



# Officials admit no students from waitlist

**KELLY HOOPER**  
STAFF WRITER

For the first time in at least nine years, none of the prospective students on the waitlist for the Class of 2022 will receive an acceptance letter from GW.

Dean of Admission Costas Solomou announced to waitlisted students May 1 that after receiving nearly 27,000 applications for the incoming freshman class, GW hit its capacity and does not “anticipate admitting anyone from the waitlist this year,” according to an email obtained by The Hatchet. The University admitted an average of 76 students from its waitlist between 2009 and 2017 – with a high of 170 students in 2016 and a low of 16 the next year – according to institutional research.

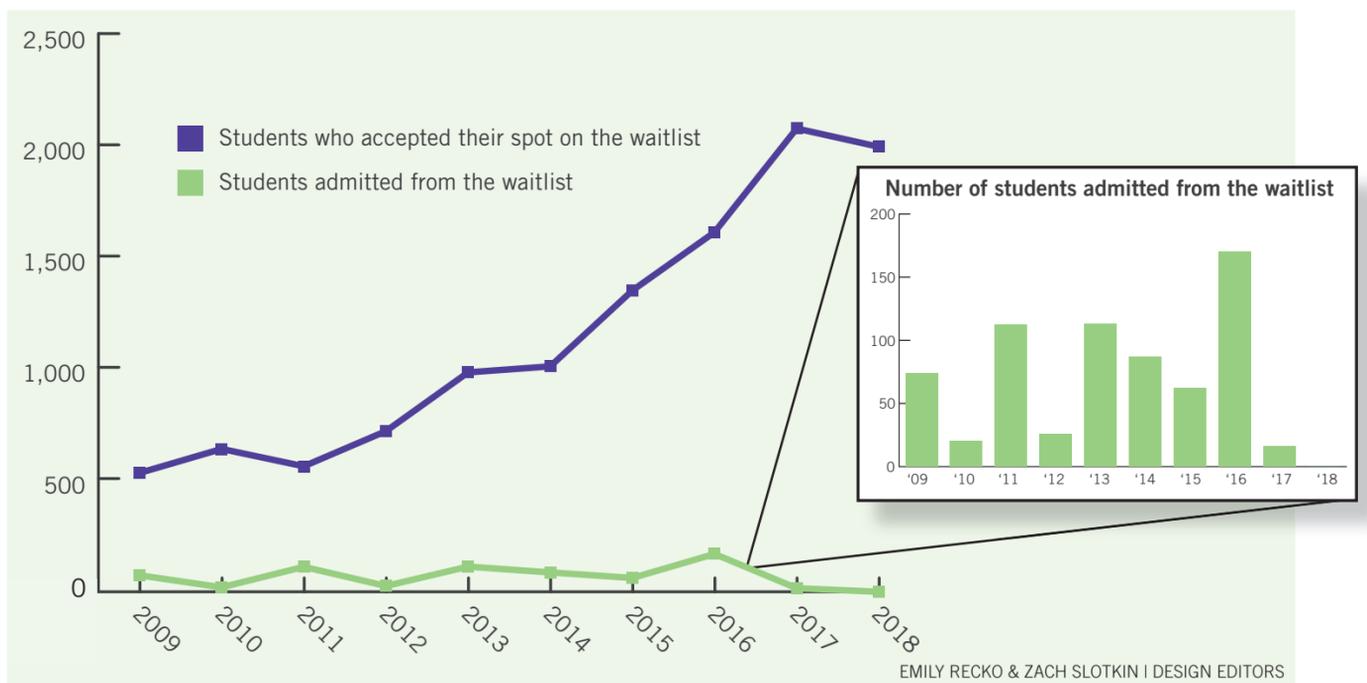
Solomou said about 2,000 students accepted a spot on GW’s waitlist this year in addition to the roughly 11,000 students admitted to the Class of 2022.

He said being waitlisted could cause “anxiety and stress” for students trying to solidify their college plans.

“We were happy to make a quick decision about closing this year’s waitlist to avoid keeping those students in limbo any longer than necessary,” Solomou said.

While officials did not say how many students were offered a waitlist spot for the Class of 2022, the University offered roughly 5,600 students a spot on the waitlist last year, according to institutional research.

Solomou declined to say if officials anticipated that students wouldn’t be accepted off the waitlist this year and if officials have any plans to alter the current waitlist system.



EMILY RECKO & ZACH SLOTKIN | DESIGN EDITORS

ter the current waitlist system.

Jamie Moddelmog, a high school senior from California who was put on the waitlist, said he was disappointed to receive a definite rejection from GW because the school was one of his top picks. He said he didn’t expect an acceptance from GW because waitlist acceptance rates across the country are typically very low, but he was surprised the University wasn’t accepting anyone from the waitlist.

“I wasn’t that hopeful, but I figured they’d at least go to the waitlist a little bit, so it was something different than I expected,” he said.

The notice comes as colleges across the country are offering a higher number of waitlist spots than the number of students they anticipate enrolling for their incoming classes, according to an Inside Higher Ed article.

The University has increased the size of its waitlist from roughly 500 in 2009 to 2,100 in 2017, according to institutional research. The University typically enrolls about 2,500 students in its freshman class each year.

Brown University offered waiting list spots to about 2,700 of its applicants this year, while its freshman class size last fall only had roughly 1,700 students. The University of Pennsylvania’s incoming class is anticipated to be about 2,400 students, but it

waitlisted about 3,500, the article read.

Admission experts said universities might waitlist a large number of students to ensure that they can fill openings throughout the summer, as some students could change their college plans at the last minute.

Cristiana Quinn, a counselor at College Admission Advisors, a company that offers high school students college application counseling, said universities typically waitlist a high number of students because it’s hard to gauge the number of accepted students that will actually enroll.

The University accepted a record-high 11,000 students

in 2017, predicting fewer students would enroll as students apply to an increasing number of schools.

She said placing students on a waitlist could also boost students’ confidence, especially in the case that the school was likely out of reach for the student or is known for being selective.

“There’s a lot of buzz that it’s good PR,” she said. “It’s funny – for years I have heard people say, ‘well, my child almost got into X school,’ referring to them being on the waiting list, and for some reason, it actually does make people feel good about it.”

Jon Reider, the director of college counseling at San

Francisco University High School, said it’s typical for universities like GW to waitlist high numbers of students to protect themselves from falling beneath their anticipated class size.

But he added that waitlisted students develop a false hope of being admitted because they aren’t informed about generally low waitlist acceptance rates.

“It’s hard on the kids if the kids believe, ‘oh I’m still alive, I still have a chance,’” Reider said. “Yeah, numerically you have a chance, but go buy a lottery ticket – you have a chance. I’m very, very clear with my students – I tell them, ‘your chances are very low.’”

# Officials overhaul Title IX investigation process, mandate faculty report harassment

**CAYLA HARRIS**  
SENIOR NEWS EDITOR

Officials released drafts of new Title IX policies Friday amid increased scrutiny about the way the University handles cases of sexual misconduct.

Under the new policies, a single official will handle sexual misconduct investigations instead of a six-person faculty- and student-led hearing board, and all faculty will be mandated to report harassment to the Title IX office. The policies, which were presented at a Faculty Senate meeting Friday, still await approval from the Board of Trustees this week, but are expected to be instituted, officials said.

“It is reflective of best practice,” Caroline Laguerre-Brown, the vice provost of diversity, equity and community engagement, said of the new policies. “If you look at universities that have gone through really difficult situations with Title IX, they have policies that look more like the one we’re proposing and less like the policy we currently have in place.”

The new policies follow a yearlong external review of GW’s Title IX policies and procedures by the law firm Cozen O’Connor. Officials brought in the outside legal experts last summer after the University’s policies came under fire when a senior and sexual assault survivor launched a campaign to expel her alleged assailant and claimed officials mishandled her case.

The updates also come as the University is investigated by the Department of Education for possible violations of federal law for the way it has handled sexual violence complaints.

Provost Forrest Maltzman said there is a “reasonable” chance the Board of Trustees will institute the new policies at its final meeting of the year Friday. He added that the

new policies would be subject to continuous review if approved to ensure that the University’s stance on resolving Title IX complaints remains up to date.

“Policies are changing, our students’ expectations are changing and we learn things all the time,” Maltzman said. “It is also essential that universities get this right. There have been instances where members of our community have had experiences that could have been handled better.”

The new procedures expand GW’s 28-page sexual harassment and sexual violence policy to a 45-page document still subject to review over the next week.

Under the proposed plan, officials will bring in an independent investigator to oversee sexual violence complaints, replacing a six-person hearing panel made up of volunteer students and staff. The investigator, who could either be a University employee or an external hire, is responsible for gathering evidence, conducting interviews and deciding whether there is enough evidence to constitute a policy violation.

Previously, the panel would hear complaints and consider witness testimonies and evidence to determine whether it was more likely than not that a violation occurred.

“You’re walking in front of a panel made up of well-meaning students, but 18- to 22-year-olds subject to all of the pressures of the climate that we’re talking about, some staff folks, and that’s the current process,” University President Thomas LeBlanc said. “No wonder universities are not getting it right.”

In the new plan, officials will also outline at least 14 different types of staff roles, including all faculty and academic advisers, that qualify as “responsible employees” – staff members who must report any in-

formation about potential violations of the sexual harassment policy to the Title IX office.

Laguerre-Brown, the vice provost of diversity, equity and community engagement, said most staff members must be mandatory reporters as universities nationwide face difficult situations in which a “reluctant reporter” may ask faculty for confidentiality and then later say the University didn’t properly address their situation.

“The professor says that they were honoring a request for confidentiality, and the response would be that you put the university above the needs of a student,” she said.

