hallelujah! There is cheese! Ugh, alright. Oh! Mic!

Evan: If you were a student that came up and asked a question, please come up to this table if you have time. I just want to get your full names and your class year or if you want to remain anonymous, tell me that now. Thank you. Woo!