

The GW Hatchet

What's inside
Opinions

The editorial board argues that GW must do more for sexual assault survivors. Page 6

Culture

Learn about GW-centric meme accounts gaining popularity. Page 7

Sports

Read about the women's basketball team's sole Latina player's journey. Page 8

Tracking COVID-19
 Sept. 30 - Oct. 6

Weekly COVID-19 cases: 25

Weekly positivity rate: 0.22%

Change in cases since previous week: +4

Officials increase aid for Pell-eligible students, delay major fundraising campaign

GRACE CHINOWSKY
 REPORTER

ISHA TRIVEDI
 NEWS EDITOR

Officials are launching a "focused initiative" to make GW more affordable for Pell-eligible students with scholarships and fellowships implemented over the next several years.

Donna Arbide, the vice president for development and alumni relations, said officials launched a fundraising initiative earlier this month to increase the financial aid budget for Pell-eligible students by roughly \$2 million each year to fund need-based grants, loans and work-study packages. She said officials planned in February 2019 to announce a full fundraising campaign around GW's bicentennial celebrations but deferred those plans because of limited alumni relations staff, the COVID-19 pandemic and incoming changes to University leadership.

She said officials are delaying the implementation and development of a major fundraising campaign until GW establishes a strategic plan and vision that can align with the campaign. Officials paused the formation of GW's next strategic plan when the pandemic hit.

"That's the hope, is that it would be part of one of the pillars of a comprehensive campaign," Arbide said in an interview.

Arbide said the initiative – called "Open Doors: The Centuries Initiative for Scholarships and Fellowships" – fits under a new, broader commitment to make GW more affordable for low-income students.

"Having a strategic plan drives all parts of the business, enrollment management, fundraising, academic priorities," she said. "So it's something that we all need to join in and agree on and start the build. So I'm definitely going to be a strong partner in this for sure, so that we can get ready to launch a major campaign and storytelling initiative."

The new fundraising commitment comes as the University reshuffles its ad-



HATCHET FILE PHOTO

Donna Arbide said nearly 70 development staff left last year, leading officials to pursue a more targeted initiative as they delay a major fundraising campaign.

ministration. Mark Wrighton is set to replace University President Thomas LeBlanc on Jan. 1, and Interim Provost Chris Bracey stepped up this summer to replace Brian Blake, who departed the University in June.

"The increase in the financial aid budget is initially being funded by the University and recent philanthropic gifts, with hopes that philanthropy will be the principal funding source long term," officials said in a release earlier this month.

A University spokesperson declined to say how long the Open Doors initiative will be in place and how much money officials have provided in direct financial grants to Pell-eligible undergraduates in recent years. She also declined to say the size of the current financial aid budget for students eligible for Pell grants.

Arbide said she plans to work with the deans, provost and other University leaders to conduct outreach for alumni and expand the University's donor base. She said officials didn't implement any layoffs in her department but kept positions open for nearly 70 staff members after they retired or left to work at other organizations last year as part of efforts to mitigate the financial impact

of the pandemic.

"As positions came open, we just didn't fill them so that we didn't have to lay anyone off," she said. "So that was a good part of what we did is that we just mitigated through open positions, and now we're starting to prioritize and refill those positions now."

Arbide said a major fundraising campaign would also require a staffing increase. She said officials are working to rehire staff members in the Division of Development and Alumni Relations as the University continues to emerge from the pandemic.

The University celebrated the completion of its last major fundraising campaign in May 2017 under former University President Steven Knapp, a three-year drive that raised \$1 billion from alumni and community member donations for student scholarships and new faculty.

After officials announced the fundraising campaign set for GW's bicentennial, they began to set the groundwork for the initiative in November 2018 with outreach goals to reach 16,000 alumni donors, retain 64 percent of all donors and require each staff member to meet with 150 donors each year.

GW's fundraising totals

dropped by about 17 percent between fiscal years 2019 and 2020 and have only recently started stabilizing with a slight increase from \$102.5 million in FY 2020 to \$105 million during FY 2021.

Experts in higher education said officials could struggle to advance the financial initiative under interim presidential leadership, but they should also focus on supporting those students with specialized advisers and Pell-eligible student support offices.

Richard Richardson, a professor emeritus of higher education at New York University, said interim leaders tend to have a limited role in long-term initiatives and strategic planning, which could make it difficult for officials to implement a new fundraising campaign.

"Some of the problems that the institution has had need to be addressed by perhaps some new ideas and new people, and the interim leaders may be the people who can do that," Richardson said. "But interim leaders are really constrained in what they can do, so it seems to me pretty courageous of them to put out this idea at this point."

See **GW** Page 5

Student Court rejects first-year senate seats

HENRY HUVOS
 REPORTER

LAUREN SFORZA
 CONTRIBUTING NEWS EDITOR

TARA SUTER
 STAFF WRITER

The Student Court struck down a planned referendum Sunday that if passed would have brought back first-year seats to the Student Association Senate.

The SA Office of the Legislator General filed a complaint last month challenging the senate's approval of a fall referendum asking the student body whether the SA should amend its constitution to designate senate seats for first-year undergraduate, graduate and transfer students. The court heard arguments about the complaint Sunday, ruling just hours later that the resolution was "inconsistent" with the SA Charter and the University's Statement on Student Rights and Responsibilities.

The court also struck down the Fall Senate Elections Act, which would have codified the referendum into the SA's bylaws if approved by the student body.

The plaintiffs – represented by assistant legislators general Juan Carlos Mora and Andrew Harding – argued the SA charter stipulates that senate apportionments must be based on the size of each school. Mora said passage of the referendum would set a "dangerous" precedent because it would allow first-year students double representation in the senate.

"We're here today because the Student Association Senate violated the student right to essential representational equality," Mora said at the hearing.

Mora said every first-year student is automatically represented in the senate by their school-specific senator. If the referendum were to be approved, he said first-year students would be represented by both their school and their class year, whereas non-first-year students would only be represented by their school.

The SA's previous constitution allowed the senate to appoint non-voting, first-year undergraduate and graduate senators, and after a semester, the first years became at-large senators with voting power.

An updated constitution that went into effect in May had allowed for the appointment of two first-year senate seats, but the court struck down the provision before it was enacted, arguing that appointing senators violated the "essential representational equality" requirement of the University's Statement on Student Rights and Responsibilities.

SA Sen. Chris Pino, CCAS-U and the sponsor of the resolution creating the referendum, said double representation already exists in the senate because students with double majors are represented by two schools. He said the current representational system is "inherently flawed" because it is unclear which senators represent people who are double majoring.

See **HILL** Page 4

Assault sparks student concerns about campus safety, GW's communication

SAMIHA FAROOQI
 REPORTER

Some students are criticizing the University's communication about an assault on campus last Monday after an unknown suspect wounded a staff member who was transported to the hospital with "non-life-threatening" injuries, according to a Metropolitan Police Department release.

The MPD release states that the suspect assaulted the staff member at the G Street Garage with an "intent to commit first-degree sexual abuse," but 40 minutes later, University officials sent an email to the GW community about the crime without any mention of potential sexual abuse. Officials sent out a second email Tuesday acknowledging the intent to commit sexual abuse and stressing their commitment to campus safety, but students said University officials should have been quicker to notify students that the suspect intended to commit sexual abuse.

"We understand the level of alarm due to the recent assault with intent to commit sexual abuse that is being investigated by Metropolitan Police Department Detectives that occurred at the G Street garage," the email reads. "The safety of the members of our community is always our primary responsibility, and we take it very seriously."

University spokesperson Crystal Nosal said officials were already "in the process" of sending the email to the GW community when MPD issued its release that reported the intent to commit sexual abuse Monday night. Nosal said GW Police Department officers have increased patrols around the G Street Garage and other garages on campus, but she declined to say whether officers have been reassigned from other duties as part of the patrols.

She said panic buttons in garages, which are marked with bright orange signs, are available to parking garage users in case of emergency.

"When a panic button is activated, the GWPD dispatcher is alerted of the location and immediately sends officers to the location to assist," she said in an email. "Parking garage patrons should familiarize themselves with these buttons and their locations."

Some students said they were frustrated that officials only confirmed the intent to commit sexual abuse 18 hours after MPD tweeted the full details of the suspect's criminal charges.

