

# HUNTER COLLEGE HIGH SCHOOL ALUMNAE/I ASSOCIATION, INC.

## MEETING MINUTES

<b>Entity</b>	<b>Board of Directors</b> (the “Board”) of Hunter College High School Alumnae/i Association, Inc., a New York not-for-profit corporation (“HCHSAA” or the “Association”)
<b>Type of Meeting</b>	Regular Meeting
<b>Date &amp; Time</b>	September 28, 2021 at 6:30pm EDT
<b>Location</b>	Zoom Session
<b>Board Attendees*</b>	Annette Almazan ‘93, Vivian Altman ‘77, Peggy Blumenthal ‘63, Sherman Chan ‘97, Judith Daniel ‘79, Mari HOASHI Franklin ‘84, Alexandra Friedman ‘00, Maria Hekker ‘84, Jane Tillman Irving ‘65, Emma OWENS Kerins ‘84, Sofia Liao ‘16, Diana McKeage ‘08, Rosa BLITZER Oppenheim ‘66, Jake Price ‘15, Esther Rose ‘71, Dave Rosenberg ‘94, David Stefanou ‘87, Adam Stolz ‘99, Raymond Tsao ‘84, Joyce VARUGHESE-Raju ‘98, and Frederick Yee ‘93.
<b>Board Absentees*</b>	NONE
<b>HCHSAA Staff Attendees*</b>	Claudia Beard (Membership and Administration Manager) and Kinshasa Peterson (Communications Manager)
<b>Other Attendees*</b>	Lisa Siegmann (Hunter College High School (“HCHS”) Director of Campus Schools)
<b>*</b>	All participants attended virtually via Zoom.
<b>Notice and Agenda</b>	Notice of and agenda ( <u>Exhibit A</u> ) for the meeting were sent via email.

The meeting was called to order at 6:34pm by President Tsao. Secretary Blumenthal acted as Secretary of the meeting.

### I. Welcome to New Board Member and Visitors

Tsao welcomed new director Jane Tillman Irving, who was appointed to the Board on September 8, 2021, and welcomed all guests to the meeting.

### II. HCHS Director of Campus Schools

Tsao introduced Lisa Siegmann, Director of HCHS Campus Schools. He noted how before Ms. Siegmann’s tenure communication between the high school and HCHSAA was less regular and that alumnae/i often express surprise when they learn that the two are entirely separate organizations.

Ms. Siegmann reported on how HCHS had addressed the COVID 19 pandemic during the 2020-2021 Academic year and the precautions taken and procedures adopted to allow students, faculty and staff to return to in person classes. She discussed the delayed process for the HCHS admissions test and expansion of testing sites, adding locations in East Harlem, Brooklyn and the Bronx. Ms. Siegmann also thanked the Board for HCHSAA’s generous gift to the Hunter Foundation to help HCHS provide online learning and in-person safety precautions during the pandemic. She closed by expressing a desire to find ways to rebuild the strong relationship between HCHSAA and the school that existed prior to the pandemic. Due to a scheduling conflict, Ms. Seigmann had to leave the meeting without taking any questions from the Board.

### III. Approval of Minutes of June 22, 2021 and September 8, 2021 Board Meetings

The Board reviewed the minutes of its regular June 22, 2021 meeting and its special September 8, 2021 meeting.

Upon motion duly made and seconded, the Board unanimously approved the minutes of its regular June 22, 2021 meeting. (This procedural resolution was not included in the exhibits.)

<b>Moved -</b>	Mr. Yee
<b>Seconded -</b>	Dr. Rose
<b>Voted Needed -</b>	A majority of the directors present at the meeting after a quorum is achieved.
<b>FOR –</b>	Ms. Altman, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Price, Dr. Rose, Mr. Rosenberg, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.
<b>AGAINST –</b>	None.
<b>ABSTAIN –</b>	Ms. Almazan and Ms. Hekker

Upon motion duly made and seconded, the Board unanimously approved the minutes of its special September 8, 2021 meeting. (This procedural resolution was not included in the exhibits.)

<b>Moved -</b>	Dr. Rose
<b>Seconded -</b>	Ms. Altman
<b>Voted Needed -</b>	A majority of the directors present at the meeting after a quorum is achieved.
<b>FOR –</b>	Ms. Almazan, Ms. Altman, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Hekker, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Price, Dr. Rose, Mr. Rosenberg, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.
<b>AGAINST –</b>	None.
<b>ABSTAIN –</b>	None.

#### **IV. Staff & Committee Reports**

*Development Committee* – President Tsao presented the President’s Report and the Development Committee report (attached as Exhibit B). Dr. Rose asked if the fundraising figure in the staff report was based on the fiscal or calendar year. Ms. Beard explained that the figure is based on the fiscal year (starting July 1, 2021). President Tsao clarified that although HCHSAA no longer requires dues, there is still some residual membership included in the Development Committee Report because some members had renewed for 5 years, rather than paying annually.

*Diversity Committee* - Vice President Daniel presented the Diversity Committee report (attached as Exhibit C) and shared that the committee had summer interns who were very eager and excited to help on its sub-committees. She noted that she wants the interns to present their projects to the board at its next meeting and voiced her hope that the intern program can continue into the school year. Vice President Daniel concluded by reporting that the Diversity Committee plans to ask for a grant to fund thank-you gifts/stipends for the interns. The Board discussed this grant request and agreed that the exact amount of and process for any gifts or stipends to the interns would be determined once the Diversity Committee has worked with the Governance Committee to obtain legal guidance on whether and how to best make such gifts.

Vice President Daniel then gave an update on the Retention sub-committee and the results from surveys that were sent out to parents and students about certain experiences relating to school programming. She thanked Ms. Altman for working on that report (also attached as Exhibit C) and noted that the report was also worked on by

last summer's interns. She explained that the report would be used to develop a formal proposal for new programs this fiscal year. The Vice President emphasized that diversity continues to be a topic of great interest to alumnae/i.

Vice President Daniel noted that the Admissions Reform sub-committee does not currently have a chair, but the subcommittee members remain active. Ms. Franklin shared that student interns have expressed enormous interest in continuing admissions reform work and pursuing themes of diversity and racism. She noted that the Diversity Committee will report on the topic further at the next regular Board meeting in November. Ms. Franklin also noted the work of Psychology Professor Erica Caston, who provided training for the student interns, as they expanded the definition of the diversity to be used by the Diversity Committee in its work. The Board then discussed this expanded definition and provided comments.

Ms. Altman presented the work of the Retention sub-Committee (Exhibit C), and she thanked subcommittee member David Robison, who made substantial contributions to the committee's report. She further noted that the report had been delivered to the Board to review prior to the meeting and would be discussed further at the next regular Board meeting. Ms. Altman explained that the subcommittee report was based on the surveys sent out to former students from diverse backgrounds and to their parents. She answered questions from the Board regarding the most urgent matters in the report and obtaining funding for and prioritizing its recommendations. The Board also discussed getting legal advice and working with the Governance Committee, the Executive Committee and HCHS to set up a process for background checks and other requirements for adult volunteers to work with minors.

The Board discussed the funds set aside for diversity work (including those donated by the Class of 1971), past use of and future plans for those funds, and alumnae/i who have said that they would only donate to HCHSAA if their gifts would be used to support diversity efforts.

The Board asked to receive financial reports that contain greater detail than the summary charts of annual figures currently submitted by the Executive Committee. They noted that the charts currently prepared by the Executive Committee contain little detail regarding HCHSAA's income and expenses and no detail regarding its assets, liabilities, restricted funds, and grants. President Tsao explained that HCHSAA's donations database, Raiser's Edge, tracks when donations are received and its financial database, Quickbooks, tracks all financial transactions. He noted that such reports could be generated from Raiser's Edge and Quickbooks for the next regular Board meeting in November.

*Grants Committee* – Dr. Rose presented the Grants Committee report (attached as Exhibit D) and outlined a pending grant request from Shubh Khanna '21 who wrote an article on his HCHS research developing a new diagnostic tool for ADHD (Attention Deficit Hyperactivity Disorder) which was accepted to Nature Scientific Reports, a prestigious peer-reviewed scientific journal that requires authors to fund their own published pieces. She explained that the student had requested \$1,990 in funding from HCHSAA to cover this cost, a request that the Grants Committee recommended that the Board approve. The Board discussed the proposed grant and asked that the student note in his article that his research was done at HCHS and acknowledge the funding came from the HCHSAA.

Upon motion duly made and seconded, the Board unanimously approved the student publication fee grant pursuant to Resolution 2021-03 (attached as Exhibit E).

### **RESOLUTION 2021-03**

<b>Moved -</b>	Ms. Blumenthal
<b>Seconded -</b>	Ms. Altman
<b>Voted Needed -</b>	A majority of the directors present at the meeting after a quorum is achieved.
<b>FOR –</b>	Ms. Almazan, Ms. Altman, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Hekker, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Price, Dr. Rose, Mr. Rosenberg, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.
<b>AGAINST –</b>	None.
<b>ABSTAIN –</b>	None

The Board next discussed the grant request for student intern gifts/stipends from HCHS Learning Specialist Linda Rovine. The Board noted its earlier discussion on this topic during the Diversity Committee reports, discussed how these requests had been handled in the past and agreed to table further discussion of the request until research was done and legal advice was obtained. Ms. Franklin offered to investigate the matter further and President Tsao agreed to share with the Board earlier advice provided by legal counsel on this topic.

Dr. Rose concluded her Grants Committee presentation by noting that the committee had not received many grant applications and should be able to finalize all pending grant request by email if a meeting is not feasible. She also noted that if a request for approval has to be conducted over email, HCHSAA's By-Laws require that such decision by the Board be unanimous.

