



Thurston Hall renovations will foster community, students say

ILENA PENG
ASSISTANT NEWS EDITOR

The acceleration of plans to refurbish GW's largest freshman residence hall will make the building more community-friendly and modernize outdated rooms and furniture, students said.

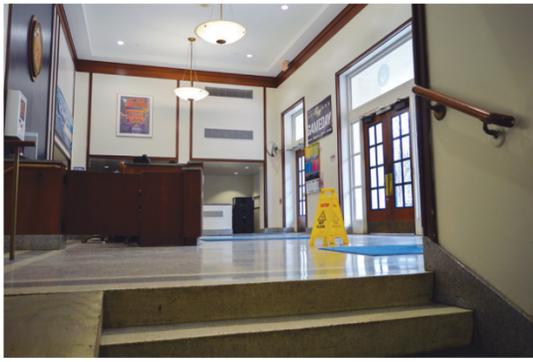
Officials announced last week that they are speeding up plans to renovate Thurston Hall, and plan to open the revamped building to students as early as 2021 but no later than fall 2022. Students said renovating Thurston – which houses more than 1,000 students – could resolve long-standing problems like mold and water issues and reinvent the notorious building as a place where students want to socialize.

The interior overhaul of the building will include new community spaces and modernized rooms and amenities, officials said last week. Administrators plan to hire an architecture firm to oversee the project by the end of the semester and present plans to the Board of Trustees in May.

The expedited timeline will also put a pause on University plans to construct a new residence hall on 20th and H streets by fall 2022.

University spokeswoman Maralee Csellar said officials needed to halt planning for the new residence hall to “fully focus” on Thurston renovations.

“This renovation project supports President [Thomas] LeBlanc’s strategic initiative to improve the student experience by upgrading existing residence halls to include more common and community space within the halls



Officials announced last week that they are speeding up plans to renovate Thurston Hall and will open the new building as early as 2021.

and more study spaces,” Csellar said.

Csellar declined to say why the University decided to accelerate plans or provide a timeline for the renovations. She declined to say the original target date for Thurston Hall renovations and how much money will be allocated for the project.

She declined to say how the University will house freshmen during the renovations and whether any traditionally upperclassman buildings will house first-year students over the next few years. Csellar declined to say for how long plans for the new residence hall will be delayed, saying the University will have more information about renovations and housing for students in the coming months since GW is still in the “early planning phase.”

“We do not have any more details at this time and will continue to provide more information to our community about the renovation work, including housing for students, design and timeline as it becomes available in the

coming months,” Csellar said.

Students have asked for renovations to the residence hall for years but ramped up calls to upgrade the 90-year-old building in 2015. Thurston rooms were equipped with new furniture in 2016, and officials hired a maintenance company to combat mold the next year.

“It’s sometimes a hard place to get work done and feel super at home, so I think that the sooner you can make an incoming freshman class have a more pleasant experience, the better.”

GIULIANA SALOMONE
RESIDENT, THURSTON HALL

Officials began working with outside consultants to construct a plan for renovations in 2017.

Residence Hall Association President SJ Matthews said officials have not yet reached out to her to discuss renovations, but she hopes the RHA will be involved in the process and able to provide input on the design once an architect is chosen. She



DAVEY LORIA | PHOTOGRAPHER

said students have told her they want more laundry facilities, common spaces, natural light and bigger rooms.

Matthews said the project “gets so much better” with the incorporation of student voices, and she hopes that more common space in Thurston will make the residence hall a place where students

ston said they hope repairs will resolve issues of mold in the building and add more community spaces to make the hall more friendly.

Alec Vida, an international affairs major living on the fourth floor, said the renovations should include the construction of multiple kitchens throughout the building. He said Thurston, which currently has one kitchen in the basement, “doesn’t really support” students who cook often to save money or accommodate dietary restrictions.

“We’re kind of just stuck the way it is, and they just say this is just the freshman experience,” Vida said. “You’ll get it when you’re a sophomore or junior or senior, but freshmen are just unable to do anything about cooking.”

Giuliana Salomone, a resident of the second floor, said Thurston’s main community space in the basement serves as a study area and place for people to socialize, which can be “loud” for those trying to work. She said having multiple community spaces that are semi-quiet would be

“really helpful” in catering to students both studying and socializing.

“It’s sometimes a hard place to get work done and feel super at home, so I think that the sooner you can make an incoming freshman class have a more pleasant experience, the better,” Salomone said.

Grace Hromin, who lives on the ninth floor, said increased community space will incentivize more students to socialize in Thurston.

“The whole atmosphere of Thurston is very positive and social so I feel like renovations will help boost that in a way,” Hromin said.

Jamie Hofer, a computer engineering major living on the ninth floor, said he supports the University’s choice to “just keep the face” of Thurston and “start over” with the building’s interior, referencing issues with splintered floors, irregular water pressure in the showers and mold in the rooms.

“They should build a new dorm and just completely start over with this because it wasn’t really meant to be up this long,” he said.

Mae McGrath, a political science major living in a Thurston quad on the fourth floor, said one of her “biggest concerns” is that her room is “definitely not big enough” for more than three people. She said she is unsure whether the renovations will resolve the matter but said the University should consider room sizes when making upgrades.

“It’s not healthy, and it doesn’t really do anything for privacy to have more people than can physically fit in a room living in a room,” McGrath said.



DONNA ARMSTRONG | CONTRIBUTING PHOTO EDITOR

Sen. Shantorrian Underwood, CCAS-U, launched a campaign focused on adding more affordable dining options and promoting diversity across campus.

SA senator, sophomore to run for SA president

KELLY HOOPER
STAFF WRITER

A sophomore and Student Association senator announced her bid for SA president Monday.

Sen. Shantorrian Underwood, CCAS-U, launched a campaign focused on adding more affordable dining options and promoting diversity across campus. Her platform includes reaching out to more multicultural GWorld vendors, creating a website for first-generation students and launching an annual retreat for students of color.

“I want to be a voice for students whose voices have historically been unheard,” Underwood said. “I want to be an advocate for historically marginalized communities and ensure all students have a seat at the table.”

Underwood is the second candidate to join the race for SA president.

If elected, Underwood said she would solicit feedback from students about low-cost vendors that could be added to GWorld. She

said she would also negotiate with administrators to lower the 6 percent cut the University takes from all GWorld sales, which could potentially lessen the cost of meals.

She said reducing the fee would allow the University to forge more GWorld partnerships with vendors that offer multicultural foods or options for students with dietary restrictions. Underwood said she will meet with officials and student dining representatives to determine if GW could lower the rate.

“I want to improve, or ease, everyday life for students,” she said. “What this could be is providing more students options for more inclusive dining partners.”

Underwood said she also wants to create an annual two-day, on-campus retreat for students of color before new student orientation in August. Students would apply to attend the retreat, move in early and get to know other students of color before they start classes, she said.

She said she will discuss

the program with Cissy Petty, the dean of the student center, or Jordan West, the diversity and inclusion education director, to host workshops during the retreat covering topics like mental health, food insecurity and diversity.

“We can talk about anything GW-related,” she said. “Students can talk about anything they’d like to talk about. So they want to talk about the mental health at GW, if they want to talk about food insecurity at GW, anything they want to talk about – and they can work together to discuss why this is happening and what steps they could do to help advocate for this issue.”

Underwood, a first-generation student, said she also wants to launch a website that provides “tips and tricks” for first-generation students to navigate college. She said she would create a website for first-generation students that mirrors a similar initiative at the University of Michigan including personal stories from first-generation students and

scholarship opportunities.

“I want to break down the barriers for resources and knowledge on this campus,” she said. “I want to make sure that every student has the opportunity to know about different resources that GW offers.”