Sophomore Maddie Billet said she doesn't understand why the University didn't include information about the intent to commit sexual abuse in its original email.

"If they already knew the facts, then why didn't

they tell us?" she said in an interview.

Billet said the assault made her realize she could be in danger as a woman on campus no matter the time or location. She said living in Shenkman Hall near the outskirts of campus, she feels nervous about getting dinner at night in light of other recent assaults near the Foggy Bottom Metro station.

"That really put it into perspective, for me at least, this could happen anywhere at any time," she said.

Student Association Sen. Cordelia Scales, SEAS-U and senate chairperson pro tempore, said the University's delay in reporting that the assault was sexual in nature is "unacceptable," and she feels less comfortable on campus because of the assault and GW's level of communication. Scales, who said she is a survivor of sexual assault, said the University put women at risk by not sharing the information sooner and should have notified the community that police were searching for a man charged with an intent to commit sexual assault.

"I thought that by being on campus, near government buildings with GWPD all around, I'd be safe," Scales said.

Scales said she doesn't think the department has significantly raised the number of patrols on campus, and she hasn't noticed any uptick in GWPD's pres-



MEGHAN FLANAGAN | PHOTOGRAPHER

The Metropolitan Police Department said the suspect committed assault with the intent to commit first degree sexual abuse, leaving the victim with non-life-threatening injuries.

ence. She added that officials likely said they would ramp up security to make the campus community "feel better."

"Now, I'm not even sure I feel safe on campus during the day because that event happened at 5:30 in the afternoon, which is pretty much broad daylight at this point in the year," Scales said. "And so I don't know where I'm safe, I don't know who I can trust, it's an awful feeling."

Sophomore Maria Leon-

Acosta said she doesn't feel safe at night because of the recent incident and GW's "lack of transparency." Leon-Acosta said she didn't know the incident was an assault with the intent to commit sexual abuse until she saw MPD's release on Twitter.

"GW has made it clear that it doesn't really care about maintaining its student safety and being transparent about things that happen on campus that threatens student safety,"

she said. "That lack of transparency really doesn't make me feel safe at all."

Leon-Acosta said GWPD has not shared specific details about how they would increase patrols on campus, and she hasn't noticed an increase in police presence on campus.

"Maybe at night they help or maybe at night they're more intense," she said. "But I think communication is one of the best first steps that GW can take to improve safety."

News

Oct. 11, 2021 • Page 2

THIS WEEK'S EVENTS

EAST ASIAN DIASPORA IN LATIN AMERICA
 Oct. 14 • 1 p.m. EDT • Free
 Join experts in ethnic studies as they discuss the migration of East Asian immigrants to Latin American countries to cap off National Hispanic Heritage Month.

BOXED IN: BREAKING STEREOTYPES OF LATINO IDENTITY IN JOURNALISM
 Oct. 14 • 6 p.m. EDT • Free
 Join Latino journalists as they discuss experiences and challenges they face while working in U.S. mainstream media organizations.

THIS WEEK IN HISTORY

Oct. 12, 1989

A Student Association task force recommends creating a third branch of the SA known as the Student Court to decide constitutional issues, *The Hatchet* reported.



ELISSA DETELLIS | PHOTOGRAPHER

After more than a year of isolation and online classes, students said the return to in-person learning has been overwhelming more than a month into the school year.

Students feeling 'exhausted' more than a month after GW's reopening

NIKKI GHAEMI
 REPORTER

RIYA SHARMA
 REPORTER

Freshman Jackson Dueweke was grateful to step onto campus in August following the University's reopening. But that was before anxiety and social burnout began to take hold of his in-person college experience.

Dueweke said his anxiety can often stem from any daily task related to in-person classes, from professors calling on him during discussions to getting dressed and prepared for class in the morning. He said he feels "exhausted" throughout the day after facing increased social interactions on the heels of more than a year of isolation during the COVID-19 pandemic.

"Being online, I didn't have to use as much energy learning, and now being in person, I get burnt out way faster," he said. "And that's kind of not great because I get tired because interacting with people takes a lot of energy. And I just get burned out really fast being in person when I didn't have to do all that social interaction online."

Dueweke is one of more than 20 students who said in interviews that they're struggling to cope with busy schedules, crowded in-person classes and heightened academic rigor more than a month after the University's reinstatement of in-person classes. Students said they feel overwhelmed academically and socially drained after GW's virtual hiatus, pushing them to seek support through their peers, student organizations and

offices like the GW Writing Center.

Dueweke said to reduce his anxiety, he attends office hours with his professors and he tries to find quiet spaces around campus — like Gelman Library or Square 80 — to focus without the stress of social interaction.

"The main thing for me was the college transition is already difficult from high school, but after not doing real school, or a lightened workload for a year and a half, and then being thrown into not only the college workload, but then a full-time school workload has been really difficult for me with managing time," he said.

Yousra Barezay, a sophomore who hasn't declared a major, said she's struggling with stress during the transition to in-person learning. She said she has adopted new study techniques, like study groups, after enjoying more free time at home during isolation last year. She said she feels burnt out taking in-person exams, which she feels are less clear than those conducted virtually, and fail to match the outlines listed in the syllabi.

For stress relief, Barezay said she turns to her peers to talk about the anxiety tied to academics during the in-person transition.

"They're changing up what's on the syllabus based on what we're doing in person, and online we were a lot more focused on the syllabus," she said. "But in person, we're a lot more behind, so our exam is kind of unstructured."

Alex Rainey, a sophomore majoring in exercise science, said they have been "overwhelmed" struggling

to find the motivation to attend their in-person classes, falling behind on assignments and coping with stress. They said time management has been difficult while they juggle both an academic and social life.

"I've definitely been overwhelmed academically, there was a period for a couple of weeks where I found myself struggling to actually go to the classes and catch up on the readings," they said.

Rainey said professors should offer increased flexibility with assignments to be more cognizant of mental health as schoolwork ramps up and students feel more inundated with in-person academics.

Eve Parent, a freshman majoring in photojournalism who experiences anxiety-related symptoms like panic attacks, said she tries avoiding large crowds on campus, which can also worsen her symptoms.

Zainab Mianoor, a freshman majoring in political science and an international student from Pakistan, said this is only her second time in the United States, and she feels overwhelmed transitioning to a new location and re-learning how to socialize in person.

She said she turned to student organizations, like the South Asian Society and the Pakistani Student Association, to meet others and ease into the transition at events, like the Multicultural Student Services Center's Block Party in University Yard last month.

"There's so much in the day to do, and so combined, it is a lot, and I'm not used to it because I've been in bed during quarantine," she said. "So yes, in that sense, yes, there is burnout."

Crime plummeted in 2020 as students left Foggy Bottom: report

DAVID BROTHERS
 REPORTER

On-campus crime rates dropped dramatically last year amid the COVID-19 pandemic, aligning with an overall citywide decline in criminal incidents.

The Annual Security and Fire Safety Report, released late last month, states that 21 crimes occurred on the Foggy Bottom Campus last year — not including disciplinary referrals for drug or liquor violations — marking a 75 percent decrease in crime from the 85 incidents in 2019. GW Police Department Chief James Tate and experts said the lack of students on campus during pandemic closures led to the dramatic drop in crime across campus.

"We attribute the significant decline in crime during the reporting period to the lack of residents on campus during the switch to virtual learning during the pandemic," Tate said in an email.

The report, which all universities are required to release under the federal Clery Act, discloses the annual number and categories of crimes committed on GW property and the number of on-campus fires.

Officials recorded 251 disciplinary referrals for drug and liquor law violations last year, a 35 percent drop from the 385 referrals in 2019, according to the report. The data shows rape cases on the Foggy Bottom Campus dropped from 18 in 2019 to five in 2020.

Crime throughout D.C. dropped 19 percent in the last calendar year, according to District data. But the data shows homicides reached record highs, and assaults with a dangerous weapon increased by 3 percent.

The report states that three stove-top fires took

place last year — one in District House and two in Fulbright Hall. The two incidents in Fulbright caused less than \$100 in damage, but the District House fire damaged between \$1,000 and \$9,999 in property, according to the report.

Officials recorded five fires in 2018 and seven fires in 2019, the report states.

Criminal justice experts said the drop of crime on campus is not surprising and is likely part of a national trend.