*Governance Committee* – Dr. Oppenheim presented the Governance Committee report (attached as Exhibit F) and asked the Board to consider a recent suggestion that the timing of officer elections be moved to May or June. She explained that with spring elections newly elected officers can start their term at the beginning of the fiscal year on July 1<sup>st</sup> and noted that current practice had new officer elections occur in late September (almost three months after the fiscal year begins). The Board discussed the pros and cons of shifting the timing of officer elections. The Board also discussed the By-Law requirement for an Executive Vice President, the option of having assistant secretaries and assistant treasurers, moving the election of new officers to even earlier in the spring (to March or April), and the proposal that all committees have a charter. The Governance Committee agreed to use the Board's feedback to develop a proposal to submit to the Board for approval at its next regular meeting in November.

*Program Committee* – Mr. Stefanou presented the results of the Program Committee's survey of all alums about past and future programming. He explained that they received over 1,000 responses, more than any prior survey on this topic. He noted that the most common responses centered around requests for more engagement with alums and more diverse programs to respond to a wide range of interests. He discussed the remote programs offered during the past year and the plan to have a hybrid of virtual and in-person programs in the coming year and asked for feedback from the Board.

### **V. Review of Financial Summary**

Treasurer Yee presented the following financial summary:

## HCHSAA Financial Summary (FY 2017 – 2021)

	2017	2018	2019	2020	2021
Revenue (including Bequests)	\$559K	\$1,101K	\$851K	\$939K	\$671K
Revenue (excluding Bequests)	\$452	\$506	\$462	\$559	\$478
Total Expenses	\$413	\$533	\$593	\$590	\$531
Total Payroll	\$166	\$190	\$208	\$244	\$252
Total High School Support	\$86	\$158	\$160	\$143	\$158
Operating Income (excluding Bequests)	\$39	(\$27)	(\$131)	(\$31)	(\$53)

- 2021 high school support includes \$150K COVID-19 Relief Grant (\$100K outstanding to be paid in FY 2022)
- Balance sheet (as of 9/8/21) = \$1,669K
  - \$350K checking & savings accounts (JPMorgan Chase)
  - \$1,319K long-term investment accounts (Charles Schwab)

He noted that, while HCHSAA's deficit is considerably smaller than it was in 2019, HCHSAA is still in the red. He explained that the figure for Total High School Support includes just the first payment to HCHS of HCHSAA's total pandemic emergency fund \$250,000 pledge. The Treasurer noted that the Board was waiting for Jessica Knoble-Grey of the Hunter College Foundation to disclose greater detail on HCHS's expenditure of the first payment (\$150,000) before authorizing the issuance of the second payment (\$100,000). President Tsao expressed his opinion that HCHSAA could get bigger donations after documenting in more detail what it does to assist HCHS and its students.

Ms. Hekker requested an explanation of the other expenses (i.e., the approximately \$245k in expenses for FY19, \$203K for FY20, and \$121K for FY21 that was not "Total Payroll" or "Total High School Support") not itemized in the financial chart. She noted that the Board really need greater disclosure, more detailed information and year-to-date figures to exercise its fiduciary duties to HCHSAA. The Treasurer agreed to implement that request, noting that such detail is always provided when the Board reviews and approves the annual budget. Ms. Irving asked if eliminating membership dues ultimately helped or hurt HCHSAA. Treasurer Yee said it had helped HCHSAA by greatly expanding alum engagement. He also noted that membership dues had been steadily declining year-over-year for a while, ranging from an annual high of \$80,000 to less than \$50,000 recently, with dues income coming mostly from older alums. Ms. Friedman requested that the Membership and Development Committees do a 'postmortem' review of the impact of reducing dues to \$0.

### VI. Election of Officers and Appointment to Special Committee

*Election of Officers* – Dr. Oppenheim presented the nominees for the following officer positions that had been received by the Governance Committee:

<u>Office</u>	<u>Nominee(s)</u>
President:	Vivian Altman
Vice President:	Jake Price
Treasurer:	Esther Rose
Secretary:	Maria Hekker

Since By-Laws 4.05 and 4.06 currently require that the Board elect both an Executive Vice President and a Vice President and since the Board had no other nominees for those offices, Mr. Price agreed to stand for the offices of Executive Vice President and Vice President.

Upon motion duly made and seconded, the Board unanimously approved the election of officers, effective immediately after the adjournment of this meeting, pursuant to Resolution 2021-04 (attached as Exhibit G-1).

#### **RESOLUTION 2021-04**

<b>Moved -</b>	Ms. Almazan
<b>Seconded -</b>	Dr. VARUGHESE-Raju
<b>Voted Needed -</b>	A majority of the directors present at the meeting after a quorum is achieved.
<b>FOR –</b>	Ms. Almazan, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Rosenberg, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.
<b>AGAINST –</b>	None.
<b>ABSTAIN –</b>	Ms. Altman, Ms. Hekker, Mr. Price, and Dr. Rose (each with respect to his or her own election)

The Board noted that pursuant to By-Law 3.01(i), Ms. Altman, Mr. Price, Dr. Rose and Ms. Hekker (as the newly elected President, Executive Vice President/Vice President, Treasurer and Secretary, respectively) would automatically become the new Executive Committee immediately following the adjournment of this meeting.

**Special Committee Appointment** – Dr. Oppenheim reported that, with Mr. Stefanou’s resignation from the Special Committee (created by the Board on September 8, 2021) the Special Committee required a third member to be appointed by the President and approved by the Board before it could begin to conduct its business. Mr. Rosenberg offered to join the committee and he was immediately appointed by President Tsao.

Upon motion duly made and seconded, the Board unanimously approved the President’s appointment of Mr. Rosenberg to the Special Committee pursuant to Resolution 2021-05 (attached as Exhibit G-2).

#### **RESOLUTION 2021-05**

<b>Moved -</b>	Ms. Blumenthal
<b>Seconded -</b>	Ms. Altman
<b>Voted Needed -</b>	A majority of the entire Board pursuant to By-Law 3.01.
<b>FOR –</b>	Ms. Almazan, Ms. Altman, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Hekker, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Price, Dr. Rose, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.

**AGAINST –** None.  
**ABSTAIN –** Mr. Rosenberg.

## VII. New Business

*Reporting Requirements for Committees of the Board and Committees of the Corporation* – Ms. Hekker reported that she had been informed that the Executive Committee had not kept minutes of its weekly meetings during the prior fiscal year. She noted that such minutes were required by the HCHSAA By-Laws, the New York Not-for-Profit Corporation Code and disclosures made by HCHSAA in the annual Forms 990 filed with the Internal Revenue Service. Mr. Price noted that in the absence of an Executive Director the current Executive Committee was operating under considerable duress and explained that these kinds of oversights were common among similarly understaffed not-for-profit organizations. Ms. Hekker and Mr. Price explained that the incoming officers would begin taking minutes of Executive Committee meetings and would work with the Governance Committee to explore what other steps are need to address this issue.

The Board also noted that the following reports were distributed prior to the meeting: (a) Investment Committee Report (Exhibit H-1), (b) Membership Committee Report (Exhibit H-2) and (c) Office Report (Exhibit H-3).

## VIII. Adjournment

President Tsao closed the meeting by congratulating the incoming officers and thanking his hard-working colleagues on the current Executive Committee.

At 8:32 p.m., Secretary Blumenthal moved that the meeting be adjourned.

Upon motion duly made and seconded, the Board unanimously approved the motion to adjourn. (This procedural resolution was not included in the exhibits.)

<b>Moved -</b>	Ms. Blumenthal
<b>Seconded -</b>	Ms. Altman
<b>Voted Needed -</b>	A majority of the directors present at the meeting after a quorum is achieved.
<b>FOR –</b>	Ms. Almazan, Ms. Altman, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Hekker, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Price, Dr. Rose, Mr. Rosenberg, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.
<b>AGAINST –</b>	None.
<b>ABSTAIN –</b>	None.

Respectfully submitted,

By: Claudia Beard

For Peggy Blumenthal, outbound Secretary – with input from Maria Hekker, inbound Secretary

**EXHIBIT A**  
**AGENDA**



Hunter College High School Alumnae/i Association  
September 28, 2021 Meeting of the Board of Directors  
*Meeting held via virtual conference call (Zoom)*

Meeting 6:30 – 8:30pm

**Agenda**

- I. Welcome to New Board Members and to Lisa Siegmann - Raymond Tsao (5 minutes)
- II. Presentation by Lisa Siegmann, Director of Campus Schools, followed by questions and discussion (25 minutes)
- III. Call for Approval of minutes of June 22 and Sept 8 board meetings – Peggy Blumenthal (5 minutes)
- IV. Staff and Committee Reports (45 minutes)
  - Development: Raymond Tsao presenting Report on fundraising
  - Diversity: Judith Daniel presenting on summer interns
  - Grants: Esther Rose presenting on pending grant requests.
  - Governance: Rosa Oppenheim presenting proposals for discussion
  - Programs: David Stefano presenting Program plans.
- V. Review of Financial Summary as of June 30, 2021 – Fred Yee (15 minutes)
- VI. Call for nominations and vote on FY 22 Officers – Rosa Oppenheim (15 minutes)
- VII. New Business
  - Reporting Requirements for Committees of the Board and Committees of the Corporation – Maria Hekker & Jake Price
- VIII. Executive Session [ if needed]