Underwood said she also wants to increase multicultural programming on the Mount Vernon Campus so students do not need to travel to the Foggy Bottom Campus for student group and University events.

She said she will speak with Colette Coleman, the interim associate dean of students, about adding more community events to engage Vern residents.

She said she will work with resident advisers on the Vern to send out surveys to residents and determine programming that could be offered on the campus, like discussions about mental health or food insecurity.

GWHATCHET.COM

for more on Underwood’s platform for SA president

Men’s swimming and diving wins third A-10 title

BARBARA ALBERTS
SPORTS EDITOR

The pair of Atlantic 10 Swimming and Diving Championship banners hanging side-by-side in the Smith Center pool will need to be pushed over to make room for a new addition.

Men’s swimming and diving captured its third A-10 Swimming and Diving Championship in as many years over the weekend after dominating the four-day meet in Geneva, Ohio. George Mason took second place with 613 points.

The Colonials racked up 782 team points in the win – the highest win total since Massachusetts nabbed the crown in 2008 with 791.50 points – and set six A-10 records on its way to 22 total medals across the meet. GW also earned five gold medals across five relay races in the meet.

The win is the first championship crown under first-year head coach Brian Thomas, who took the helm of the program in July.

“The type of performances that they had were extremely impressive, they were blowing away best times, school records, A-10 records – I didn’t necessarily expect that,” Thomas said.

Thomas was honored as Men’s Swimming Coach of the Year, while junior Moritz Fath was tabbed Men’s Most Outstanding Swimmer Performer.

Sophomore diver Peter Nachtwey’s gold – the first No. 1 finish for a diver since 1994 – and silver medal performances on the 3-meter board and the 1-meter board, respectively, earned him the title of Most Outstanding Diver in the meet.

“This group probably had a difficult task ahead of them knowing that there’s a transition in coaching staff but also working with some expectations that have been set by the previous two teams that have won A-10 titles,” Thomas said.

The win continues a new tradition of success for the swimming and diving program at GW.

Just two years ago, the Colonials pulled together their first-ever A-10 Championship under then-second-year head

coach James Winchester after finishing fifth in the conference meet the previous season. Fath earned Most Outstanding Rookie Performer in his two-gold effort that year.

The Colonials repeated their championship win last season, beating George Mason – the next closest competitor – by 148 points and setting at least four new conference records in the meet. GW was led by 2018-graduate Gustav Hokfelt, who tallied seven individual and relay gold medals in the meet.

“We’ve replaced last year’s seniors, which was kind of hard with Gustav leaving, but we had people step up and everyone did their job and did everything they could,” Fath said. “And it ended up turning out pretty well.”

The Colonials took a commanding lead in the championship in the first day of competition Wednesday, racking up 122 team points and two gold medals to distance themselves from the second-place Patriots with 104 points.

GW got its first taste of gold in the 200-yard medley relay Friday, finishing the event with a new conference-best split of 1:27.06, besting the record GW set last season.

The men’s team continued to dominate the pool in the second day of competition, tacking on 161 points to the team total and three more gold medals to lead the conference with 283 points, 26 points more than second-place George Mason.

“Mentally, it was kind of hard the first and second day because we knew that we were going to be challenged by George Mason,” Fath said.

The Colonials collected five more gold medals on the men’s side Thursday to grow their already substantial lead among conference competition.

By the time the final day of competition rolled around, the Colonials were sitting comfortably in first place but did not take their foot off the gas pedal, sweeping the podium in the 1,650-yard freestyle and 100-yard freestyle while tacking on another gold medal in the 400-yard freestyle relay. GW collected a total of nine medals in all Saturday.

CRIME LOG

DRUG LAW VIOLATION

Amsterdam Hall
2/13/2019 – 2:20 p.m.
Closed Case
GW Police Department officers and GW Housing administration responded to a GW Health and Emergency Management Services report of drugs found in plain view during a health and safety inspection. GW Housing conducted an administrative search that yielded drugs and drug paraphernalia.
Referred to the Office of Enrollment and the Student Experience

ATTEMPTED THEFT, DESTRUCTION OF PROPERTY/VANDALISM

Public Property On Campus (2100 Block of H Street NW)
2/16/2019 – 7:15 to 9:06 p.m.
Closed Case
A student's family member reported that the passenger-side window of their vehicle was smashed while parked outside University Yard. The unknown subject went through the glove compartment, but the family member has not reported anything missing.
No suspects or witnesses

HARASSMENT: EMAIL AND ELECTRONIC MEDIA

Guthridge Hall
2/18/2019 – 1 a.m.
Open Case
A student reported that she was being harassed via text message by an ex-boyfriend who does not attend GW. There is limited information about the content of the text messages.
Case open

— Compiled by Valerie Yurk

Officials launch planned gift challenge

MEREDITH ROATEN
NEWS EDITOR

The University wants donors to give GW a spot in their will.

Officials are reviving a planned donation campaign encouraging individuals to name GW as a beneficiary in their retirement plans, wills or living trusts. The campaign, last hosted during GW's largest-ever fundraising push two years ago, documented \$11.1 million in planned gifts – and officials said they are raising the stakes this year.

"With results that successful, we wanted to offer a second edition to encourage even more GW supporters to take part," the challenge's website states.

Throughout this year's fundraising challenge, donors who pledge late-in-life gifts to GW will receive a matching gift of \$1 for every \$10 they donate to any GW fund like scholarships or specific programs. Officials are capping the matching funds at \$10,000 and offering a total matching pool of \$1 million – more than double the \$336,000 available in 2017, according to the challenge website.

The \$1 million in matching funds comes from the unrestricted donations of the estates of two alumni, Joan Colbert and Douglas Mitchell, who graduated from the Columbian College of Arts and Sciences in 1961 and the School of Business in 1993, respectively.

Donna Arbide, the vice president for development and alumni relations, said the matching challenge was inspired by similar challenges started by other nonprofits. When the 2017 challenge started, a "handful" of other schools had done similar challenges, but now more schools are toying with planned giving campaigns, she said.

She said the challenge did not happen in 2018 because

officials did not have the resources and time for a yearly event.

"It is not intended to be an 'annual' event given the planning and administrative work required, as well as the need to have a sufficient pool

said.

She declined to say how much money has been raised or how many people have made donations so far.

Planned giving experts said allowing more donors to participate in a giving chal-

lumni office can identify donors who have large inheritances to donate. Those kinds of donors do not often think to tell the University that they are putting GW in their will, or they consider it private information, preventing staff from knowing which donors can be courted for more funds.

"These challenges are a way for universities to kind of draw out those donors, get them to document the bequest and celebrate it," he said.

He said increasing the size of and capping the matching fund could mean that the University had more donors that wanted to participate in the last challenge, but the fund ran out before they could participate.

Yates added that fundraising progress made in the couple of years leading up to the launch of a major capital campaign are typically counted toward the campaign goals. He said those campaigns typically include a goal for planned giving because the gifts help the University maintain long-term financial security.

Kathy Saitas, the senior director of gift planning at Reed College, said planned giving challenges can help colleges avoid situations in which officials suddenly receive a big sum of money in someone's will but they are not able to accept it. If donors do not consult with a university before designating some of their estate, they may pick a cause that does not make sense, she said.

If the University cannot carry out the donor's wishes, the estate then goes to the next person or institution designated in the will, Saitas said.

"If you don't have those conversations in advance, then your institution can end up in a really weird place where it ends up doing something that doesn't make sense with money, not accepting the money," she said.

\$336,000
in matching funds in 2017

\$11.1 million
in committed donations in 2017

\$1 million
in matching funds in 2019

\$10,000
cap on matching funds in 2019

of matching funds available to support a challenge," she said.