She said reporting a student or a concern to the Title IX office doesn’t commit the student to filing a formal complaint and doesn’t require the University to initiate any formal action – it only demands that a member of the office will reach out to the student to “provide support.”

“It’s about making sure that anyone who was a victim of sexual misconduct gets provided some form of support,” she said.

Members of the Faculty Senate had mixed reactions to the new policies.

Harald Griesshammer, a physics professor, said the new “responsible employees” requirement could negatively change the relationship between faculty advisers and their students, who often seek non-academic advice from faculty.

He said the new requirement could “put students pretty off,” especially when they are not from the United States and do not have the same understanding of Title IX policies as domestic students.



Senior Logan Malik, a chemistry major, is one of more than 15 graduating seniors and alumni who said graduate school will allow them to study specific areas of their undergraduate majors.

# Seniors opt for graduate school expecting more job opportunities, higher salaries

**SARAH ROACH**  
ASSISTANT NEWS EDITOR

When senior Parris Lloyd decided she wanted to go to graduate school this fall, she looked forward to studying the opioid epidemic and premature child-birth – public health topics she never dug into in her undergraduate program at the Milken Institute School of Public Health.

Lloyd, who will pursue a master’s degree in public health at New York University, said she will need specific skill sets and specializations if she wants a career in the field – something she couldn’t get with an undergraduate degree.

“My major gave me a really good foundation for the skills that I want to utilize in the workforce, but I felt that I wasn’t completely prepared to start working without concentrating on my specific field and learning more about it through a master’s program,” she said.

Lloyd is one of more than 15 graduating seniors and alumni who said a master’s or doctoral degree

would allow them to study specific areas of their majors they weren’t exposed to as undergraduates. Higher education experts said as employers look for specialized skills amid a competitive workforce, an increasing number of students are obtaining graduate degrees for a leg up in the hiring process.

About 23 percent of graduating seniors reported that they continued their education six months after graduating in 2017, up from an average of 19 percent in the previous three classes, according to data from the Center for Career Services.

Assistant Provost for University Career Services Rachel Brown said about 35 percent of students indicated on Handshake that graduate school is a personal goal.

She said students may choose to attend graduate school directly after completing their undergraduate degree because they carry knowledge from their coursework as a senior into their graduate program, or they might prefer to obtain

an advanced degree to secure a job after graduation.

“There are a number of reasons students may want to go to graduate school immediately,” she said. “There are pros and cons depending on the individual’s circumstances, the career field, the graduate program, etc.”

Senior Logan Malik, a chemistry major, said he wanted to carry what he learned at GW to graduate school at the University of Cambridge in the school’s environmental policy master’s program directly after graduating.

“Unfortunately, a bachelor’s degree might not be enough to get to where I want to be, or I might have to do this anyways, so I might as well just go ahead and do that now,” he said.

Senior Priyanka Koti said she decided to pursue a master’s degree in biomedical engineering at Cornell University in the fall because she’ll be able to focus on specific branches of her major, like tissue engineering. She said she can

**GWHATCHET.COM**

for more on officials’ new Title IX policy proposals



## Tourist spots outside D.C. to explore in the family car



OLIVIA ANDERSON | PHOTO EDITOR

At 331 feet tall and made of white marble and concrete, George Washington Masonic National Memorial in Alexandria, Va. offers some of the best views of the city.

**MEREDITH HESSEL**  
STAFF WRITER

### For the GW diehards... George Washington Masonic National Memorial

If you're going to have major George withdrawals after graduation, get your fill at George Washington Masonic National Memorial in Alexandria, Va.

At 331 feet tall and made of white marble and concrete, the nine-story masonic temple offers some of the best views of the city. At the top of the building's obelisk, an observation deck presents a panoramic view of the Potomac River, D.C. and a section of Virginia. With photogenic sights and structures, it's no surprise that scenes from "National Treasure" were filmed on location.

White Pantheon-inspired columns greet you as you enter, followed by portraits and bronze busts of the former president. The memorial serves as a museum to Washington's history, with artifacts on display like the clock used to pronounce his death.

101 Callahan Drive, Alexandria, Va. 9 a.m. to 5 p.m. 20-minute drive. \$15.

### For the family of adventure-seekers... Great Falls Park

Thirty minutes away from campus, an 800-acre nature mecca can be found at Great Falls Park. This national park spotlights the power of the Potomac River through waterfalls and breathtaking views of the water.

Picnic tables, parking lots and grills are available, and a snack bar sells french fries, pizza and other light snacks for the family to refuel. Climb along dramatic cliff tops and more than 15 miles of hiking trails, but don't jump in the river – swimming is prohibited because of jagged and rough waters.

9200 Old Dominion Drive, McLean, Va. 7 a.m. to dark. 30-minute drive. \$10 parking.

### For the finicky family... National Harbor

It can be hard to please everyone, but the National Harbor houses a plethora of activities all in one place for the family that can't all agree.

More than 160 stores, from Build-A-Bear to outlets like Michael Kors and Nike, have something for everyone in the family. Explore the several outdoor art installations around each corner, like "The Awakening," an installation of a bronze giant emerging from the sand, with giant arms for kids to climb. MGM National Harbor also has a casino with blackjack, roulette and slots for lucky parents and graduates who want to toss their congratulatory cash.

On the harbor, the family can enjoy the sunset from a boat cruise or venture off alone with kayaks and paddle board rentals. The eventful outing will provide much-needed separation before another day of family quality time.

101 MGM National Ave., Oxon Hill, Md. 20-minute drive.

## Stand out in a sea of caps with creative decorating tips based on your personality



FILE PHOTO BY OLIVIA ANDERSON | PHOTO EDITOR

If you want to stray from the dark blue uniform, use your cap to show off your personality with a quippy saying or meme.

**MATT DYNES**  
CULTURE EDITOR

### For the procrastinating memester

Every student has a post on "GW memes for The 10th most politically active teens" that they've been tagged in numerous times. Use your graduation cap to pay tribute to it.

You can cherry pick your college's starter pack to be on theme for your school's ceremony or make your cap a love letter to your second home – "The Bench" of Sigma Chi. For the University-wide ceremony, find a Marcia McNutt joke and students behind you will snicker at your timely campus commentary.

Head to a campus printer on the morning of commencement in your gown to stay loyal to your procrastinating ways and tap the touchscreen one last time to print out your meme. Once you have a color copy (\$0.85) of your joke in hand, all-purpose glue from CVS (\$2.79) is the most convenient way to attach your last-minute decoration, so stop by before heading down to the National Mall.

You may not be the Picasso of cap decorating, but you'll give students a good laugh as the ceremony drones on.

### For the straight-laced political animal

A simple, patterned cap without fancy or offensive ornaments is the future politician's best decorative bet. While no one can say GW hasn't prepared you to handle a scandal or two, it's best to save your future apology post for when pictures of you at formal weekend get uncovered.

Match your Brooks Brothers suit or subtle, solid-colored dress with a latticed cap pattern of hot-glued ribbons, preferably in a school color. Indistinguishable from the crowd, it'll make sneaky swigs from a flask less noticeable during the ceremony.

Or take a different approach and use the square foot of real estate atop your head as a resume. You never know who might be in the crowd, so your cap should include your LinkedIn URL at the very least, if it doesn't spell out your information like a business card on the back of your head. Juxtaposed next to sillier headwear, your cap will help you subliminally market yourself to potential future bosses.

## Impress the whole family with activities that have no age limit

**KYLIE FRONCZAK**  
REPORTER

### Dumbarton Oaks Museum & Garden 1703 32nd St. NW

This garden sanctuary features spots for siblings to get lost while exploring, and for elders to relax and admire the natural space.

Known for its impressive artifacts from the fourth to 15th centuries and beautiful gardens, Dumbarton Oaks Museum & Garden provides an aesthetic and educational experience for the family. Older guests will take a walk down memory lane while examining the postcards and pamphlets displayed in the museum.

While some family members enjoy peeking around inside, others can head to the gardens on the property, which open at 2 p.m. The expansive 27-acre garden contains lush terraces, with ponds and fountains for kids to explore. Relaxing by the Ellipse fountain and walking along the Pebble Garden will be sure to bring a calm over the family chaos.

### HalfSmoke 651 Florida Ave. NW

If graduation has you freaking out about being a real adult, unleash your inner-child and visit HalfSmoke – a restaurant in the Shaw neighborhood that warns you "Don't grow up, it's a trap!" with a glowing neon sign.

The restaurant's decadence targets anyone with a sweet tooth by serving craft cocktails (\$9) and super milkshakes (\$10), along with sprinkled carnival funnel cake (\$4). Signature items include the Briggs & Co. HalfSmoke sausage on a bun (\$9) and the Tahini Beach falafel (\$9) for the sibling who is on a health kick.

Before your meal, play foosball or Cards Against Humanity against siblings, or face grand-ma head-to-head in Jenga or Connect Four. Parents will love the odes to years past when their meal is served in a vintage lunch box and the bill comes in an old VHS case. You and your family can reminisce on family memories brought up by the nostalgia-inducing experience.

## Look back at fashion trends that filled your closet over the years

**KATHERINE ABUGHAZALEH**  
CONTRIBUTING CULTURE EDITOR

### 1996

Your siblings stuck to what was in style. When your sister saw you in the hospital, she probably had Jennifer Aniston's iconic hairdo. Your brother owned more than three pairs of Adidas wind pants and way too many branded tees from Abercrombie & Fitch.

Looking back, your parents might be considered fashionistas by today's standards. Your mother was ahead of the trend because the mom jean hit its peak in the mid-to-late '90s. With white New Balance sneakers and knee-length shorts, dad's clothes were also timeless.