Adjourn at 8:30



**EXHIBIT B**  
**DEVELOPMENT COMMITTEE REPORT**  
**and**  
**PRESIDENT'S REPORT**

September 28, 2021

## President's Report

### Summary

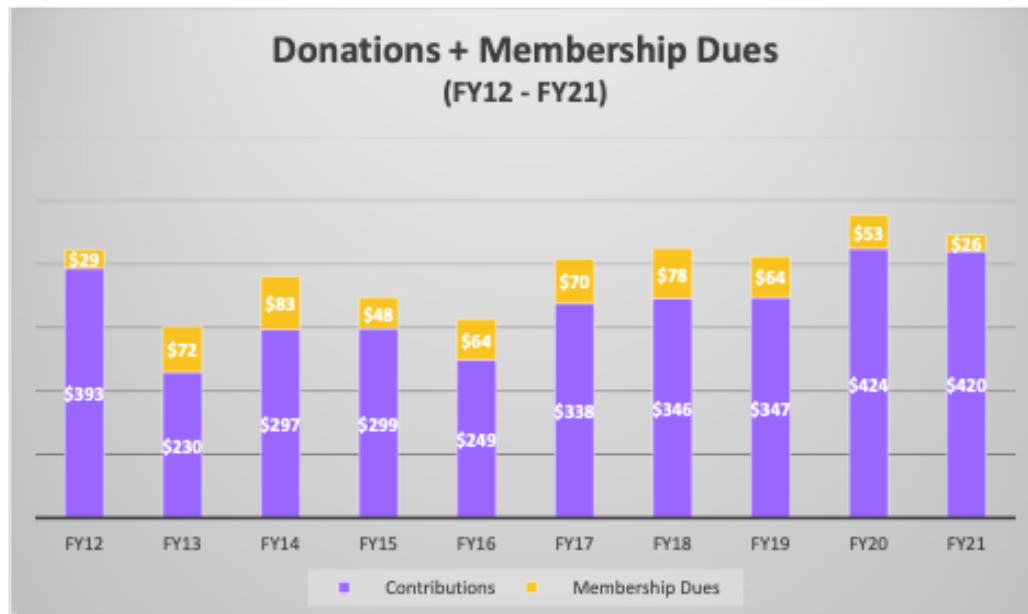
At our annual meeting in June, we discussed the twin crises that the Association has had to address over the last 20+ months, and the importance of first putting our finances in order and then aligning our purpose, mission, and operations. Fred laid out our case that the Association had been spending more than it brought in operationally, the corrective steps we had taken, and the guardrails we were putting in place to help prevent this from happening in the future. I am thankful that the membership voted to approve the amendments to the purpose statement of our Certificate of Incorporation. Once filed and approved by the Attorney General, the Association will be able to raise and spend monies on alumnae/i programs for which our membership has expressed a great deal of interest.

While there is much that the Board has accomplished over the last 20 months, there is still much work to be done. We leave this in the capable hands of a new Executive Committee. I want to thank Peggy, Judith, and Fred for the countless hours that they have devoted to the Association, and for making many tough decisions to reverse years of stagnating contributions, ballooning expenses and waste, and declining membership.

The following is a brief update on Money, Mission, and Membership, topics central to the Association, and where the Executive Committee has spent most of its efforts these last few years.

## Money

I am pleased to report that FY21 (the first year we did not collect any membership dues) was second only to FY20 in fundraising (excluding bequests but including membership dues) at \$446K vs \$477K.



At each of our meetings, we have highlighted the importance of eliminating waste and unnecessary expenses, and only spending on programs and activities that support our mission and purpose. While there are many things that are “good” or “worthy”, we should recognize that our time and gifts are limited. The staff have been excellent partners in our quest to reduce expenses, create efficiencies, and standardize processes to improve service and the experience for members our community.

For example, Caitlin Terry worked with an alum to redesign our website to make it more mobile-friendly. The new website was launched in the Spring and, in addition to estimated annual savings of over \$14,000, the site is easier for the staff to maintain and update.

Caitlin has also worked with the Executive Committee and Claudia Beard, who manages membership and donations processing, on establishing a Gift Acceptance Policy, rationalizing and standardizing the way the HCHSAA tracks and accounts for gift campaign, appeals, and funds, and, perhaps most importantly, on streamlining and speeding the process to thank donors.

Kinshasa Peterson, our Communications Manager and AlumNotes editor, made recommendations to change printers, which significantly reduced our printing and postage costs. Kinshasa is also managing the transition of events registration to a more automated platform that will reduce the

staff time required to register and check-in members for events but will also enable the HCHSAA to collect donations or to charge for tickets to events.

In aggregate, we expect to have achieved overhead savings (from FY2019) of more than \$125K for the full fiscal year that started in July. While organizations can rarely save their way to success, the new EC should be able to propose a balanced budget for FY2022, with a greater percentage of dollars going towards high school support and student and alumnae/i programs vs. administrative overhead.

### **HCHSAA Financial Summary (FY 2017 - 2021)**

	2017	2018	2019	2020	2021
<b>Revenue (including Bequests)</b>	\$559K	\$1,101K	\$851K	\$939K	\$671K
<b>Revenue (excluding Bequests)</b>	\$452	\$506	\$462	\$559	\$478
<b>Total Expenses</b>	\$413	\$533	\$593	\$590	\$531
<b>Total Payroll</b>	\$166	\$190	\$208	\$244	\$252
<b>Total High School Support</b>	\$86	\$158	\$160	\$143	\$158
<b>Operating Income (excluding Bequests)</b>	\$39	(\$27)	(\$131)	(\$31)	(\$53)

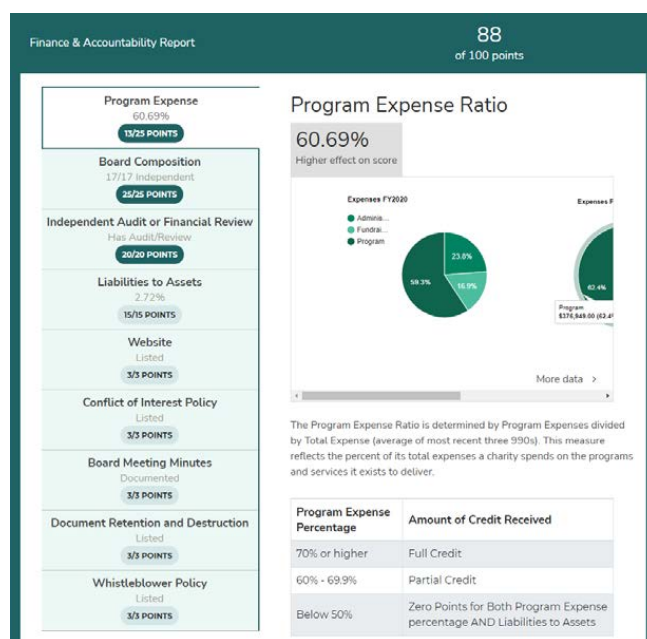
1. 2021 high school support includes \$150K COVID-19 Relief Grant (\$100K outstanding to be paid in FY 2022)
2. Balance sheet (as of 9/8/21) = \$1,669K
  - o \$350K checking & savings accounts (JPMorgan Chase)
  - o \$1,319K long-term investment accounts (Charles Schwab)

## Mission

Now that our members have decided to expand our purpose statement to include alumnae/i programs in a more direct way, the HCHSAA has an opportunity to go “Taller” and “Wider” as an organization.

In 2021, we made our largest single grant to the high school, demonstrating our capacity to provide support “an inch wide and a mile deep”. The grants committee also recently approved one of the larger grants we have made towards Diversity recruitment efforts. One advantage that the HCHSAA has as an independent organization is that we are able to fund large, multi-year grants. Therefore, the HCHSAA has an opportunity to take the long view and tackle some large, complex projects that will benefit the high school, and, with the expansion of the purpose statement, the membership. Two notable examples include a multi-year grant to ESPI, and a grant to Achillea, both external non-profit organizations dedicated to Diversity (Recruitment) and student tutoring, respectively.

The HCHSAA has been able to achieve a [Finance & Accountability score](#) of 88 by Charity Navigator, a leading non-profit ratings organization. Improving this score will require the HCHSAA to spend more on direct programs (i.e., on its mission) and less on overhead and administration. The HCHSAA currently spends about \$0.61 of every dollar raised on direct programs whereas best practices call for at least \$0.75. We can make improvements by continuing to control costs while increasing donations and making grants or developing programs that directly benefit our growing community and are consistent with our Case for Support: ***The Recruitment, Development, and Advancement of the gifted students and alumnae/i of Hunter College High School.***