She said the challenge mostly targets donors aged 65 and older who will be reached through a broad marketing campaign including advertising in the GW Magazine and other GW outlets.

"While GW alumni, faculty, staff and friends of all ages may make GW the beneficiary of their estate plans, donors must be at least 40 years of age to document a planned gift and participate in the Legacy Challenge," she

change helps create a broader base of support for the University, which could help officials ahead of the launch of the University's next capital campaign in 2021.

Officials announced a series of new goals in the fall aiming to build the University's donor base ahead of the campaign, including retaining 64 percent of donors and hitting 16,000 alumni donors by the end of the fiscal year.

Tom Yates, the executive director of gift planning at Temple University, said planned giving campaigns are effective because the

Arts organizations have lacked advisers for two months

AVI BAIJAI
REPORTER

At least nine performing and visual arts student organizations have operated without an adviser since December.

After Davis Marquis, a program coordinator for student organizations, departed at the end of last semester to take a new position at the University of Texas at San Antonio, leaders from the student organizations he oversaw were told to direct questions to a general email address in the Center for Student Engagement. But more than two months later, students who lost their adviser said they have not been notified when they will be assigned a new adviser and have no direct point of contact in the CSE to ask questions about upcoming events or activities.

An email sent to student organizations on Dec. 13 said Marquis would leave GW by the end of the semester, and members of the CSE were working to find a replacement.

Marquis said all the leaders of the clubs he had advised "really ran the show."

"I don't think I would be



DONNA ARMSTRONG | CONTRIBUTING PHOTO EDITOR

Senior Mia Dortenzio, the president of GW Balance, said the organization needed an adviser help purchase a backdrop to project lights on stage and plan the organization's spring recital.

worried about the groups being successful without me," Marquis said. "They were already doing that by themselves."

Anne Graham, the assistant director of student involvement and Greek life, said Marquis advised 19 student organizations before he left and informed students

how to seek support until a new adviser is appointed. She said the CSE's staff adviser team has more than 20 "fully trained" advisers who help student organizations.

She said staff advisers respond to students within a business day and have helped several student organizations that were previ-

ously assigned to Marquis with issues like contracts and payments.

"We look forward to continuing to provide support to these organizations while we conduct a national search for a new staff member," Graham said.

Student organization leaders affected by the

change said the lack of a staff adviser has hurt their ability to handle the specific needs of arts organizations, like planning performances or renting studios to practice shows.

Sophomore Dana Krauss, the community director of TEDx Foggy Bottom, said the organization needs a specific adviser who knows the ins and outs of its operations, rather than a general adviser who could help with documents or finances. She said Marquis provided the club with a contact in the District Department of Transportation when the group requested permits to feature food trucks in front of Lisner Auditorium during an event last April.

Krauss said the organization was assigned a new adviser earlier this month, but communicating with the CSE when they lacked an adviser was "frustrating" because staff provided generic "cut-and-paste" responses to their questions. She said she called the CSE about featuring food trucks in University Yard again this year but did not receive a concrete answer.

"Between the time Dave left and between getting our new adviser, it wasn't impos-

sible to run the org," Krauss said. "It just felt like there were challenges we had to face that we had never had before."

Senior Mia Dortenzio, the president of GW Balance, said the organization needed Marquis to help purchase a backdrop to project lights on stage and plan the organization's spring recital, which requires access to the Lisner Auditorium downstage where costumes are stored.

"We'd definitely love to have a specific adviser eventually," Dortenzio said. "One thing about being a dance org, and I think that it's true for all orgs that are very specialized, is that we run into very specific problems."

Junior Isabel DeCarvalho, the executive producer of the GW Shakespeare Company, said her club and three organizations in the Student Theatre Company have decided not to seek help from the CSE while they wait for a replacement "because they don't understand how our student theater companies run."

"We just want a specific person because during goal-setting, the specific adviser knows details about the org," she said.

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SA senator kicks off campaign for executive vice president

ALISA KINGSBURY & SARAH ROACH
REPORTERS

A sophomore and Student Association senator is vying to become the organization's executive vice president.

SA Sen. Amy Martin, ESIA-U, announced her campaign for the SA's No. 2 spot Monday with a platform highlighting more than a dozen initiatives, including mandating a University-wide clicker brand and facilitating diversity training for student organizations. Martin said she will build off her experiences as an SA senator to push the University toward a series of institutional changes, like ditching the Colonials nickname and institutionalizing a program stocking on-campus bathrooms with menstrual hygiene products.

"It's been just a big learning curve, and I've learned what it looks like when it's done right, and I've learned what it looks like when it's done wrong," she said. "I have the knowledge, the drive to make institutional changes – not just quick fixes."

Martin is the second candidate to join the race for SA executive vice president.

If elected, Martin said she



DONNA ARMSTRONG | CONTRIBUTING PHOTO EDITOR

SA Sen. Amy Martin, ESIA-U, launched a campaign for executive vice president Monday.

will work with Jordan West, the diversity and inclusion education training director, to design a program for the SA's diversity and inclusion assembly to begin conducting diversity trainings for student groups this summer. Martin said she has spoken about the training with West, who said she would help develop a plan for members of the assembly.

Martin said members of

the assembly could use the training to launch a peer education service on unconscious bias, similar to a sexual assault prevention service that Students Against Sexual Assault currently offers.

"It's really important that this resource is there, and I think student orgs would love us to have it," she said.

Martin said she would also advocate for People for Periods, a program in which

students stock bathrooms with feminine hygiene products, shifting to be run by the facilities department.

She said she wants the program to be run by the University to ensure that the initiative does not die out as SA leaders graduate. The program expanded last semester to fill bathrooms on the Mount Vernon Campus.

She said she has discussed growing the initiative with

John Ralls, the director of communications and outreach for the Division of Operations, and he was "very enthusiastic" about discussing ways to expand the service.

"It takes a lot of effort for me and my peers to go in and do this, and it would be an easy thing for the University to adopt," she said.

Martin said she also wants to ensure that students always have access to their transcript. Currently, students cannot obtain a copy of their transcript if there is a financial aid hold placed on their account.

Martin said she would issue a survey to determine how many students have been unable to access their transcript because of a financial hold and advocate to provide students access to their transcript at all times. She said officials should also notify students of a financial aid hold at least 48 hours before it goes into effect.

"Transcripts are your own information, and you should not be barred from accessing that at any point," she said.

Martin said she plans to spread awareness of Title IX resources on campus by mandating that professors add Title IX procedures to their course syllabi and mov-

ing support services to the top of the Blackboard homepage. She would also advocate for adding Title IX resources to student employee handbooks, she said.

Martin said she has met with workers in the Center for Career Services who said they were open to adding Title IX documents to the handbook.

Martin added that she would like to encourage the University to offer more dining plan options for students. GW currently offers two meal plans – one for students with an in-unit kitchen in their residence hall room and one for students without a kitchen – but Martin said the University should provide four to five meal plans to choose from so students can opt into a program depending on how much money they spend in a typical year.

She said the University offers fewer meal plans than its peer institutions, which offer an average of eight different dining options, according to an SA affordability report issued last year.

"Living in a city, people have a lot of different habits and they have a lot of different eating habits," she said. "I think it's ridiculous to fit everybody to comparable standards."

Writing center to expand outreach to upperclassmen

LAUREN PELLER & TIYOBISTA DANIEL
REPORTERS

Officials are trying to figure out why more than three-quarters of students who visit the GW Writing Center during their freshman year do not return.

Employees sent a short survey Feb. 14 to more than 500 students who have visited the center over the past three years. Leaders said the survey – which asks students why they visited the center, how employees assisted them and who they think the center is designed to help – will help officials alter their outreach strategies to include upperclassmen in writing workshops and one-on-one appointments.

