

The GW Hatchet

What's inside

Opinions

The editorial board puts the upcoming in-person academic year into perspective.
Page 5

Culture

Check out our Orientation Guide for tips on how to acclimate to campus.
Page 6

Sports

GW men's basketball announces pair of new graduate assistant coaches.
Page 8

Freshmen and sophomores arrive on campus as University reopens

ABBY KENNEDY
ASSISTANT NEWS EDITOR

With upperclassmen finally resuming their long-awaited traditional college experience, two classes have arrived on campus for the first time, experiencing mixed emotions about navigating campus life as the year gets underway.

More than 10 freshmen and sophomores who will start their first year in person with a full student population on campus said they are looking forward to feeling like a “real” college student after a year-and-a-half of living their academic life through a screen during the COVID-19 pandemic. For the first time in recent memory, the University will hold orientation for two classes of students who have yet to spend a full year on campus in hopes of acclimating them to GW’s in-person environment.

After New Student Orientation programming was held virtually because of the pandemic during the last academic year, the University will offer orientation for freshmen and sophomores this week with academic sessions, campus tours, social activities and

opportunities to explore D.C. Students can attend a mix of in-person and on-line programs and some will be open to both incoming classes, like Monument Walks – a nighttime walk around the National Mall with orientation leaders.

Students said they feel “excited” to learn what life is like as a college student but “nervous” and “overwhelmed” by the unknowns of what their first year may look like. Tess Klugewicz, a sophomore double majoring in political science and American studies, said returning to campus will be an “unprecedented” situation for sophomores who will learn to navigate campus and live away from home halfway through their collegiate career.

“The last time that I was in a classroom was as a fresh senior in high school,” she said. “So, it’s very weird to have to go into a college setting and not really know how to act in a college classroom or how to really be a college student, but I am a sophomore.”

Sophomores spent their first year at GW connecting to their peers through virtual events like Colonials

Weekend, while meetings for more than 450 student organizations were forced to turn their operations digital. Campus residents totaled about 500 last fall and 1,500 this past spring, but sophomores said although some may physically know their way around D.C., they still feel they will be learning how to navigate life both on campus and in the classroom.

Klugewicz said this year will be a period of “immense adjustment” for her and her fellow classmates as students continue to learn about campus and rely on upperclassmen, professors and staff to aid them in adjusting to everyday activities like finding classes and using the Vex.

“I think everyone coming out of almost two years of virtual schooling will all be struggling, especially in terms of social dynamics and figuring out how to interact with people again, how to interact with a professor, how to get up early, get to where you need to be, go to an actual location,” she said.

Klugewicz said the decision to hold New Student Orientation for sophomores is “admirable” because



PHEBE GROSSER | STAFF PHOTOGRAPHER

Students said they signed up for on-campus events through the New Student Orientation program like campus tours, trips around D.C. and a visit to the National Portrait Gallery to acclimate to the city and build community.

they will be welcomed like freshmen and supported as they transition to on-campus student life. She said it will be crucial for students to have a support system within the University community that can ease their nerves and uncertainties about campus.

“Coming back from

being virtual for so long, we’ve kind of lost a lot of our social skills, in terms of interacting and meeting new people and making friends, feeling comfortable, putting yourself out there,” she said. “So I think the orientation events are definitely going to help with that.”

Grace Chinowsky, a freshman majoring in journalism and mass communication, said the transition to a reopened campus has been especially “intimidating” for her after moving across the country from her home in Washington.

See **ORIENTATION** Page 3

Administrative shuffles, COVID-19 planning headline summer news

DANIEL PATRICK GALGANO
STAFF WRITER

NICHOLAS PASION
STAFF WRITER

From administrative shakeups to a phased reopening of campus following a year of shutdowns, the GW community has seen unprecedented turnovers throughout the COVID-19 pandemic.

University President Thomas LeBlanc announced in May that he would step down from his position at the end of this academic year, and the following month, former Provost Brian Blake – who worked with LeBlanc at the University of Miami – stepped down to become the president of Georgia State University. Officials also developed and tweaked their fall reopening plan throughout the summer, requiring community members to be vaccinated against COVID-19, receive regular tests and wear face coverings while in campus buildings.

Here’s a roundup of everything that’s happened over the summer:

Leadership changes

After LeBlanc announced that he would retire at the end of the upcoming academic year following calls for him to resign, liberal arts professors welcomed the leadership change while STEM faculty felt disappointed that LeBlanc didn’t do enough to unite the University behind his vision to enhance STEM offerings. Student leaders said LeBlanc also failed to prioritize student interests with issues like fossil fuel divestment.

Experts in higher education were unsurprised at the announcement given LeBlanc’s rocky tenure at GW, though the Board of Trustees had maintained their support for the president amid the turmoil and consistently lauded his efforts to lead the University out of the pandemic.

Officials said in late May that the Board had started discussions about the search process for the next president but declined to comment on its timeline and whether LeBlanc would be involved. The Faculty Senate passed a resolution earlier this month to

expand the faculty committee that will consult with trustees on the presidential search process to ensure more diversity of faculty rank, gender, race and discipline.

Following Blake’s departure, LeBlanc named Vice Provost for Faculty Affairs Chris Bracey as interim provost and said he would allow the next University president to oversee the search for a permanent replacement. In June, officials named deputy general counsel Charles Barber as the interim vice president and general counsel after his predecessor, Beth Nolan, announced she would retire in March.

COVID-19 policies

Officials said in early July that students must attend in-person classes in the fall – except for a limited number of classes designated for online instruction – after announcing in April that all students, faculty and staff must be fully vaccinated against COVID-19 to return to campus.

See **COMMENCEMENT** Page 4

What to expect from GW’s presidential search process

ISHA TRIVEDI
NEWS EDITOR

As University President Thomas LeBlanc closes out his tumultuous tenure this academic year, officials plan to spend the coming months engaging in an extensive search process to identify the next University president.

The presidential search process will be managed by the Board of Trustees, spearheaded by a search committee made up of trustees, faculty, students and alumni that will select a search firm to assist with the process and help narrow down candidates based on feedback from the committee and the GW community. Officials have declined to share any updates on trustees’ progress with the search and what timeline they expect to follow since a University spokesperson last told The Hatchet in May that trustees have begun discussing the search process.

LeBlanc announced in

May that he would step down at the end of the upcoming school year as tensions between him and the GW community reached an all-time high. Professors said they hoped GW’s next president would have a more collaborative and transparent approach to leading the University.

Former University President Steven Knapp, LeBlanc’s predecessor, announced his departure on a similar timeline, publicizing in June 2016 that he would depart the following July.

Here’s a look back at the most recent search and what to potentially expect from this year’s process:

Assembling a presidential search committee

By the end of June 2016, the same month Knapp announced he would be stepping down, officials launched the search committee with trustee Madeline Jacobs as chair, which

consisted of 10 trustees, six faculty members, the president of the Alumni Association, a staff member and the Student Association president.

By August of 2016 trustees had chosen national executive search firm Isaacson, Miller to help conduct the process. Officials said in 2016 that the firm would identify a “qualified and diverse pool of candidates” and would advise the search committee.

With the news of LeBlanc’s departure now more than three months old, officials have yet to provide any updates on developing a search committee and selecting a search firm.

Expanding faculty representation

By the end of August 2016, faculty began to express concerns that the search committee lacked diversity in areas like race, gender and discipline.

See **UPDATES** Page 3

Social media, isolation worsened students’ eating disorders during pandemic

ISHANI CHETTRI
CONTRIBUTING NEWS EDITOR

MICHELLE VASSILEV
ASSISTANT NEWS EDITOR

Ruby Samim, a junior majoring in public health, said she was isolating in her house last spring when she had eaten so little that she didn’t even have the energy to go on a walk in her neighborhood.

Samim, who suffered from binge eating disorder before the pandemic, said she stopped eating regular meals during the pandemic after comparing herself to celebrities on social media while living at home with no social outlets.

“I was just not happy to be at home and I felt like I was spending a lot of time on social media and TikTok especially and just comparing myself all the time,” she said. “All that was on my phone was just celebrities, influencers. Of course I’m going to compare myself to them because there was no outlet.”

Samim said she would encourage other students facing eating disorders to take a break from social media or to avoid following people who make them feel bad about themselves. She added that students should be aware of what they say to others around them because phrases like “You’ve lost so much weight” may not feel like a compliment to students struggling

with eating problems.

“Sometimes even something as small as ‘Oh my gosh, all I had for breakfast this morning was iced coffee’ can be kind of triggering to people who are struggling with not eating enough or feeling like they are bingeing stuff,” Samim said.

Samim is one of 10 students who said they developed or worsened their eating disorders during the COVID-19 pandemic, when isolation, stress and increased usage of social media made it harder for them to regulate their diets. Students said they didn’t have their peers to hold them accountable for not eating regularly when they were isolated, and social media trends like workouts increased anxiety about their body image during the pandemic.

Maddie Billet, a sophomore majoring in political science, said she struggled with anorexia, an eating disorder where a person restricts their calorie intake for extreme weight loss, since sixth grade and developed bulimia nervosa, a cycle of binge-eating and self-induced vomiting, this March. She said while her physical symptoms stayed the same during the pandemic, her mental health worsened as she observed her friends and influencers on social media strive to lose weight in a “fatphobic” way.

“I like to call eating disorders socially contagious, and once you



PHOTO ILLUSTRATION BY GRACE HROMIN | SENIOR PHOTO EDITOR

Diagnoses of eating disorders increased by 25 percent during the pandemic nationwide for people ages 12 to 18, according to a study released in April by the Epic Health Research Network.

take the social part out, there’s no one really to learn from besides social media, so it really matters what you’re seeing online,” Billet said.

Diagnoses of eating disorders increased by 25 percent during the pandemic nationwide for people ages 12 to 18, according to a study released in April by the

Epic Health Research Network, a research journal dedicated to medicine and health care.

See **ISOLATION** Page 4

News

August 23, 2021 • Page 2

THIS WEEK'S EVENTS

KILLING TWO BIRDS WITH ONE STONE: HOW NEW CHINESE LAWS FACILITATE DATA SOVEREIGNTY IN THE NAME OF PERSONAL DATA PROTECTION
 Aug 26 • 10:30 a.m. EDT • Free
 Join the Digital Trade and Data Governance Hub as they discuss the effect of China's new data laws on Chinese firms.

AFGHAN HEALING CIRCLE
 Aug 27 • 7 p.m. EDT • Free
 The South Asian Society and No Lost Generation GWU will host a listening space for Afghan and Afghan diaspora students to help navigate this difficult time.