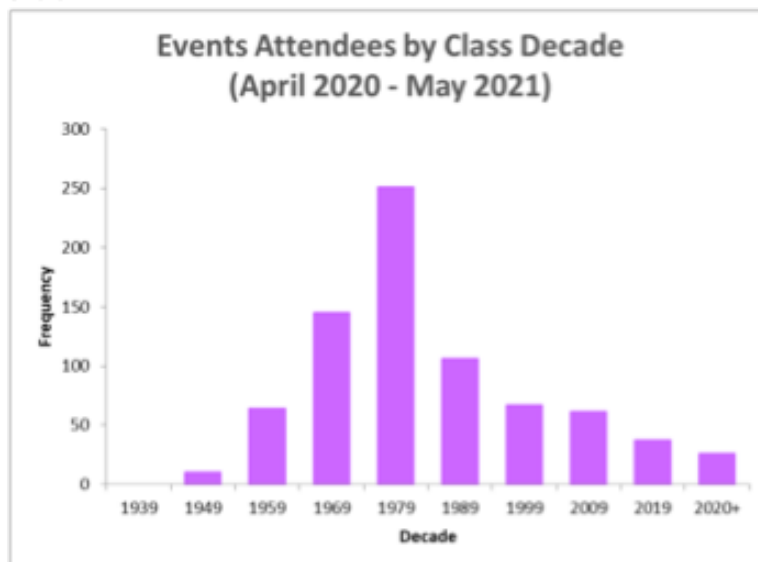


### Membership

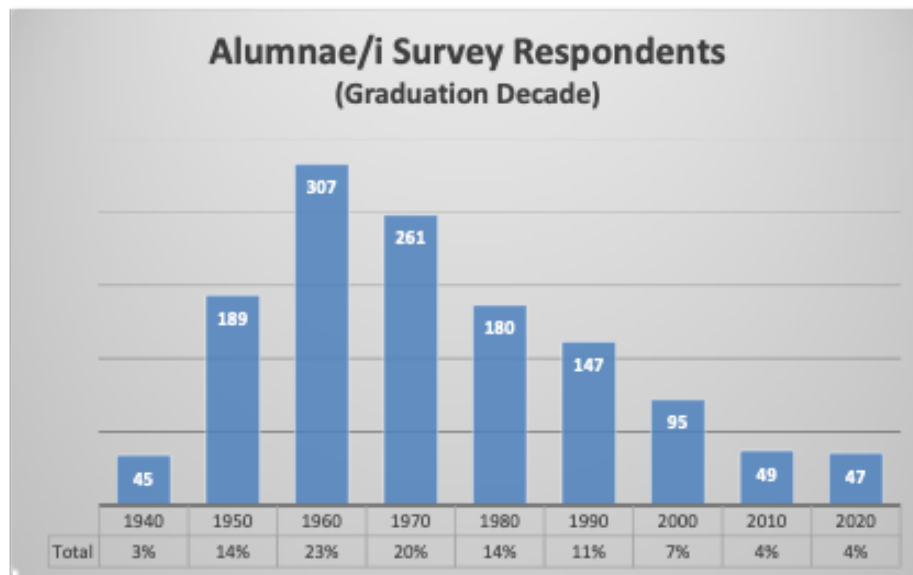
The Board went “Wider” in 2021 by eliminating dues as a barrier to membership to increase diversity and engagement by alumnae/i. The initial results are promising, with membership reaching a 10-year high in 2021, reversing years of declining membership numbers.



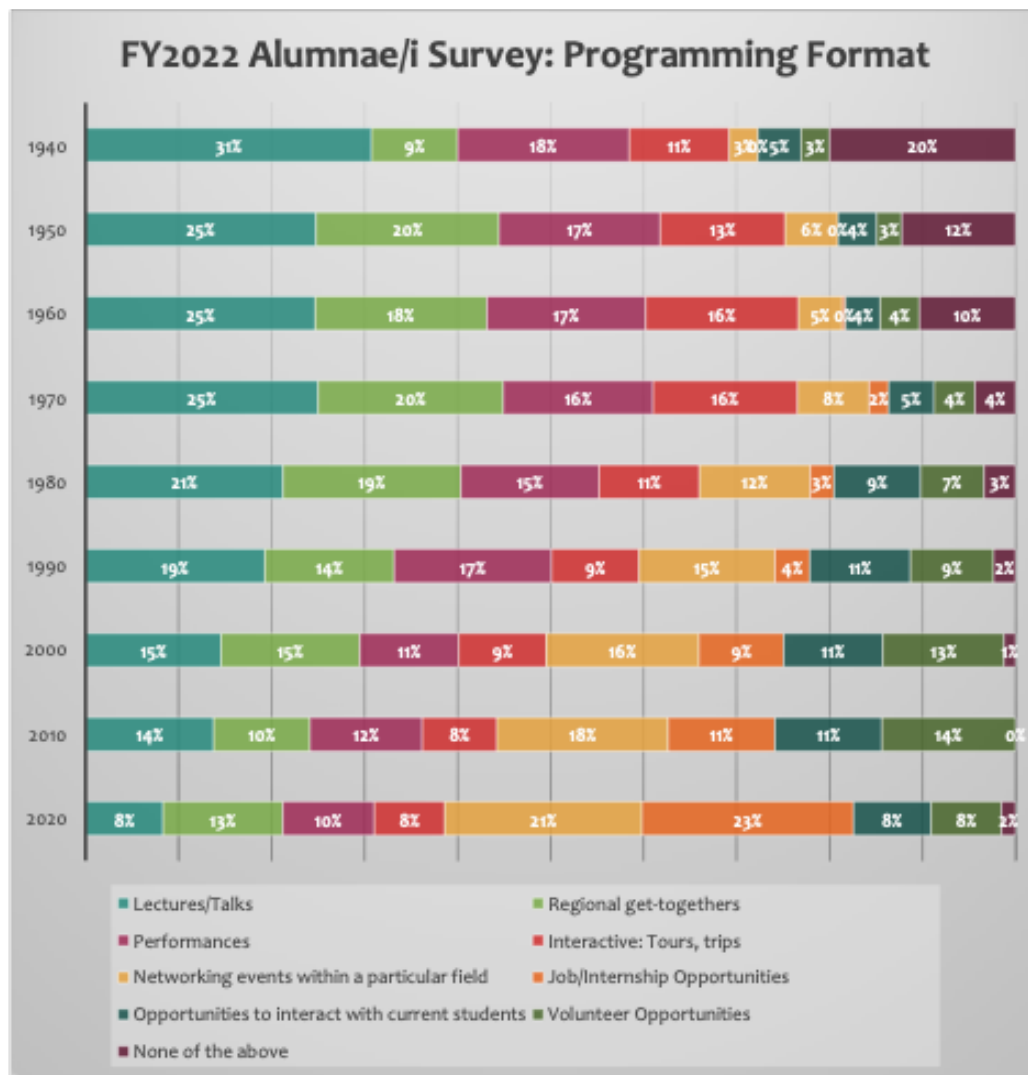
One of the challenges the Board will need to address is how to activate engagement with alumnae/i who have not been active (generally the last 2-3 decades of alums), without alienating those who have traditionally been very active, as evidenced by this preliminary analysis of event attendees over the last 18 months.



In August, the Programs Committee Chair, David Stefanou, (with feedback from the Membership committee) launched a membership survey that yielded over 1,300 responses. By comparison, an annual survey that was sent to members during 2014-2019 had about 600 responses in total over the 6-year period, demonstrating that there is a great deal of interest in programming.



The survey results are still being analyzed, but it is not surprising that more recent graduates appear to be interested in programs that focus on networking and careers while earlier graduates favor lectures or social gatherings. With a larger or more diverse Board, we look forward to taking a broader view of programming than in years past, and the development of a range of programs that will appeal to the broader membership.



**EXHIBIT C**  
**DIVERSITY COMMITTEE REPORT**  
**and**  
**RETENTION SUBCOMMITTEE REPORT**

**DIVERSITY COMMITTEE REPORT- September 2021**

The Diversity Committee was very active throughout the summer. After a year of research and analysis, the Retention sub-committee prepared its report outlining the results of its surveys and its recommendations of programs for HCHS. Attached is the full report for review by the directors with a sheet of recommended AA Programming with AA funding support.

The HCHS student summer internship program had another successful summer for a second year. Under the direction of the Recruitment sub-committee and the chair and a committee member of the Retention sub-committee, ten high school interns worked on various projects. The projects included but were not limited to strengthening technical supports to the Diversity Committee and creating specific programs of community outreach to schools to promote HCHS as an educational choice and enrich and enhance students' early academic experiences. They will be given honorary stipends for their work over the summer and are eager to continue their work throughout the school year.

The Diversity Committee had its first meeting of the academic year earlier in the month. We were happy to have core members return as well as welcome new members to the committee. Two of the summer interns presented their summer work to the committee members. Their passion, dedication, and hard work to improving diversity at the high school were made evident. The Diversity Committee would like to invite the student interns to present and talk about their work with the Board of Directors at an upcoming meeting.

The next Diversity Committee meeting will be held in October. At this meeting, we look forward to setting our plans and programming agenda for the rest of the academic year.

Respectfully Submitted,  
Judith Daniel,  
HCHSAA Diversity Committee Chair

**Recommended AA Programming with AA Funding Support in Coordination with HCHS Administration Students**

- **Develop educational responses to instances of racism** - Provide annual mandatory workshops for students centering on anti-racism, allyship, and awareness
- **School counselors impact the school environment and significantly affect whether** students feel supported and have a safe place to share their experiences
  - The Alumnae/i Association may be able to support the cost of a guidance counselor or therapist (preferably Black and/or Latinx) who has specific training and expertise in working with BIPOC mental health & support
- **Mentoring: cost of background checks/administering and onboarding**
- **Faculty**
  - **Hire more BIPOC Faculty**
    - The Alumnae/i Association may be able to provide financial support for the hiring of an expert recruiter for new faculty of color
  - **Professional Development and Faculty Support:** DEI programs for faculty should be ongoing
    - The Alumnae/i Association may be able provide funding for more opportunities for faculty development



**HCHSAA DIVERSITY COMMITTEE**  
**RETENTION SUBCOMMITTEE RECOMMENDATIONS**  
**July 2021**

**Introduction**

“Diversity”, to the Diversity Committee, means reflecting the population of New York City and the socio-economic dispersion within it. To better retain the diverse population of students recruited and admitted, students need better support than they are receiving at this time or have in recent years. In addition to providing direct support to students, the Retention Subcommittee of the HCHSAA Diversity Committee would like to support teachers, administrators, and staff to better engage with students from different cultures, economic environments, and backgrounds.