Phyllis Ryder, the director of the writing center and an associate professor of writing, said the survey was designed to help officials understand how previous users perceived the center. The results of the survey will help the center develop new strategies to encourage upperclassmen to utilize the center's services, she said.

The writing center's services include workshops, group tutoring and specialized one-on-one assistance during the writing process, the center's website states.

"Our goal is to improve our outreach so that GW students understand that the writing center is here for writers at all levels," she said.

Ryder said that out of the 586 freshmen who utilized the center last academic year, only 129 returned during their sophomore year – a roughly 22 percent

return rate. Freshmen comprise about 21 percent of the center's overall user base, she said.

"That made us curious," she said. "We know that we have a lot to offer sophomores, juniors and seniors who are often taking on new kinds of writing, so we want to better understand why those students are not coming to the center."

She said the center had about 6,300 appointments last year, and about 97 percent of students who reviewed their experience ranked the services as "very helpful" or "mostly helpful."

"I don't anticipate that we will need to change what we offer, but we might be able to do something to encourage these students to come to see us," she said.

Paul Wahlbeck, the interim dean of the Columbian College of Arts and Sciences, said CCAS is "proud" to host the writing center, which he said serves as an "important" resource to all students across campus. He declined to comment on the survey, deferring to Ryder.

"Its success in helping the University community at all stages of the writing process is reflected in the number of constituents served," he said.

Carol Hayes, the deputy director of the center, said the center sees more freshmen than other age groups since first-year students are just becoming accustomed to college-style writing.

"What about those moments where students are working on a senior capstone project and they have never written in a writing genre before, right?" she said.

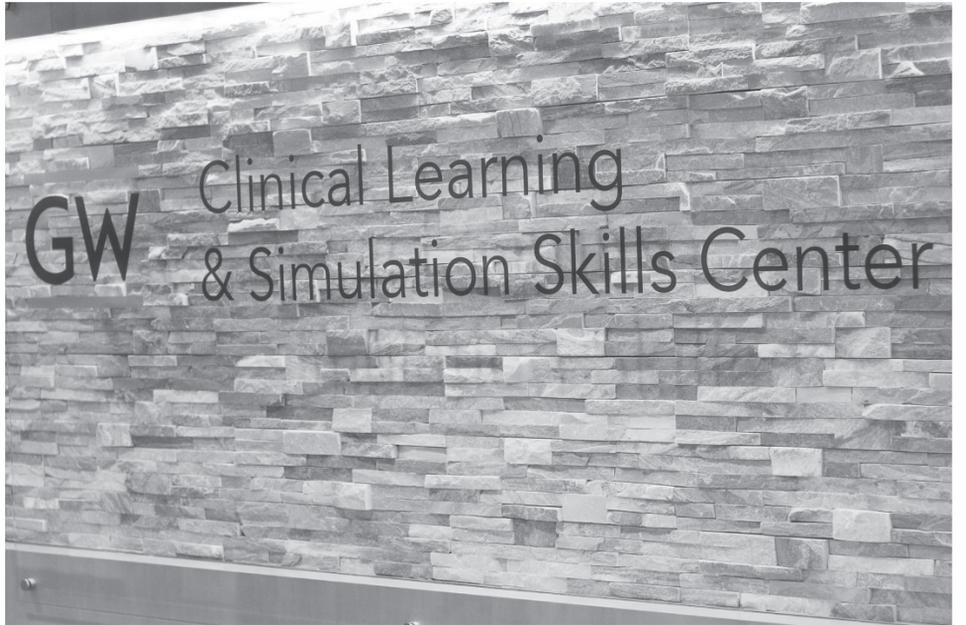
"They seem to have forgotten that we are there for them. We want to remind them of that."

Gabriel Falk, a senior majoring in international affairs and a writing center consultant who is leading the survey, said the evaluation is an internal study, and results will not be published for the community.

"We had noticed a low return rate among freshman clients, and we hope that the survey will give us some insight into why some people choose to or not to return to the writing center after their freshman year," he said.

Falk said that after the survey closes at the end of this week, the center will work to devise a plan to increase outreach to upperclassmen.

"We believe that writing center services can be useful for all students, regardless of age," he said. "We want to make sure that upperclass students know that we are a resource for their projects, research papers and theses."



DONNA ARMSTRONG | CONTRIBUTING PHOTO EDITOR

The School of Medicine and Health Sciences provides simulated clinical training for patient interactions, maintaining a goal set in 2012 to offer clinical spaces for student practice.

Medical school surpasses peers in offering real-life simulations

PAIGE MORSE
STAFF WRITER

After updating its clinical lab spaces four years ago, the medical school is ahead of its peers in exposing medical students to training simulations early on in their college career.

The School of Medicine and Health Sciences provides simulated clinical training for patient interactions, maintaining a goal set in 2012 to offer clinical spaces for student practice. Officials said having updated lab spaces and equipping students with knowledge and skills for patient interactions better prepares students to enter the medical field and makes students more competitive in the health care job market.

Karen Lewis, the director of administration for the Clinical Learning and Simulation Skills Center in the medical school, said medical students work in a traditional classroom setting for their first 15 months, then switch over to clinical experience – working with real patients by shadowing or volunteering – until graduation.

GW starts clinical lab training earlier than nine of GW's 10 peer institutions that have medical schools.

"We have a revised curriculum where students are now getting clinical experience sooner because we find that as you study in books and in the library it is important to also get that practice while you are doing that," she said.

At least seven peer schools – Tufts University, Wake Forest University, New York University, the University of Rochester, the University of Pittsburgh, the University of Southern California and Boston University – have students engaging in clinical simulation practice early in the first two years of medical curriculum, according to their websites. But Tufts University is the only school that will start training its students in simulation labs at the 15-month mark after implement-

ing a new curriculum this fall.

Officials said the medical school's 500-square-foot class center, located in Ross Hall, opened in 2014 and houses four different types of practice rooms for students. Students have access to 14 examination rooms to practice with standardized patients.

Starting in a student's first year, students practice patient care in examination rooms, operating rooms, high fidelity rooms and procedural skills labs using mannequins and simulated or standardized patients or people playing a patient role, officials said.

John Mahoney, the associate dean for medical education at the University of Pittsburgh, said students in the university's medical school begin working with standardized or simulated patients in the fall of their first year, devoting at least one afternoon per week to patient interaction practice for the first year and a half.

"This overall approach helps students become comfortable and skilled with speaking with and examining patients at an early point in their medical education," Mahoney said in an email.

Sondra Zabar, the director of the standardized patient program at New York University, said NYU's medical school starts with 18 months of basic science before students begin clerkships, where simulation practice is integrated throughout all four years.

"They have a chance in a low-stakes environment to be able to talk to a patient and deliver very difficult news or lead a team in a resuscitation," Zabar said.

The University of Southern California's medical school teaches students how to interact with patients in a class called Introduction to Clinical Medicine in the first year. The University of Miami starts patient practice in the third year of the curriculum and also uses mannequins for student practice.

Wake Forest University's medical school curriculum be-

gins exposing students to in-person clinical care in the second phase of the curriculum, which starts after 18 months, according to the medical school's website. Before students begin clerkships, they practice "clinical and patient care with simulated and actual patient care experiences and assessments" in the first phase, according to the school's website.