THIS WEEK IN HISTORY GW community members travel to Mount Vernon, home and resting place of George Washington, for the kickoff of the University's 175th anniversary celebration.
 Aug 28, 1995



FILE PHOTO BY SABRINA GODIN | SENIOR STAFF PHOTOGRAPHER
 Metrorail will stay open until 1 a.m. instead of midnight on Friday and Saturday and open one hour earlier on Sundays.

Metro lowers weekend fares, expands service to bring back riders

TARA SUTER
 STAFF WRITER

ZACHARY BLACKBURN
 ASSISTANT NEWS EDITOR

Metro riders will soon be able to ride weekend trains for \$2 as part of fare and service incentives to bring passengers back after ridership numbers dropped off compared to pre-pandemic levels.

The Washington Metropolitan Area Transit Authority announced in a release last week that riders will receive access to a \$2 flat fare for weekend Metrorail trips, free transfers between trains and buses and increased service among other incentives for ridership starting Sept. 5. Paul Smedberg, the chair of Metro's board, said the changes were needed to provide consistent service to returning workers and visitors as the Metro continues to recover from months of closures and revenue fallout.

"This is a time of change for Metro and our customers, and it's an opportunity to make our service work better for all riders whether they take Metro to work, the grocery store, visit family or friends or just get around town," Smedberg said in the release. "We are adding more rail and bus service, more hours and working

with businesses and the community to ensure the service will be there when riders need it."

The agency's new incentives will include a 20 percent discount for seven-day regional bus passes, shorter waiting times for buses and trains and expanded train service - 1 a.m. closures Fridays and Saturdays and 7 a.m. openings each Sunday, according to the release. The release states that WMATA officials will also increase the number of buses and trains and shorten the Metrorail's waiting times as part of their service expansions.

Waiting times between trains will take no more than three to six minutes on weekdays on the Red Line and at stations with multiple lines until 9:30 p.m. The number of trains will then increase during weeknights after 9:30, as trains arrive with 10-minute gaps on the Red Line and with five- to eight-minute gaps at stations with multiple lines.

WMATA's weekend schedule will be the same as weeknights with added trains and shorter wait times.

Metro's Board of Directors first approved the fare reductions and service expansions in June with the goal of implementing them by Labor Day. WMATA has

also taken other measures to address the pandemic, like requiring all employees get fully vaccinated.

Jeri Epstein, the chair of the Foggy Bottom and West End Advisory Neighborhood Commission, said she supports the incentives to bring back riders because she wants to see downtown D.C. revitalized after more than a year of local pandemic-related closures. She said while she has not ridden the Metro since the beginning of the pandemic due to COVID-19 concerns, she thinks the changes will serve her constituents who are willing to ride.

"The more people who use it, the more people come downtown, the more we come back as a city," she said in an interview. "That's what we're looking for, is to bring back the city."

Epstein said low ridership and an insufficient budget have made it difficult for public transportation to continue running efficiently, and she hopes riders return to the Metro and buy fares to support the agency. WMATA averted a series of devastating cuts and maintained service levels when officials passed its fiscal budget plan earlier this year after receiving about \$720 million in federal stimulus through the American Rescue Plan.

Professor launches project to build trust in COVID-19 vaccine

MICHELLE VASSILEV
 ASSISTANT NEWS EDITOR

A health policy professor received a \$1 million grant to increase COVID-19 vaccine access among D.C.'s socially vulnerable communities late last month.

Y. Tony Yang, a professor of public policy in the School of Nursing and the Milken Institute School of Public Health, said he will use the grant to minimize vaccine hesitancy in wards 7 and 8, where only 32 and 24 percent of residents are fully vaccinated, respectively. He said his team will talk to people in places like churches and barber shops, work with community partners and post infographics and videos on Facebook and Twitter to provide underserved communities with information about the vaccine's safety and efficacy.

The grant comes from the Human Resources and Services Administration, a federal agency of the U.S. Department of Health and Human Services.

Yang said his team used the Centers for Disease Control and Prevention's social vulnerability index, which weighs factors like poverty and crowded housing, to identify communities most in need

of increased coronavirus vaccine access. His team will use a portion of the \$1 million funding to hire community workers who directly engage with unvaccinated individuals from underserved communities.

Yang said his team's strategy will focus on communication, and researchers will strive to address the community's concerns about the vaccine. He said many of the individuals who don't want to get the vaccine distrust the government and health care systems that promote it.

Distrust in health care among minority communities can be attributed to a lack of access to quality treatment and events like the Tuskegee experiment in 1932, when African American men with syphilis were given a fake treatment instead of medication that would cure their disease.

Yang said his team has community partners who have developed strong connections with individuals who are hesitant about vaccination. He said his team reaches out to and shares information about the vaccine with these partners, who are locals of socially vulnerable communities and have "deep" relationships with unvaccinated individuals.

The partners will pass on information about the vaccine to educate other members of their community, Yang said.

David Bowman, a public affairs specialist for HRSA, said Yang's grant application was "one of the highest-scoring" submissions based on their review committee's criteria. He said the project will provide outreach to 36,000 individuals who are deemed at-risk of contracting the coronavirus according to CDC's social vulnerability index, including members from African American, Hispanic and Asian American communities.

Experts in vaccine mistrust and epidemiology said using social media and partners who are deeply connected to their respective communities is an effective method to increase trust in the vaccine.

Maya Goldenberg, a professor of philosophy at the University of Guelph who studies vaccination mistrust, said said members of mistreated minority communities may be more likely to trust the vaccine if they see others from their own community getting vaccinated, similar to Yang's strategy to collaborate with community partners.



COURTESY OF TONY YANG
 Yang said he hopes the project's focus on socially vulnerable communities will show people in the District that GW is interested in the health care scene beyond just its own surrounding area.

CCAS officials add four undergraduate degrees to meet market demands

CARLY NEILSON
 STAFF WRITER

The Columbian College of Arts and Sciences launched four new undergraduate degrees earlier this month to prepare STEM and fine arts students for careers on the rise.

Officials unveiled a Bachelor of Science in data science, Bachelor of Science in cognitive science of language, Bachelor of Science in psychological and brain sciences and a Bachelor of Arts in fine arts with a photojournalism concentration that students can declare this fall. Faculty involved in creating and teaching these programs said the degrees meet students' rising interests in these academic areas amid a growing marketplace demand for graduates in these fields.

Rachel Riedner, the CCAS associate dean of undergraduate studies, said officials hired additional faculty for the data science program but none for the other three degrees. She said CCAS officials do not plan to roll out additional degree programs for this year.

"CCAS is very excited about the new degree opportunities in data science, photojournalism, psychological and brain sciences and the cognitive science of language - all of which were created in response to student interest around these topics," she said.

CCAS officials also added an Asian American studies minor and micro-minors in health equity and immigration and migration studies as additional academic offerings for the upcoming school year.

Ryan Engstrom, the director of data science and an associate

professor of geography, said the data science program's courses will teach students to extract, handle and analyze data sets. He said students can apply that knowledge to focused areas like mathematical modeling, data journalism and geospatial data science.

The degree requires 42 program-specific credits, nine of which are concentrated in fields like astronomy, physics and geography.

"There's so much information that's generated today from everybody clicking on a cell phone or a computer, and all that data is stored, and there's a tremendous amount of information," Engstrom said. "How do you extract that information, how to use it, then how do you extract information from it, how do you turn it into something that people can easily understand?"

Francys Subiaul, an associate professor of speech, language and hearing sciences and the undergraduate adviser for the department, said the cognitive science of language degree addresses growing student interest for language sciences and makes GW a "pioneer" in the discipline with its interdisciplinary and research-focused offerings.

The degree requires a minimum of 63 credits with at least 19 in introductory STEM courses.

"The Bachelor of Science in cognitive science of language differs from the Bachelor of Arts offered by the department in its focus on a strong STEM background, scientific reasoning and practical research skills to apply to language- and communication-relevant problems



GRACE HROMIN | SENIOR PHOTO EDITOR
 CCAS Associate Dean Rachel Riedner said officials established the various degrees in sciences and the arts in response to heightened student interest.

in a variety of fields or professions," Subiaul said in an email.

Dwight Kravitz, an associate professor of cognitive neuroscience, said the psychological and brain sciences program focuses on empirical and analytical methods and skills needed to understand complex human behavior with a combination of research and psychology classes. He said the new degree came about after students sought a more science-based program centered around neuroscience and cognitive neuroscience instead of biology.

The degree requires 34 cred-

its with 12 elective credits in psychology.

Matt Eich, an assistant professor of photojournalism, said officials launched the Bachelor of Arts degree in fine arts, as opposed to the original Bachelor of Fine Arts, to help photojournalism students struggling to add a double major. He said the bachelor of fine arts degree was too "credit intensive" with 87 required credits.

He said the new program allows a "flexible" track with fewer general art classes than the BFA and more elective op-

portunities for students wishing to study photojournalism in addition to other fields, like sociology, English and the sciences.

The degree requires 51 credits with 42 in fine arts and art history and nine in SMPA.

"Let's say you came to GW and have discovered photography or photojournalism in your first year, decided you wanted to major in it your second year - that's a lot more possible with the Bachelor of Arts track than with the BFA where you'd have to kind of go back and play catch up," Eich said.

GW to provide free transportation to off-campus ROTC classes

LAUREN SFORZA
CONTRIBUTING NEWS EDITOR

Army and Air Force ROTC students will receive free transportation to access their off-campus classes this fall after spending hundreds of dollars in travel-related expenses in previous years.

The University will begin providing four vans during the upcoming semester for students to attend early morning classes offered by the ROTC Army program at Georgetown University and the Air Force program at Howard University. Luc Saint-Genies, the Student Association's secretary of military affairs and an Air Force ROTC cadet, said the SA pushed for the new service because the University never provided transportation for ROTC students who previously spent more than \$300 a semester in Uber charges to attend class at other universities.

"It was quite a regular oversight – intentional or not is irrelevant – from both SA and administration, where there was always an assumption that ROTC cadets were either under fellowships or had money, stipends or that sort," Saint-Genies said.

Saint-Genies said students will be approved by himself or their ROTC program to drive the vans to and from their ROTC classes, which can take place two to four times a week from about 5 a.m. to noon. He said students will meet at Kogan Plaza to take the vans, which can each hold up to 14 students.

GW has a consortium agreement with Georgetown University's and Howard University's ROTC programs that allows GW students to take ROTC classes, like military leadership courses. Saint-Genies said 100 GW students are enrolled

in Georgetown's Army ROTC branch and about 50 students are enrolled in Howard's Air Force ROTC branch.

GW's Naval ROTC program is the University's only ROTC program offered on campus, according to the NROTC website. Students from Catholic, Georgetown and Howard universities can also join the GW NROTC program through a consortium agreement between GW and the schools.