**CONTENTS**

<b>Recommended AA Programming in Coordination with HCHS .....</b>	<b>1</b>
<b>Recommended to HCHS Administration with AA Support.....</b>	<b>2</b>
<b>Arguments for Diversity .....</b>	<b>6</b>
<b>Appendix I (<i>Confidential</i>): Climate survey results, only copy edited so far. ....</b>	<b>7</b>
<b>Appendix II: Quant Data .....</b>	<b>9</b>

**Recommended AA Programming in Coordination with HCHS**

- **Mentoring by HCHS Alumnae/i:**
  - For faculty working in an environment without a large body of people of color, the network of alums can be helpful.
    - Establish an Alum/faculty mentoring program
  - Students and faculty need people to talk to - without a representative population the AA could be a bridge.
    - Alum/student mentoring
  - Mentors matched to students and faculty by demographic similarity and professional experience (as appropriate) or any area or importance to the mentee
  - Mentors need to be fully vetted and trained
    - Background check
    - Consider purchasing mentorship training that can be conducted and verified online and asynchronously to give participants flexibility
    - Fundraise for mentor training costs
- **Develop educational responses to instances of racism.**

- Identify specific areas where faculty and students want support
- Develop alum networks willing to support internships/mentoring programs.
- Identify alums with professional experience in racism response
- Provide annual mandatory workshops for students centering on anti-racism, allyship, and awareness
- Invite alums with relevant professional and personal experience to speak to current students and faculty
- Fundraise to fund programming and workshops
- **Speaker Program:** Establish annual or biannual speaker program
  - BIPOC individuals from various industries/professions talk about their high school years and growth into their careers
  - Utilize the clubs, such as AACs, HOLA, and Chinese Students Association(?), to build and promote programs

## Recommended to HCHS Administration with AA Support

### ADDRESS AND ACCEPT there is a problem and then ESTABLISH A *POLICY* INITIATIVE.

*Policy is defined by Merriam Webster as “a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions.”* First, the HCHS leadership must accept and acknowledge there is a crisis with respect to the demographics at the high school, which is counter to [its mission](https://www.hunterschools.org/about/about-campus-schools). See <https://www.hunterschools.org/about/about-campus-schools>

**Recommendation:** Professional development should be on-going and include both cultural cognizance training as part of on-boarding and on-going classroom instruction methods. We would like to put into place practices supported by the leadership of the director and the principal. This should be at minimum an annual course with a focus on culturally responsive teaching to facilitate the nurturing of gifted potential in all populations.

**Principal leadership** is critical to the experience students have in school. Principals impact the climate in the school, and how teachers work with students and each other.

**Academic leadership** must encourage staff training focused on how teachers work with students and with each other regarding the:

- influence of students’ cultures on their learning, i.e., ways in which different students represent their learning and their giftedness and how different cultures might demonstrate learning or the way in which they interact in their environment.

- ability to collaborate and identify, support and provide opportunities for students from underrepresented populations, specifically: Black, Latinx, and lower-income students.
- recognition that students cannot be compared based on age or aptitude when some may have had greater opportunities than others
  - ways to address how implicit/unconscious biases can skew teachers' perceptions of students
  - raise awareness of what to change or adapt to most effectively serve an increasingly diverse student population which are likely from different cultural backgrounds than their teachers

Possibly teachers can mentor their peers through effective professional development. Considering the potential for staff turnover, **training should be scheduled at least annually.**

**School counselors** impact the school environment and significantly affect whether students feel supported and have a safe place to share their experiences. We believe that school counselors should be a part of the dialogue:

- Students should always feel safe to discuss their school experiences
  - Establish protocols for “privileged” (i.e., confidential) communications and anonymous reporting and accountability when students share racist experiences or impressions of discrimination with any counselor;
- Hire a guidance counselor or therapist (preferably Black and/or Latinx) who has specific training and expertise in working with BIPOC mental health & support (potentially fundraise to support this role).

In addition, such counseling should:

- demonstrate the importance of multiracial/ethnic counseling competency;
- recognize individual, group, and school-wide components to the environment BIPOC students face;
- provide potential for data collection for documenting in-school experiences to inform school-wide practice;
- build a cohort for students as a resolute effort to give BIPOC students a belief that they belong;
- make Hunter inclusive and considerate to all, and;
- recognize that as each student is unique, each grade is as well such that each class has a culture and personality of its own

#### **Faculty**

- **Hire more BIPOC Faculty**
  - The Alumnae/i Association may be able to provide financial support for the hiring of an expert recruiter for new faculty of color;

- solicit more applications and hires from BIPOC candidates (see: <https://www.nemnet.com/index.aspx>);
- partner with CUNY/DoE teacher training programs to develop pipelines of candidates of color.
- **Professional Development and Faculty Support:** DEI programs for faculty should be ongoing:
  - AA could provide funding support for such programs through specific DEI fundraising;
  - Create a mentoring program for new faculty in coordination with alumnae/i mentors who are of color and in education;
  - Provide more and diverse opportunities for faculty development, including participation in NEH summer seminars, Teaching Tolerance Grants, and support for grant applications ([Educator Grants | Learning for Justice](#)), other examples include: MCNY, Abolitionist Teachers Network, Racial Equity Institute, Robin D'Angelo, Pollyanna Curriculum, etc.
  - One out of every four department meetings should address DEI for the academic year:
    - Meetings should focus on curriculum and instruction;
    - Meetings focused on school climate may feature presentations from students, and should include 2 or more departments collaboratively, or faculty could mix between departments;
    - Faculty can set goals for lessons to adapt—make more inclusive, highlight diversity, or take anti-racist perspectives.
  - Diversity Committee should work with the faculty Professional Development Committee to plan these sessions:
    - A committee to plan and facilitate faculty professional development should exist which works directly with the Associate Principals and Principal.
  - Create affinity groups for faculty where anyone can participate and support BIPOC faculty.

## Students

- Student Equity Board overseeing student programming:
  - Create community/cultural events;
  - Develop a Bridge to alum mentorship, creating networks, and providing resources and opportunities for first-generation and low-income students;
  - Affinity groups & space at lunch once or twice a week or every other week if people opt in to such a program.
- Periodically allow affinity group members to meet with their group during Home Room (15 mins. between 2nd and 3rd period) or Club Membership:
  - use that time to avoid impact on curriculum to avoid changes in the instructional day to accommodate the program. Students and faculty

leaders determine programming and the appropriate amount of time spent in these affinity spaces.

- Big Sibs/Peer Leadership Program— work with mentors, match with race/ethnicity/other criteria.
  - Peer leadership directors coordinate student affinity groups in addition to general peer leadership. Connect peer leadership directors with offices at other schools where DEI is integrated with a mentorship program.
  - Ensure that Big Sibs admits every qualified Black/Latinx/low-income student who applies before adding others as the need for peer-support is greatest among those demographics.
  - More frequent grade-wide assemblies to help build community.
- Annual Student Welcome Programming for All Classes

## Arguments for Diversity

- **American businesses want graduates who can work in a diverse America.** Dell Technologies has created an office of diversity led by a C-level executive who reports to the CEO, Michael Dell, in order to address the disparity of diversity at the company. Michael Dell is committed to support many of the social movements such as Black Lives Matter via employee social groups that represent ethnicities as well as the LGBTQ+ community. This validates that not only is there a focus on diversity, but that the company supports it because its employees represent diversity across definitions. Most companies have DEI officers and initiatives at a minimum. Other major corporations are either taking a stand or being forced to make one - the former bodes better than the latter. Here are some URLs of companies that have made their D&I efforts public:  
<https://corporate.delltechnologies.com/en-us/social-impact/reporting/diversity-and-inclusion-report.htm>  
<https://www.intel.com/content/www/us/en/diversity/diversity-at-intel.html>  
<https://www.aboutamazon.com/workplace/diversity-inclusion>  
<https://www.microsoft.com/en-us/diversity/default.aspx>  
<https://www.salesforce.com/company/equality/>
- **ALL students benefit from a diverse learning environment in their appreciation of other peoples, perspectives and cultures.** Many students come from neighborhoods where ethnic or cultural diversity is low or non-existent. This tends to foster a void of understanding of other cultures which should be addressed early on. In its past, Hunter provided a better “melting pot” of socioeconomic diversity with racial variation as well. (See below for example data from the class of 1983.)

## **Appendix I (*Confidential*): Climate survey results, only copy edited so far.**

### **Student Survey**

- **Racism and Classism at Hunter**
  - One student who has since left Hunter said they felt like they were punished more harshly than other non-POC, giving the example of a weeklong suspension for a minor infraction
  - General trend of microaggressions and racially biased incidents
  - Competitive nature of school encouraged classism → those who were able to hire private tutors were able to get ahead much more easily than those who could not hire a private tutor
  - If one was in the “Black group” they were not seen as smart; treated as “poor black student”
  - Incidents of classism or racism primarily involved students, but there were also cases involving teachers and faculty members
  - Negative incidents w/ teachers and faculty:
    - Felt like no teacher seemed concerned with supporting the student or trying to understand why they were struggling
    - One teacher constantly confused 2 African American female students despite the fact that they were the only 2 AA females in the class
    - Teachers looking at BIPOC students to “supplement learning for classmates regarding cultural difference”
    - Diverse material consistently portrayed in negative light
    - Racial topics never really addressed by teachers or faculty, specifically racism w/ in Hunter community; often glossed over; culture of colorblindness was promoted)
    - Side note from student compiler: I think this definitely still applies to Hunter today
  - Did not feel fully supported as POC while at Hunter (though there may have been some good experience and interactions that aided in feeling a little bit supported)
  - Many were not comfortable bringing up racial issues or believed that if they did it would be dismissed by faculty; group settings/ clubs such as AACCS, HOLA etc. offered place to talk about such issue, but just as topic of conversation
  - Former students believed Hunter, and its students, would benefit from POC mentorships, a more inclusive curriculum, and a safe space to discuss racial and social issues
  - Most were satisfied with friendships at Hunter
  - One mentioned that the culture encouraged students to “stick with your own kind”, saying that each race “hung out in packs”
  - Some positive incidents w/ teachers and faculty
  - Certain teachers were supportive and group conversations with them were helpful (Betancourt, Rovine)
  - Student Diversity Leadership Conference (SDLC) was a great experience