Josh Bronson — the director of education and leadership development for the International Association of Campus Law Enforcement Administrators, which includes GWPD as a member — said the downturn in crimes likely occurred nationwide in 2020 but can't be confirmed yet without more analyses of national trends. He said he isn't surprised crime at GW dropped with fewer students on campus.

"What we would expect to see is that numbers have fallen for the past year because there just weren't students on campus," Bronson said. "So with fewer people on a particular campus, we would expect to see fewer crime statistics going along with that."

Bronson said the report leaves out crimes on private property, including those potentially affecting students, meaning Foggy Bottom might have faced more crime than indicated through the report. More than 2,000 students lived in off-campus housing during the fall 2020 semester after limited spaces due to coronavirus policies pushed many into apartments.

"You're not talking about private housing, you're not talking about private property that the campus doesn't have con-

trol over," Bronson said. "And so if there were students that were living in a private apartment building off the campus and attending classes virtually, and there was still a crime that occurred, it wouldn't necessarily show up."

David Muhammad — the executive director of the National Institute for Criminal Justice Reform, a criminal justice advocacy organization — said even though crime generally decreased during the pandemic, violence increased nationwide.

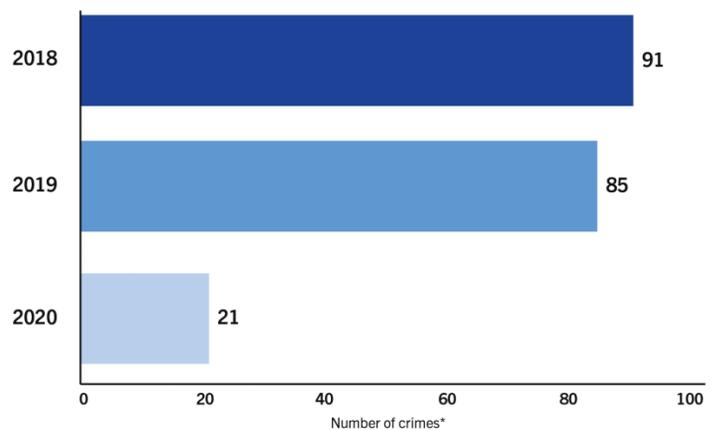
He said factors like economic desperation brought on by an increase in unemployment caused some of the spikes in violent crime in cities, mostly in theft and personal conflict.

"What has happened during this pandemic is really a perfect storm of problems that have all contributed to this increase in gun violence in particular," Muhammad said. "You have the desperation and despair that kicked in early on in the pandemic when people lost jobs."

He said while crime dropped, homicides in D.C. surged by 19 percent as the economy suffered, and gun sales — which increased by 64 percent from 2019 in the United States — added to the number of gun violence cases.

Muhammad said he expects the rate of violence to decline because of an increase in government funding for programs aimed at reducing violence, including community-based violence intervention programs. D.C. officials included \$59 million in this year's budget for violence prevention projects, including funding for youth safety groups, employment opportunities, mental health and other programs aimed at lowering crime in the District.

Crimes on Foggy Bottom Campus



GRAPHIC BY NICHOLAS ANASTACIO | GRAPHICS EDITOR

*excluding disciplinary referrals
 Source: Division of Safety & Facilities

Corcoran rehearsal studio closed through academic year for renovations

KATELYN ALUISE
 REPORTER

Ongoing construction to renovate the Corcoran School of the Arts and Design's primary rehearsal studio will block off access to the space for the rest of the academic year, leaving dance faculty and students struggling to find alternatives.

Officials said they closed Building J, located on G Street, and its dance studio space, Building J Down, last summer because of a combination of aging ventilation and "life safety systems," water intrusion issues and asbestos treatment. Dance faculty and students said although the renovations are a positive step after years of facility issues, they've been unable to use the temporary replacement studio spaces officials provided, stirring concerns among professors that the studio's closure will deter students from pursuing dance at GW.

Baxter Goodly, the associate vice president of facilities planning, construction and management, said the University has made Building J repairs a "top priority" this academic year. He said officials anticipate to reopen the building for classes next fall.

"To make this commitment reveals their understanding of how

critical repairing this space is to the Corcoran's dance program," Goodly said in an email. "The entire project will include building-wide abatement, weatherproofing of the building envelope, HVAC upgrades, electrical system upgrades, new sprinkler and fire alarm systems, bathroom innovations and other building enhancements."

University spokesperson Crystal Nosal said Building J's dance courses have shifted to the University Student Center and District House dance studios this fall. She said officials collaborated with students in the dance program to provide an additional rehearsal area in Corcoran's Flagg Building this semester.

Four Corcoran dance faculty said the degradation of Building J's facilities has remained unaddressed for decades, dating back to the 1960s. They said the quality of the program has suffered this semester as classes have struggled to access studios with proper flooring and mirrors and private practice spaces on campus — including at District House and the University Student Center.

Erica Rebollar, a professor of dance, said Building J's facilities have deteriorated with age, causing a lack of proper air condition-



GRACE HROMIN | SENIOR PHOTO EDITOR

Building J's dance courses have shifted to the University Student Center and District House dance studios this fall, officials said.

ing, leaky radiators and black mold. She said alumni in their 70s who visited Building J recently commented that the building's

overall infrastructure looked the same as it did in the 1960s. Gizelle Ruzany, an adjunct professor of dance technique, said a

lack of practice spaces outside of class is reducing the "quality" of dance education at GW. She said her students are trying

Students volunteer to create COVID-19 flag memorial on National Mall

LAUREN GRUAR
REPORTER

A team of students helped plant the hundreds of thousands of white flags last month that covered the National Mall in honor of those who have lost their lives throughout the COVID-19 pandemic.

Six student volunteers planted more than 10,000 of the 600,000 flags on the Mall to memorialize the Americans across the country who died from COVID-19 as part of the “In America: Remember” exhibit – a project launched by a local artist in partnership with the anthropology department last year. Students said they worked to digitize about 15,000 flags on display, including photos of each flag, the personalized messages from loved ones and the spot where families can locate them.

Sarah Wagner, an associate professor of anthropology, partnered with local artist Suzanne Firstenberg last year to launch a research project called “Rituals in the Making,” studying how humans grieve and remember their loved ones who died from the coronavirus.

Wagner recruited undergraduate students in her anthropology classes to help digitize the personalized messages that families of the victims could write on the flags. The flags were located at Robert F. Kennedy Stadium before the area ran out of space as the number of coronavirus deaths rose too high.

“I just heard your favorite song on the radio right before I heard that you passed, and I was think-

ing about you,” one flag read.

Erin Anderson, a sophomore volunteer, said the project’s workers bridged the gap between the physical exhibit and the digital site with uploaded images of the physical flags. She said the images provide a “graveyard” where families can visit and leave flowers.

“Sometimes I read a lot of messages, I was always around the flags, and it was just so heartbreaking to really understand that it’s more than just a big number that tallies up every day,” she said. “We always look at the numbers, we always hear about the numbers, but we don’t always hear about the stories.”

Anderson said she volunteered for the project as a “geolocator” – someone who locates flags by their ID number and transfers the messages on them to the exhibit’s website.

“It was really meaningful to a lot of different people, especially because I think that we were able to recognize that a lot of people who lost loved ones during the pandemic didn’t get to have some kind of a celebration of life for their loved ones, some kind of a funeral,” she said.

Anderson said she hopes the exhibit inspired visitors to take safety precautions like wearing masks and getting vaccinated to stop the spread of the coronavirus. She said the exhibit closed last Sunday, and the Smithsonian Institution will eventually store the flags from the exhibit.

“What I want people to walk away with from this is that this was horrible, and it still is, and



The flags were displayed for two weeks near the base of the Washington Monument.

SYDNEY WALSH | STAFF PHOTOGRAPHER

we’re still losing people,” she said. “But we can slow it down. We can even stop it.”

Victoria Ravel, a junior volunteer, said she started work on the project last fall when it was progressing on a smaller scale, with 165,000 flags outside RFK Stadium. She said geo-locators used an app on their phones to take photos of personalized flags on the Mall and upload them on the website so family members can find their ID numbers and view

an image of the flag.

She said some of the messages were from children who lost loved ones to COVID-19.