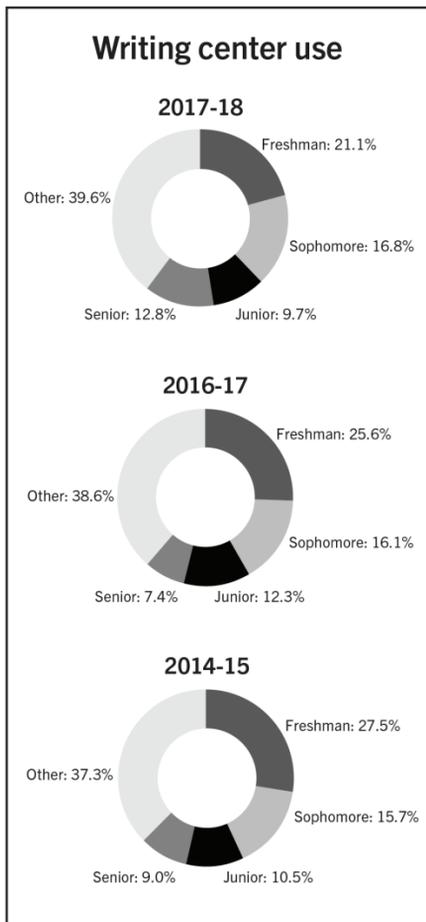
Medical school spokeswoman Lisa Anderson said students receive about 160 contact hours, and the first two years consist mainly of "how to interview patients and how to do basic head-to-toe physical exams."

The examination rooms feature one-way glass, enabling faculty and classmates to watch students practice with standardized patients. The operating rooms, high fidelity rooms and procedural skills labs utilize mannequins as a part of the learning process. The mannequin's symptoms and reactions to student care are controlled by the faculty, she said.

Anderson said the center tries to maintain equipment consistent with what is used in the field. She said the examination rooms feature ophthalmoscope sets – equipment used to examine the retina and other parts of the eye – that most doctors use in their offices. She said other practice rooms are consistent with what can be found in hospitals.

Anderson said students often receive feedback on their standardized patient interactions from colleagues, the patient and the faculty. Each room is equipped with three cameras filming the students for post-practice debriefing.

"It is common for most schools to have two cameras, but we wanted to add an extra camera so we could focus on capturing more of the communications skills," Anderson said. "Sometimes we weren't getting the subtleties of behaviors in our camera views because of where they were placed, so we added another camera in all of our exam rooms."



EMILY RECKO | GRAPHICS EDITOR

Source: Writing center data

STAFF EDITORIAL

Extending Disney Institute partnership shows GW hasn't listened to feedback

GW is expanding a partnership with the Disney Institute that caught a lot of attention in recent months.

As University President Thomas LeBlanc attempted to tackle culture problems among faculty, staff and administrators, he turned to the Disney Institute to administer a survey that would give him data on exactly what the problems are at GW.

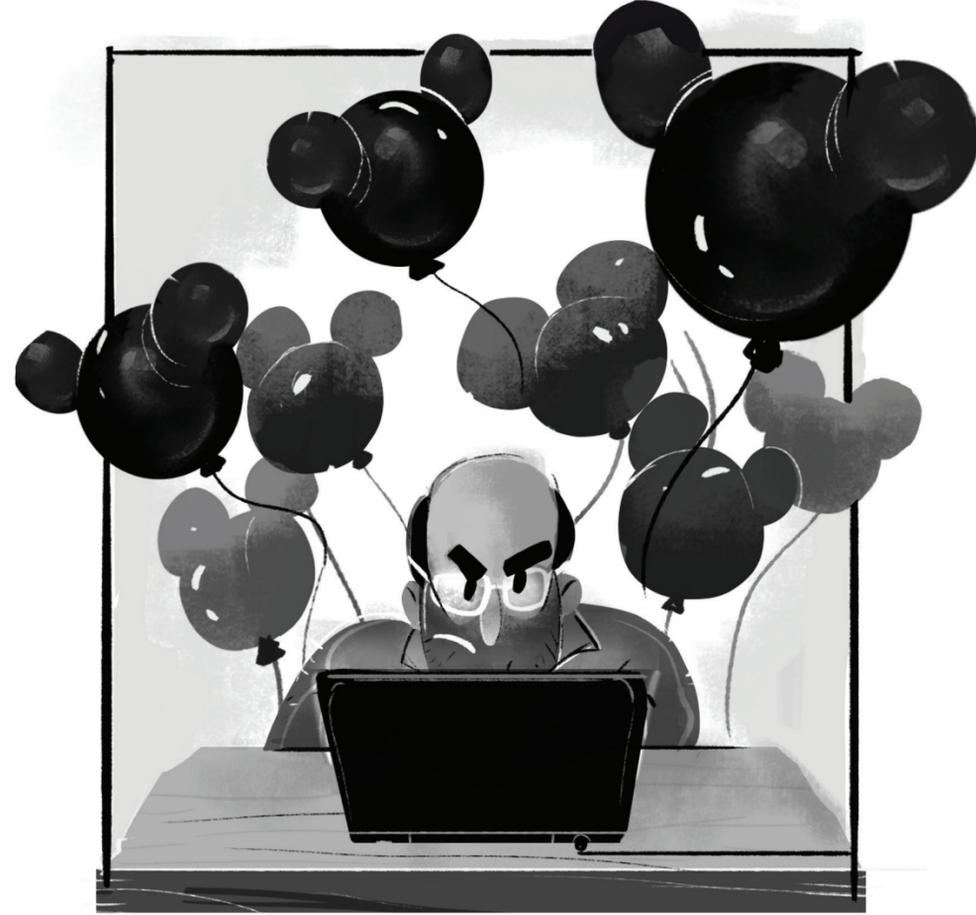
The University's costly investment raised eyebrows and left faculty frustrated because of the large price tag and vague questions featured on the survey.

When results showed that there are four main problems – inconsistent leadership, inefficient communication, poor service culture and a lack of employee appreciation – faculty and staff were unsurprised and angry, and we can't blame them.

Many individuals connected to GW – including faculty and members of the Student Association – were concerned with the initial partnership, but despite those calls, the University decided to expand the services it is paying the Disney Institute for.

GW announced earlier this month that it will now enlist the Disney Institute again – this time to define employee expectations and the overall goals of the University.

It is concerning that GW needed to spend \$300,000 to hear feedback from individuals that it works with every day, and such basic problems could have been communicated in more efficient and less expensive ways. The results of the survey already state that employees do not feel like decision-makers listen to staff, and this decision only exacerbates that problem because major parties clearly stated they



Cartoon by Jekko Syquia

did not agree with the partnership.

GW should not have continued to work with the Disney Institute after hearing these con-

cerns, but considering the University has already signed on for additional services, it must at least put this information to good use.

Administrators now have data to back up a history of faculty complaints. With knowledge that the majority of faculty and staff have issues with the

University's lack of communication, leadership accountability, employee appreciation and service orientation, the University cannot continue to ignore faculty and staff members' concerns.

It will only increase employees' uneasiness if the University continues this partnership without transparency. Officials initially revealed the cost of the Disney Institute's services in an interview with *The Hatchet*, but have declined to share the cost of the extension.

Regardless of the survey's cost, there is value in data but the University must acknowledge that the concerns it is addressing are not new. While officials could have come to these conclusions without hard data, now that they have this information, there is no room to ignore these issues.

In addition to finding ways to reduce faculty and staff disapproval, it is vital that the administrators also look for ways to enhance the educational experience that faculty provide and students experience. While LeBlanc and administrators are in the right to focus on internal issues regarding faculty and staff, the quality of education that students receive is worth investing in.

Ultimately, the Disney Institute survey found that staff and faculty were dissatisfied for a variety of reasons, but embarking on this partnership in general also left employees dissatisfied. With the hard information in LeBlanc's hands, he must fully address these issues and repair his relationship with faculty and staff who feel ignored and blindsided, especially as he continued this partnership without their blessing.

Students of color should not be obligated to represent their culture

When I came to GW, I didn't sign up to be a spokesperson for India. But in many of my classes, I have been in a position where I am one of few Indian students and have felt a responsibility to correct professors and students who mischaracterize Indian culture or present inaccuracies about Indian politics in class.