- **Hunter's curriculum**
  - Not culturally responsive nor responsive to learning needs of diverse learners
  - Too much emphasis on test scores and perfect grades (goes back to classism and private tutors)
  - Perceived as "narrow"
  - When reaching out for support, one former student was told to "study more"
  - Cultural clubs pushed for more consideration of specific culture
  - Mixed response when it comes to voice and perspective being welcome and received in classroom
- **Environment at their school after leaving Hunter:**
  - Better because it was more diverse student population and faculty
  - More POC → stronger community
  - Much better → mental health improved
  - Felt supported by teachers and was therefore able to thrive in a way they never believed possible Students from similar socioeconomic background → eliminates toxicity of classism
- **Reactions to Counselors**
  - Overall did not really feel supported
  - Student didn't feel like they were important to their counselor because they weren't an "academic star"; felt invisible

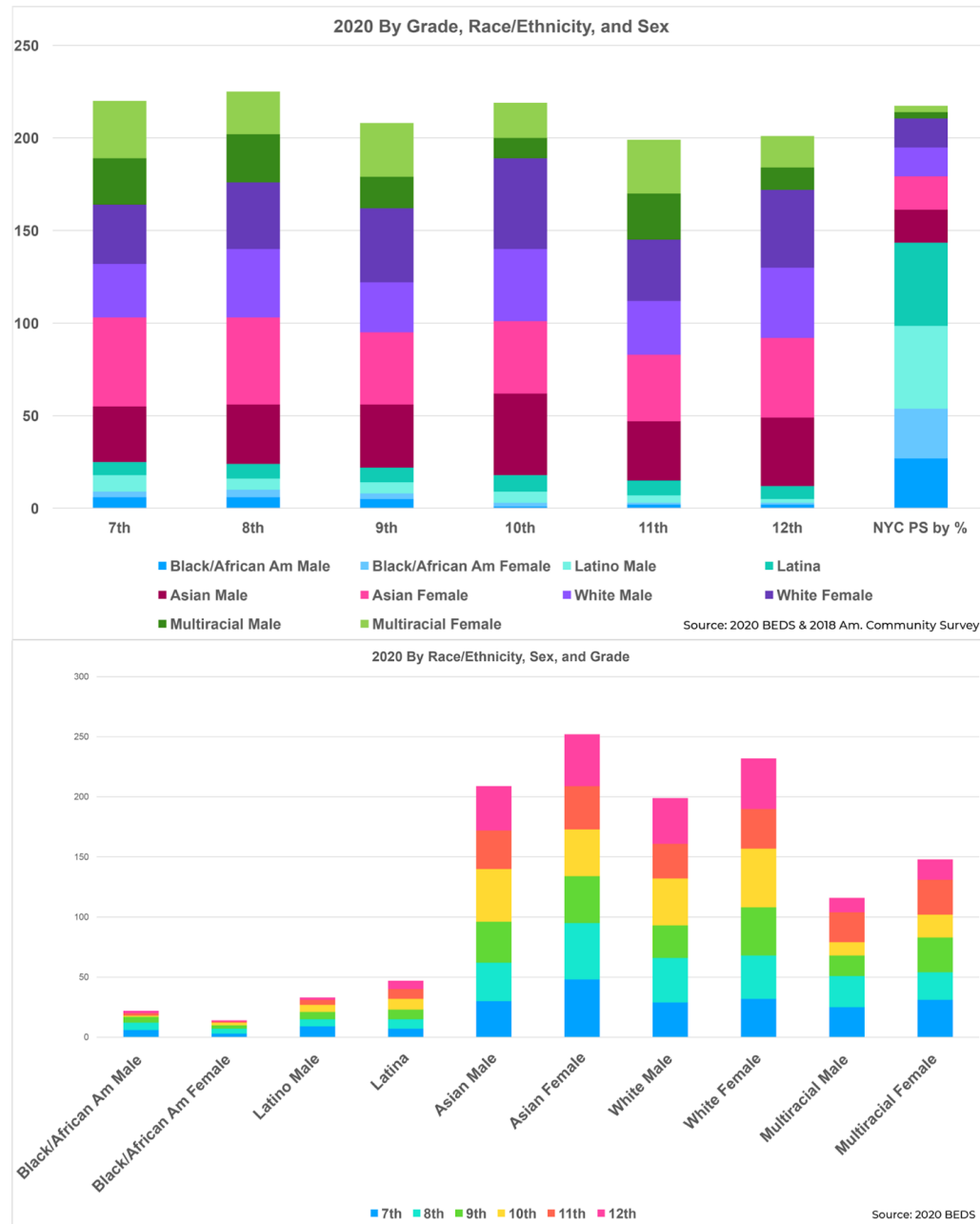
#### **Parent Survey**

- One parent said that the most racist experiences of their family were at Hunter; another wishes they had left but didn't; examples from more than one parent:
  - Racist comments and exclusion from other students
  - Teacher who didn't think Black boys belonged at Hunter
  - Teachers did not have a clue about anything Black
  - Teacher said to class she was afraid of Black kids on the subway
- Child experienced and witnessed racism and/or classism throughout time at Hunter
  - Incidents involved primarily students and faculty, but also parents
- Child did not feel supported as a POC
  - Areas such as the Rove Cove helped to feel more supported
- Child's new environment was better than had been at Hunter
  - Child happy when they came home from their new school and felt like all faculty and admin supported them
- Negative experiences at Hunter:
- Few positive experiences, but support from other Black students and Rove Cove were positive and helpful; most teachers supportive in a general way
- Belief that one "survives Hunter"
- Vocal about concerns regarding curriculum and told to "get over it"
- Lack of POC role-models in faculty sends negative message to all students, not just students of color

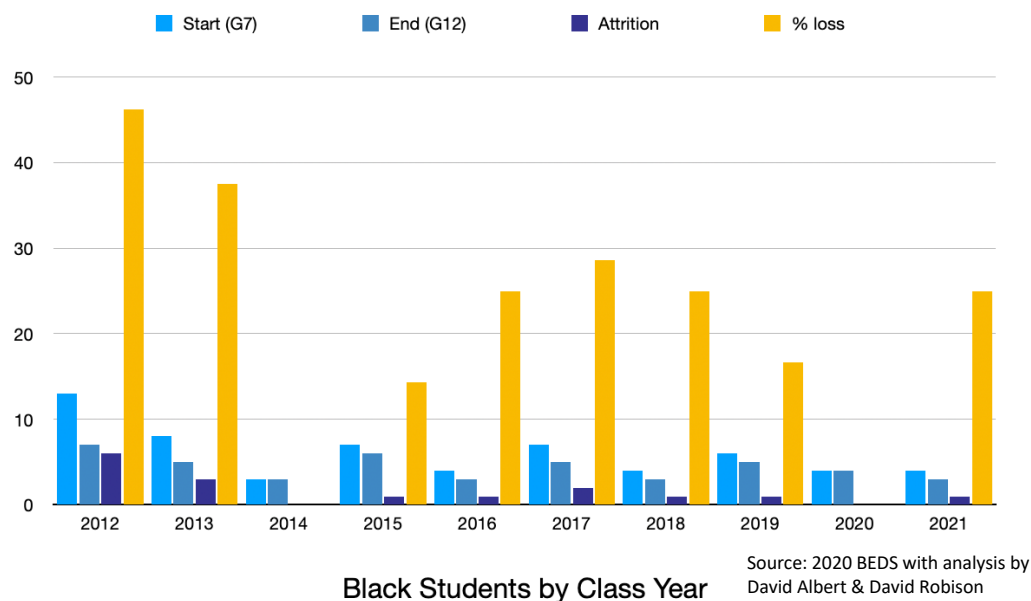


## Appendix II: Quant Data

### HCHS Racial/Ethnic Enrollment



## Attrition of Black Students at HCHS



## Economic Status of Hunter Students vs. NYC Public School Students + Native and AAPI Info

### Lower-Income Students at Hunter

HCHS Students

Number Eligible for Free/Reduced Lunch

Percentage of HCHS Students

Percentage Eligible in NYC Public Schools

1276 BEDS 2020 data

61

4.8

74.9 Council on Children and Families, Kids' Wellbeing Indicators Clearinghouse (KWIC), [www.nyskwic.org](http://www.nyskwic.org)

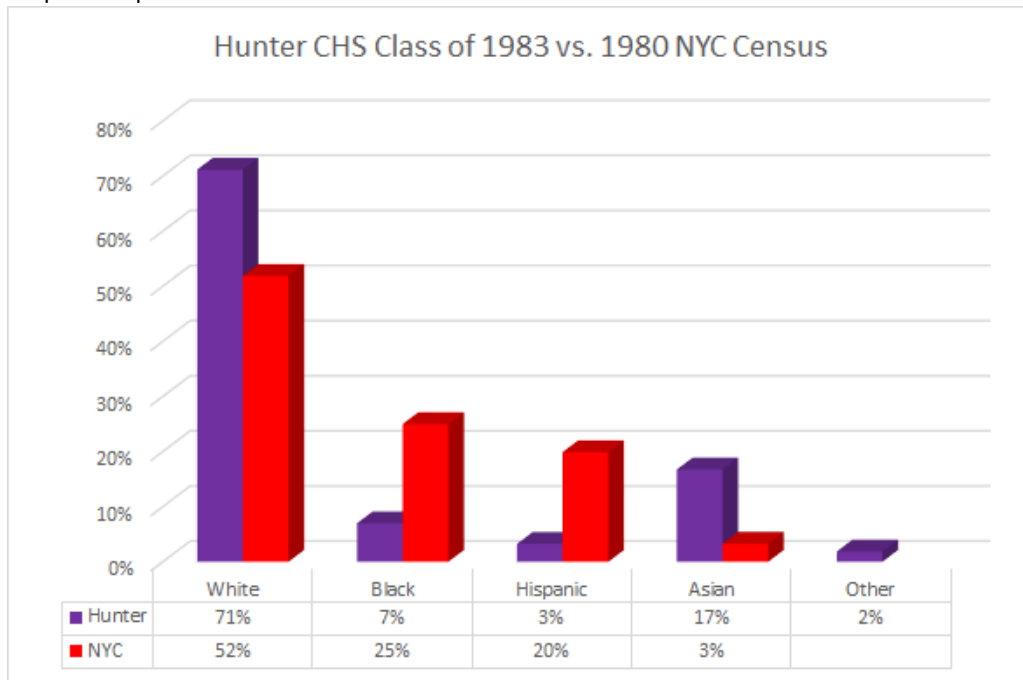
### 2020 HCHS Indigenous Enrollment

1 Native American/Alaska Native

3 Native Hawaiian/Pacific Islanders

- At the time of Class of 1983's graduation from Hunter, the diversity breakdown (calculated by reviewing the yearbook and counting students - 215 total graduating class):
  - o White - 153 (71%); 1980 census at 52%
  - o Black - 15 (7%); 1980 census at 25%
  - o Hispanic - 7 (3%); 1980 census at 20%
  - o Asian - 36 (17%); 1980 census at 3%
  - o Other - 4 (2%)

Graphical representation:



**EXHIBIT D**  
**GRANTS COMMITTEE REPORT**  
September 29, 2021 (corrected)

The Grants Committee held its first meeting of the 2021-22 Fiscal Year on September 14, 2021. All current members were present: Esther Rose (chair), Sherman Chan, Rosa Oppenheim and David Stefanou. Kinshasa Peterson (Communications Manager) attended in place of Caitlin Terry who is on leave.