Saint-Genies said he discussed his concerns about the lack of off-campus transportation with SA Vice President Kate Carpenter, who helped him meet with officials in the transportation office. He said he and Carpenter met with Destiny Jackson, the University's director of transportation and logistics, in July to negotiate the new transportation service and alleviate travel costs.

"I'm taking this position very seriously because a good portion of our student body – upwards of 25 to 30 percent – is in fact military-affiliated, and I'll do my very best to be that advocate for that student body," Saint-Genies said.

Angelica Chardón, a senior and an Air Force ROTC cadet, said she struggled to commute to her ROTC classes at Howard University from the Mount Vernon Campus because she needed to pay senior cadets up to \$250 in gas money each semester to drive her. She said ROTC students who couldn't drive themselves to class were forced to rely on the Metro or upperclassmen to attend off campus sites because GW only allows juniors and seniors to keep vehicles on campus.

Chardón said the new transportation initiative will also boost recruitment numbers for people who may be wary of joining ROTC programs for financial reasons because

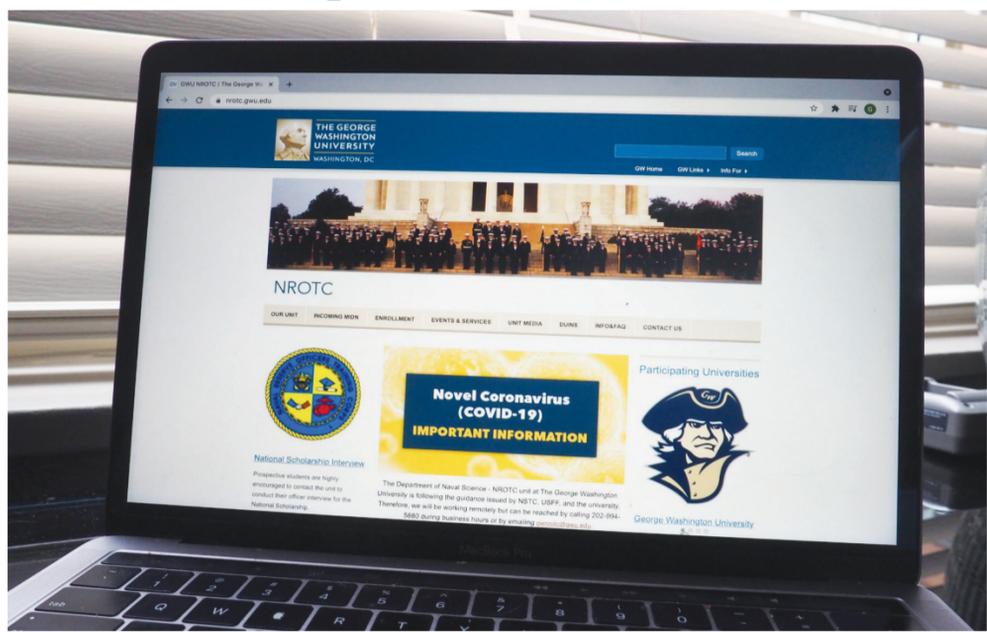


PHOTO ILLUSTRATION BY GRACE HROMIN | SENIOR PHOTO EDITOR

Students lobbied for the change in a series of meetings with the transportation office that spanned two months.

travel costs will drop. She said the transportation service will also boost morale for ROTC students because they can spend more time together on the vans.

"At the end of the day, it increases professionalism because you get there with your team, and then you all perform together rather than trying to get a hold of people so early in the morning," Chardón said.

Carpenter said she helped Saint-Genies organize two months of Zoom meetings with the transportation office to secure the vans for the off-campus ROTC programs. She said members of the SA worked out logistics between the transportation and ROTC offices during the

meetings, like who would be approved to drive them.

"The reason that administrators were so happy to help us is that one, the support they needed was super easy, and it was an easy fix – didn't take much time," Carpenter said.

Carpenter said the SA will promote this initiative through social media and its first newsletter of the year, which could help encourage more students to join the ROTC programs. She said the initiative will help highlight the ROTC programs and demonstrate that the SA and the administration support the students in those programs.

Carpenter said she and Saint-Genies will continue building

a relationship with officials to work on other initiatives to support ROTC students in the future. She said the SA will work on Title IX issues within the Army ROTC at Georgetown and advocate for more affordable ROTC courses that are taken at Georgetown and Howard universities.

"It is such an underrepresented group on campus," Carpenter said. "They work a lot and they put in a lot of hours to do what they're passionate about. But most students aren't really even aware that the program exists or that they need support."



ANTHONY PELTIER | STAFF PHOTOGRAPHER

Dominique Williams, an adjunct professor in the program, said the ABA's prestigious standard ensures students receive the necessary training to succeed in the paralegal profession.

Paralegal studies program becomes first in District with ABA approval

YANKUN ZHAO
ASSISTANT NEWS EDITOR

The University's paralegal studies program became the first in the District to receive approval from the American Bar Association earlier this month.

The paralegal studies program housed under the College of Professional Studies received the approval from the ABA after a year and a half process, joining 260 paralegal education programs nationwide with the designation. Faculty within the program said the stamp of approval from the ABA confirms the quality of the existing program to current and prospective students and makes its graduates more likely to be hired by employers in the field.

Toni Marsh, the director of the paralegal studies program, said the program's primary purpose is to prepare its graduates to work in the paralegal field with a set of skills that are in "high demand," like drafting a brief and performing legal research. She said the ABA, which also accredits law schools, began approving paralegal education programs nationwide in the 1970s to ensure they are properly fit and designed to prepare students to enter the legal profession and law firms.

"The ABA has always strongly supported the paralegal profession," Marsh said. "They've always recognized that paralegals are essential to the efficient running of the legal profession and that law firms, law offices run better when they properly utilize paralegals."

The GW paralegal studies program currently offers a master's degree in paralegal studies and a graduate certification in the field, according to its website. Students may study either program entirely online or in person at the Foggy Bottom campus or the Graduate Education Center at Alexandria for both offerings.

Marsh said receiving ABA approval involved "extensive" work and the process first required a written report to the ABA's committees for approval, detailing the entire program's components like library resources, faculty composition and overall diversity, equity and inclusion. She said ABA officials examined whether the program's library had paralegal-specific resources, requested every faculty member's CVs and demographic data of faculty and students.

She said ABA officials attended online classes as part of its virtual site visits and spoke with the program's students, faculty, alumni and other officials, like Melissa Feurer, the interim CPS dean and University President Thomas LeBlanc as part of its review process.

"Essentially, they're coming in, and they're examining every element of your program – faculty, advisory board, alumni, current students, facilities and overall university support to see that our students are being properly prepared," she said.

Marsh said the final stage of the approval process came in early August when the ABA House of Delegates voted on the program's certification after reviewing its committees' reports.

She said GW's paralegal studies program, which began in 2007, never sought ABA approval until last March because the organization would not approve programs with online elements, like GW's, until they changed their rules last January. She said ABA's approval further promotes the program to students and employers since members of the legal profession know the ABA and the weight behind their certification.

"It's always good to have a body of experts or an expert that can look over what you're doing, no matter how long you've been doing something and no matter how good you are at it," she said.

Lisa Leibow, a professorial lecturer of paralegal studies, said GW already has a strong paralegal studies program and the ABA approval now only further affirms the program's offerings. She said employers will now instantly recognize the program for having met the necessary requirements for national certification.

"Undergoing the strict scrutiny of the American Bar Association accreditation process allowed us to sort of receive official word or independent confirmation of our excellence, and it also will allow our students, faculty and alumni the benefit of a program that has met that strict criteria," she said.

Dominique Williams, an adjunct professor in the paralegal studies program, said she completed the program's master's degree online, which became an "avenue" to start her career in a field that is limited in degree offerings for paralegals.

New Student Orientation doubles to welcome two incoming classes

From Page 1

"I'm definitely not the only freshman that feels like my brain has kind of withered away during the pandemic, just because school was so different, and it was exercising a different part of my brain being online," she said. "And same goes for living in a dorm as well, we were all just home way more than we ever were during COVID."

Chinowsky said the entry of two classes experiencing college in person for the first time will give new students a chance to bond and embrace new chances to "re-invent" themselves.

"It gives sophomores another opportunity to have

the freshman experience in a way," she said. "And for freshmen, I think that it can definitely mean that we can make friends with more sophomores hopefully because they would have the shared experience of feeling like a fish out of water."

Chinowsky said she signed up for on-campus events through the New Student Orientation program like campus tours, trips around D.C. and a visit to the National Portrait Gallery to try and acclimate to campus and build community.

Will Roberts, a sophomore majoring in journalism and mass communication, said after spending half his freshman year in an off-cam-

pus apartment in D.C., he only had limited experiences meeting other students in person and getting a taste of campus life. He said he was able to meet with friends in Kogan Plaza but spent most of his time interacting with other members of his class online.

Roberts said the freshman and sophomore classes will be connected as they both adapt to campus, academic and social dynamics for the first time.

"I think it'll be interesting because freshmen and sophomores both have no idea where we're going," he said. "If anything it'll bring us closer together."

Updates to expect during the search for a University president

From Page 1

Of the six professors on the committee, all were from science, math, law or medical fields, all were white and all but one were men. Faculty said at the time that the professors on the committee weren't representative of the faculty at large.

Andrew Zimmerman – the then-president of the Faculty Association, an independent group of full-time faculty – said at the time that the group sent a letter to the Board earlier in the summer expressing their concerns.

In September 2016, the Faculty Assembly approved a group of professors known as the faculty consultative committee to consult on the presidential search.

The consultative committee consisted of 16 members in total – nine who were

nominated by each of the University's schools with senate representation and seven additional members to increase faculty diversity.

The senate approved a similar resolution this month that expanded the faculty consultative committee to include eight professors in addition to the nine who will already be nominated by each school with senate representation.

Senators said at the meeting that they hope to agree upon a slate of members for the committee by Aug. 27. They said officials will select faculty members for the presidential search committee from the consultative committee.

Presidential profile

By October of 2016, trustees released their presidential profile – the list of qualities and priori-

ties they're looking for in a presidential candidate – and officials began to solicit candidates in the following months.