### 2001

You wore whatever your mom gave you. She either filled your closet with bedazzled denim and tees or overalls. If you needed an outfit for a trip to RadioShack, you had plenty of blocky striped shirts to go with your light-up Sketchers. Afterward, a Happy Meal was guaranteed.

Your older siblings began to explore mainstream skate culture. Your sister ditched her Aniston hairdo for feathered and dyed hair, and she had Blink-182 lyrics as her AIM away message. Meanwhile, your big brother traded the tracksuit for camo cargo shorts.

### 2006

You rocked the coolest of children's clothes, including brown gaucho pants from Limited Too or a newsboy cap from Delia's – when you weren't wearing hand-me-downs. Boys wore jerseys and tank tops when not dressed up in a pin-stripe holiday button-down.

Your parents were ready for subtle style reinventions. Mom stepped out in brightly patterned dresses with three-quarter sleeves cut from Banana Republic. Your dad added some flair to his tube sock, New Balance combo with a daring pair of Crocs.

### 2011

You either fell into one of two style stereotypes: bohemian or country club. High-waisted jeans, ombre hair and aviator shades were staples in womenswear. Boys copied the hipsters with comically large glasses and denim in most of the color wheel.

Your parents either tried new trends or stuck to the foundations. Your mom picked you up from school in a pair of Tory Burch riding boots and an infinity scarf. Your dad probably kept the same clothes from the past five years – one button-down for each day of the week and a pair of tan slacks.



GRAEME SLOAN | CONTRIBUTING PHOTO EDITOR

Boqueria, located at 1837 M St. NW, has a sleek interior with counter-style service and tables in close quarters, so you can catch-up with your family over sangria and small plates.

## Commencement weekend bars for clinking glasses with parents

MATT DYNES  
CULTURE EDITOR

### Columbia Room 124 Blagden Alley NW

For a cocktail bar experience that ups the ante, head to Columbia Room and impress the family with the most fanciful D.C. drinks. Step in and get lost in a wide array of different alcoholic options in the three rooms within the bar.

The Spirits Library is decked out in upholstered chairs and cabinets made of deep mahogany – with rich cocktails to match. Order seasonal concoctions, old fashioned and highballs with ingredients you'd never expect, like the Calypso Columbo (\$15), a gin-based cocktail with spicy Thai syrup, passion fruit, lemon and a dash of yogurt.

Its herbaceous rooftop bar, the Punch Garden, has a separate menu of fruity refreshers that pack a kick. Don't be fooled by the bourbon-steeped Mint Julep or the Right Side Up (both \$16), a strong rye beverage that might leave you tipsy-turvy.

### Boqueria 1837 M St. NW

Find a tapas joint that your parents will eat up tucked between the bars and businesses of M Street. Boqueria's sleek interior offers counter-style service and tables in close quarters, so playing catch-up with the parents is easier.

Boqueria's chalkboard menus spell out three flavors of fruity sangria, and at \$44 for a pitcher, the price is enough to make a recent college graduate's eyes bulge. With your vino mom at the table, she won't even flinch and can even opt for an extra glass of red, white, sherry or rosé (\$12 to \$18).

The menu is also fit with ciders, craft and bottled beers (\$6 to \$10) from the DMV, imported from Spain. With a wide variety, the bar is a good spot to start an evening of drinking while splitting small plates for a bite to eat before dinner.

## Post-Commencement brunch spots steps from the ceremony



GRAEME SLOAN | CONTRIBUTING PHOTO EDITOR

Traveling to Cava Mezze for brunch will take 10 minutes from L'Enfant Plaza station after your morning on the National Mall for Commencement.

LINDSAY PAULEN  
STAFF WRITER

### China Chilcano 418 7th St. NW

If you somehow avoided taking your parents to Jose Andres' staple restaurants around D.C. during earlier visits, China Chilcano is the place to go. Located in Penn Quarter, China Chilcano is at a prime location, just a 10-minute walk from the ceremony.

China Chilcano connects two unlikely cuisines: Peruvian and Chinese. Though the menu is eclectic, there are options for even the pickiest eaters with items ranging from anticuchos – Peruvian meat skewers – to ceviche and dim sum.

For the table, celebrate graduation with a half-liter of chicha punch (\$30) with vodka, red wine, triple sec and chicha morada – a Peruvian beverage made of purple corn. For something more familiar, opt for a Perú libre with rum, Mexican Coke, vanilla and lime (\$12).

If you're craving something sweet, get the dorayaki (\$11) – quinoa pancakes filled with sweet potato and topped with pecan butter and spiced maple syrup. Otherwise, go for the futomaki roll (\$12), a jumbo sushi roll containing an omelet with shitake mushrooms.

*Brunch is served from 11:30 a.m. to 2:30 p.m. on Saturdays and Sundays.*

### Cava Mezze 527 8th St. SE

Cava Mezze's all-you-can-eat brunch must be ordered by the entire party, but it's well worth it. If your family isn't down, the entire brunch menu is also available a la carte.

Just steps away from the Eastern Market Metro stop, a trip to Cava Mezze will take 10 minutes from L'Enfant Plaza Station after your morning on the National Mall. After you clear your plates, you'll be in the perfect location to walk off your full stomach exploring Eastern Market or the Capitol Building.

For just \$35, you get a Mediterranean brunch with a flare. Each dish comes with a twist, like the chicken and waffle (\$10) with pomegranate honey, feta and scallions, or the gyro hashbrown (\$8) served topped with feta, yogurt, tomatoes and onions.

This spot also has more classic dishes for family members that like to play it safe, like the eggs benedict and challah french toast with berries and cream. Plus, if you order the bottomless brunch, you can gulp down 25-cent bloody marys or sangria at just \$4 a glass.

*Brunch is served from 10 a.m. to 3:30 p.m. on Saturdays and 10 a.m. to 4 p.m. on Sundays.*

## Cash in new alumni status, take advantage of perks



GRAEME SLOAN | CONTRIBUTING PHOTO EDITOR

Alumni programs that offer perks like trips, clubs and discounts allow graduates to get more out of GW even after they walk across the stage.

KATHERINE ABUGHAZALEH  
CONTRIBUTING CULTURE EDITOR

### For the volunteer

If you want to give back to current students after leaving the University, there's an easy way to get involved while also scoring a free dinner for yourself.

The Dinner with Alumni program gives alumni the chance to dine with current students and help them network for future jobs and internships. Held year-round, dinners are often organized and hosted with another alumnus and a group of students who sign up for the event. Students who attend the dinner can ask questions to the host about experiences at school and their journey post-graduation.

### For the traveler

With hundreds of options for study abroad programs, alumni are bound to be jet setters. But your travel experiences don't have to stop after graduation, because the alumni travel program offers year-round trips to top destinations around the globe.

International trips in 2019 include a two-week expedition from Argentina to Antarctica, an eight-night educational exchange in Havana and a weeklong tour through Russia.

Priced from around \$3,000 to \$10,000, the alumni program organizes housing and transportation, so you don't have to spend weeks checking Expedia to take a memorable trip.

### For the bookworm

Now that you don't have to read for your studies, you can read for fun in a virtual book club for free through the University.

Every two months, the group reads one book that focuses on professional development that can help you in the workplace while connecting you with other alumni.

The group is completely remote as chat sessions about the book are held online. You may even want to branch out and dive into new books with the fellow alumni you meet from the club.

### For the saver

After graduating from the University, you'll have to give up student discounts. Luckily, there are a few alumni discounts you can utilize to lessen the blow.

For GW alumni, Zipcar's application is free and rather than paying a \$70 annual fee, you only pay \$25 annually to gain access to more than 20 makes and models of cars.

If you find yourself back in the District, rest easy knowing you'll get a discount at area hotels. GW alumni get 15 percent off at One Washington Circle Hotel, the Hilton Garden Inn in Georgetown and the Hampton Inn near the White House.

## Advice from the CI leaders that introduced graduating seniors to GW

ANAHI HURTADO  
STAFF WRITER

Colonial Inauguration leaders introduce students to the University. Now they're back to send the graduating class off with advice.

### Strive to be different and to be 'you'

Carlo Wood, who graduated last year with a bachelor's degree in business administration, said one of the most memorable moments for him as a CI leader was when a student's mother thanked him at the end of the session.

The mom told Wood she was not sure how her son, a man of color like Wood, was going to fit in at a school where students predominantly did not look like him, he said. But after the session, Wood said she told him she knew she was leaving her son in the right place.

"To literally see someone who looks like you, or even hear someone else who is also first generation, I think those small details matter," Wood said.

At CI, he encouraged students to be different, and he said he vividly remembers taking a group to his favorite place in the city, the top of the Kennedy Center, and telling them to "let your freak flag fly." That advice still rings true today, he said.

### Keep exploring

While Olivia Martinez's voice can no longer be heard on WRGW District Radio, she's not done talking just yet.

Martinez, who graduated in 2015 with a bachelor's degree in political communication, gave incoming students tips on fitting in at GW and finding their niche, but one piece of advice really stuck, she said.

"I would tell them to go to the Deli as much as possible," Martinez said. "And I remember that first week at the Deli I ran into like 10 students, they all went."

Beyond seeking the best breakfast sandwiches, Martinez said she wants the Class of 2018 to remember to keep exploring. She said that just because students graduate, it does not mean the exploring has to end.

"College being over can sometimes feel a little overwhelming and sad, but it's also just the beginning," Martinez said.

### Be proud of yourself

Josh Bierman, who graduated in 2016 with a bachelor's degree in dramatic literature, said he loved being on the Lisner Auditorium stage, whether it was performing for 14th Grade Players or leading students at CI.