The Committee reviewed a proposal received in June 2021 for \$1990 from Shubh Khanna ('21) and William Das (attached) to support publication of their paper describing a new diagnostic tool for ADHD (Attention Deficit Hyperactivity Disorder) which was accepted to Nature Scientific Reports, a prestigious peer-reviewed scientific journal. The requirement of payment for publication in peer-reviewed scientific journals is common, and the applicant confirmed no other sources of funding which might cover these costs. The Committee agreed on the importance of publishing the work. Although the direct beneficiaries of the publication are the authors, there will be a by-line showing that the work took place at Hunter College High School, which will reflect well on the school as a whole. The Committee voted unanimously to recommend this grant be approved.

A second request from Lynda Rovine. was received in August 2021 for financial support of volunteers who worked over the Summer with the Diversity Committee. It had previously been clarified that such payments could not be considered as salary, but that nominal gifts or reimbursements of expenses are acceptable. One student inquired about the possibility of getting service credits for the work, in lieu of financial compensation. The Committee agreed to table the request to allow the applicant and potential recipients to agree on the most appropriate form of compensation or recognition of the work completed. During the past year, the Committee and the office staff developed a more streamlined application process which helps track applications in a database and generates notifications of applications to Committee members. The Committee plans to continue using this system and will supplement the application with requests for more information as needed. Of particular concern is who will benefit from the grant, with priority given to projects that have a wider impact among the Hunter community. The Committee will continue to discuss and vote on applications during regular meetings. In view of the ongoing pandemic, in the event of urgent requests, ad hoc meetings can be considered.

## HCHSAA Grant Request for Nature Publication & Presentation Grant totaling \$1990

---

Submitted by: Shubh Khanna

Date: submitted 2021-06-24T14:10:50Z

Details: With guidance by the Hunter Math and Statistics Department, we have been working during school on building a tool and conducting research to improve the accuracy and efficacy of ADHD diagnosis. With teacher mentorship, we've built Ocular Diagnoses (<https://www.oculardiagnoses.com/>), a medtech product that reshapes the way youth across the world are diagnosed with ADHD. For children across the education system, an inability to be diagnosed spells years of academic and social trouble, while improper diagnosis and medication can lead to debilitating side effects. We developed a novel diagnostic application that uses proprietary deep learning algorithms to segment the pupil of an individual as they perform a visuospatial memory task, and use this to assess attention and distraction in the norepinephrine system. It diagnoses ADHD accurately using an optimized AI-based classification algorithm. We reached out last year for support in making our work more widespread, as part of our efforts to change the way doctors approach ADHD diagnosis. Through the Alumni Association's help, last year we were able to virtually present at two international conferences. This allowed us to interact with and gain feedback from the leading doctors in the world. We used that experience and feedback to improve our product and collect more data. The next step in our journey is having our work published in order to reach a much wider audience. We applied for our research paper to be published in Nature Scientific Reports, one of the most prestigious and widespread research journals in the world. After a 10-month long review process, we were recently accepted for publication. As is typically for the best journals, the charge to have your work published is \$1990 (<https://www.nature.com/srep/about/open-access-funding-and-payment>). Our objective is to make our work as impactful as possible and drive fundamental change—there's no better opportunity than being published in one of the world's most recognized journals and having our literature read by millions of readers. With the Alumni Association's help, our hope is to make our work as impactful as possible, and ultimately change the way ADHD is diagnosed across the globe.

For period 2021-06-24 through 2021-06-30

Beneficiary: ["Student(s)"]

If Other:

Quantity:

Unit Cost:

Total Requested: \$1990

**EXHIBIT E**  
**HUNTER COLLEGE HIGH SCHOOL ALUMNAE/I ASSOCIATION (“HCHSAA”)**  
**RESOLUTION 2021-03**  
**APPROVAL OF \$1,990 STUDENT PUBLICATION FEE GRANT**

**WHEREAS**, Shubh Khanna '21 wrote an article on his HCHS research into a new diagnostic tool for ADHD (Attention Deficit Hyperactivity Disorder) which was accepted to Nature Scientific Reports, a prestigious peer-reviewed scientific journal that requires authors to fund their own published pieces;

**WHEREAS**, Mr. Khanna requested \$1,990 funding from HCHSAA to cover his publication fee;

**WHEREAS**, the Grants Committee recommends that the Board approve such grant request; and

**WHEREAS**, the Board, as a condition of the grant, asked that that the student note in his article that his research was done at HCHS and acknowledge that some funding for the publication of his research came from HCHSAA.

Upon motion duly made (by Ms. Blumenthal) and seconded (by Ms. Altman), it was unanimously

**RESOLVED**, that HCHS graduate Shubh Khanna '21 be granted \$1,990 to cover the Nature Scientific Reports' publication fee for the article he wrote on ADHD; and

It was further

**RESOLVED**, that the grant to Mr. Khanna shall be contingent on acknowledgement in his article that the research was done at HCHS and that some funding for the publication of his research came from HCHSAA.

**VOTE NEEDED -** A majority of the directors present at the meeting after a quorum is achieved.  
**FOR –** Ms. Almazan, Ms. Altman, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Hekker, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Price, Dr. Rose, Mr. Rosenberg, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.

**AGAINST –** None.

**ABSTAIN –** None

I hereby attest that the above resolutions were unanimously adopted at the September 28, 2021 meeting of the HCHSAA Board.

---

Peggy Blumenthal, Secretary

**EXHIBIT F**  
**GOVERNANCE COMMITTEE REPORT**  
SEPTEMBER 19, 2021

The HCHSAA Governance Committee met four times this summer:

June 30 from 5:30-7:00 pm to discuss the recommendations made at the June 22 Executive Session (GC members present on June 22 were Emma Kerins and Adam Stolz; Rosa Oppenheim was not present) regarding the June 2, 2021 letter from a former employee (present on June 30 were Emma Kerins, Rosa Oppenheim, and Adam Stolz) Peggy Blumenthal recused herself as a GC member from all meetings involving discussion of the June 2, 2021 letter.

August 4, 2021 from 5:30-7:15 to finalize the recommendations of the Governance Committee regarding response to the June 2, 2021 letter from a former employee (present were Annette Almazan, Maria Hekker, Emma Kerins, Rosa Oppenheim, Jake Price, and Adam Stolz)

August 19, 2021 from 5:30-6:30 with the Executive Committee to discuss the August 4 recommendations of the Governance Committee (present were Maria Hekker, Emma Kerins, Rosa Oppenheim, Jake Price, and Adam Stolz; Annette Almazan was not present)

September 8, 2021 from 5:30-7:30 with the Board (GC members present were Annette Almazan, Maria Hekker, Emma Kerins, Rosa Oppenheim, Jake Price, and Adam Stolz), at which the following motions were approved:

- Formation of Special Committee to address the issues raised in the June 2, 2021 Letter from a former employee
- Board approval of Jane Tillman Irving for Board vacancy which occurred following approval of new Board members for 2021 (under By-Laws Section 2.09: Newly-Created Directorships and Vacancies)

and the following motion defeated:

- Proposal to defer election of officers until receipt of findings from the Special Committee

Following the September 8 meeting, one of the Directors approved for membership on the Special Committee, David Stefanou, resigned, and volunteers from among continuing Directors (who served prior to July 1, 2021) have been solicited from the Board to serve along with new Directors Maria Hekker and Jake Price. Nominations may also be made from the floor at the September 28 meeting.

Peggy Blumenthal has updated the HCHSAA Board Handbook with the assistance of Kinshasa Peterson; it will be distributed prior to the September 28 Board meeting. She also updated materials for the Orientation for New Board Members scheduled to take place prior to the September 28 Board meeting.

Nominations for the positions of President, Vice President, Treasurer, and Secretary have been solicited from the Board; the election is scheduled to take place at the September 28 Board meeting. As of this date we remain without a nominee for the position of Treasurer and have extended the period for nominations for all positions until the September 28 Board meeting, at which nominations may be made from the floor as well.

The Committee will be placing on the agenda for the September 28 Board meeting two items for discussion by the Board:

- Timing of the election of Board Officers to coincide with the end of the fiscal year and the end of the terms of the Directors.
- The creation of Committee Charters for all Committees.