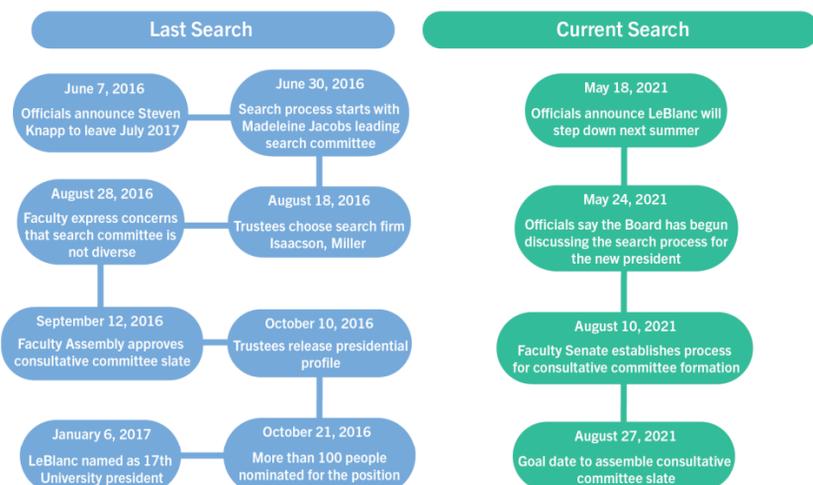
The profile stated that the ideal candidate would need a "distinct vision" for the University's future in terms of fundraising and diversity and inclusion.

Selecting the candidate

In late October, officials said more than 100 people had been nominated for the position.

Officials announced in January of 2017 that LeBlanc would be the next University president, and he began his tenure in August of that year. The entire search process – from the time officials announced Knapp would step down to when they selected LeBlanc – took seven months.

Tracking the presidential search process



NICHOLAS ANASTACIO | GRAPHICS EDITOR

ANC to dole out \$12,000 to Foggy Bottom nonprofits for community relief

RIO MATSUMOTO

STAFF WRITER

A local governing body plans to give \$12,000 to nonprofits around Foggy Bottom to reach local residents who have struggled financially in the wake of the COVID-19 pandemic.

The Foggy Bottom and West End Advisory Neighborhood Commission's humanitarian grants special committee is accepting applications for grants until Wednesday to extend community relief to locals around the neighborhood, committee members said. Commissioners said the grants will further the work of nonprofit charity organizations that work directly with vulnerable communities that have been hit by the effects of the pandemic, like residents who have lost their jobs and other community members facing financial stress.

Nonprofit organizations based in Foggy Bottom's ANC can apply to receive grants to financially support their local community members after outlining how they wish to spend the money, according to the ANC's website. Commissioner Trupti Patel, the co-founder of the committee, said she hopes the grants will assist the D.C. government and mutual aid organizations in helping struggling residents who have been financially affected by the pandemic.

"We do understand there is great need and not enough resources," Patel said. "But with the little resources we were allowed to spare from our ANC allotment, we decided to put out a call for applications saying we will be more than glad to dole out grants."

The ANC's humanitarian grants special committee was created in March with the initial plans to distribute as much as \$15,000 in community aid. Patel said committee members wanted applicants to create ideas for charity work and include them in the application.

"The application has been released, and we are awaiting community benefit organizations to submit their applications to tell us what projects they would like to do to alleviate the pain and suffering within ANC 2A," she said.

Committee members did not disclose who applied for the grants.

"We have an application where they have to outline the specific use of funds," Patel said. "The ANC commission as a whole will vote and once the commission has authorized that the recipients are able to receive the grant, we will go ahead and cut the checks for those organizations."

Patel said there is not a formal process for community members to recommend which organizations receive grants, but she encourages individuals to spread the word about applications to nonprofit organizations they care about.

Commissioner Yannik Omictin, an alum and the other co-founder of the committee, said other ANCs – including those that serve Brightwood Park and the Wharf – already started distributing financial reserves to vulnerable communities, which inspired the idea for the committee in Foggy Bottom. Omictin said commissioners were inclined to help community members after District officials authorized ANCs to grant money to organizations that "replicated state services" during public health emergencies.

Omictin said the ANCs realized the change in regulations meant they could distribute money to residents suffering financially because of the pandemic and he wanted to perform that same activism within Foggy Bottom.

"I think they just saw that provision and decided to take action and use some of the money that they had in reserves to put it towards people who need it the



Omictin said the commission will vote on applications in a public meeting in September and "expeditiously" distribute the funds.



most," he said. "We wanted to do it in 2A."

The ANC approved Marina Streznewski, the former president of the Foggy Bottom Association, Christopher Brick, an affiliated faculty member in the history department and local social worker Celina Chelala to serve on the committee alongside Omictin and Patel. Omictin said he nominated the community members with Patel to ensure committee members are dedicated to attend meetings and able to maintain the confidentiality of the applications and discussions.

Omictin said the deadline for applications, which was initially set for last Wednesday, has been extended to this Wednesday to

give organizations more opportunities to apply. Omictin estimates the ANC will vote on applications in a public meeting in September and "expeditiously" distribute the funds.

Omictin said the committee will review how nonprofit organizations wish to spend the grant money and will follow up with approved organizations to ensure taxpayer money is being used as intended.

"We will do a follow up after we've allocated the money to make sure the money has actually gotten to where it needs to go for the sake of budget transparency and accountability," Omictin said. "We are using taxpayer money and want to make sure that the money-

goes to where it should go."

Jeri Epstein, the chair of the ANC, said she wanted Omictin and Patel to lead the special committee because they have a history of philanthropy and volunteering in Foggy Bottom. She said she hopes the ANC's funds can reach individuals who may raise smaller donations, as opposed to just larger charities like Miriam's Kitchen.

"Miriam's Kitchen gets donations from all across the city – it doesn't need \$1,000 from us," Epstein said. "But if we were to find somebody who was giving out mittens and hats or wanted to buy mittens and hats for homeless people living on the street – well, we could make a bit of a difference there, no question."

CRIME LOG

PUBLIC DRUNKENNESS

2100 Block of I Street
8/15/2021 – 1:53 a.m.
Closed Case

While on a routine patrol, GW Police Department officers observed someone unaffiliated with GW assisting and holding an intoxicated female GW student upright to keep her from falling. D.C. Fire and Emergency Medical Services officials responded to the scene, conducted a medical evaluation of the student and transported her to the GW Hospital's emergency room.

Referred to division for student affairs.

SIMPLE ASSAULT (DATING VIOLENCE), DESTROYING/DEFACING STRUCTURE

Shenkman Hall
8/18/2021 – 2:00 a.m.
Open Case

GWPD officers responded to a report of a simple assault. Upon arrival, officers made contact with a female GW staff member who reported that a non-GW affiliated male assaulted her and punched a hole in the wall inside her room. The incident occurred several hours before it was reported to police, and the suspect was no longer on scene when officers arrived.

Case open.

—Compiled by Carly Neilson

Commencement, University Student Center among top summer headlines

From Page 1

They also said community members with medical or religious objections to the vaccine could receive "limited exemptions" from the requirement, while those working or studying remotely would not be required to show proof of vaccination.

Officials said at a Faculty Senate meeting earlier this month that 412 students – 2.2 percent of those registered for fall classes – received an exemption to the mandate. Officials also said earlier this month nearly 90 percent of the GW community was fully vaccinated, but hundreds of students, faculty and staff missed the deadline to submit their vaccine documentation by the start of August.

University spokesperson Timothy Pierce said earlier this month that officials would continue to accept uploads of COVID-19 vaccinated documentation past the Aug. 1 deadline.

In late August, Senior Vice Provost Terry Murphy reported to the Faculty Senate that 6.3 percent of students and 8.3 percent of faculty were noncompliant with the vaccine requirement, but she said they are largely those who have lost their vaccine documentation or are still obtaining a NetID that will allow them to upload such documentation.

As part of a broader plan, called "Onward GW," outlining safety and public health protocols for the University this fall, vaccinated students must

receive a monthly COVID-19 test to maintain access to campus facilities. Community members with vaccine exemptions must receive weekly COVID-19 tests and participate in daily symptom screening.

After initially lifting the on-campus mask mandate for vaccinated people in June, the University re-imposed the indoor mask requirement for GW community members at the end of July. The mandate aligned with Mayor Muriel Bowser's indoor mask order following a spike in COVID-19 related hospitalizations and new mask-wearing guidelines from the Centers for Disease Control and Prevention.

Officials said at this month's senate meeting that they are encouraging faculty to remind students of the rules and keep extra masks in their classrooms.

Less than 1 percent of GW's COVID-19 tests have come back positive in recent days, while the District's total positivity rate stands at 4.8 percent, according to GW's COVID-19 Testing Dashboard.

Campus reform

The University renamed the Cloyd Heck Marvin Center to the University Student Center in June after the Board of Trustees accepted the Special Committee on the Marvin Center's recommendation. The decision came after years of pushback from community members over the former University president's discriminatory policies.

The committee published documents last October that showed Marvin

resisted calls to end racial segregation on GW's campus, threatened to kick GW Hillel off campus and fired members of The Hatchet's editorial board for serving as a "communist mouthpiece" at GW.

Within hours of the announcement of the Board's decision, construction workers removed signage referring to Cloyd Heck Marvin from the University Student Center.

LeBlanc said in July that officials will consider those requests after the Board makes a decision on the Colonials moniker, a decision they said is still pending.

Officials also shuttered the Confucius Institute in late July after years of criticism from politicians, government agencies and community members over its financial ties to the Chinese federal government.

In-person Commencement

After delaying in-person commencement ceremonies for the classes of 2020 and 2021 during the pandemic, officials announced in June that both classes would be invited to a joint, bicentennial commencement ceremony on the National Mall this October.

Sen. Elizabeth Warren, D-Mass., who attended GW from 1966 to 1968, will serve as the ceremony's commencement speaker, and Anthony Fauci, the director of the National Institute of Allergy and Infectious Diseases and chief medical adviser to President Joe Biden, will receive the President's Medal, the highest honor a GW president can bestow.

Isolation impacted disorders like binge-eating, anorexia: experts

From Page 1

The National Eating Disorders Association recorded an increase of about 70 to 80 percent in calls to its helpline over the past year, according to Yale Medicine.

The Colonial Health Center provides individualized counseling and psychological services for students and aims to "improve cognitive, emotional, academic and social functioning," according to their website. The CHC lists eating disorders as one of its "primary care services offered."

Madeline Fischer, a sophomore majoring in international affairs who is dealing with disordered eating, said she is worried that the current dining plan won't cover all her meals and could further restrict her diet. She said if the Foggy Bottom Campus included a dining hall she would feel "inclined" to binge eat

due to the greater range of food choices available, but she said she would appreciate the accessibility of a hall on days when she might not eat at all.

"Knowing that there's a dining hall and that food is readily accessible and all I have to do is say yes and just knowing that it's there is a good thing," Fischer said.

Students have reported struggling with food insecurity on campus for years, with nearly 40 percent of students facing the issue in 2018, according to a study released by the Wisconsin Hope Lab.