After his time as a CI leader, Bierman said his own Commencement ceremony was too blustery to enjoy. His family headed back to their hotel to escape the cold and didn't listen to Cory Booker deliver his speech to the graduates.

But if the weather holds up, Bierman said the Class of 2018 should enjoy the weekend celebrating their success. Getting to graduation is no easy feat, he said.

"If you're not sure what you're doing post-grad, don't let that feeling ruin the joy of this weekend," Bierman said. "A lot of people write off Commencement, but take it as a weekend to be proud of yourself. You really accomplished something major."

## Budgeting course at CI would set students up for success

It's always awkward when your card gets declined at the cash register, but it could happen to any of us. Running out of money can be a bigger problem in college because everyone has a different financial situation. Where some students can fall back on parents, others are on their own. When money is tight in college, it can be a brutal wake-up call that you haven't formally learned to make smart money decisions.

When I had my own struggles budgeting money as a freshman this year, it made me realize that college is a perfect time to learn how to manage personal finances because I can't depend on my family to help with my finances in the future. GW should recognize this opportunity and help students manage their future finances by teaching them how to budget early on through a course at Colonial Inauguration on managing day-to-day costs using GWorld. Students should take advantage of college as an opportunity to learn financial management skills that will remain important throughout their entire lives.

Before college, I was fortunate that I didn't need to work to support myself. I had the food and clothing that I

needed and wanted — and my parents made sure of that. But when I arrived for my first year of college — that changed. At GW, students are expected to budget starting at CI through their junior or senior years for food and other necessities using the GWorld card system. For many students, it's the first time they are given a large sum of money and are expected to make it last the entire year. This can be difficult for students living in first-year residence halls, where access to kitchens is scarce and eating out daily is normal. This is also likely the first time students will be paying for their laundry costs rather than using free machines at home, and it could also be the first time a student takes out a credit card, opens a bank account or has to manage loans or bills. Not every student will stress about finances while at GW, and students with parents who can support them are lucky, but all of us will need to manage our personal finances after college, so it's important to start early.

GW has a massive disparity between rich families and low-income families, which means students come in with different experiences with money. Whether students are in the top 1 percent of house-

hold incomes, like 14 percent of the student body, or in the bottom 60 percent, like 16.4 percent of the student body, learning to manage money responsibly is crucial.

**Kiran Hoeffner-Shah**  
Contributing Opinions  
Editor

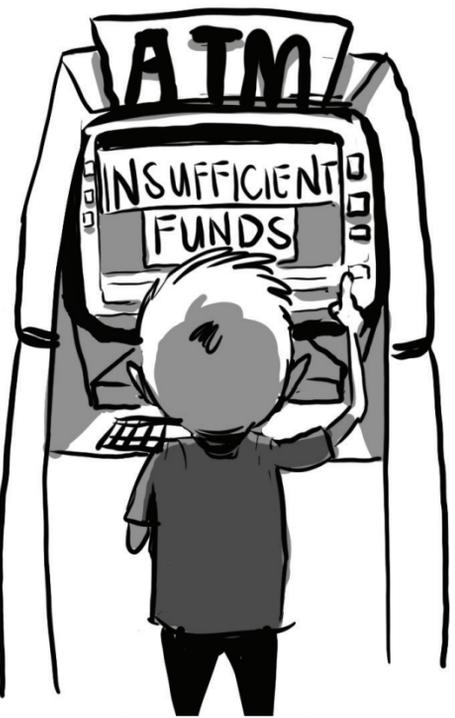
In addition to differing family situations, some of us will never work a paid job in college, but other students have been working since they were legally allowed to. Despite these differences, what we all have in common is a finite amount of money that is available to us, which is why it is important that we spend time through classroom to learn how to manage funds so we don't run out of money now or in the future.

GW doesn't offer any introductory level courses in personal finance, but it is discussed in some courses. While personal finances are covered in sessions targeted toward first generation students, a course like this would be relevant to all students. This can be done by telling students, starting with freshmen, how much they'll have per day to spend on food, reminding

students of the costs of doing laundry and the toiletries that they might buy on GWorld and helping them create a plan to budget their GWorld for the year.

Making a budget for GWorld is one way to learn how to apply budgeting to real life. That way, students can implement methods of budgeting that they've learned at GW toward money management after graduation. While it's tempting to spend money on clubs, alcohol or other entertainment options, especially while going to school in a city with lots to do, it's vital that students are prepared for the real world, which also has attractive ways to spend money.

When students are repaying their loans, trying to lease an apartment or looking to move somewhere new, having budgeting experience is extremely useful. This is especially true for seniors living off campus that aren't on the meal plan. Planning out your finances doesn't mean you can't enjoy yourself, but college is a great time to learn how to live within your means. If cooking at home instead of ordering takeout is what it takes to be able to go out on a Saturday night, then we should learn how to make



Cartoon by Jekko Syquia

those budgeting sacrifices now.

I regret many of my spending habits from my first year in college, but I am glad that I have time to learn how to better manage my money. While I am fortunate to have the support of my family, I don't want to fall back on them due to my own mismanagement, and I do not want to depend on them after college. For all of us, including incoming freshmen

and prospective students, the next few years present a chance to learn about managing money. GW can help students learn the basics of budgeting by helping train incoming students on how to spend their GWorld wisely, which will set students up for success with managing money later on.

—Kiran Hoeffner-Shah, a freshman majoring in political science, is *The Hatchet's* contributing opinions editor.

### STAFF EDITORIAL

## Colonials conversation is a step in the right direction

Over the past few weeks, a complex conversation around changing GW's mascot and nickname has started on campus.

At the end of April, students launched a petition to formally change the Colonials to something less "offensive," like "revolutionaries" or "riverhorses." Prior to the creation of the petition, individual students have suggested a change to the "hippos," which is a nod to the statue outside Lisner Auditorium, given by former University President Stephen Joel Trachtenberg. While *The Hatchet's* editorial board could not come to a consensus on whether the nickname should change — the conversation is a positive step to make students feel like their voices are heard when they feel uncomfortable on campus.

There has been a lot of conversation on the "Colonials" controversy. Some members of our editorial board were uncertain of the reasoning behind the change, as the nickname isn't celebrating colonization but underscoring the history of being a British colony. Others believed that a change might be beneficial, as the current nickname downplays the historical significance of American colonialism and has made some students uneasy.

But, more opinions from students and alumni need to be obtained before a decision is made to keep the Colonials or switch to something new. It is important to have conversations about how students are represented on campus, especially if something approved by the University through mascots or nicknames is making students feel uncomfortable or unwelcome. While the University has been moving forward with diversity

and inclusion initiatives like mandatory diversity training, this focus should extend to having open conversations about topics like the mascot.

Administrators should gain information from the entire student body to better understand if this is an issue that needs to be addressed. While more than 500 students have expressed their thoughts, the entire student body deserves to have their voices heard on this issue. Aside from individual students, administrators should gauge opinions from student organizations that are a part of the multicultural community on campus. International students' and native students' perspectives are vital to this process, as they have unique perspectives on what the nickname means to them because they are not connected to American history.

Students have brought up concerns on an international level, so administrators should take those into consideration as well. Some students claimed that the study abroad office has encouraged students to not wear GW attire with the nickname on it while they study and travel abroad. If that is the case, concerns from the office and its employees should be addressed as they weigh this issue.

Although the intention to change the nickname in 1926 from Hatchettes to Colonials was to recognize the history of the U.S. as a British colony, for some, times have changed and the word now carries the weight of colonialism. For some students, Colonials is a name that memorializes the colonization and genocide of Native Americans and the oppression of cultures across the world. This means that while the intent

of the word isn't to bring up historical grievances, for some students, the nickname cannot be separated from the violence that is associated with colonialism and imperialism.

While administrators gather information, Student Association President Ashley Le is required through petition policy to respond in some way. Now that the petition has gained more than 500 signatures, Le should stress student opinions with University President Thomas LeBlanc and other administrators. If the University stands by the nickname, administrators should be upfront about informing the student body and alumni on their stance and reasoning because they should be proud of symbols that represent our school.

This conversation can also be an opportunity to re-evaluate other controversial names on campus. Students have expressed concern about the Marvin Center being named after a controversial figure, former University President Cloyd Heck Marvin. Marvin was a supporter of segregation and often suppressed student publications that were critical of his administration. By moving away from the name Colonials, perhaps the University will be prompted to challenge the name of the Marvin Center and other University spaces and slogans that students are uncomfortable with as well.

Regardless of how the University responds to the controversy, this is an important conversation to have. As the University looks to improve diversity and be more inclusive, it needs to look inward and determine all the ways the institution might make students of certain groups feel uncomfortable.

## Families mean well, but they must discuss interracial relationships to erase bias



Many of the TV shows and movies that I watched as a kid, mostly on Disney Channel or Nickelodeon, made dating seem almost effortless. One character likes another character and the plot simply moves on. But, as we know, dating and all other life experiences outside of Hollywood are much more complex.

I didn't have a serious boyfriend until I was in college. We met under Hollywood-like coincidences, first meeting at Colonial Inauguration and then running into each other in Hawaii while on vacation, and this turned our quick friendship into a real relationship. While my boyfriend and I come from the same ethnic background, that wasn't what sealed the deal for us — but it didn't hurt.

Both of us are Filipino, and having that shared background helped make him seem familiar to my family and friends. And his family and friends have thought of me in a similar light. In his family, aunts have often referred to me as his "Filipino girlfriend" because some of his family members have non-Filipino significant others. This emphasis on our shared cultural experiences is not subtle nor inclusive, and it quietly implies that members of his family approve of us more because we are ethnically the same. It is crucial that both white and minority communities strive to have constructive conversations about implicit and explicit

perceptions toward interracial relationships.