“It was super heartbreaking,” she said. “And then you have the ones that were just from children, like babies, it’s so upsetting. Most of the messages were just good-byes, ‘We miss you,’ ‘Hope this is all over soon,’ and stuff like that.”

She said while volunteering at the exhibit, she realized the impact of coronavirus across

multiple generations and felt “immense sadness” hearing from families who visited the exhibit to pay their respects to loved ones.

“I just hope people can learn from this and become more selfless because this is the first time we’re experiencing this as a population that your personal actions can kill somebody else,” she said. “So I hope that our generation realizes that it is important to be selfless especially during a pandemic.”

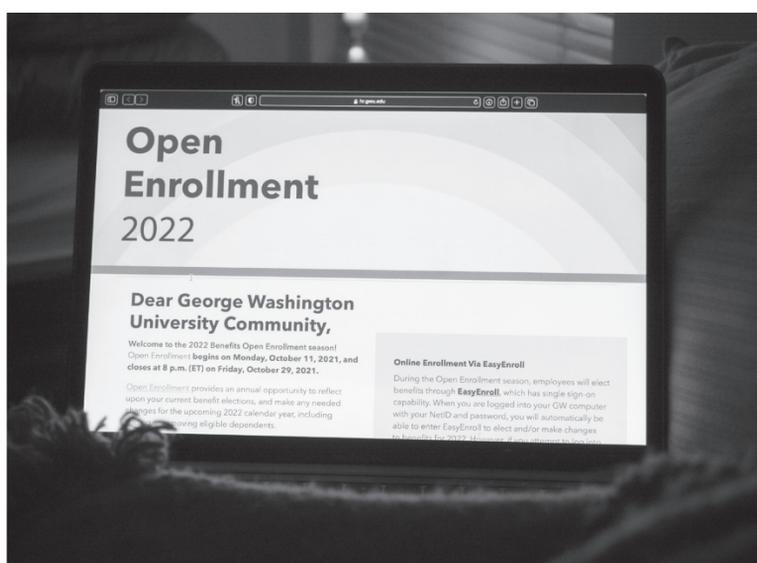


PHOTO ILLUSTRATION BY DANIELLE TOWERS | ASSISTANT PHOTO EDITOR

Experts said the changes are largely consistent with rising health care costs amid the pandemic.

Employee medical, dental coverage to see ‘nominal’ changes in 2022

AIDEN ORR
REPORTER

FAITH WARDWELL
REPORTER

Officials are slightly increasing contributions to employee medical coverage and slightly decreasing contributions to employee dental coverage for 2022, according to an annual employee benefits report released earlier this month.

The report states employee medical coverage will increase by 1 percent and dental coverage will decrease by at least 1.5 percent next year. As part of new benefits, employees will have access to an online physical therapy program and a diabetes management program, and officials will eliminate out-of-pocket costs for a list of specialty drugs as of next January, the report states.

University spokesperson Crystal Nosal said officials raised employee medical contributions this year given annual increases in the cost of medical services during the COVID-19 pandemic. She said officials review the utilization of GW’s benefits program to provide employees with “comprehensive” benefit offerings each year.

“COVID certainly made this year’s planning process more complex, as utilization of certain medical services increased, while other types of services were deferred,” she said in an email.

Medical contributions will increase on average by less than \$5 per month for about 90 percent of participants in the University’s full-time medical plan, and monthly increases will range from \$1 to \$8 based on coverage

level and salary band, according to the report. The report states medical contributions will increase by \$1 per month for those enrolled with GW PPO or the Health Savings, also known as HSP, medical plans, \$3 for employees enrolled in HSP with family coverage and \$6 for PPO enrolled employees with family coverage.

The report outlines the changes to employee benefits for employees to review in advance of the open enrollment period, which will last from Oct. 11 to Oct. 29, when employees can review benefit selections and add or drop dependents.

Experts in academic human resources said the changes are unlikely to impact employee benefits significantly, and some employees may not even notice the changes.

Fred Foulkes, the founder and director of the Human Resources Policy Institute at Boston University, said the changes to medical and dental contributions outlined in the new plan are unlikely to have a significant impact on employee health plans because most changes are only about a 1 percent increase or decrease.

“I would think it wouldn’t have much impact at all,” Foulkes said. “In terms of the fact that it’s not going to cause people to quit, and it’s not necessarily going to cause people to join.”

Foulkes said the strategy behind creating benefits plans are rooted in the needs of employees.

“With respect to employees in universities, there is so much diversity – you have tenured professors, if you have a medical school that’s a different staff, then you

have janitors and secretaries and staff, and they all have different needs, so it’s hard to figure out what’s the common things that most people will appreciate,” Foulkes said.

Robert Roop, a professor of management at Webster University, said employees will likely not notice the “nominal” increase in medical coverage and the decrease in dental coverage.

“Some people won’t even realize it, and some people will be unhappy that their cost is going up and their coverage is going down,” Roop said.

He said the changes are likely correlated with revenue flowing into the University, which could prompt officials to adjust the levels of employee benefits.

“So the University’s expenses, despite their best efforts, are going to go up somewhat, and if their expenses are going up, then they have to, frankly, reduce their expenses so that revenue expenses don’t exceed revenue,” Roop said. “They’re probably doing it out of necessity. It’s not unusual. Everyone’s doing it.”

Chester Spell, a professor of management at Rutgers University, said recovery from the University’s financial mitigation efforts during the pandemic likely influenced the new benefits and relaxed contributions.

“Is it from the pandemic?” Spell said. “Probably, everything is from the pandemic as it seems.”

Spell said though the pandemic was a “shock” to the American health care system, increasing health care costs outside of the pandemic are likely the root of the changes to GW’s benefits plan.

Corcoran’s non-degree arts program remaining on hiatus amid pandemic

ISHANI CHETTRI
CONTRIBUTING NEWS EDITOR

MEGHAN FLANAGAN
REPORTER

As a pandemic-induced hiatus continues into the academic year, officials said it may take more than a year to restart the Corcoran School of the Arts and Design’s non-degree student arts program.

Officials suspended the Continuing Education program, which teaches various art and media classes to non-degree students in the District last fall because of the COVID-19 pandemic. Lauren Onkey, the director of Corcoran, said the program will continue its hiatus as the school focuses on safely reopening and monitoring classrooms for returning faculty, degree-seeking students and students taking courses for credit.

“We want to take this time to consider how to best serve the D.C. community as well as coordinate a safe reopening for these students,” Onkey said in an email.

She said the school decided to keep its exhibitions closed and restrict in-person instruction to students taking courses for credit because of ongoing safety concerns despite the return to in-person classes for the rest of campus.

Onkey said the school is “strategically” considering how to carry out the program’s goals and scope during the off-period, which may take up to a year. She said Corcoran officials are taking time to ask the program’s students and its community members what they would like to learn and study to best serve the arts in the District.

She said the program enrolled about 50 to 80 students per semester before the pandemic and hosted classes

like oil painting and digital photography. Onkey, who began her role as Corcoran’s director this July, added that officials will work with the program’s part-time faculty to create new programming after the hiatus.

“I have a long history of developing and managing education and community programs and want to make sure community efforts like this one get the time and attention they deserve,” she said.

Faculty and students who took classes in the program said officials have yet to provide an update about when the Continuing Education program will resume, leaving them concerned about the program’s future and the value it brings to the District.

Tom Morris, who taught drawing in the program, said Continuing Education provided the local community in the District with an opportunity to learn and polish its art skills through various art classes. He said the program welcomed all adults interested in learning about art, improving a specific skill set or exploring a new field.

He said the program should restart because its offerings provide adults a chance to take classes inside of a school environment again.

Mira Hecht, a District-based artist who taught advanced abstract painting in the program, said while halting the program was a “good decision,” she thinks the hiatus could lead to a permanent cancellation because she hasn’t heard any information from administrators about its return.

She said the hiatus announcement was an “abrupt” end to the program when ongoing classes came to a full stop, and students received refunds for the second half of the semester when the rest of the Univer-

sity transferred online. She said her students missed the physical space of the studios and in-person collaborations during isolation.

“Many of us had a real appreciation and love for the history of the Corcoran and really felt good about attending classes there just because it was the Corcoran,” Hecht said. “I think it was treasured with a lot of sadness, and so what can you do?”