Nadia Lischke, a sophomore majoring in biology who struggles with binge-eating and disordered eating, said displaying calorie counts and nutrition labels on food and vending machines, which are common in restaurants, is "toxic" for people in eating disorder recovery. She said public displays of this information are harmful for stu-

dents in recovery because dietary restrictions and hyper awareness of food contents like calories can worsen eating disorders.

"Those things are not helpful," she said. "Reading scholarly articles with stats is helpful, yes, but ultimately GW faculty and staff need to learn how to listen to their students and make change. Talking to the eating disorder community and really hearing us and them out is my biggest piece of advice."

Lischke said professors can reduce the amount of "diet talk," especially in science classrooms where diet and healthy weight conversations are commonly brought up. She said professors are often unaware that these conversations are "triggering" to students who might have eating disorders.

"As a fat person, whenever anyone talks about not wanting to be fat and or about the 'damage' that

being fat has on a body, there is a definite shift in the room," she said.

Experts in eating disorders said isolation during the pandemic increased anxiety and made access to therapy difficult, exacerbating the prevalence of eating disorders.

Mark DeAntonio, the director of UCLA's Eating Disorders Program, said people with anorexia can lose weight to the point that their Body Mass Index falls below 16, placing them at risk of passing out and losing their ability to think clearly.

"They are really quite debilitated, and they are just totally consumed with exercising, avoiding food, and they lose their ability in general to function both academically, socially," DeAntonio said.

DeAntonio said while Zoom therapy sessions were largely successful during the pandemic, many counseling services and treatment programs for eating disorders were

completely overwhelmed. He said this lack of treatment can worsen eating disorders, since people have to deal with symptoms on their own.

Jennifer Wildes, the director of the University of Chicago's Eating Disorders Program, said the timeframe for recovery differs between eating disorders, with anorexia nervosa typically taking the longest. She said she has seen students take anywhere from six months to one year to get better, and she recommends that students struggling with eating disorders reach out to the National Eating Disorder Association, which offers virtual treatment services and information on in-person treatment locations.

"Keep in mind that recovery is rarely a linear process so that people can have slips along the way," Wildes said. "That doesn't have to mean that you're a solid loss, and there's no

chance of recovery."

Cynthia Bulik, the founding director of the University of North Carolina Center of Excellence for Eating Disorders, said she found the lack of structure in daily life and the absence of social support during the pandemic contributed to worsened eating disorders, according to a study she conducted last May. Students agreed, saying the lack of daily tasks and activities during the pandemic contributed to their disordered eating.

Bulik said students with eating disorders shouldn't feel ashamed or guilty because many people of all backgrounds are also struggling with eating problems.

"There is nothing shameful about having an eating disorder," Bulik said in an email. "That would be like saying there is something shameful about having asthma. Reach out for help. You are not alone."

Opinions

August 23, 2021 • Page 5

Students should look out for each other to ease the transition back to campus

STAFF EDITORIAL

At long last, GW is back. After two and a half virtual semesters,precedented times are coming into view. But although we're back on campus, we're not all the way back to normal. Readjusting to college life with the effects of the pandemic still in the backdrop is going to be a challenge for everybody. The entire GW community – from administrators to faculty to student organizations to the student body – must make a conscious effort to look out for one another as we all transition back to an in-person GW experience.

Administrators have made some positive steps in easing the adjustment back to campus, especially for freshmen and sophomores who have only known GW in an online setting. From welcome events to partnering with student organizations to scrupulously communicating every step of the reopening process, these efforts have been helpful and in good faith. Officials have also pointed to resources like counseling through the Colonial Health Center as an option for the many students whose mental health has suffered during the pandemic. GW has been effective at publicizing these resources in emails to students and on social media, but the University should go a step further and bolster the counseling opportunities available through CHC.

Increasing the number of counselors available would allow students to regularly see GW's counselors for more than a handful of sessions without being referred to someone else. The pandemic has been an incredibly difficult time for students' mental and emotional wellbeing and ensuring that the community has adequate resources would be an important way for the University to ease the

gradual tradition back to normalcy. Just because in-person classes have resumed does not mean everybody is exactly as they were before March 2020. Professors should remain understanding and accommodating – after taking a year's worth of Zoom classes in the middle of an all-consuming pandemic, students are not necessarily going to snap right

back to being used to normal in-person learning. The stress of the past year and a half is not simply going to dissipate overnight now that campus has reopened. Students' anxiety over the health and safety of themselves and their loved ones will persist and having to essentially learn how to be a college student again is not like flicking a switch. Taking steps as

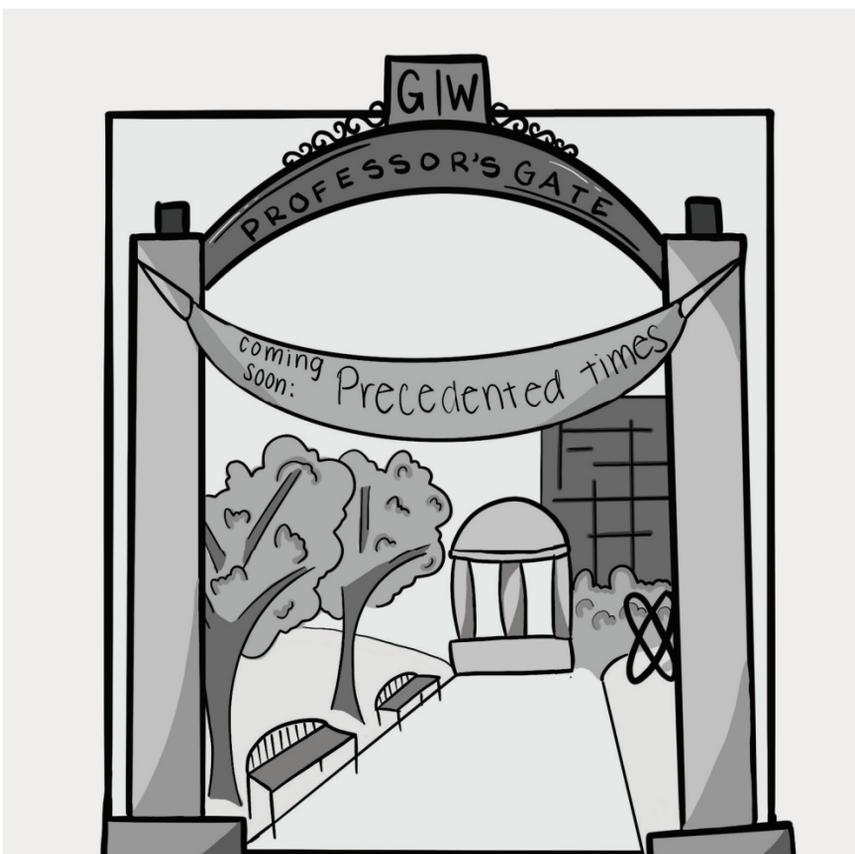
simple as being lenient with deadlines or attendance policies and would make a big difference in students' adjustment to campus life.

In a normal year, freshmen would have also had the chance to rely on the three classes of students above them for any guidance they might need. But this year, only two classes have been on campus

before the pandemic and one of them was not even on campus for a full academic year. Hence, upperclassmen, in particular, should look out for students who seem to be lost, be open to questions from freshmen who approach them or organize study groups that might help them in classes.

Every one of us has been impacted by the pandemic in ways tangible and intangible. Upperclassmen, student leaders and clubs as a whole should pitch in to help students who are new to campus – both the freshman and the sophomore classes this year – feel welcome and at ease. Student organizations are one of the primary ways that students find their place at GW, so those who lead these organizations will be in a position to really help students who are finding their way on campus. Putting in the extra effort – whether it's holding events, setting up a GroupMe, or even just reaching out to the person who doesn't know anyone yet – can make a world of difference for those trying to find their place at GW.

Finally, it's going to be on all of us generally to look out for one another and be patient with one another. Administrators, professors and student organizations have their important roles to play, but ultimately, building a welcoming GW community is every single person's responsibility. Everybody is going to be dealing with something that they weren't dealing with a year and a half ago, even if it isn't outwardly obvious. Being kind, welcoming and generous to those around you is always important – but especially so right now. If we all help each other, we can make our first in-person semester in a year and a half well worth the wait.



By Staff Cartoonist

GW deserves credit for its vaccine mandate

The fall semester is nearly here and for the first time since March 2020, Foggy Bottom is filled with students. Between attending classes in an actual classroom, meeting new people and exploring campus, a normal semester is finally within reach.

There's one key reason why this will be possible: GW's nearly airtight vaccine mandate means that almost the entire campus will be vaccinated against COVID-19. In announcing a strong mandate early, the University has made a somewhat normal fall semester possible – and administrators deserve credit.

Andrew Sugrue
Opinions Editor

GW is neither the first nor the only university to mandate COVID-19 vaccine shots for all its students, but the University's policy had two key strengths: it was announced far in advance of students returning to campus and it was straightforward.

Officials rolled out GW's requirement less than a month after Rutgers University became the first U.S. university to announce a requirement and well before most of the nearly 700 other colleges that announced similar plans. The requirement was unveiled nearly five months before the start of classes, giving students plenty of time to complete a course of vaccination that can take up to six weeks.

Administrators also kept it simple. Students who prove they are fully vaccinated by the time they come to campus can go to class and use University facilities. Those who do not, cannot. There are limited exceptions, but just about two percent of students have been granted one. Implementing this requirement early on demonstrated a level of decisiveness and a commitment to reopening campus that we should all find encouraging, even if the broader pandemic response has not always been perfect.

Colleges and universities that acted more slowly or implemented less stringent mandates than GW has have been left floundering as the Delta variant complicates returning to campuses. For example, the gargantuan California State University system originally planned to only require vaccinations once the shots' current emergency use authorization was upgraded to full authorization by the U.S. Food and Drug Administration. But as a new spike in cases threatened the progress that had been made in rolling back the pandemic, Cal State decided to mandate vaccinations after all – but without enough time to get everyone inoculated before classes begin this month. As a result, some students will have to delay starting in-person classes, with many of the system's 23 campuses adopting

different rules than others. This is not the only example of botching the vaccine mandate – plenty of other colleges were forced to flip-flop because of the Delta variant and now risk chaos and infection on campus.

It is also worth taking stock of why a vaccinated campus population is especially important now. Among college-aged Americans, vaccine uptake has consistently lagged behind other groups – leading to an uptick in COVID-19 cases among young people. The Delta variant has also begun to cause some breakthrough cases among vaccinated people – but the unvaccinated still make up the overwhelming majority of new coronavirus infections. The public health community has been unanimously beseeching institutions and municipalities to boost vaccination rates so the Delta variant doesn't become even more of a problem – and GW is rightly heeding that advice here.