During my Introduction to Comparative Politics class last semester, we often discussed political change in foreign countries. The professor provided India as an example because at the time, the Indian Supreme Court had just struck down a ban on gay sex. However, instead of accurately stating this information, he said India had just legalized gay marriage – but that was not true.

Shreeya Aranake
Writer

As the class discussed the topic, students continued to cite the professor's example. The discussion only lasted for a couple minutes and the class moved on to a different topic.

When the professor made the mistake, I felt a sudden need to correct him but I was stopped by the fear of being seen as the "Indian kid" who is always piping up to defend her country regardless of whether the topic is relevant to the class or not.

After the professor's false statement, I looked around and waited to see if anyone had noticed the error and was willing to raise their hand to correct the professor. I weighed the importance of my peers' judgment versus the responsibility I felt as someone of Indian descent to clarify the professor's inaccuracy.

Ultimately, I decided not to raise my hand.

But whether a student in my position corrects the professor is not the point. No one should feel obligated to represent an entire country or culture due to someone else's ignorance. The feeling of obligation is an undue burden on one individual. It also perpetuates the notion that students of a specific background should speak on behalf of a country that represents only a part of their identity.

The undergraduate population last fall was the most diverse in at least a decade, with 10.8 percent of the student body identifying as Asian, while 10.3 percent and about 7 percent of the population identify as Hispanic and black, respectively.

It is imperative that both the student body as well as faculty members are aware of these. This is not a problem that can necessarily be fixed by diversity trainings or on-line tutorials.

Overall a more diverse student body and an awareness among faculty to be aware of their information about non-Western countries will alleviate this burden. As long as there is a small portion of students who are members of minority communities, there will be a larger burden on each of them to represent their respective countries and identities. While that issue cannot be solved quickly, acknowledgment from professors about their limitations will make classrooms a more welcoming place. While that issue cannot be solved quickly, acknowledgement from professors about their limitations will make classrooms a more welcoming place.

—Shreeya Aranake, a freshman majoring in political science, is a *Hatchet* opinions writer.

Think twice before launching an SA campaign

With Student Association elections coming up in March, running for a position is an attractive option for many students.

Becoming a member of the student government is a straightforward way to pad your resume and it is increasingly easy to do so. Only a single senate race was contested last spring and 14 seats failed to yield even a single candidate. Odds are if you want to join the SA, you can.

Even though the SA has an admittedly limited set of powers, its mission is as important as ever and students need to take these positions seriously. As we move into SA election season and candidates consider launching campaigns, they should take into account that joining the SA is not just a way to boost career prospects – it is an important job that should only be filled by individuals who are ready to work hard to improve the lives of students they represent.

While the SA does have limited power, it serves as a vital platform to amplify students' voices to the administration. The group also is tasked with doling out more than \$1 million to fund student organizations.

In past years the SA Senate has struggled to remain effective, which could be attributed to the lack of interest in positions. Last semester the group passed just four pieces of legislation – the fewest in at least four years. At the same time, high turnover has continued to plague the

body and forced the body to spend time they should be legislating filling vacancies instead.

GW needs student leaders who are willing to put in the time and effort to sit down and debate the issues, not people who are going to quit the job halfway through the year, or just stop showing up to meetings altogether. Constant turnover diminishes the SA's capacity to actually focus on doing its job of representing the student body.

Marc Chaaban
Writer

But while the organization's power is limited, when the SA speaks – administrators listen.

When the SA is actually working productively, positive change can be accomplished. The Board of Trustees voted last October to allow students to take an 18th credit for free starting next year. This change was only made after the SA published a report on making the change and pushed for months to get it passed. Without student advocacy, there is no telling when or if GW would have implemented this policy.

There are countless other examples of University policies that students might not even know originated as SA initiatives. If you are a freshman who is going to retake a class as part of GW's first-year forgiveness policy, you can thank the SA for introducing that policy. If you enjoyed the ex-

tra time off students get in October for fall break, that originated as an SA proposal, too. This academic year, the amount of dining dollars students receive went up for the third consecutive year – an increase that has been called for by the SA for years as they continued to discuss food insecurity. All these changes were only possible because of the hard work of student leaders. That is the kind of leadership the SA needs.

The issues that are important to students cannot be solved by a student government that is plagued by turnover and a lack of commitment from members. The SA can be a significant force for making positive changes at GW, but only with dedicated people at the helm. The problems of high turnover and vacancy rates can be solved by having seriously motivated students in office. If you are planning to run for a position in the SA, don't do it because you can win easily, but because you're ready to work hard on behalf of the student body.

Like all governments, the SA is only as effective as the people within it. For students who have a real vision for GW and a yearning to represent their peers, you should run for a seat in the SA.

But if students are only looking for another leadership position to add to their resumes, they should sit out of the upcoming elections.

—Marc Chaaban, a freshman majoring in political science, is a *Hatchet* opinions writer.

VUNDABAR
Rock & Roll Hotel
Feb. 28 • \$15
Attendees will be captivated by Vundabar's infectious indie jams at an intimate show.

THE GRANDSONS
Pearl Street Warehouse
March 2 • Free
Enjoy an eclectic mix of free-spirited rhythm and blues at a concert by The Grandsons after The Wharf's Mardi Gras Parade.

MATOMA
Echostage
March 2 • \$30
On his "Holy Moly!" tour, Matoma will play his catchy electronic club songs to a large audience at a classic D.C. venue.

RELEASED THIS WEEK:

'WASTELAND, BABY!' AN ALBUM BY HOZIER

BLACK HISTORY MONTH: Reflecting on the past and present at the University

LINDSAY PAULEN & SIDNEY LEE
STAFF WRITERS

As Black History Month draws to a close, The Hatchet sifted through its own archives and University historical archives to take an in-depth look at black history at GW.

The following timeline breaks down major events on campus over several decades of change at the University as both accomplishments and challenges pushed GW on its journey of racial progress.

A group of black individuals were denied admission to the first commercial performance at Lisner Auditorium.

Ingrid Bergman – who was set to star in "Joan of Lorraine," the first show at the venue – publicly denounced GW's segregation. The event sparked a series of protests throughout the show's run, prompting the National Symphony Orchestra to cancel its performances scheduled at Lisner Auditorium the following month and the Dramatists Guild of America to boycott the venue.

In the Nov. 14, 1946 issue of The Hatchet, Vincent DeAngelis, a former manager of Lisner Auditorium, said the system of segregation was "no different from the dual system at the other Washington theaters, or the restaurants, or the schools generally."

OCTOBER 1946

1938

Former University President Cloyd Heck Marvin said in 1938 that "students of any race or color perform their best" when they are in a "homogenous group, and the University, in its tradition and social environment, has long preserved this policy," The Hatchet reported in 2003.

"The George Washington University does not register colored students," he said.



HATCHET ARCHIVE

FEBRUARY 1947

The Board of Trustees voted to admit people of color to commercial performances in Lisner Auditorium, according to the Feb. 18, 1947 edition of The Hatchet. After "Joan of Lorraine" closed, Lisner was used exclusively for University events and two children's productions, but the vote allowed the auditorium to resume commercial uses.

"When opened for lease for such purposes, the University will impose no restrictions on attendance," the Board of Trustees said.

MAY 1954

After the Supreme Court's Brown v. Board of Education ruling denounced "separate but equal" practices, the University fully integrated.

SEPTEMBER 1963

Former D.C. Mayor Vincent Gray enrolled at the University and was not allowed to join the baseball team because he was black.

Gray said that despite being offered scholarships for baseball at other universities, he was not allowed to play at GW because he was black.

Gray said that the "bad situation" surrounding race on campus made him want to initially leave after his first year. But after he joined Tau Epsilon Phi – which made Gray the first black student to join a fraternity at GW – he said he found his place at the University.