Lindy Kerr, a former student of the oil painting class, said the program reinvigorated her childhood passion for oil painting after a nearly fifty-year break from the hobby. She said she learned new techniques and skills, like botanical drawing, from the program’s classes that she took every so often for the past few years.

“The Corcoran program speaks to those who have an artistic energy in them, but their jobs don’t let them express it,” she said. “I would say it’s a wonderful opportunity to do just that.”

Kerr said she is thankful for the program because the art classes she took provided her with a “new avenue of expression” since retirement. She said officials should restart the program because the courses allow people to pursue their interests if they are interested in art but their main work is in another field.

Anna Burger, a former student who took digital photography at the program, said she was looking for photography classes as an adult after spending some years out of school before she came across the program and its variety of art classes in 2014.

“I’ve been looking forward to seeing what they would do with the hopes that they would reopen the classes,” Burger said. “Otherwise, it will be a sad loss for the community and for people like me.”



FILE PHOTO BY SOPHIA MOTEN | STAFF PHOTOGRAPHER
Faculty and students involved in the program said officials have yet to provide them with a firm timeline for the end of the hiatus.

Corcoran to discontinue master's program in decorative arts and design history

SOPHIA GOEDERT
REPORTER

YANKUN ZHAO
ASSISTANT NEWS EDITOR

The Corcoran School of Arts and Design will close its master's program in decorative arts and design history at the end of 2022 after its fifth year at GW.

Administrators said they found limited demand for the master's degree after evaluating the University's current "areas of focus and distinction" during the COVID-19 pandemic. Officials said the master's degree, which is offered through a collaboration with the Smithsonian Associates — the largest museum-based education program worldwide — has allowed students to develop an expertise in the history of artifacts and cultural collections worldwide while offered at GW.

University spokesperson Crystal Nosal said officials decided to close the program after the evaluation and announced the decision to students, faculty and officials in Corcoran this summer.

"GW came to the difficult decision to bring the program to a close after a careful review, reluctantly concluding that the long term sustainability of this program was not achievable," she said in an email.

The master's program in decorative arts and design history debuted at Corcoran in 2004 when the school was independent from the University before partnering with the Smithsonian Associates and transferring to George Mason University in 2012. The program returned to Corcoran at GW in 2017.

The Smithsonian partnership provided students the opportunity to take courses at the Smithsonian while allowing them privileged access to Smithsonian collections to study and research, according to Corcoran's website.

Nosal said the program has enrolled about 15 to 20 students each semester for the past few years with about six new students per year since the program moved back to GW from GMU. She said five to six professors have taught the program each year along with four to five instructors per semester, including curators and museum professionals in the District.

She said Corcoran faculty met with current students this summer to discuss outstanding degree completion requirements to ensure that they will earn their degree as planned.

"We understand the distress that this may cause in the community of alumni, students, supporters and faculty who are passionate advocates for the degree," Nosal said. "While this is not a welcome outcome, it is a necessary one that does not reflect on their individual and collective personal and professional achievements."

Kym Rice, the deputy director of Corcoran, said students who intern and study at various Smithsonian museums and professors who are staff and faculty at the institution will continue the school's relationship with the Smithsonian despite the program's closure.

"We are very appreciative of the dedication of the program's faculty who have so ably taught the program's curriculum and mentored its graduate students since the program's founding," Rice said.

Rice also shared a statement she received from Frederica Adelman, the director of the Smithsonian Associates, about the program's closure.

"Our long partnership with the Corcoran continues, and we will share access to Smithsonian resources and a wide range of educational experiences with its students," Adelman said.

Faculty in the program said they were sad to see a decades-



Program faculty said they were sad to see the degree come to an end but added that they take pride in students' accomplishments over the years.

long program come to an end, but they are "proud" of all the past and present students and their achievements with the help of the program.

Erin Kuykendall, a visiting assistant professor and the director of graduate studies in decorative arts and design history, said the program taught and prepared students for careers as curators, specialists and historians in decorative arts and design history. She said the program required students to intern at museums like the National Museum for Women's Arts, the National Museum of Air and Space and the National Museum of American History for practical experience.

She said recent graduates of the

program "immediately" secured positions at major museums, like the Museum of the Bible, or advanced to doctoral programs, like American studies at the College of William and Mary.

Oscar Fitzgerald, an adjunct professorial lecturer of decorative arts and design history, said he is "upset" about the program's discontinuation because he has taught courses in the program since its first iteration at the Parsons School in the 1990s. He said the program used to attract as many as 80 to 90 students per year at other institutions before arriving at GW.

He said enrollment in the program dropped in the past several years partly because the University didn't "emphasize" the connection

with the Smithsonian enough.

"It was very clear that the reason that it closed is that the enrollment dwindled," he said.

Jeff Hardwick, an adjunct professorial lecturer of decorative arts and design history, said the program struggled to attract students after arriving at GW compared to its time at GMU, where he also instructed. He said he couldn't teach the courses he offered in the past couple of years through the program, like Museums in the Digital Age, because not enough students enrolled in them.

"This was a very successful program for a while, and I think enrollment and other factors sort of ended up sinking it," Hardwick said.

Hill vows to convene working group on first-year representation

From Page 1

Pino filed two motions late last month to dismiss the complaint and seal "sensitive" sections of his argument, both of which the court denied.

The defendants — Pino, SA Vice President Kate Carpenter and Sen. Cordelia Scales, SEAS-U and senate chairperson pro-tempore — had submitted a brief arguing the legislator general's office was working exclusively on behalf of the executive branch. Pino said at the hearing that the legislator general's office "must act as counsel" to the SA at large, but it was acting under the direction of SA President Brandon Hill.

"There is a constitutional mandate for defendant representation by virtue of them being members or participants in the Student Association and counsel that has been left unsatisfied within this case," Pino said.

The court's ruling did not mention the debate over whether the legislator general should represent the SA entirely or just the executive branch, but the ruling stated that the court will release a more explanatory opinion within two weeks.

Carpenter, Pino and Scales did not immediately return requests for comment.

Harding, the assistant legislator general, said in a statement on behalf of the plaintiffs that the legislator general's office "wholeheartedly" welcomes the court's decision. He said the office looks forward to continuing to advocate for the student body.

"The Student Court's unanimous ruling unequivocally validates the First-Year Senators Amendment Act's incompatibility with the governing documents," he said. "The Office of the Legislator General is proud to have successfully defended the right to essential representational equality for over 26,000 students."

Hill, the SA president, submitted a brief last week in support of the plaintiffs, arguing that the legislator general's office worked independently to file this case against the creation of first-year senator seats, not at his direction. He had said at an SA meeting last month that he opposed the first-year senator referendum and was prepared to seek the court's

opinion.

He said in the brief that the legislator general's office does not only represent the senate, since the office is also part of the executive branch.

"I truly recognize the gravity of the removal of first-year representation by the Student Court for the third time since I have been a student at George Washington University," Hill said in his brief. "However, if the sponsor of the legislation truly wanted the best resolution, it would have been reached."

Hill said in a statement that the legislator general's office "accurately" advocated for equal representation within the senate. He said he will organize a special working group with SA members to address this multi-year debate on first-year senators.

"Although I personally disagree with the plaintiff on the lack of representation of first-year students, I do concede that the representation may in some ways be inadequate, which is a failure on our part that we must act upon," Hill said.

By a 5-1 vote, the court upheld the scheduling of a referendum that was challenged in the complaint that, if passed, would implement a plurality voting system for senate races with multiple seats.

The court struck down a section of the complaint that would have solved procedural issues if both the first-year and plurality referenda had passed. Associate Justice Devin Eager, the lone opposition vote, supported invalidating the entire resolution.

The SA's special elections committee will now schedule the plurality voting referendum.

SA Sen. Gabriel Young, CCAS-U, submitted a brief in favor of the plaintiffs, contending that since first-year students are still getting used to GW, serving in voting positions in the senate could be overwhelming. He said the senate's previous arrangement with first-year senators as non-voting members could help them to better acclimate to both GW and the SA.

"First-year senators will have to add on more to their plate, which isn't fair to them," Young said. "But having it as a research aide or community position, would, under the constitution, allow them to learn what these issues are."