As students and as a GW community, we're often quick to criticize the University – and it is often merited. But on this one, we should all give credit where credit is due. Students will have a safer and more normal college experience this semester because GW's mandate was early and strict – administrators got it right, and we should say so.

—Andrew Sugrue,
a senior majoring in political communication and political science, is the opinions editor.

Incorporate love into your political activism

The concept of love is often left out of students' conversations about economics, political construction or theories of value. Conversely, discussions of economic planning and policy often exclude ideas of love. Humans' aspirations to be cared for and loved are left conceptually separate from our aspirations for a better world where we are all safe, clothed, fed, sheltered and fulfilled.

Karina Ochoa Berkley
Columnist

Students at GW – a characteristically politically active community – should not lose sight of the place love takes in their activism. In his groundbreaking 2020 book "The Communism of Love," Richard Gilman-Opalsky, a political scientist at the University of Illinois Springfield, reimagines love as a political concept that can help inform how resources can be organized. GW's student activists, who I believe are truly committed to bettering the lives of people in their communities, would benefit from evaluating how they can bring love to the center of their mission.

Gilman-Opalsky writes that love is a practice of relating to one another that is incompatible with the structures of power that dictate what is valuable and what is not – namely, capital. Capital is the primary driving force for deciding what is valuable, making other frameworks like social

necessity, social happiness and the prevalence of community, become subverted as potential tools for determining what we should do with ourselves and our resources. Gilman-Opalsky argues that the capitalist form of assessing value is antithetical to a system of valuation based on principles of love and solidarity.

Gilman-Opalsky leaves the reader with the clear understanding that love entails ridding of the idea that we must weather through our emotions, experiences, and difficulties alone. What this means is that we must abandon a political ethic of asocial, self-interest for one of radical empathy for love to prevail on a structural level. Love cannot prevail unless we destroy, as Opalsky says, "the false and fatal opposition of each person to everyone else."

The concept of love can easily be placed on the backburner in a community like GW's where students are competing for career opportunities and are compared against one another academically. It can be difficult for love to flourish when we are constrained by the 40-hour week, competitive work and class environments.

The conditions created by our economic system in the pursuit of the accumulation of capital are not conditions conducive to a structural prevalence of love. Gilman-Opalsky arrives at the deduction that love is inherently anti-capitalist and revolutionary. He writes that love functions as a "connective tissue" that

strengthens the bonds between ourselves and those around us, simultaneously working against the laws of motion of capital that insist on keeping us individual. By feeling a sense of responsibility for the welfare of others, students can not only identify community issues but build solidarity by pushing for initiatives like mutual aid or unionization on campus.

"The Communism of Love" centers a fundamentality that is often taken for granted in GW's politically active culture. Gilman-Opalsky's scholarly work is important everywhere, but especially important in a community like GW's where many of us have aspirations to dedicate our careers to policy making, legislative action, and activism.

Perhaps optimistically, I truly believe these aspirations are rooted in a desire to improve the lives of communities that have been impoverished and marginalized by those in political and economic power. That is why I recommend so emphatically that those same people at GW and beyond who want to do good in the world, allow themselves to critically interrogate whether the structures they care to work under and for can ever create the conditions for a loving tomorrow. And if one buys the argument that they can't, then we should work on the establishment of a community of lovers.

—Karina Ochoa Berkley, a junior majoring in political science and philosophy, is an opinions columnist and the assistant copy editor.

ORIENTATION GUIDE 2021



SOPHIA YOUNG | ASSISTANT PHOTO EDITOR

If you see your friends from high school posting on Instagram about all the new people they're meeting and the parties they're going to, take a step back before you start feeling jealous.

WHAT TO EXPECT FROM NEW STUDENT ORIENTATION

YUTONG JIANG
REPORTER

This week, thousands of freshmen and sophomores are flocking to campus after a year and a half of attending school from their computer screen.

This year's New Student Orientation, which runs from Friday, Aug. 20 to Sunday, Aug. 29, will serve both the freshman and sophomore classes as they begin the transition to a three-dimensional GW experience. We sat down with an orientation peer adviser to hear what's in store for students who are new to campus.

Junior Macy McClintock, an orientation peer adviser, said this year's orientation

will both give students the logistical information they need to navigate life on campus and promote forming community with each other.

"We really focus on promoting community and meeting people," she said.

Sophomore students — whose only experience with GW has been in a virtual format — will participate in a lighter schedule of orientation programming focused on getting them familiar with campus and socializing with groups they may know about. Their schedule includes several campus tour activities, excursions around D.C. through the District Connections program, community sessions organized by the Multicultural Student

Services Center, late night monument walks and more.

The freshmen class can expect a more structured and information-packed orientation experience to familiarize them with all aspects of GW. Additionally, freshmen will be separated into five tracks based on their residence halls.

"By doing tracks, we're able to ensure that everybody can have the most intimate experience possible at sessions and make sure that everything does not get overcrowded," she said.

Since each track will participate in activities at different times and on different days, you'll want to check the orientation website for a detailed itinerary of your

track. But there are a handful of events that all freshmen will attend together like a "fireside chat" speaker event hosted Sunday Aug. 22 which featured sociologist Eve Ewing.

Freshmen will hear from University President Thomas LeBlanc, Vice President of Student Affairs and Dean of Students Cissy Petty and several student leaders at a kick-off event in the Smith Center.

McClintock's students can also attend late-night movie screenings in U-yard, a picnic on the National Mall and excursions like kayaking on the Potomac River.

District Connections, a program that organizes excursions for new students to

get to know the city, will host trips like kayaking or taking a trip to the Dupont Circle farmers market. This year, sophomores are welcomed to sign-up as well.

"Students are so focused on college and beginning classes that it can be tough to find time to go and explore the city," McClintock said. "And D.C. is obviously an amazing city that offers so much, so I think being able to offer [District Connections] in orientation programming is definitely gonna be a great start for new students."

On Friday, each track will attend "GW: The Series," a "mock reality" TV show that depicts scenes from life as a GW student. The event will cover topics like sexual as-

sault, roommate conflict and balancing responsibilities.

"We make sure to focus on what would happen in a sexual assault situation, how to handle alcohol, what to do in any sort of misconduct," McClintock said. "We make sure to focus on the heavier topics."

McClintock said she hopes orientation will make the transition into college a little less intimidating for students new to campus and D.C.

"Coming to college and not knowing anybody can be especially intimidating," she said. "Orientation just strives to be a place for you to really be able to meet those people and connect with people upon arriving on campus."

TEXTBOOK SHOPPING TIPS

CHLOE KEARIN WILLEFORD
REPORTER

A few things can be expected if this is your first year on campus — you'll have lots of late nights, find yourself at a few questionable parties and feel the burden of overpriced textbooks.

Students shell out money for books they would never read on their own only to be left with useless books they need to pawn off to someone else at the end of the semester. But not every textbook is necessary, and students often spend too much on the textbooks they do buy.

If you find yourself overwhelmed your first time shopping for textbooks, keep these tips in mind:

Do you need your books at all?

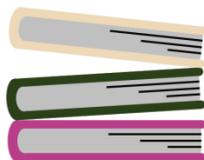
If you've ever been assigned a \$100 textbook you didn't touch for the entire semester, you're not alone.

If you see a pricey textbook on your reading list, check the syllabus for assigned readings from the book. If reading isn't assigned for the textbook, it's likely intended as a study resource. In that case, online learning resources like KhanAcademy often work just as well. Or, ask a friend who took the class. Chances are the textbook is a useful resource, even if it's not assigned reading.

If you do need a book, perhaps you don't need to buy a physical copy — Project Guten-

berg is a website where you can download eBook versions of books with expired copyrights, published more than 95 years ago. Or, search online "[Textbook Name] pdf," and you might get lucky and find an uploaded version of the book.

Having fun isn't hard when you've got a library card



You may know your local library as the home of spinsters shushing patrons and books stained with something you hope is ketchup, but if you're looking to save money on books, libraries are a great resource.

Consider checking out the D.C. Public Library for any novels and popular nonfiction you've got on your syllabi. Get a library card for free and get access to the thousands of books the DCPL has to offer. The West End Neighborhood Library location is within walking distance from the Foggy Bottom campus, and for you Vernies, the Palisades location is just a 10-minute walk away. Keep in mind that you can only check out a book for three weeks at a time, but you can renew most books for another three weeks if needed. If you can't find a book you need

at your local library, try using the hold system, and you'll get the book in a few days.

If you want to read on the go, check out Libby, an app that allows you to download books from DCPL on your iPad or iPhone.

If you need an academic textbook, try GW Library's Top Textbooks program. This gives you just three hours with a textbook before you need to give it back, but you won't need to pay a dime. Many students use this as a resource for completing assigned problems or question sets in textbooks without having to buy the book. The only downside is that the most popular textbooks can be in high demand, so don't count on this method during finals or midterms.

Buy used and save

We all know that used books are less expensive than new but even GW Bookstore's used prices can get steep. Instead, try online sources like AbeBooks and ThriftBooks, where you can often find your textbooks for less than a third of their original price.

This does mean that you'll need to plan ahead a bit because shipping from these websites can take about a week or longer. But the GW Bookstore publishes lists of required books for each class before the semester starts so you don't have to wait for a syllabus to start shopping for books. Often, professors give a week or so at the beginning of the semester before you need your books, but after that, you'll get behind

TIPS FOR MAKING FRIENDS

LIA DEGROOT
EDITOR IN CHIEF

As students return to GW after more than a year and a half away from campus, it's to be expected that almost everyone's social skills will be a little rusty.

A few awkward moments are inevitable as you start to make friends in person again, but there's no need to feel completely overwhelmed at the prospect of forming new friendships. Here's a list of social tips to keep in mind as you make your way through campus:

Take your time

Friendships take time to grow into a deep connection. A study published in the Journal of Social and Personal Relationships estimates that it takes 50 hours of time with someone to become casual friends with them, about 90 hours to become real friends with them and about 200 hours to become close friends. There's no need to worry if you don't immediately hit it off with the people you introduce yourself to in the first few weeks of college.

Join a student organization

Finding people with a common interest can allow you to sidestep dry small talk and dive in to topics you actually find interesting. Log onto the virtual org fair on Thursday to learn more about which student organizations could be right for you. Don't be afraid to go for something outside of your comfort zone.

Utilize friends of friends

Tagging along with a friend for a social activity can be a great way to get introduced to new people. Let your roommate know that you're looking to get to know some new people and would love to tag along the next time they go out with friends. You never know who you might meet along the way.