While I have never been told I should only date Filipinos, I have my fair share of awkward and alienating memories. My cousin, who at the time was about 9 years old, was asked by our aunt if he had a crush on anyone at school. When he answered yes, the first question out of our aunt's mouth was, "Is she white? Or is she like us?" While these questions and familial pestering are well-intentioned, they implicitly inform us of who we should date and more importantly — who we shouldn't.

**Renee Pineda**  
Opinions Editor

Interracial dating can be seen as being inclusive, a personal preference or just plain attraction between people. While pop culture has become more inclusive by showcasing interracial relationships, the real change starts with conversations between family and friends. While interracial couples are being represented more in movies and television, like in "The Big Sick" and "Brooklyn Nine-Nine," we can't rely on Hollywood to have these hard conversations for us.

For many people, especially those from backgrounds that emphasize respecting elders, it is hard to talk about beliefs that go against tradition or social norms. None of my family members would say that I shouldn't date someone who isn't Filipino or isn't Asian. But conversations that start with unnecessarily pointing out the race of a significant other rather than other attributes do nothing but bolden the lines that separate minority and white communities. That is why it is important

to firmly call out friends and family when these issues arise. Without bringing attention to their beliefs, a culture of separation will continue.

This phenomenon goes beyond interpersonal conversations and also plays out publicly. Recently, Issa Rae, the star of the HBO show "Insecure," has come under fire for comments in her 2015 memoir. Rae encouraged black women to date Asian men, as these two groups of people are often seen as the bottom of the dating pool. But Rae said that black women should not date Filipino men as they are the "blacks of Asians." These comments are not only hurtful to the Filipino community, but to the black community as well. I was disheartened to see such explicit ignorance that was framed as advice rather than insensitivity painting the men in my community as undesirable or unlovable.

With a difficult subject like dating, there is no seminar that we can attend to automatically erase our implicit biases. While no relationship is perfect, the issues between significant others shouldn't stem from their families' or friends' concerns about identity. We should push to have conversations with our families about their explicit and implicit stances on interracial dating and work together to avoid bias.

Although my current boyfriend and I are from the same ethnic background, that may not be the case in the future. And it shouldn't come as a shock to family and friends when interracial relationships do occur. It is on us, whether we come from minority communities or not, to break down the stereotypes and implicit biases that divide us rather than bring us together.

—Renee Pineda, a junior majoring in political science, is *The Hatchet's* opinions editor.

# LeBlanc's science background, focus on morale set first year apart from predecessors



FILE PHOTO BY SAM HARDGROVE | SENIOR STAFF PHOTOGRAPHER

University President Thomas LeBlanc's background in computer science and his years as a top official at the University of Miami have shaped his first year in office, according to long-standing faculty and former administrators.

## MEREDITH ROATEN NEWS EDITOR

When University President Thomas LeBlanc stepped on campus last summer, he decided he would focus his tenure on improving staff and student morale and boosting GW's standing as an international research institution.

His predecessor, Steven Knapp, had some similar goals – growing GW's research profile was at the top of his agenda – but he also focused on expanding community service opportunities, increasing philanthropy and making the University more sustainable.

Before Knapp, Stephen Joel Trachtenberg set out to bolster GW's nationwide recognition, embark on on-campus development projects and multiply the University's financial foundation.

Longstanding faculty and former administrators said that after nearly a year in office, LeBlanc's background in computer science and his years as a top official at the University of Miami – one of

GW's peer institutions – set the stage for his first nine months on campus, distinguishing him from those that came before him.

LeBlanc didn't encounter as steep of a learning curve during his first year as past presidents because of his time at Miami, faculty said, and his focus on student and staff satisfaction has made the GW community more trusting of his capabilities.

LeBlanc said he met with both Trachtenberg and Knapp – the only two living former University presidents – during his transition and after the start of his tenure last year.

"All university presidents must build on the legacy that came before them and also evaluate the needs of the university at the time of their leadership," LeBlanc said. "I believe this is what my predecessors did and this is how I am approaching the University's priorities."

LeBlanc has said from the beginning of the year he will focus his tenure on five key strategic initiatives, including the student experience, alum-

ni engagement and GW's medical enterprise. Students have said the institutional culture at GW is "transactional," and GW's alumni giving rate has been historically low.

Trachtenberg, who served as University president from 1988 to 2007, said LeBlanc is "liberated" to work on his own agenda because of the work previous presidents completed to set a base for the University.

"We started off with nothing," he said. "President LeBlanc is able to build off the foundation of his predecessors."

GW was a commuter school before former University President Lloyd Elliott, and Trachtenberg built five residence halls on campus over a 30-year period. He also acquired the Mount Vernon Campus in 1999.

Elliott, who led GW from 1965 to 1988, was known as a talented fundraiser after increasing the University's endowment by more than \$150 million in his years at GW.

Trachtenberg said presidents' different personality

traits can impact whether faculty, staff and students feel heard, and being a more open communicator like LeBlanc is helpful in making the community feel heard. Knapp, he said, was "shier" and "more reflective," which made it more difficult to connect with faculty.

"If when you walk down the street and you stop and talk to a University police officer or a maintenance person and say hello to them, if you run into a faculty member and ask them about their research, people like to be talked to and they like to feel that the president keeps track," Trachtenberg said.

Knapp could not be reached for comment.

Anthony Yezer, a professor of economics who has been at GW since the Trachtenberg administration, said the largest gaps between the presidents' leadership styles and priorities stem from their educational backgrounds. While LeBlanc was a computer science professor, other presidents have been trained in education leadership, the humanities and law.

While most don't assume the role as president with all the necessary knowledge, he said computer scientists are more likely to understand the business model of a university because of their style of quantitative thinking.

"Very few people have ever even seen a modern business model of a large organization in action," Yezer said.

Robert Chernak, the long-standing former treasurer and executive vice president who served in the role during both Trachtenberg's and Knapp's presidencies, said LeBlanc will be a "dramatic" shift in personality from Knapp. He said in talking with staff, he has heard that LeBlanc's extroverted nature and enthusiasm has made morale "significantly better" in only one year.

"I think he has a global understanding of what needs to be done, not just in terms of learning but with the whole student experience," he said.

## CRIME LOG

### DISORDERLY CONDUCT

Multiple Dates - Multiple Times  
Elliott School of International Affairs  
Case Closed

Several staff members reported to George Washington Police Department officers that a female student created repeated disturbances in their offices in the Elliott School. The student visited the staff members' offices multiple times, cried and became overly emotional. She refused to leave on multiple occasions, but there was no violent behavior.

Referred to Division of Student Affairs

### POSSESSION OF DRUGS/SALE OR MANUFACTURING DRUGS

5/4/2018 - 4 p.m.  
Rear of 2109 F St.  
Case Closed

A female student reported to GWPD that she witnessed a drug sale in the back of 2109 F St. from her residence hall room. GWPD arrested the subjects – who were unaffiliated with the University – for selling marijuana, and Metropolitan Police Department Officers transported them for processing.

Subjects arrested

### DESTRUCTION OF PROPERTY/HARASSMENT

5/5/2018 - 11:10 p.m.  
Amsterdam Hall  
Case Closed

GWPD responded to a report from two female roommates in Amsterdam Hall who said two other female students from separate floors harassed them online, in text and in person. The roommates said the two girls also destroyed the nametags on their residence hall room door.

Referred to DSA

—Compiled by Dani Grace

# Nursing school takes first steps to institute student-centric goals, raise research profile

## JARED GANS & LIZ KONNEKER STAFF WRITERS

The School of Nursing is taking the first steps to raise its research profile and institute a "students-first" program as part of initiatives in its strategic plan outlined earlier this year.

The plan, which was released in January, details seven major goals for the school – including improving research efforts and diversity initiatives – to be completed within a three-year period. The beginning stages of the plan, implemented primarily in April and May before the end of the fiscal year, are designed to incentivize faculty to focus on improvements to teaching and research while also gauging ways to better support students academically and socially, officials said.

Officials said the school hosted town halls with students throughout last academic year, assessed faculty skills and updated the orientation process for new hires to create a more standardized introduction to the school. Officials also said they are on track to complete their research and student-centric goals in the next month, and a task force assessing the administrative policies of the school is set to publish its findings by the end of next year.

Experts said that although the professional nature of a nursing program can make it difficult to advance goals like research, focusing on collaboration and student input is a step in the right direction to improving any nursing program.

### Advancing research goals

The strategic plan outlines publication goals for faculty and encourages collaboration between staff and faculty members to lead to a more research-oriented culture in the nursing school within the next three years.

The plan states that by the end of April, tenured and tenure-track faculty should be on a path to issue one to three peer-reviewed publications each year, while non-tenure track faculty will focus on other projects, like grant writing and subcontracts. Pamela Jeffries, the

dean of the School of Nursing, said upping research efforts was an important first step in improving the school because research can attract donors and bolster the University's reputation.

"Over the next three years and beyond, we will continue to build our research portfolio and provide support for our researchers within the school and their collaborators in order to continue to grow in our research profile, funding and stature," Jeffries said in an email.

By May, all faculty and staff in the School of Nursing will have completed a StrengthsFinder assessment, which evaluates employees through a standardized system to assess their skills. Jeffries said that this would help faculty understand one another's professional strengths.

"As dean, I wanted to create a strengths-based culture so we could leverage the strengths of our faculty and staff to build teams, working groups and task committees around them," she said.

The school will also establish a research award given to a faculty member who considers diversity in their work, either through researching underrepresented populations or through service activities, according to the strategic plan. Jeffries said the award will be given out at the second annual research colloquium next year.

April Bigelow, a clinical associate professor in the department of health behavior and biological sciences at the University of Michigan, said research is much easier with a team because it allows members to play to their own strengths and make up for skills that others may not have.