The researchers said their work is part of a larger effort from people of color in the medical community to address racist policies that still persist in the medical system.

Milken researchers propose responses to systemic racism in health care workforce

NICHOLAS PASION
STAFF WRITER

RORY BOEDEKER
REPORTER

Two researchers from the Milken Institute School of Public Health authored an editorial earlier this month analyzing systemic racism in the health industry, marked by income inequality and a lack of diversity.

The editorial, which the American Public Health Association published in the journal *Medical Care*, evaluated inequities in pay and access to education which prevent Black, Latino and Indigenous people from accessing jobs and leadership positions in the medical field. The authors propose five evidence-based policies, including plans to recognize the history of racism in medicine, promote policies studying diversity in medical leadership positions and invest in pipeline programs that encourage marginalized communities to enter the medical field.

Anushree Vichare, an assistant professor in the department of health and policy management, and Randi Dent, a research scientist and equity scholar, spearheaded the editorial alongside Jailleessa Casimir, a medical student at the City

University of New York.

"It was time to move beyond just describing what the situation is and what the context is and really trying to identify measures that are more actionable," Vichare said. "It is now time to take action. We've done a lot of the talk, now it is really time to do the walk."

People of color account for 37 percent of healthcare and social assistance workers nationwide, according to the 2020 data from the United States Bureau of Labor Statistics. Only 17.4 percent of workers are Black or African American, and 13.6 percent are Hispanic or Latino according to the bureau.

Vichare said her team's research is part of a larger effort from people of color in the medical community to address the racist policies and unequal representation still built into the medical system.

"There needs to be a movement in recognizing that the structural racism within the health workforce is not a problem of only physicians and the medical schools," Vichare said.

The School of Medicine and Health Sciences formed an anti-racism coalition last summer to address racism and implicit bias, hosting events to educate people on implicit

bias and the underrepresentation of minorities in the healthcare workforce.

Dent said the editorial aims to recognize how historically Black colleges and universities have worked to bring physicians of color into the workforce.

The editorial proposes that medical companies invest in schools with Black, Latino and Indigenous students.

"We really saw that as an opportunity to invest in HBCUs and invest in Hispanic serving institutions that are diversifying the workforce, more than any of the other schools," she said. "And so that was one of the things that we really wanted to highlight — the schools that are doing it and doing it well."

She said HBCUs like Howard University College of Medicine, Meharry Medical College and the Morehouse School of Medicine comprise three of the top five schools that graduate the most Black medical students in the country.

Casimir said the authors researched the history of racist medical policies before proposing solutions laid out in the editorial. She said the editorial also discussed the 1910 Flexner Report, a landmark report on medical school higher education that led to the closure

of seven of the 10 medical schools that were training Black doctors with limited funding.

Experts in medicine and public health said structural racism is embedded in the medical system through hiring practices, unequal access to health care facilities and high costs.

Janet Bettger, an associate professor of orthopedics and nursing at Duke University, said the editorial is "extremely important," because it identifies pipeline programs in high schools targeting students in rural and marginalized communities.

"I appreciated that they were very specific about how they wrote this about pay inequities, about debt, about opportunities, about learning, about discussions," Bettger said.

Thomas LaVeist, the dean of the Tulane School of Public Health and Tropical Medicine and the former chair of the department of health policy and management in Milken, said the United States is "dramatically" segregated in the medical care industry. He said different racial and ethnic groups receive a varying quality of medical care, and there are fewer health care facilities located near people in rural areas.

CRIME LOG

THEFT II/BICYCLES

Potomac Square
Unknown – Unknown
Open Case
A student reported his bicycle stolen from Potomac Square.
Case open.

AGGRAVATED ASSAULT – ATTEMPT TO COMMIT SEXUAL ABUSE

2028 G Street
10/04/2021 – 5:39 p.m.
Open Case
GW Police Department and Metropolitan Police Department officers responded to a report of suspicious activity. Upon arrival, GWPD officers made contact with a female staff member who had been the victim of an aggravated assault and attempted sexual abuse by an unknown male subject.
Case open.

TRAFFIC ACCIDENT: HIT AND RUN

Public Property on Campus (2000 Block of G Street NW)
10/05/2021 – 5:20 p.m. to 8:00 p.m.
Open Case
A male student reported damages to his vehicle after it was involved in a hit and run accident. The rear bumper of the car was damaged.
Case open.

HARASSING TELEPHONE CALLS

J. Burns Community Legal Clinic
10/06/2021 – Multiple
Open Case
A female staff member reported receiving harassing phone calls from an unknown male subject.
Case open.

DESTRUCTION OF PROPERTY/VANDALISM, THEFT II/FROM MOTOR VEHICLE

Public Property on Campus (2300 Block of Eye Street NW)
10/06/2021 – 4:47 p.m.
Closed Case
GWPD officers responded to a report of an unknown subject breaking into a vehicle. Officers swept the area but did not find the subject. Officers made contact with the owner of the vehicle, who is not affiliated with GW and reported a car window broken and several of their personal items stolen. They reported a North Face backpack, car registration information, a driver's license and a sweater stolen.
Referred to MPD.

—Compiled by Carly Neilson

Officials demolish former Nashman Center building

AIDAN TURLEY
REPORTER

Officials have demolished the building that previously housed the Nashman Center for Civic Engagement and Public Service following months of resistance from local residents.

University spokesperson Crystal Nosal said officials started the process to destroy the building, also known as the Waggaman House, late last month and performed the demolition last week. The building's demise follows a struggle between Foggy Bottom residents who wanted to save the building from destruction and locals who supported using the University's plan to transform the lot into an area with green space.

Nosal said the contractor performing the demolition has redirected pedestrian traffic onto a temporary protected sidewalk on the street, and the destruction of the building will take place during "allowable work hours" with some noise. She said contractors also built a wooden structure over an exhaust vent on I Street to cover a Metrorail line to prevent debris from entering the grate.

"Standard construction noise is expected, and will take place during allowable work hours," Nosal said in an email.

Officials announced in February that the building would be demolished and that the space would be converted into an outdoor space for "community use." Nosal said officials are still developing usage plans for the now-empty lot.

The Foggy Bottom Association tried to save the building from demolition earlier this year, saying the row house needed to be preserved for its "historic" value. Nosal said the University met with concerned residents but continued the precedent of the 2007 Foggy Bottom Campus Plan,



GRACE HROMIN | SENIOR PHOTO EDITOR

The Foggy Bottom Association tried to save the building from demolition earlier this year, arguing that the Waggaman House needed to be preserved for its "historic" value.

which found that the building, which was constructed in 1886, was not eligible for historic preservation.

"The Historic Preservation Plan for the Foggy Bottom Campus identified individual buildings and collections of historic properties and proposed a historic district on the Foggy Bottom Campus as well as the landmark designation of several additional campus buildings beyond those already designated," Nosal said. "The building at 837 22nd Street was considered as part of this process but did not receive designation as a historic site."

Margaret McDonald, an Advisory Neighborhood Commissioner whose district encompasses the former building, said she was not in office when plans to destroy the building were finalized, but she supports the demolition nonetheless.

McDonald said the demolition of the building gives the University an opportunity to provide more housing space or classrooms, and hopes GW will explore those options in the future.

"I support making a new space where students can study and hang out, but I

do think the space could have been utilized for dorm expansion or classrooms," McDonald said in an email. "Generally, I am glad to see that the project is finally moving forward and something is happening with the space."

McDonald said she understands the desire to preserve historic buildings in the District, but she thought the space needed to be used for something new, like park space or other student accommodations.

"I understand concerns about preserving historic buildings in D.C., however, this space needs to be utilized for something new," McDonald said. "The Nashman Center no longer resides within the building, and there is potential in creating a new park in the area instead."

James Harnett, a former ANC commissioner who used to represent the area where the lot is located, said he supports the demolition of the building because of the opportunities it provides to expand classroom and learning spaces for students. He said concerns that the University is destroying a historic building are un-

founded and that the building's age doesn't automatically make it a historic site.

"There are folks that would like to say that this is a tragedy and this is a step backwards for the neighborhood, and that just couldn't be further from the truth," Harnett said.

Harnett said the plans to use the new open space as an expanded park for several years is an "excellent" idea and hopes GW will build new facilities for Columbian College of Arts and Sciences students, who he believes deserve new learning spaces.