"It helped me realize that as much racism as there was present on campus, there were so many people who were just good people," he said.



Gray, Vince

CHERRY TREE ARCHIVE

MARCH 1963

Norman Neverson is the first black student to receive an athletic scholarship from the University when he is recruited for the football team.

"Neverson has proved to our scouts that he can play football, and that is what we are interested in," former head football coach Jim Camp said in an interview with The Hatchet in 1963.

Neverson said that while he was enrolled at GW there were two different Americas: "We had a black America and a white America."

"There was no socialization between blacks and whites in this city until 1963," Neverson said. "We changed that paradigm because in 1963, the year of the March on Washington – when Dr. King made his great pronouncement – we were at the Lincoln Memorial, all of us were as one team. Not football players, but students."

More than 50 years after being recruited by the football team, Neverson said that he is still thankful that GW afforded him the opportunity to "grow and excel."

"Anyone who came out of D.C. in the '60s remembers that epic moment when this 18-year-old boy integrated GW athletics," Neverson said. "But to me, 56 years later, I was blessed to have been in the right place at the right time."



MARGARET WROBLEWSKI | PHOTOGRAPHER

FEBRUARY 1968

The Black Student Union was instituted as a student organization and hosted its first events on campus in celebration of Black History Month, according to the Feb. 13 1968 issue of The Hatchet.

The first organizer of the Black Student Union, Peggy Cooper Cafritz, also pushed for sororities to become integrated on campus by making the student body aware of problems in the black community.

"We'd like to see the sororities fully integrated or kicked off campus by June," Cooper Cafritz said in an interview with The Hatchet in 1968.

APRIL 1968

Two-hundred students, many of them white, quietly and nonviolently marched to Rice Hall with the Black Student Union to demand better educational opportunities for black students like job opportunities, increased enrollment of black students and the end of contracts with firms that did not abide by the Civil Rights Act.

SEPTEMBER 1968

The University Human Relations Act was established at GW, barring campus organizations from discriminating membership on the basis of "race, religion or national origin," according to the Sept. 23, 1968 edition of The Hatchet.

SEPTEMBER 1968

The University hired its first black professor, Jay Saunders Redding, who taught two courses dealing with "the literature and history of the black man in America," according to the Sept. 16, 1968 issue of The Hatchet.

Redding's hiring came four months after the Black Student Union first demanded that the administration add "black-oriented" courses to the curriculum.

FEBRUARY 2011

The University named Terri Harris Reed as its first vice provost for diversity and inclusion as the University attempted to attract students and employers from more diverse backgrounds and redefine the MSSC.

"I was a first-generation college student and a person of color at traditionally white institutions, as both a student and employer," she said in an interview with The Hatchet in 2011. "I feel like I have a handle on both sides of the issue, experiencing being feeling not included and trying to move an institution forward."

SEPTEMBER 2012

The University's multicultural office planned a mandatory diversity training program for members of all student organizations.

FALL 2003

Michael Tapscott was hired to lead the Multicultural Student Services Center.

Tapscott said the center has grown a lot over the past few decades, allowing the organization to make a bigger impact on campus.

"We've been fortunate to have a lot of opportunities to try to have an impact, to be an influencer and to be an office that people look to for a really equitable approach to problem-solving," Tapscott said. "We emphasize community building. When problems arise, we emphasize dialogue and conversation because people don't change just because you want them to. People change because they have a deeper understanding of differences and a deeper, deeper understanding of a perspective that is not one they share."



HATCHET FILE PHOTO

FEBRUARY 2018

A racist Snapchat post emerged depicting two members of Alpha Phi, one of whom is holding an empty banana peel. The photo is captioned: "Lzzy: 'I'm 1/16 black.'"

Over the year following the post, the University and the student body enacted a slew of changes.

Officials responded with a 12-page report outlining a nine-point plan to improve diversity and inclusion at GW through efforts like hiring a diversity and inclusion training director, hosting a Race in America speaker series and requiring diversity training for freshmen.

SEPTEMBER 2018

Student Association leaders took the first steps to shape the SA's diversity and inclusion assembly. The group, including multicultural student leaders and SA senators, was created to voice concerns about campuswide diversity issues.

Sen. AJ Link, Law-G, the chairman of the group, said organizations like the diversity and inclusion assembly are important to help underrepresented and marginalized students address issues and concerns that can be overlooked by the bigger student population or by administrators.



FILE PHOTO BY DONNA ARMSTRONG | CONTRIBUTING PHOTO EDITOR

Since the start of the assembly in September, Link has successfully hosted four to five listening sessions and has gotten about 15 student leaders involved along with about 15 SA senators. But Link said the group is still finding its way because the assembly is still new.

"I am proud of the fact that the students who are part of DIA are passionate students and they care about diversity and inclusion work and they take it seriously and they take it to heart," he said. "But I am a little bit frustrated that the larger campus doesn't seem to care as much."

FALL 2018

Jordan West became the inaugural diversity and inclusion education director. Since she was hired, West has facilitated hundreds of conversations with students, faculty and officials on campus to help them combat biases, The Hatchet reported in January.

GAMES OF THE WEEK

WOMEN'S BASKETBALL
vs. Duquesne
7 p.m. • Wednesday
Women's basketball will defend the Smith Center for the final time in the regular season when it hosts the Dukes Wednesday.

GYMNASTICS
vs. BYU
7 p.m. • Friday
The Colonials will honor their seniors Friday in the team's final home meet of the season.

NUMBER CRUNCH

3.6

Average run differential between softball and its opponents in GW's five-game win streak

Former men's basketball guard returns to classroom, takes dance class

BARBARA ALBERTS
SPORTS EDITOR

Nearly 20 years ago, Mike King strapped up his shoes for two consecutive appearances at the Big Dance.

Now the former men's basketball guard is back in Foggy Bottom dancing again. But this time, he is in the classroom – not on the court.

King played for GW from 1997 and 2001 before leaving the University before he finished his degree to chase after an opportunity to play in the NBA, he said. King returned to the University to wrap up his sociology degree and one of the five classes he is taking, Understanding the Dance, has quickly become his favorite.

"We started off with ballet and I was like, 'Oh Lord, I'm using muscles that I didn't even know I had,'" King said. "And like I told professor, I said, 'Man, there's days when I leave here I'm sore.' And he laughed and said, 'I thought you were an athlete.'"

During his days on the court as a Colonial, he made back-to-back NCAA Tournament appearances



Former men's basketball guard Mike King has returned to GW to finish his sociology degree.

during the 1997-98 and 1998-99 seasons.

As a junior, he ended the season with the highest field goal percentage on the team – shooting 45.9 percent from the field on 112-for-244 shooting in 24 games.

In four years, he tallied 175 career steals – the fifth-highest mark in program history – and joined the 1,000-point club, notching

1,327 points and giving him the 24th highest tally of all time.

After departing GW, King tried his hand playing professionally in Europe before returning stateside and coaching at the high school level.

King said making a return to campus brought back a slew of memories from two decades ago and he was glad to see former

teammates like Chris Monroe, the director of marketing and sales for the athletic department, still roaming around Foggy Bottom.

"It's funny, running into my guy Chris, playing with Chris over the years and now he works here, it's kind of funny," King said. "It's a good feeling."

Monroe is a men's basketball hall of famer and

the highest scoring men's basketball player in program history, tallying 2,249 career points over four years. Monroe said King was "in [his] ear" consistently offering advice to the young guard who was shouldering a starting role as a rookie.

"He had a winning mentality, he never quit and always pushed his teammates to what we would call a 'level up,'" Monroe said. "So to play to the expectations of what he thought we should play at, being one of the senior leaders on the team."