"If there is new research emerging that this faculty has specific expertise in, you can really make an impact by being involved in that," Bigelow said. "If you bring somebody on faculty in a new area and not a lot of faculty have expertise in that, maybe you would really develop around that."

## GW HATCHET.COM

for more on the nursing school's spring priorities

# Public health school rolls out new admissions, transfer policies to boost enrollment

## KATE MCCARTHY & LIZZIE MINTZ STAFF WRITERS

Students who apply to GW will soon be able to automatically declare themselves as public health majors.

In a series of new admissions policies, officials said they plan to increase the number of students enrolled in the Milken Institute School of Public Health by allowing more current students to transfer into the school starting this fall and enabling prospective students to apply directly as a public health major starting fall 2019. Faculty said the new policies, which will be finalized this summer, align with a growing interest in public health at GW.

Officials said the new policies have been in the works for about a year and were developed by a steering committee of more than 10 Milken faculty. Officials said they are considering instituting more introductory courses and hiring more teaching assistants to maintain the faculty-to-student ratio as the number of students in the school increases.

Sara Wilensky, a member of the steering committee and director for the undergraduate program in public health, said the new policy will help the school continue to expand and meet a growing student interest in the public health major.

Enrollment for public health majors has jumped from 107 students in 2013 to 1,036 in 2017, according to institutional research.

"We're hoping to expand the program externally, getting more people from outside GW to come and be a public health major," Wilensky said. "And we're looking to expand internally by being able to accommodate the demand that we've seen."

While the new policy targets incoming freshmen for fall 2019, Wilensky said the school is working to accommodate internal transfers for current students interested in switching to public health by lowering the GPA require-



FILE PHOTO BY KEEGAN MULLEN | STAFF PHOTOGRAPHER

As part of a series of new admissions policies, the Milken Institute School of Public Health will enable prospective students to apply directly as a public health major starting fall 2019.

ment.

Currently, students interested in applying to be a public health major have to maintain a 3.0 GPA and have a minimum of 45 credit hours by their first semester of sophomore year, and freshmen are not eligible to transfer into Milken.

Wilensky said the new GPA requirement and admissions process will be finalized over the summer.

"We want to be able to expand in a way that adapts to what the enrollment needs are," she said. "Every year, we always have to turn away many interested students, we just have too many applicants for this major."

Nationally, more than 10,000 public health students earned bachelor's degrees in 2015 compared to fewer than 1,500 degrees in 2003, according to a 2017 study conducted by officials from the University of Illinois, University of Chicago and GW.

Wilensky added that as a result of the new admissions policy, officials anticipate increases in class sizes for introductory courses, which currently have 33 seats, and will

also add more seminar-style upper-level electives focused on service learning. She said officials will add more opportunities to obtain credit for field experience and independent study in 2019 to compensate for the admissions boost.

Michael Lu, a member of the steering committee and senior associate dean for academic, student and faculty affairs in Milken, said officials want to ensure the program still provides individualized attention despite the expected increase in enrollment.

"A lot of this depends on the kind of demand that we get over the next two years in terms of how fast we can grow and to make sure that we have sufficient resources to continue to support the high-quality experience that students get," Lu said.

The steering committee will also review the new admissions policies and the expansion of the major throughout the summer based on student and faculty input about the policy change, Lu said.

"We want to make sure that we continue to support what's really working for the program," he said. "We want

to keep their ability to continue to provide the best teaching and the best environment for learning for the students."

Current students in the program said they support the new admissions policy because it will benefit incoming students who know they want to study public health, but they said officials need to maintain small and tight-knit classes that are currently a strength of the program.

Sage Wylie, a junior public health major, said she likes the idea of freshmen being able to apply directly to Milken because it allows them more flexibility to complete requirements and explore the public health major, but she is skeptical about the quality of the program and class sizes if more students are accepted.

"One of the best parts about Milken is the small class size, and I fear that might be lost if the admissions process is easier and more people are let into the major," Wylie said. "I can't imagine a lot of my introductory classes as big lecture-sized classes, but I think that's what might happen if this admissions policy takes hold."

# Faculty health care benefits slated to increase by 5 percent

**ANNIE DOBLER**  
STAFF WRITER

The University is slated to increase its spending on employee health care benefits by 5 percent next year, faculty involved with benefits negotiations said.

If approved by the Board of Trustees this week, the change will increase the amount the University spends on health care benefits to roughly \$43 million – a 2 percent bump after years of an annual 3 percent increase, faculty said.

Members of the Faculty Senate and the Faculty Association – a professor-run organization that advocates for change to University policy – said the proposed increase shows that University President Thomas LeBlanc’s administration wants to improve employee morale and listen to employees’ concerns about benefits that have long

gone unheard by top officials. The increase comes after years of faculty lobbying the administration to increase benefits spending so faculty and employees could pay a smaller proportion of health care costs. The Faculty Senate passed a resolution last year asking for an increase in overall compensation in salary and benefits, which include coverage for expenses like health care and retirement plans.

Ann McCorvey, the deputy executive vice president and treasurer, said top officials work to ensure benefits are as comprehensive as possible within the confines of the budget by conducting an annual review of employee plans and costs with faculty and the Benefits Advisory Committee, a group of faculty and staff that provides feedback on benefits policy.

“The University aims to offer the most robust ben-

efits plans for the amount of money allocated to the fringe benefits pool,” she said.

Tyler Anbinder, a history professor and member of both the Faculty Senate and Faculty Association, said after years of sending letters to the administration about the desire for increased benefits packages, he is encouraged by new leadership responding to faculty needs.

Two Faculty Senate resolutions were passed in 2014 and 2015 calling on the University to cover more benefits after tuition benefits were rolled back by 6 percent in 2014.

Anbinder said the benefits increase could be attributed to a change in University leadership, with the start of LeBlanc’s tenure last year. LeBlanc has focused this year on improving the institutional culture at GW and has launched new staff-focused initiatives, including a new

employee orientation. He said the increase makes employees feel that LeBlanc and Provost Forrest Maltzman are finally listening to staff concerns that have long been unaddressed.

“It is possible that they understand how important this is to employee morale and they want to change for the better employee morale, so they made this a priority,” Anbinder said.

Anbinder, who is a member of the Benefits Advisory Committee, said that at a committee meeting in March, the University Human Resources and Benefits Administration presented a rough draft of benefits spending for 2019 that included the 5 percent increase. The increase still has to be approved by the Board of Trustees at its May meeting Friday, but Anbinder said he expects the change to come to fruition because of strong faculty support for the

measure. Ivy Ken, the president of the Faculty Association and an associate professor of sociology, said faculty had faced “consistent pushback” about increasing benefits from former University President Steven Knapp’s administration.

Ken said the Faculty Association presented data to former Provost Steven Lerman in 2014, which showed GW’s benefits lagged behind its peers.

GW’s benefits spending was in the bottom rankings compared to peer institutions, according to data from the American Association of University Professors.

“The administration became aware at that meeting that there is an independent and informed faculty advocacy organization that carefully scrutinizes the administration’s initiatives and stands ready to contest any flaws in its official justifications for its

decisions and policies,” Ken said.

Ken added she hopes the measure will lead to more increases down the road, possibly even to a 6 percent boost to stay competitive with peer universities. Anbinder noted in a 2017 Faculty Senate meeting that the University would have to spend \$1 million on benefits every year for five years to reach the middle of its peer school group, citing data from the AAUP.

Ken said that LeBlanc’s pledge to improve the student experience – which he has touted since his first day at the University – cannot come to fruition unless faculty’s working conditions are also improved because of professors’ integral role in shaping student outcomes.

“We hope to enlist even more faculty members to help build on successes like this as we move forward,” she said.

# Officials don’t prioritize social science research, students say

**DANI GRACE & PARTH KOTAK**  
CONTRIBUTING NEWS EDITORS

Despite increased University-wide efforts to boost GW’s research profile, students conducting research in social science fields said they often feel secondary to science researchers.

In interviews, more than 10 social science researchers said officials often grant more funds and resources to science, technology, engineering and mathematics majors than social science students. At a time when GW is working to enhance its reputation as an international research institution, students said funding disparities make them feel like the social sciences are undervalued.

Sarah Espinel, a junior majoring in psychology, said resources like lab spaces are more difficult to acquire for students researching non-STEM disciplines – which makes students feel like the University favors STEM researchers.

Espinel said the \$275 million officials poured into the Science and Engineering Hall – which opened in 2014 – exemplifies students’ concerns that the University doesn’t attempt to provide equal opportunities for both social sci-

ence and STEM students. “I don’t think that type of care is put into giving social science majors opportunities like they give STEM,” Espinel said.

Research has been a top priority for the University’s last two presidents, Steven Knapp and Thomas LeBlanc. LeBlanc, who stepped into his role last summer, has repeatedly highlighted his desire to make GW a “global research university” and this academic year restored faculty research funding.

Iana Creinin, a senior majoring in political communication, said over the past several years, the University has been honing its resources on STEM majors. Creinin said the University’s desire to cater toward STEM is apparent in actions like selecting Marcia McNutt, the president of the National Academy of Sciences, as this year’s Commencement speaker.

“Given that GW is right in the heart of D.C. and has so many politically-based opportunities, I don’t think GW is making a smart move to emphasize research in other areas of study,” she said. “They are missing out on something that is unique to GW.”

Irisa Cisternino, a senior majoring in sociology and



OLIVIA ANDERSON | PHOTO EDITOR  
Sarah Espinel, a junior majoring in psychology, is one of more than 10 social science researchers who said in interviews that officials often grant more funds and resources to science, technology, engineering and mathematics majors than social science students.

psychology, said she had trouble securing funding to travel to two conferences earlier this year and was only able to attend one – a problem she said her STEM counterparts do not face when they need equipment.