"We need to make sure that students, the very foundation of this neighborhood, have the space to learn that they need to feel valued and respected."

John George, the president of the Foggy Bottom Association, wrote a letter to the ANC in March, asking them to call on GW to preserve the row house, which is the last remaining Foggy Bottom row house of the 11 that were built by developer Thomas Waggaman in 1886.

"The building is gone," he said in an email. "I am not sure what more there is to say."

George Washington Williams House reopens to welcome Black community back to campus

ABBY KENNEDY
ASSISTANT NEWS EDITOR

LEO KEHAGIAS
REPORTER

After more than a year without residents and programming during the COVID-19 pandemic, the George Washington Williams House reopened this semester with increased in-person events to build back community as a hub for Black heritage and culture on campus.

The house, which is located along the 22nd Street townhouses, provides a space for Black students to live and host social, religious and informative events on campus, ranging from group gatherings to Bible studies. Residents of the house said they have hosted events each weekend since the space reopened a week before classes started to create a "safe haven" for Black students to socialize, while the house remained unoccupied for 18 months because of the coronavirus pandemic.

Bishop Walton, the president of the Williams House, said the house includes a president, a house manager and three other members help plan events without formal titles. He said members want to re-establish the house as a "second home" for Black students on campus after it was non-operational during the pandemic, now offering a space where students can gather to meet others on campus and attend social events that house members host.

"It's been fun for us, the five of us, to live in the house too because we've collaborated in a way that we can put on events, but we also have our time as a house and enjoy each other and lift each other up in whatever professional endeavors that we have," he said.

Walton said students applying to live in the house must conduct an interview with the house adviser, who asks questions about their commitments to the Black and GW communities. He said students who are accepted typically display strong leadership skills and stand out socially and academi-



DANIELLE TOWERS | ASSISTANT PHOTO EDITOR

Bishop Walton, the president of the Williams House, said students accepted to the house demonstrate strong leadership skills on campus.

cally on campus.

He said members kicked off the year with a "Welcome Back Barbecue" event at the house after the first week of classes, drawing more than 100 attendees to welcome students back to the reopened house. He said residents hosted a chat with Vice President of Student Affairs and Dean of Students Cissy Petty at the house this past Sunday and organized multiple events with student-athletes, including a meet and greet with the Black Student Athlete Alliance and a tour of the Smith Center.

"Just having a place where people can feel comfortable to come, breaking down any sort of exclusive mindsets that GW often propagates, just making people feel comfortable when we have events, like 'Oh, we can go to the Black house' – this is synonymous with a good time, fun, social, happiness, joy," he said.

Raven Lucas, the house manager, said the space is a "central hub" for the Black experience on campus, where residents can decide how to host various

events for the Black community on campus. She said now that the house is reopened, she hopes that events will help students make more connections on campus.

"I'm just looking forward to the community building, especially since we've been away from each other for so long," she said. "I feel like it's so nice to have that interpersonal interaction and in-person events and things of that sort, so I feel like it'll be really beneficial."

Lucas said social events at the townhouse now offer students a designated space to congregate and build friendships with others on campus.

"I think oftentimes for students, they may feel as though it's a culture shock for some," she said. "And so just having that as like a safe haven and a place where they know they could come to and have that piece of home was incredibly important."

She said as the house manager, she planned virtual and in-person programming over the summer to prepare for the

house's reopening. She said residents planned for both in-person and virtual events over the summer to accommodate for coronavirus safety precautions, but events have remained completely in person.

Gianna Cook, a resident of the house and the president of the Black Student Union, said the house plans to continue to hold events in the future, like a midnight breakfast around finals, to continue offering a space for students to decompress. She said the house's space for Black students to find community and meet new people on campus is especially necessary after living through the isolation of the pandemic for more than a year.

"This is a Black community, but I just think in general, I think the pandemic really socially starved us, and I think that also allowed us to go to reset," she said. "And I think that now that we're back on campus, with the Williams House in particular, but also in the greater GW community that we are able to just create and build a better GW."

GW launching financial aid initiative

From Page 1

Richardson said the size of the Pell grant award – which totaled \$6,495 in 2021-22 award year – is unlikely to make a difference in GW's accessibility to low-income students. He said officials should work "substantially" to ensure that the new initiative's funding is comprehensive.

"It would not begin to cover the tuition and cost of attending an institution like GW," he said.

Matt Diemer, a professor at the University of Michigan's School of Education, said while the Open Doors initiative can help expand GW's financial access for Pell-grant recipients, it may not cover the costs of all the services required to ensure a quality college experience.

"Pell grants are great, and nobody's going to argue against them, but it's not a silver bullet," Diemer said. "Only increasing Pell grant support seems like it's one step in the right direction, but it also needs to be accompanied with other supports – recognizing the culture of the campus, having student supporting offices, other kinds of things that are necessary to help students be successful."

He added that the University could risk the retention of Pell-eligible students without additional assistance, like advisers and support offices.

"We've been down this road several times before, where the institution recruits diverse students and then doesn't support them," Diemer said. "Then the students aren't successful and aren't satisfied, and it's kind of a lose-lose all around."

Henry Smith, an alumnus and assistant professor of education at Johns Hopkins University, said the University's ongoing leadership changes could also serve as an opportunity for officials to restart their fundraising efforts and take more drastic measures to aid students.

"I think it's a time for leadership and the University to say, 'Let's talk about being bold and doing some things we might never do in another situation like this,'" Smith said. "This is a rare opportunity to do something like this."

Students should have an option to upload pronouns to GWeb

Often, students get to college and embrace parts of themselves that they could not at home — one of them is gender identity.

When the world lived on Zoom, it was easy to type in your pronouns next to your name that showed on the screen at your own discretion. Now that GW is back to in-person operations, students lack a simple way to inform others of their pronouns. To fix this, officials should provide students the option to specify their preferred pronouns next to their name in a school-wide system like GWeb while maintaining control of when or with whom they share their gender identity.

Riley Goodfellow
Opinions Writer

Gender identity is complicated and unique to every person, granting student's control over their pronouns essential. Many students use pronouns like they/them or ze/zir that do not fall into the gender binary. Other students may use pronouns that do not pertain to the stereotypical gender expression that society is used to following. Just because someone presents as female does not mean they use she/her pronouns — any person can dress, sound and look however they like and it does not dictate their gender or pronouns.

Respecting pronouns is quite literally life-saving. Trans youth are less likely to attempt suicide when their pronouns are respected. But the system must keep pronouns hidden from students' guardian figures who may have access to their GW-related accounts. Parents might not be supportive, and they could create a dangerous home life for students.

Participating in this system needs to be completely optional. Although acknowledging pronouns is important, no student should be forced to disclose theirs. Sharing

pronouns may put non-cisgender students in a difficult position if they are not sure which pronouns they are comfortable with or they do not want to out themselves.

This system also needs to give students the opportunity to change their pronouns whenever they would like. Gender is fluid and exists on a spectrum. When your gender identity falls outside of the cisgender category, that often includes a long journey that may

change. Students' gender identity is likely to look different over the course of their lives since they are beginning a phase where they can truly begin to explore who they are.

Along the same lines, GW should accept multiple sets of pronouns. Some students use more than one set of pronouns, like both she/her and they/them, while others identify with all of the different forms of gender-neutral pronouns. We are not limited to

one set of pronouns and any system must reflect that.

Professors must also know how to use gender-neutral pronouns, correct themselves and others when misgendering occurs and not assume the pronouns of their students. When professors use a student's correct pronouns in class, peers can follow and create a safe environment for students.

To prevent students from needing to share pronouns in class

if they are not comfortable doing so, or to avoid the uncomfortable situation of needing to correct a professor who uses the wrong pronouns, students should be able to add their preferred pronouns to Blackboard. Students should also have the choice to have their pronouns displayed on their GWorld card.

GW would not be the first university to enact such a system. Harvard University gives students name placards, on which they can specify their pronouns, that they carry from class to class, to prevent professors from misgendering their students. Likewise, New York University lets students put their pronouns in the system that creates class rosters and seating arrangements.

Allowing students to add their pronouns to their GW-related accounts can alleviate much of the suffering that gender nonconforming students go through. The fact that we have to explain our existence to others is difficult and oftentimes disheartening. An official pronoun sharing process with inclusive training could eliminate the labor of explaining one's gender identity and the indignity of being misgendered.