King said it's "hard" watching men's basketball games from the sidelines as a spectator now and he hopes one day the Smith Center returns to the lively atmosphere packed with students and fans that he remembers seeing during his time as an athlete.

"I just remember us having small games, like Fordham, and it would be packed with students just to watch us play," King said. "I'm hoping that one day it'll get back to that support because these guys really need it."

Although King is no longer a traditional student himself, he said he

has been able to fly under the radar despite being nearly twice the age of his peers because he "looks younger." But he said administrators and professors – like his senior thesis adviser – remember the young star who was once likened to Superman on the basketball court.

"It's cool to come back and people still remember," King said. "That means that you left a good impression."

Dana Tai Soon Burgess, a professor of dance, teaches King's class and said he is a "life-long learner."

"Mike is obviously a team player, he is very dedicated to class, he always gets there early, he asks questions, he really goes for it 100 percent," Burgess said. "You can just see the dedication he has to movement."

The class has tackled plies and salsa dancing, and next they will take on hula dancing, whirling dervish dances and modern dance, Burgess said, before creating their own choreography.

"We just got off of learning the salsa," King said. "So trying to think about using it at some point in time."

Women's swimming and diving notches best showing at A-10 Championship in 18 years

BARBARA ALBERTS
SPORTS EDITOR

Women's swimming and diving took second place at the Atlantic 10 Championship – marking the team's best showing at the meet in 18 years.

The Colonials set two conference records and finished with 562 total points over the four days of competition, which concluded Saturday, 110 points more than their third-place finish last year and just 18.5 points fewer than Duquesne – the meet's top squad.

The No. 2 finish matches the program's best-ever result in its fourth consecutive year of major improvement. Last season, GW took third – three spots higher than its sixth-place finish in 2016-17 and six spots higher than its ninth-place finish in 2015-16.

"In terms of the improvement and the steady improvement that the team's seen, it's been pretty epic for the last four years," head coach Brian Thomas said. "To go from 10th, 11th place up to second is really, really cool and something that our seniors can really hang their hat on."

Thomas said the narrow spread between first and second place is a "good motivator" for his team in the coming years.

"I just keep thinking about 18.5 points,"

Thomas said. "I'm not really over-evaluating anything other than it stings because we're really close."

The women walked away with 13 total medals on the weekend, including six gold medals, and two conference records to their name.

Senior Emily Zhang – who has been with the team since its ninth-place finish in 2016 – earned seven medals. She said the team's cohesion played a large factor in the Colonials' success in the pool.

"Part of it is a little surreal but at the same time we've worked for every single ounce of it," Zhang said. "Especially this year, we've really come together as a women's team and supported each other really well which is why I think we got second."

Six points separated first place from third for the women's teams on the opening day of competition Wednesday with Duquesne sitting in first with 72 points, Fordham trailing with 70 points and the Colonials occupying third place with 66 points.

"It was us, Duquesne, Fordham and Richmond going back and forth at every single session, which is why we hammered home that every single swim really mattered to us," Zhang said.

The Colonials jumped into second place Thursday with 206 team points following an A-10 record-setting

outing in the 200-yard freestyle relay. Zhang, sophomore Meghan Burton, freshman Rebecca Smolcic and senior Caroline Racke pulled together a 1:31.53 finish in the relay to ink their names in the A-10 record books.

GW racked up four additional medals Friday thanks to gold-medal performances by Zhang in the 200-yard freestyle and Burton in the 100-yard butterfly, allowing the Colonials to pull away from Fordham.

The silver-medal performance was solidified with a gold medal in the 400-yard freestyle relay, with a time of 3:21.16.

Thomas said part of the women's success came from strong showings from the team's rookies like freshman Andrea Moussier, who won gold in the 1,650-yard freestyle with a time of 16:40.96.

"From the underclassmen, I just saw a lot of grit," Zhang said.

Thomas said going forward, his staff would take up the responsibility of continuing to move the program along the same trajectory it has been on in recent years.

"We didn't want to take a step backward and even a step sideways," Thomas said. "So I was happy we could do that. But I think they're motivated. There's definitely a sting to it when you come up that short or that close."



Senior Andrew Weber set a new program record in the 5,000-meter run with a time of 15:05.41.

Indoor track and field sets pair of program records at A-10 Championship

WILL MARGERUM
STAFF WRITER

Men's and women's indoor track and field set two program records at the Atlantic 10 Indoor Track Championships in Fairfax, Va. over the weekend.

With a small roster, the Colonials competed in select track events and did not enter competition for any field events. Both teams came in last at the meet overall, but four Colonials still walked away with new personal records.

The VCU women's squad tallied 136 points to win the women's side, while GW notched just two points and finished last among 13 teams – up from the team's one-point showing last year.

On the men's side, host George Mason led the way with 173 points while the Colonials garnered one point courtesy of senior Andrew Weber's eighth-place finish in the 5,000-meter run, which he completed in 15:05.41 – a new program record.

Last season, the Colonials finished with 36 points on the men's side.

Head coach Terry Weir said competition over the weekend was "tough" because some of the team's scorers had to redshirt the season.

"With the middle distance and distance, we know we can score those types of points," Weir said. "It's just really getting the depth on the rosters that we need to do that."

The Colonials kicked off competition with the 5,000-meter race Saturday. Weber competed alongside

senior Conner James, who placed 18th in the 5,000-meter race with a time of 15:24.65.

"I would say the 5K was the high point, scoring that point for the boys," Weber said. "Last year we did a lot better and we've been suffering from injuries and stuff but being able to bring a point back to GW and for the first time scoring indoors in a conference meet was a great accomplishment, especially being my senior year."

The distance medley relays were a target for Weir heading into the weekend and the women's team, led by seniors Halley Brown and Madison Yerke, placed eighth.

The group finished in 12:08.64, beating Dayton by 0.21 seconds to claim the team's solitary point of the day Saturday.

"We had a way better meet on the second day than on the first day," Weir said. "I just didn't like how our intensity level wasn't up high enough and we were very, very flat."

In the men's mile, freshman Isaiah Robyne finished in 15th place, points of a second ahead of sophomore teammate Ryan Doorhy. Robyne completed the mile in 4:28.91 while Doorhy was just behind, finishing in 4:29.07.

On the women's side, Brown finished in 13th with a time of 5:07.75 and sophomore Margaret Coogan placed 18th in 5:14.11.

James and Weber both competed in the men's 3,000-meter final, which was won last year by then-senior Carter Day. Weber placed

20th with an 8:48.84 split while James finished 24th overall with a time of 8:54.92.

"I think Andy Weber had a great weekend, he ran really tough in kind of a grinding men's 5,000, he came back and doubled today in the 3K," Weir said. "Him and Connor James, both seniors, I thought had really good meets on the men's side."

The women's 3,000-meter final was contested by senior Kelli Stetson and sophomore Olivia Horgan. Both settled into the mid-rear of the runners as the pack spread out. With three laps remaining, the field was stretched thin and Stetson found herself near the back while Horgan hung in the middle position.

Stetson ultimately finished 31st in the field, timing in at 10:50.91 while Horgan's 10:39.56 was good for 26th place and a personal record.

The women's 4x800 final was the last event the Colonials took part in. Brown started with the baton and ran in the middle of the field before passing off to Yerke. Coogan took over after her and passed on to fellow sophomore Brittany Wilkinson, who finished in eighth place with a time of 9:24.73, setting a new program record and earning GW's final point of the weekend.

"It's very crazy for me because my freshman year I didn't run at A-10s," Brown said. "I think to come my senior year and to have two school records is really just this great arc."

The Colonials will now start preparing for the outdoor season, which begins at the Penn Challenge March 23.



Senior Caroline Racke participated in the Colonials' record-setting 200-yard freestyle relay.