Be curious

It's well-known fact that people love to talk about themselves. Invite a new acquaintance to coffee and ask them questions about their lives. To avoid the typical "Where are you from?" and "What's your major?" consider asking questions from this comprehensive list of questions to ask a new friend.

Quality over quantity

You might find yourself with dozens of phone numbers from people you met at the University Student Center or on the Vex, but don't expect to become close friends with all of them. A study published in the Journal of Personality and Social Psychology showed that people are actually more likely to befriend someone who has a smaller social circle than them.

Avoid comparison

If you see your friends from high school posting on Instagram about all the new people they're meeting and the parties they're going to, take a step back before you start feeling jealous. Remind yourself that social media doesn't always tell the whole story, and everyone is moving at their own pace.

A LOOK INTO THE DISTRICT'S HISTORY

ANNA BOONE
CULTURE EDITOR

As you begin to make your home in Foggy Bottom, take some time to learn the vast history of the city you'll call home for the next few years. Since its founding in 1790, D.C. has been a hub of cultural, political and social movements that have shaped both the District and the nation as a whole. From the explosion of go-go music to the largest gathering of the civil rights movement, we've compiled some key moments in the District's history.

1790
President George Washington selects D.C. as the national capital through the Residence Act of 1790. President George Washington D.C. sat on the Potomac River's navigation head, providing passage and supplies for ships.

1814
British troops set fire to the White House, U.S. Capitol and other federal buildings, leaving just one major public building standing. Congress met in alternate locations until 1819 when the Capitol building underwent major reconstruction.

1910
The Height of Buildings Act of 1910 caps all buildings aside from the Washington Monument at 130 feet tall, establishing D.C. as a skyscraper-less city and paving the way for the District's urban but neighborly atmosphere.

1961
D.C. residents are granted the right to vote for president through the passage of the 23rd Amendment to the Con-

stitution. District voters cast their ballots for the first time in the presidential election of 1964, when they overwhelmingly voted for Democratic candidate Lyndon Johnson, who would go on to beat Republican candidate Barry Goldwater.

1970s
Go-go, a style of funk music with heavy percussion and bass, originates in D.C. Musicians like Chuck Brown and the Soul Searchers were early pioneers of this style of music. Go-go music was popular at dance halls in Black communities throughout D.C. Mayor Muriel Bowser signed legislation last year making go-go the official music of the District.

1990s
D.C. emerges from a financial crisis and starts on a path toward heightened gentrification. The city's population began to expand drastically in the early 2000s and between 2000 to 2018, the median property value skyrocketed 91 percent. The top quintile of households brought in 29 times more income than households with income in the bottom 20 percent, and the divide follows the housing divide which established in the 20th century.

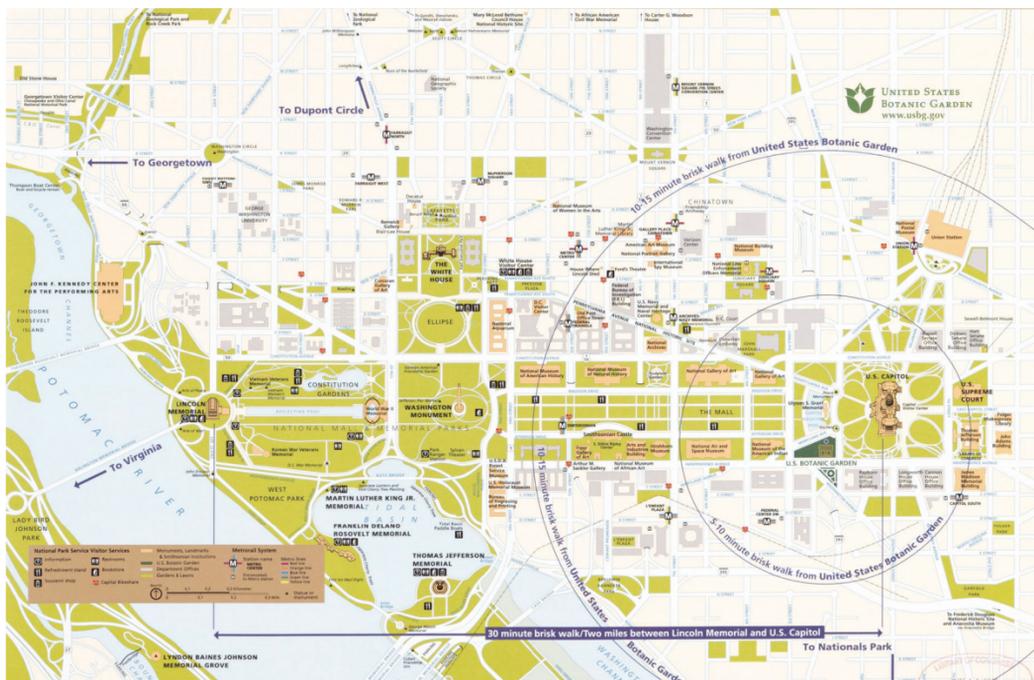
2020
The House of Representatives votes to make D.C. the 51st state for the first time in history, although it does not receive a vote in the Senate. The vote came after decades of local activists calling on officials to designate the District as a state, granting congressional representation to the city of about 700,000 residents. The House approved D.C. statehood for a second time earlier this year.

The history of the District, explained

- 1790: President George Washington selects D.C. as the national capital through the Residence Act of 1790.**
- 1814: British troops set fire to the White House, U.S. Capitol and other federal buildings, leaving just one major public building standing.**
- 1910: The Height of Buildings Act of 1910 caps all buildings aside from the Washington Monument at 130 feet tall, establishing D.C. a skyscraper-less city.**
- 1961: D.C. residents are granted the right to vote for president through the passage of the 23rd Amendment to the Constitution.**
- 1970s: Go-go, a style of funk music with heavy percussion and bass, originates in D.C.**
- 1990s: D.C. emerges from a financial crisis and starts on a path toward heightened gentrification.**
- 2020: The House of Representatives passes a vote to make D.C. the 51st state for the first time in history.**



NICHOLAS ANASTACIO | GRAPHICS EDITOR



COURTESY OF THE LIBRARY OF CONGRESS

GW SLANG TO KNOW

RHYMA ASIM
REPORTER

If you're new to campus, you might find yourself scratching your head when you hear about someone getting "EMeRGed" or heading to "Gelbucks".

We compiled this dictionary of GW-specific terms so you can familiarize yourself with campus slang before the semester starts. From a shuttle that runs back and forth between the Mount Vernon and Foggy Bottom campuses to a crepe restaurant that doubles as a dance club on weekends, learning these terms will make you feel like a seasoned student.

The Vex

The Vern Express – shortened to "The Vex" – is a shuttle running between the Foggy Bottom and Mount Vernon campuses. Follow the "Overheard on the Vex" Instagram account for amusing tidbits heard on the shuttle.

The basement of Gelman

The dim lighting and old furniture in the basement of Gelman Library provide the perfect setting for finishing up a paper due at midnight. This floor of Gelman is a great place to hold study groups or do homework with friends. Gelman is open 24 hours a day, so you may find some students falling asleep over their work in the thick of midterms or finals.

Late-night monumenting

By day the National Mall is typically filled to the brim with eighth graders on their class trip and grumpy families on vacation. But at night you're likely to find groups of college students traversing the Lincoln Memorial and the Washington Monument to beat the crowds. Consider suggesting this activity the next time you're looking for a romantic date idea or just want to walk and talk with friends.

Deli

The GW Delicatessen – a.k.a Deli – pumps out countless bacon, egg and cheese bagels every day. Get used to seeing a line out the door of this G Street establishment during breakfast and lunchtime, but the line moves fast, so make sure you know what to order by the time you get to the counter. You might also get to know its beloved staff including the popular attractive cashier and the friendly employees who make the bagels.

Thirsty Thursdays

Thursday nights are the one night a week where a few 21+ nightclubs in the city admit patrons 18 and older, making it a popular night for undergrads to go out on the town. On any given Thursday you'll find students at clubs like Decades and Ultrabar. Remember to stay safe and make sure to set your alarm before heading out if you've got early morning classes.

GW SLANG

PAGE 4

Crepeaway /kreyp-uh-wey/ n.
crepe cafe that serves both sweet and savory crepes; the shop's lively nighttime atmosphere typically attracts freshmen

EMeRG /i-murj/ n.
a student-run emergency medical response group that will transport anyone living on the Foggy Bottom campus to the hospital for free

Gelbucks /gel-buhks/ n.
slang for the Starbucks next to the Gelman Library; exhibits chaotic response during peak morning and midday hours due to the cacophony of students

HelWell /hel-wel/ n.
shortened version of Lerner Health and Wellness Center; a gymnasium and recreation center located across from Shenkman Hall that houses a squash court, a lap pool and a floor with a variety of gym equipment

NICHOLAS ANASTACIO | GRAPHICS EDITOR

INSIDER ACADEMIC ADVICE

ANNA BOONE
CULTURE EDITOR

After spending more time on campus than any other class and finishing almost all of their academic requirements, this year's senior class is here to offer valuable tips that can help you navigate your new school.

Whether you need suggestions for standout classes, tips on resources unique to each school or general advice on navigating your time at GW, these seniors have you covered.

Corcoran School of the Arts and Design

Phebe Grosser, a photojournalism major and Hatchet photographer, said Corcoran's community is "supportive and dedicated."

"One thing we see in our community is the way that both students and faculty come together to support each other because of their mutual love of the arts," she said. She said students should take a

class with studio art professor Alyson Vieira because of her tough nature that encourages artistic growth.

"Her classes were some of the hardest I've ever taken but really helped me learn who I wanted to be as an artist and a student," she said.

Elliott School of International Affairs

Leila Wynnyckj, who majors in international affairs with a concentration in international development, said Elliott is a tight-knit community of students who are passionate about their majors.

"Whether that be with the United Nations, as a diplomat, or non-profit work, all Elliott students have a passion for making an impact greater than themselves," she said.

She said Elliott's student culture can be competitive, but that shouldn't distract new students from pursuing their own passions and goals.

"Ultimately, this is your college experience, so do not let the pres-

sure of others change your trajectory," she said.

School of Business

Business major Amanda Ierchi said students in the business school are "extremely driven and always getting involved" in the business community.

"If you hear about a cool student org or an interesting research opportunity but you don't know how to get involved, reach out and ask questions," she said. "It may seem scary at first, but people want to talk to you and want to see you succeed."

Milken Institute School of Public Health

Unlike some schools on campus, Melissa Altschiller said that Milken is a low-competition and collaborative school.