Submitted by:

Rosa Oppenheim, Chair

Annette Almazan

Peggy Blumenthal

Maria Hekker

Emma Kerins

Jake Price

Adam Stolz



**EXHIBIT G-1**  
**HUNTER COLLEGE HIGH SCHOOL ALUMNAE/I ASSOCIATION (“HCHSAA”)**  
**RESOLUTION 2021-04**  
**ELECTION OF OFFICERS**

**WHEREAS**, the Board of Directors (“Board”) desires to elect new officers.

Upon motion duly made (by Ms. Almazan) and seconded (by Dr. VARUGHESE-Raju), it was unanimously

**RESOLVED**, that, effective immediately after the end of this meeting, the following directors were elected to the offices set forth opposite their names to serve at the pleasure of the Board of Directors until their successors are elected or appointed and qualified.

Vivian Altman	President
Jake Price	Executive Vice President and Vice President
Esther Rose	Treasurer
Maria Hekker	Secretary

**VOTE NEEDED -** A majority of the directors present at the meeting after a quorum is achieved.  
**FOR –** Ms. Almazan, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Rosenberg, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.

**AGAINST –** None.

**ABSTAIN –** Ms. Altman, Ms. Hekker, Mr. Price, and Dr. Rose (each abstaining with respect to his or her election).

I hereby attest that the above resolutions were unanimously adopted at the September 28, 2021 meeting of the HCHSAA Board.

---

Peggy Blumenthal, Secretary

**EXHIBIT G-2**  
**HUNTER COLLEGE HIGH SCHOOL ALUMNAE/I ASSOCIATION (“HCHSAA”)**  
**RESOLUTION 2021-05**  
**APPOINTMENT OF THIRD MEMBER OF SPECIAL COMMITTEE**

**WHEREAS**, on September 8, 2021, the Board created a Special Committee pursuant to By-Law 3.01;

**WHEREAS**, on September 8, 2021, the President appointed and the Board approved Maria Hekker, Jake Price and David Stefanou to serve on the Special Committee;

**WHEREAS**, David Stefanou resigned from the Special Committee shortly thereafter;

**WHEREAS**, pursuant to By-Law 3.01, the Special Committee is required to have three (3) members to conduct business; and

**WHEREAS**, the President has appointed Gabe Rosenberg to serve on the Special Committee.

Upon motion duly made (by Ms. Blumenthal) and seconded (by Ms. Altman), it was unanimously

**RESOLVED**, that the following directors were elected to the offices set forth opposite their names to serve at the pleasure of the Board of Directors until their successors are elected or appointed and qualified.

<b>VOTE NEEDED -</b>	A majority of the entire Board pursuant to By-Law 3.01.
<b>FOR –</b>	Ms. Almazan, Ms. Altman, Ms. Blumenthal, Dr. Chan, Ms. Daniel, Ms. Franklin, Ms. Friedman, Ms. Hekker, Ms. Irving, Ms. Kerins, Ms. Liao, Ms. McKeage, Dr. Oppenheim, Mr. Price, Dr. Rose, Mr. Stefanou, Mr. Stolz, Mr. Tsao, Dr. VARUGHESE-Raju, and Mr. Yee.
<b>AGAINST –</b>	None.
<b>ABSTAIN –</b>	Mr. Rosenberg.

I hereby attest that the above resolutions were unanimously adopted at the September 28, 2021 meeting of the HCHSAA Board.

---

Peggy Blumenthal, Secretary

**EXHIBIT H-1**  
**INVESTMENT COMMITTEE REPORT**  
**And**  
**AUDIT COMMITTEE REPORT**

Investment Committee Report

On May 21st, the Investment Committee met. Fred, Vivian, and Esther are now the investment committee that can approve investment changes. If the three of us unanimously approve, Sam Benen (our pro bono alum investment advisor) can make changes to the investments.

Approved investment changes:

Use the cash in the accounts (currently earning zero) and implement the following:

For Reserve Fund – This money may be used in the medium term for the Glass Box Project. We cannot afford large adverse fluctuations. We will implement a treasury ladder, using the 7y and 10y auctions to buy medium term Treasury notes. Sam will average in over the next several months to create a ladder of different maturity dates and so that if interest rates are volatile over the period, we will not be stuck with one large losing position. This also gives the bonds a chance to ‘roll down’ and become shorter maturities just by virtue of time passing, and earn some interest along the way.

For Endowment Fund – The committee approved an initial allocation of \$50k to a total market index fund. Sam will use Schwab’s mutual fund SWTSX, which has a management fee of 0.03% per annum and holds almost every public US stock, without any trading or turnover, in a market-cap weighted index. With the remainder, Sam will implement the above treasury ladder.

**NOTE:** The committee and Sam think that over the next decade, finding a panicky moment in the markets (down 30 to 50% from the high) to increase the equity allocation somewhat will be a wise move. No idea when such a moment will come, or what/when exactly the bottom will be, but the ability to be nimble and strategic will be beneficial.

The reserve account as of March 31, 2021 was \$449,589.09 and on June 30, 2021 was \$ 447,211.08  
The endowment account was \$839,409.17 on March 30, 2021 and on June 30, 2021 was \$836,432.21

Audit Committee Report

No update at this time.

## **EXHIBIT H-2**

### **MEMBERSHIP COMMITTEE REPORT**

**September 28, 2021**

Co-Chairs: Sophia YiRui Liao and Annette B. Almazan Committee Members: Alex Friedman and Mari Hoashi Franklin

The Committee briefly met on Monday September 20, 2021, to touch base about our goals for the 2021-2022 year. At the outset, we are planning on meeting once a month for 45 minutes, while also keeping in touch via email and through collaborative documents. Alex had previously conducted a survey of members to gauge their level of engagement and made recommendations, which the Committee is reviewing so that we build upon her findings.

The Committee discussed:

1. HCHSAA website - The Committee does not envision spending a significant time working on this. Rather, we are suggesting a few updates to the website so that it is more user-friendly. These updates include:
  1. Changing the log-in screen (some members have not been able to log-in).
  2. Updating the User Profile Section to include more information that may be useful to ascertain ways to engage each member.
  3. Adding a no solicitation disclaimer to the Alumnae/i Directory.
  4. Moving the links to the Regional Chapters/Groups to the About section from the Events section.
2. HCHSAA's social media presence - HCHSAA has Facebook, LinkedIn, YouTube, Twitter, Instagram, and other accounts. However, they are administered/moderated by different people which is fine except the parties need to align on social media strategies to heighten both awareness and engagement. We need to activate these platforms by regularly updating content and making sure the content is catering to alumni of all demographics.
3. Involvement/Coordination with Regional Chapters and Groups - Members are looking for various ways to connect with one another, in addition to attending programs. As these chapters and groups already exist, we would like to find out how HCHSAA can best support/enhance their efforts so that they become part of a cohesive whole.

The Committee welcomes input and assistance from any other Directors.

## EXHIBIT H-3 OFFICE REPORT



Hunter College High School Alumnae/i Association  
Office Activities Report  
September 2021

Kinshasa Peterson, Communications Manager  
Claudia Beard, Manager, Membership & Administration

### **FUNDRAISING**

#### **YTD Giving:**

Total all contributions: \$17,710

### **COMMUNICATIONS**

**AlumNotes, Summer 2021 issue:** The Summer 2021 issue of *AlumNotes* was printed and sent out in September. Highlights of the issue include interviews with alumnae who have been instrumental in providing community support during the coronavirus pandemic. Interviews were conducted with medical professionals, founders of food delivery and virtual tutoring services, and the chair of Morehouse School of Medicine. The Board Member Spotlight interview also touches upon frontline work, with an interview of Adam Stolz of Maimonides Hospital Center. The Summer 2021 issue also marks the launch of a new feature: Giving Voice to Diversity, where Black and Latinx alums are profiled.

**Future AlumNotes issues:** Now that classes have resumed in person, it is anticipated that the high school's student writers will again contribute articles to *AlumNotes*. Nicole Cusick is the faculty contact. The theme for the Fall 2021 issue of *AlumNotes* will likely be travel.

**Monthly eNews:** Two newsletters were issued in July and August. July's newsletter featured an update on the philanthropic gifts given by Lin-Manuel Miranda's family fund; news about **Libusha Kelly '93** and her work with Albert Einstein College of Medicine to define the genetic sequencing of COVID-19, a book written by **Douglas Mao '83**, the naming of **Shubh Khanna '21** as a Presidential Scholar, a preview of the Giving Voice to Diversity interview with **Jacqueline STRACHAN Laughlin '71**, and updates about the Emergency Fund. August's newsletter included a call for Class Coordinators for Reunion 2022, a new position for **Sewell Chan '94** at the *Texas Tribune*, a novel by **Una Lamarche '98** that is due to be made into a film, and a preview of a book talk with **Amy Sohn '91** and **Emily Bass '91**.

**Event/Program Support:** Support is being provided for an upcoming book talk given by **Amy Sohn '91** and **Emily Bass '91**. The two writers recently published books in July 2021; the conversation, which will be held on Wednesday, September 29, will be moderated by retired English faculty and published poet Kip Zegers. Support

for this program includes promoting the talk in our monthly eNews, weekly event email, and social media channels in addition to a posting on the HCHSAA website.

**Life in the Time of Corona Support Group:** Provided Zoom support in June, July, and August for the monthly support group, which was sponsored by the HCHSAA. The last of the HCHSAA sponsored meetings for this group was held in August 2021. The group, which meets monthly and brings together about a dozen alums, will now be hosted virtually by **Lisa Serbin '64, Ph.D.**

**Diversity Committee/Meeting Support:** Support was provided to the Diversity Committee for their meeting held in September 2021. The next meeting will be held in early October.

**Grants Committee/Meeting Support:** Support was provided to the Grants Committee for their meeting held in September 2021.

**Programs Committee/Meeting Support:** Support was provided to the Programs Committee for their meeting held in September 2021.

**Board Handbook:** Production for the FY22 Board Handbook took place in August. Revisions to the document were made under the supervision of Peggy Blumenthal, Board Secretary.