“STEM positions have expensive equipment, but when it comes to things like conference funding, I don’t think it’s

justified to give more money to STEM,” she said.

Leo Chalupa, the University’s vice president for research, said “stark” disparities in funding can be attributed to unequal funding from external donors, which “tilts in favor of STEM researchers.”

He said the National Institutes of Health provides

\$37 billion and the National Science Foundation allocates \$6.3 billion to schools nationwide, but the National Endowment for the Arts and National Endowment for the Humanities contribute \$153 million each to researchers.

But Chalupa said it is a “misperception” that the University only supports STEM research, and the Office of the

Vice President for Research has “made it a policy” to equally support research in both social science and STEM fields.

He said the office provided funding for a new Humanities Facilitating Fund this year, and the University Facilitating Fund – a major source of faculty research funding – will support 15 research projects in STEM and 16 research projects in social sciences and humanities in fiscal year 2019.

“We are open to constructive suggestions about putting forth an inclusive research message and providing meaningful support to student and faculty researchers across all disciplines,” he said.

Anastasia Carr, a biomedical engineering major, said the School of Engineering and Applied Sciences advertises research opportunities to its students, but the University would benefit from emphasizing student research in all scientific disciplines to alleviate underrepresentation.

“They’re really trying to build the engineering program right now,” Carr said. “It can overshadow different fields, which is really unfortunate only because I think science as a whole needs to grow.”

# Graduate degrees give students leg up in workforce, experts say

From Page 1

also delve into more in-depth research with an advanced degree that would build her knowledge in the field.

Koti added that both entering the workforce and attending graduate school seemed “daunting,” but her main pursuit had always been graduate school so she can complete her entire education and pay off tuition at once.

“I’d rather finish my education and then spend the rest of eternity paying off my debt than have to come back to school in a few years, when the cost of education is even higher,” she said.

The uptick in students attending graduate school from GW falls in line with a nationwide increase. The number of students pursuing a master’s or doctoral degree climbed three percentage points across the United States over the past 10 years.

When students achieve a higher level of education, they can earn higher salaries – depending on the field – than peers who began working after obtaining a bachelor’s degree, according to a study conducted by the Social Science Research Network in 2014.

Elliot Greiner, an alumnus who graduated last spring, said he needed to pursue a doctoral degree in biological anthropology at the University of Michigan to later become a professor and conduct research.

He said he can continue studying anthropology with a specific focus in paleontology – a branch of anthropology that he didn’t learn as an

undergraduate because his education covered a more broad scope of the field.

“With a grad degree, they literally let you hone in on a very, very small slice of your subject, but to an incredible depth,” Greiner said. “Undergrad degree – you’re getting a general sense of the whole thing.”

Higher education experts said students often choose to obtain a master’s degree because it sets them up for jobs with a higher pay grade.

Gretchen Briscoe, the director of graduate enrollment at the University of Rochester, said the number of students pursuing graduate school is not a significant increase, but gradual growth in the data is likely attributed to competition among employers who are more often asking candidates to have master’s and doctoral degrees.

“We have a very educated country, generally speaking, and so there’s jobs that exist now that have higher and higher levels of education,” she said.

Chris Golde, a career coach for doctoral and post-doctoral students at Stanford University, said as employers look for a more particular expertise, graduate school allows students to “develop in-depth knowledge.”

She said when a degree is closely related to a particular job, students can easily explain how their skills can contribute to a company or position.

“Our world continues to get more complicated, and the world of work demands more skills and complex technical expertise,” Golde said. “Many of these skills take time to develop.”

## Columbian College of Arts & Sciences

# CELEBRATION

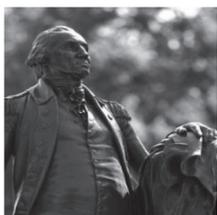
## Candidates for Undergraduate and Associates Degrees

Saturday May 19, 2018  
Smith Center

Graduates MUST line up in Fungler Hall (2201 G St.) 45 minutes before their Celebration program is set to begin.

### 12:00 Celebration Participating Majors

Economics  
Human Services/ Human Services & Social Justice  
Journalism & Mass Communication  
Political Communication  
Political Science/ Public Policy Focus  
Psychology  
Sociology/ Criminal Justice



### 3:30 Celebration Participating Majors

Africana Studies  
American Studies  
Anthropology/Biological Anthropology  
Arabic Studies  
Archaeology  
Art History  
Biological Sciences  
Chemistry  
Chinese  
Classical Studies  
Communication  
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### Ticket Information

- Each graduate will receive 6 tickets to the Smith Center for guests. Overflow seating in other venues featuring video feed will be available for guests without tickets. Please contact [ccascele@gwu.edu](mailto:ccascele@gwu.edu) with any Celebration questions.
- Tickets will be distributed in Phillips Hall 217 on: Wednesday, May 16th from 1-7pm Thursday, May 17th from 12-4pm Friday, May 18th from 12-4pm
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# Departing CCAS dean leaves legacy of career-focused initiatives

**LAUREN PELLER**  
ASSISTANT NEWS EDITOR

As Ben Vinson, the dean of the Columbian College of Arts and Sciences, prepares to step down from his post after five years at GW, he leaves behind a legacy of integrating career services with liberal arts degrees and boosting staff morale.

Vinson announced last month that he will leave GW June 1 to serve as the provost and executive vice president of Case Western University. CCAS department chairs and professors said Vinson served as an admirable leader during his tenure with an ability to engage staff and establish interdisciplinary programs connecting the outside community with CCAS.

Serving as the dean since 2013, Vinson oversaw more than 40 departments and the college's three schools – the School of Media and Public Affairs, the Trachtenberg School of Public Policy and Public Administration, and the Corcoran School of the Arts and Design.

Vinson was hired under former University President Steven Knapp in 2013, when he became the University's

youngest academic leader and only black dean at the time.

"It's been an incredible five years," Vinson said in an interview earlier this month. "In these positions, you never really know how it's going to go. In this position, I have met incredible people including students, alumni and faculty. It's more than I could have ever expected."

## Shaping liberal arts academics

From creating new programs to developing research opportunities, Vinson said he has had his hands in every aspect of academics in CCAS.

Vinson piloted a new vision for CCAS this academic year, which he coined "the engaged liberal arts" – a concept involving working with career services, alumni and officials in D.C. to provide students with opportunities in their fields outside the classroom.

Officials created six new CCAS courses in the fall focused on both course material and career development in subjects ranging from music to geography to biology, which give students a leg up as they pursue careers with a



OLIVIA ANDERSON | PHOTO EDITOR

Ben Vinson, the dean of the Columbian College of Arts and Sciences, announced last month that he will leave GW to serve as the provost and executive vice president of Case Western University.

liberal arts degree, he added.

"Engaged liberal arts is so much more than the classes," he said. "I think it's part of the secret in the sauce in why so many people want to come here. It's how we utilize the world around us as an educational laboratory."

Paul Wahlbeck, a political

science professor who will serve as the interim dean of CCAS, said Vinson has provided "stellar" leadership to CCAS over the past five years.

"He brought focus to the student experience with the engaged liberal arts and emphasized faculty scholarship

through several initiatives to support research across the disciplines," Wahlbeck said.

Research was also a priority during Vinson's time as dean. He worked to expand the Luther Rice Fellowships, which provide students with funds to conduct research overseen by a professor. Vin-

son added that CCAS faculty have been producing more than 50 books each academic year, which demonstrates increasing research efforts.

"One of the things I particularly like is that the research that we have been working on has not only been huddled only among the faculty – it's something that we have seen dramatic increases in interest of students delving into a variety of research areas," Vinson said.

## Encountering challenges

But Vinson said his years were not met without challenges. Creating a sense of community in the University's largest school was one of the biggest obstacles he faced during his tenure, Vinson said.

"We are so diverse and encompass so many different fields and disciplines," he said. "That feeling of connectedness is what I have tried to work on and the engaged liberal arts is one pathway to that."

**GWHATCHET.COM**

**H** for more on Vinson's challenges as CCAS dean

# Juniors start club focused on blockchain technology, cryptocurrency

**SARAH ROACH**  
ASSISTANT NEWS EDITOR

Two juniors are teaching students how cryptocurrency could be applied to career paths in fields like international affairs and journalism.

The students launched the GW Blockchain Club last month to teach students about cryptocurrency and database-storing – skills they said are valuable to understand as students enter an increasingly data-heavy workforce.

The founders said they hope learning about blockchain, a digital medium that records transactions, will allow students with different majors to apply blockchain skills, like tracking how much

money companies have in their accounts, to their line of work.

"Even if they're not going to get involved with new and emerging technologies, we want to show them how new and emerging technologies, like blockchain, can influence the humanities," junior Jacob Zionts, one of the club's founders, said.

Blockchain is an online list of records, dubbed "blocks," which are linked to a form of online currency, called cryptocurrency.

Zionts said the organization has worked to garner interest and recruit members through Facebook posts and an information session in District House last month, which roughly 10 students attend-

ed. He said leaders anticipate that the club will become officially registered with the Center for Student Engagement in September.

Zionts said beginning in the fall, the club will host large-scale events, like panel discussions with experts in bitcoin and cryptocurrency, once every month alongside smaller meetings with members every other week. One event could include a discussion about how blockchain affects voting, which would involve political science professors, he said.

Zionts said the main goal of the club is to demonstrate to students that blockchain has "important political, social, environmental impacts that students should be aware

of" and could pertain to students' majors and interests. He said students often think the field is too complicated to understand, so they hesitate to learn about the field.