Schiller said she recommends taking Human Sexuality with exercise and nutrition sciences professor Sarah Axelson, which she described as the "grown-up version of sex ed."

"While it is an elective, I believe it should become a requirement for all Milken students, if not the entire undergrad study body," Altschiller said.

School of Media and Public Affairs

Political communication major Catherine Morris said that SMPA's small community allows students to easily connect with and support each other.

Morris said the events, like a discussion with Chuck Todd a few years ago, give students an immersive experience that sets them up for a professional career.

"SMPA events allowed me to get involved with the school before I was taking a lot of SMPA classes my freshman year," she said.

Columbian College of Arts and Sciences

Anthropology and environmental studies major Grace Ainslie said that Columbian's greatest strength is its diversity of classes, students

and faculty.

Ainslie said she would take advantage of Columbian's diversity and take classes outside of one's specific major. "Columbian is super diverse, everyone has different interests so it allows you to interact with people that have different passions," she said. "Other students can be really knowledgeable about areas that you know nothing about."

School of Engineering and Applied Sciences

Nathan Pen, an electrical engineering major in SEAS said that the college's small community, with around 1000 students total, allows students to better connect with professors and each other.

"You get to know the people in your classes and major pretty well so it makes classes and everything else more doable," he said.

Pen said he enjoyed classes like Digital Logistic Design and Circuit Theory because solving problems for these electrical engineering classes was like solving a puzzle.

GAMES OF THE WEEK



MEN'S SOCCER
vs. Virginia Military Institute
Thursday | 1 p.m.
The Colonials kick off their first regular season game against the Keydets.



WOMEN'S SOCCER
vs. UNC Greensboro
Thursday | 5:30 p.m.
GW gears up for its home opener against the Spartans.

NUMBER CRUNCH

0

Women's soccer 2021 opening game goals, down from its five-year average of 1.2.

Schoonmaker selects assistant coach as first hire for softball coaching staff

ROMAN BOBEK
SPORTS EDITOR

Softball head coach Chrissy Schoonmaker named former Greensboro head coach Teresa Fister as her assistant coach last Wednesday, marking the first addition to her new coaching staff.

Fister spent the past five seasons helming Division III Greensboro College, accumulating 95 wins over her career and posting a .727 winning percentage with the Pride in 2021, their best winning percentage since 2007. Schoonmaker said in a release that Fister's experience as both a former head and assistant coach has prepared her to step into her role at GW.

"I am thrilled to welcome Teresa Fister to the GW softball program and to our coaching staff," Schoonmaker said in a release. "Teresa brings a wealth of experience to our program from her time as both a head coach and assistant coach along with her experience as a student-athlete."

Fister joins a program that took home both the A-10 regular season and tournament titles and advanced to its first NCAA Tournament in program history last spring, bolstered by a pitching staff that combined for a 1.97 ERA.

"I am beyond grateful for this

opportunity," Fister said in the release. "I want to thank Coach Schoonmaker for believing in me and wanting me to be a part of her vision for the GW softball program. I am already amazed by the people and culture of GW and excited to represent the Buff and Blue."

The release states Greensboro College nabbed its third consecutive winning season under Fister last season due to explosive play from the pitching staff and hitters. The Pride tallied the most strikeouts in the USA South Athletic Conference with 188 while also putting up a league-best .314 batting average, the release states.

All in all, Fister produced 13 All-Conference honorees and four winning seasons throughout her five year stint with the Pride, according to the release.

Prior to her tenure with the Pride, Fister served as an assistant coach at UNC-Greensboro in 2016, helping the squad to a 33-26 overall record and finishing among the top three in the Southern Conference in ERA and strikeouts, according to the release.

Before she began coaching at the collegiate level, Fister coached for her high school alma mater Northwest Guilford, leading the team to four Piedmont Triad 4A titles from 2012-2015, the release states. She



HATCHET FILE PHOTO

Fister has extensive experience coaching at the high school and collegiate levels, serving on the coaching staff at Greensboro College and UNC-Greensboro as well as her high school alma mater Northwest Guilford.

was named the conference's Coach of the Year three times, according to the release.

As a pitcher at Appalachian State, Fister appeared in 80 games over four seasons beginning in 2006, the release states. She

finished as the program's all-time leader in saves with four and amassed 107 career strikeouts, ranking sixth all time.

"Teresa has had success in every step of her career, and I look forward to seeing

her immediate impact on our student-athletes," Schoonmaker said. "She has a strong passion to teach and a love of the game, and these qualities coupled with her experience make her a valuable addition to our program."

Cross country enlists Samantha Nadel as assistant coach

NURIA DIAZ
CONTRIBUTING SPORTS EDITOR

Cross country and track and field head coach Terry Weir named six-time All-American champion Samantha Nadel as an assistant coach on earlier this month.

"We are very excited to welcome Sam to the Nation's Capital as the newest member of our GW family," Weir said in

a release. "Sam brings a wealth of experience as an athlete, both collegiately and professionally, due to her understanding in balancing high-level academics with high-level athletics."

Nadel spent the last two years as an assistant distance coach at North Carolina, where she helped produce two All-Americans in Paige Hofstad and Thomas Ratcliffe and guided the women's cross country program

to 14th place at the national meet last March," the release states.

"As a coach, her attention and focus on building strong relationships and mentoring fits perfectly with our vision of developing individuals into champions on and off the track," Weir said in the release.

Nadel began her professional career by spending a year training with the Boston Athletic Association. She represented the

BAA during the 2018 USATF Cross Country Championships followed by three appearances during the 2019 indoor season, finishing first in the mile at Boston University's Multi-Team Meet and fourth in the 3000 meters at the John Thomas Terrier Classic.

As a Hoya, Nadel claimed three All-American finishes, two cross country All-Region finishes, three Big East titles,

eight All-Big East honors and one ECAC title. She spent her graduate years at Oregon where she earned her next three All-American honors.

During the 2015 indoor campaign, Nadel nabbed the Big East titles in the DMR and 3000 meters. She finished 21st in the 2016 NCAA Cross Country Outdoor Championships and fourth in the 3000 meter in the 2017 NCAA Indoor Championships.

Men's basketball welcomes graduate assistant duo

NURIA DIAZ
CONTRIBUTING SPORTS EDITOR

Men's basketball head coach Jamion Christian announced the addition of graduate assistants Brandon Leftwich and Kris Saulny to his staff earlier this month.

Leftwich appeared in nine games last season after walking on to the team, and Saulny will join GW after serving as assistant coach at Division III California Lutheran for the past two years, according to a release. Christian said in the release that the duo's addition to the team is evidence of the program's growth.

"Being able to add two graduate assistants - especially those of the caliber of Brandon and Kris - speaks to the evolution of our program," Christian said in a release. "It's been important to our program to add more staff, and this is a mark of the growth we've made over the last three years."

Leftwich joined the team last season as a walk-on, eventually earning a scholarship by the end of the year. During his time as a Colonial, Leftwich shot 33

percent from the field and added two assists per game, the release states.

The release states that Leftwich previously played under Christian at Mount St. Mary's, where he also walked on and played in 30 games as a redshirt junior, earning another scholarship. He served as a manager for the team prior to becoming a player.

During his stint with the Mountaineers, he averaged three points and 2.2 rebounds a game while hitting 74 percent from the charity stripe.

This season he will focus on developing the offense along with assistant coach Eric Atkins.

Leftwich made his collegiate debut at Marquette dishing out three assists against the geese and scoring his first collegiate point, a free throw, at Wagner. He scored three points in a home win over the Robert Morris University with a three-point play.

"Brandon is someone that's been with me for a long time," Christian said. "I've had a chance to watch him grow from a manager to walk-on to scholarship athlete

twice. He's really passionate about building our team and program. He has outstanding loyalty to our vision of what we're trying to build. I'm excited to work with him."

After serving as an assistant coach for California Lutheran the past two years, Saulny is returning to his hometown. During his time with the Division III squad, he aided with recruitment, scouting and team preparations, according to the release.

Saulny played at the collegiate level for Widener University, where he shot a .083 clip from the field and tallied 7 assists in 2018, according to the release. He will bolster the defensive side of the ball with assistant coach Graham Bousley.

"Kris comes to us from a basketball background and basketball family," Christian said. "His mother, (Associate Provost for Diversity, Equity and Community Engagement) Helen Cannaday, is a fixture in our GW community. I couldn't imagine a better person who understands GW and D.C. basketball and will positively impact our players' lives."



FILE PHOTO BY ARIELLE BADER

Student-athletes will need to wear masks in the Smith Center when not practicing but will not have to work with capacity limits.

Smith Center begins fall sports schedule with no capacity limits

NURIA DIAZ
CONTRIBUTING SPORTS EDITOR

The athletic department announced over the summer that the Smith Center would face no COVID-19 capacity limitations for the upcoming fall season, only requiring masks in accordance with D.C.'s indoor mask mandate.

"We are grateful to everyone for their work to allow our students to safely train and compete last year, but there was something distinctly missing," Athletic Director Tanya Vogel said in a release. "The environment that our fans create serves as an additional boost to our student-athletes as they strive to be at their very best, and they're at their best when our loyal fans, students, families, friends and alumni are out in full behind them. We are thrilled to welcome back our fans to cheer on GW!"

The Colonials will kick off the fall semester with both men's and

women's soccer games on the Mount Vernon Campus, while the Smith Center opens its doors to both volleyball and men's water polo, the release states.

Baseball will also resume at Tucker Field at full capacity, along with softball and lacrosse later in the fall, according to the release. Men's and women's basketball, gymnastics and men's and women's swimming & diving will return in the winter with fans allowed at 100 percent capacity, according to the release.

Many sports suffered cancellations or delays due to COVID-19 concerns last fall and game attendance was restricted to players and members of the team. Sports like water polo were only able to compete in four out of the 10 games slated for the regular season.

"We trust fully in the leadership of the University and will work to ensure that we are making data and science-based decisions," Vogel said

in an email.

She said student-athletes will still need to continue using masks in the facilities as long as they are not practicing. She said the department currently does not know what to expect as the Delta variant surges through the country, but the department is prepared to follow public health guidance from officials and "adjust to matter" when they "don't control the situation."

"Until further notice, consistent with the District of Columbia's decision to again require that people wear masks in indoor public settings, GW has reinstated its indoor mask requirement in university-owned or operated facilities for all individuals regardless of vaccination status," Vogel said. "Accordingly, all visitors, spectators and guests inside the Charles E. Smith Center will be required to wear a mask. Additional and regular sanitation will also occur."



FILE PHOTO BY ERIC LEE

Leftwich will assist with developing the team's offense along with assistant coach Eric Atkins while Saulny will help bolster the team's defense with assistant coach Graham Bousley.