"That's just the first component, having resources out there so GW students who have heard about this technology but don't know much about it can come in, see what it's about and potentially get interested," he said.

Junior Rene Lubov, the organization's other co-founder, said it wasn't until she and her co-founder began working at the company that they became interested in blockchain technology. Lubov, who studies international relations and environmental science, and Zionts both

work for ConsenSys, a blockchain software company with an office in D.C.

"Maybe I'm living in my own little bubble, but I feel like GW lacks that kind of focus on financial tech, and also emerging technologies," she said.

She said blockchain technology can often be used for data management and artificial intelligence – skills applicable to majors like cybersecurity and law – but students lack the knowledge to understand how the practice can be used to earn money and gain an edge in the workforce.

"We want to make sure we incorporate people from a diversity of backgrounds," she said. "The technology is so new that if we don't take

the initiative right now to incorporate those voices, then we're losing a great opportunity to the way that this technology progresses."

Sophomore Christopher Myers, who attended the interest meeting and will be a member of the club once it becomes official, said he's studied blockchain technology throughout the past six months and wants to combine the interest with his education in the School of Business.

"Because it's such a new field, our club's ideas, contributions and projects not only can contribute to members' development, but can actually be a hub for development for the entire industry," he said.

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**BASEBALL**  
at Saint Louis  
Thursday – Saturday

The Colonials will close out the regular season against the Billikens on the road as they vie for a spot in the Atlantic 10 Championship.

Softball's total hits this season, a program record and 67 more than last year's tally.

## Steeplechase racers become first to qualify for NCAA meet

**BARBARA ALBERTS**  
SPORTS EDITOR

Two steeplechase racers have become the first in outdoor track and field's four-year history to qualify for an NCAA competition.

But neither of the runners ever competed in the event before this year.

Senior Carter Day and graduate student Matt Lange will both compete at the NCAA East Preliminary Competition in Tampa, Fla. later this month as the first in program history to score a spot.

"To see all these come together right now just, for me, has been very rewarding," head coach Terry Weir said. "It's fun, it's a lot of why we coach and get into this, for these kinds of moments."

Day and Lange will represent GW as the only Atlantic 10 school with two runners qualified for distance events on the men's side.

Day started running in the 3,000-meter steeplechase race this season because he wanted to try something new in his final year as a Colonial.

But what started as an "impulse decision" by Day became his ticket to the national preliminary competi-

tion, after capturing gold at the A-10 Track and Field Championship with a 8:58.40 split earlier this month. He enters the competition in 32nd place.

"I went into it thinking it's going to be something fun and new to do, and it turns out I just happened to be good at it," Day said. "I guess it's just nice that it worked out that way."

For coach and runner alike, Day's success at the steeplechase has been an unexpected surprise.

"Getting here and going to the first round of nationals, I wasn't expecting that at all, I'm not too sure he was expecting it," Weir said. "Deep down we know he's fit and he's talented and he really could do this, but not the first time, not the first year out doing it, so we're thrilled."

Day, who is a member of the program's first recruiting class, said his trip to the national competition in his final program year is the product of both his training and continued patience with himself throughout his career.

"My goal is just to go have personally my best race of the season there," Day said. "If that gets me through, it gets me through. If not, then I've

still bested myself and that's really all that counts."

In addition to holding the program record for the 3,000-meter steeplechase, Day currently holds the program record in the 5,000-meter race. His gold in the 3,000-meter steeplechase at the A-10 Championship inked his name in the record books as the first runner in program history to win an event at the outdoor track and field championships. Day also captured gold in the 5,000-meter race at the meet.

Lange secured his spot for the NCAA preliminary race in the 11th hour, running a 9:00.11 at the IC4A Championships Saturday, good for fourth place at the meet and a personal record by seven seconds. The last day to qualify for the preliminary race was Sunday, and entering the national meet, Lange sits in 38th place in the field of 48.

"I knew that all season I was in good shape and good enough to do it, it just hadn't come together," Lange said. "It was really about just putting it all out there, could be the last one, so there's no reason to save anything."

As a Colonial, Lange is part of the program record-setting 4x1600 meter relay



ETHAN STOLER | CONTRIBUTING PHOTO EDITOR

Senior Carter Day runs at the Atlantic 10 Outdoor Track and Field Championship earlier this month, where he qualified for the NCAA East Preliminary Competition.

team and tops the all-time performance list for the 10K race in cross country with a time of 31:13.4.

For Lange, steeplechasing had always been around him. At Furman as an undergraduate, his coach Robert Gary was a two-time Olympian in the steeplechase.

"I was surrounded by really good steeplers,"

Lange said. "And I'd always been good at running the 3,000-meter race indoors, so I knew that distance was my forte, so I figured if I could just get down some hurdling work I might be decent at the event. And it worked out pretty well."

The top 12 of the 48 competitors in each event will qualify for the NCAA Track

and Field Championships in Eugene, Ore. in June. Weir said he wants his runners to enjoy the race but to fight and take a swipe at one of the top-12 spots.

"This is the best in the country they're going to race with, and I'm looking forward to them to go mix it up with the best and see what they can do," Weir said.

## Baseball loses final home series, drops to seventh place in A-10

**AGAM MITTAL & KERRI CORCORAN**  
STAFF WRITERS

Baseball is fighting to secure a spot in the Atlantic 10 Championship this season, after clinching a postseason berth three years in a row.

The Colonials (28-22, 12-9 A-10) fell 6-0 on Friday and

6-2 Saturday to VCU (31-21, 14-10 A-10) before taking the final game of the series 11-2 Sunday.

GW has lost four of its last five games in conference play, dropping the team to seventh place in the league. The upcoming A-10 Championship – which is hosted on GW's turf this year – admits the top

seven teams.

The Colonials lead the conference in total hits (511) and overall team batting average (.294). The team's 315 total runs scored is good for second in the conference.

On Friday, the Colonials connected on only one hit – the team's worst hitting performance this season – before

collecting 16 hits and 11 runs Sunday.

With one more regular season series left, head coach Gregg Ritchie said the team needs to hit and pitch more strikes like they did Sunday to remain in postseason play.

"We just got to keep grinding out and play consis-

tently and never lose belief," Ritchie said. "They've all been through it and it's just a matter of when we can find a way to get it done."

### Game one

The Colonials came out cold in a 6-0 loss to the Rams (30-20, 12-10) in Friday's series opener.

GW's offense managed just one hit all afternoon against junior right-hander Jack Alkire, who was sharp on the mound for VCU. Over five scoreless innings, Alkire threw 48 of 64 pitches for strikes and punched out five Colonials, lowering his ERA to 2.61.

Toeing the rubber for the Colonials was sophomore right-hander Jaret Edwards, who appeared erratic in his 10th start of the season. The trouble began in the second inning, when he walked two batters and was charged with a balk. A two-run double by junior shortstop Zac Ching then cleared the bases and put GW in an early 2-0 hole.

Edwards, who tossed a complete-game one-hitter in a 1-0 win against George Mason last week, lasted only four innings against the patient VCU lineup. Edwards ended up walking four batters and was charged with six earned runs.

"I just didn't have my command today," Edwards said of his performance. "None of my pitches were sharp. I walked four guys today, and all four guys scored, so there's the difference."

After a shutout third frame, it all fell apart for Edwards in the fourth. Senior designated hitter Mitchel Lacey deposited a 0-1 pitch over the wall to provide an insurance run. Two walks and one out later, sophomore catcher Josh Simon hit a moonshot to the same spot as Lacey – this time scoring three runs and putting his team ahead 6-0 to seal the deal.

Long-reliever Tyler Swiggart came in and gave the Colonials five shutout innings of five-hit ball, but GW's bats struggled to make hard contact all day. Led by junior Benjamin Dum and sophomore Hayden Moore, the VCU bullpen kept the Colonials hitless after the fifth inning.

"We popped a lot of balls up, and I think we should've definitely looked to hit some balls hard on the ground," senior shortstop Robbie Metz said. "They were good at mixing it up and we had a tough time with that."

### Game two

GW's 6-2 loss to VCU Saturday afternoon extended the Colonials' losing streak to four games.

The Colonials adjusted their batting approach at the plate, looking to keep the ball fast and low to the ground after connecting on just one hit against the Rams Friday afternoon.

Senior outfielder Mark Osis went 3-for-4 from the plate to lead the offense, and the Colonials' pitching staff combined for 11 hits and six strikeouts.

Junior pitcher Nathan Woods started the game on the mound for the Colonials and held the Rams to one hit through three innings of work.

A shaky top of the third inning by Woods saw a wild pitch, advanced runners to second and third, and a hit batter loaded the bases. Woods worked himself out of the jam, but started the top of the fourth inning walking two batters and hitting another to load the bases again with no outs.

"I was breezing through the first three and then just came out for that fourth and I just lost the feel for my fastball, which really hurt me," Woods said.

Woods was relieved by junior pitcher Pat Knight with bases loaded and no outs in the top of the fourth and ended the contest allowing no runs.

The Rams capitalized on loaded bases, knocking two back-to-back singles to send the Rams over the plate to take a 2-0 lead.

The Colonials answered back in the bottom of the fourth, spurred by a leadoff single by Metz. A single by Osis put Metz in scoring position at third base. Metz stole home to put GW on the scoreboard 2-1.

Junior utility player Dominic D'Alessandro nailed a line drive deep down the left field line for a triple, sending sophomore infielder Nate Fassnacht over the plate and tying the game 2-2.

The game got away from the Colonials in the top of the seventh inning. VCU's Lacey hit a two-run home run into right field to clear the bases and put the Rams up 5-2 with no outs. A run batted in by Ching upped VCU's lead 6-2, the final score of the game.

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for more on baseball's final game against VCU

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