It is time for the University to facilitate pronoun sharing under the discretion of students themselves. Only the person sharing their pronouns truly knows their situation the best. It should not be up to the school to share students' pronouns due to dangerous home situations or lack of comfortability with gender identity. But, GW has the ability to create an effective, safe and optional system for students that do depend on the sharing of their pronouns to avoid being misgendered. An optional system to disclose pronouns is needed to let students have control over their own gender identity journey.

—Riley Goodfellow, a freshman majoring in political science, is an opinions writer.



NICHOLAS ANASTACIO | GRAPHICS EDITOR

GW must do more to protect survivors

STAFF EDITORIAL

For years, survivors of sexual abuse have been saying loud and clear that GW needs to step up its game. Last week, calls got even louder with protesters marching past the site of Commencement holding posters plastered with phrases like "When Will They Protect Me?"

Right now, survivors are not safe at GW. Plain and simple. Even when they are not physically in danger, survivors of sexual abuse still suffer the repeated indignity of feeling ignored or seeing perpetrators escape punishment. Stories shared through social media paint a damning picture —GW is not acting within its existing authorities to minimize the harm and trauma that survivors are forced to endure — that needs to change immediately.

Much of the recent student advocacy in this area has focused on the University's Title IX office. Students have reported being essentially ghosted by the very officials whose job is to respond to reports of sexual abuse. Unanswered emails and a lack of outreach indicate to survivors that the University does not care about their safety and well-being, which is unacceptable. The University has the capacity to improve the way the Title IX office operates — it has already announced that more staff are going to be hired and the process of reviewing cases is going to be revamped. Whatever way administrators are going about doing this, they should expedite it.

With students understandably reluctant to turn to the Title IX office, offering other resources is

paramount to ensure their needs can be meaningfully addressed. To this end, GW should bolster the Office of Advocacy and Support, which provides survivors with emotional support and direction to other resources on campus, including room-swaps, no-contact orders and counseling. There needs to be a single, credible place for survivors to turn to if they need help and guidance, and the OAS can be that place.

But in all of these areas, the University is somewhat limited in what it can do from a legal standpoint. The Title IX office in particular cannot dramatically change its rules and approach because of new guidelines formalized in 2020 by then-Secretary of Education Betsy DeVos. These new rules, which carry the force of law for any university receiving federal money, make it harder to bring a formal accusation of sexual assault and give perpetrators the right to face their accuser. In practice, this means that even if a student who is sexually assaulted is able to get through to the Title IX office, they may face retraumatization in seeking justice. For any disciplinary action to be made against a perpetrator, a survivor might need to be cross-examined by a lawyer for the person who raped them. This is an absurd and onerous process that makes it even more difficult and traumatizing for survivors to raise their situation to any kind of authority. And since GW receives federal funding, it must comply with these guidelines by law.

But these restrictive and unfair guidelines do not give the University an excuse for inaction. GW has an

absolute obligation to keep survivors safe. Full stop. If that means getting creative, so be it. For example, the GW Police Department has the authority to ask someone to leave campus for essentially any reason whatsoever. GW could use that authority to ban all credibly accused perpetrators from campus once they graduate. The point is, GW is able to take tangible steps to work within a deeply imperfect system.

GW should also speak out more about campus sexual assault. Last year, the Editorial Board called on officials to publicly rebuke the new Title IX guidelines — the University may have to comply with them, but that doesn't mean they can't publicly talk about why the rules let rapists off the hook. This remains something GW should do. The University as an institution should adopt a clear public posture that it will do whatever it can and whatever it takes to protect survivors — and actually go through with it.

Students who have experienced sexual assault should not be subjected to attending class or celebrating Commencement in the same place as the person who abused them. Rapists should not be let off the hook, and survivors should not be repeatedly ignored by officials whose job is to help them. The status quo compounds survivors' trauma and denies them their peace, and that is unacceptable. GW needs to do whatever it can to protect survivors — and even if it can't do everything, it should at the very least answer their emails. Failure is not an option when it comes to securing students' basic safety.

College rankings don't tell the whole story behind a university

If you enjoyed the college application process, there's a likelihood that you also enjoy parallel parking and going to the dentist. No one I went to high school with found solace in the months-long expedition to find a college that's the right fit for them. My classmates hoping to pursue degrees in STEM sweat over the essay portion of their applications while those going into the humanities furrowed their brows over SAT math prep.

Bridget Bushey
Opinions Writer

Students who are applying to colleges face immense pressure to get into an institution with a sterling reputation — a school ranked toward the top of most lists, like Harvard University or the Massachusetts Institute of Technology. GW has recently moved up three spots in its U.S. News and World Report ranking, now standing at No. 63. For most prospective students, the higher an institution is ranked, the better — but rankings don't tell the whole story about a university.

To try to understand why college rankings have significant weight, we have to look at what these rankings even mean. U.S. News and World Report ranks institutions based on factors including graduation and retention rates, social mobility and student se-

lectivity. What's missing from this list is other aspects of college life like students' sense of community on campus, the institution's location and the professional networks available to students. Even smaller things like nightlife and campus culture are not covered by a simple one-through-100 rank on a website.

Institutions seem to have the idea that academics are the absolute priority when people are looking into schools, and therefore perfect academics automatically make them the perfect fit. Look around GW and you'll see that is clearly not the case — seeing people in business attire roving around campus on the way back from internships or students walking to the Lincoln Memorial with friends is all the evidence you need that classes aren't the whole story. Even better, hop on social media — my TikTok feed all of orientation week was different girls moving in, crying and dropping out of colleges across the country. All of those people went through the same process the rest of this year's freshmen did. They saw all the statistics and made a decision that ultimately wasn't right for them. Since the culture around applying to universities encourages people to go into the college experience thinking it will be perfect, anything short of that can send one spiraling.

College is all about learning. The main rea-

son prospective students put themselves through all this is that they recognize they have an interest in something, and we'd like to learn more about that and hopefully turn that into a career. Students know they aren't experts — our knowledge set isn't perfect and we'd like to expand it. No school is perfect, even the ones ranked the highest, so aiming to get into the highest-ranked school possible isn't all it's cracked up to be.

Working toward a goal often makes people feel productive and fulfilled, but the idea that students need to strive to get in to a perfect college is extremely harmful, and the idea that colleges themselves need to strive for what U.S. News and World Report may consider perfection to be is unnecessary. Students and administrators putting this weight on college rankings pulls them away from more positive things they could be focused on. Going to college should be an enjoyable and intellectually stimulating experience. Students should get excited about going to their local community college, or to a trade school or to GW. The privilege of getting to expand your knowledge on a subject you love is enough. You should be allowed to do that wherever you would like to, free of judgment.

—Bridget Bushey, a freshman majoring in journalism and mass communications, is an opinions writer.

Culture

Oct. 11, 2021 • Page 7

THE SCENE

ROCK THE PARK DC

Saturday, Oct. 16 | Franklin Park | Free
Enjoy an outdoor music series featuring live music and DJ sets covering a wide variety of music like jazz, soul and R&B.

NOTHING AT BLACK CAT

Sunday, Oct. 17 | Black Cat | \$20
Check out Nothing, a Philadelphia-based metal band, as the group performs songs from their new album.

RELEASED THIS WEEK:

NEW SINGLE: "FOR TONIGHT" BY GIVEON

8-year-old DMV native thrives in photography career

JULIA KOSELNIK
REPORTER

Most elementary schoolers' days are filled with attending school and spending time with friends. But for Myles "MiniShotta" Campbell, photographing events like New York Fashion Week is also a part of his schedule.

The 8-year-old professional photographer was given his first camera, a Canon Rebel SL1, from his mom, Shay Campbell, when he was just 3 years old. He said he started photographing nature, statues, buildings and moments with his friends and family simply because he enjoyed doing it.

The DMV native said he became interested in photography at the age of 2 because he wanted to capture special moments in life. He began to take pictures everywhere he went, of his family and friends, nature, architecture and anything about his surroundings that captivated him.

"When I first got into photography, I didn't want to miss all the pictures, like the great times, the great moments," he said. "I did not want to forget that, so I just started, I learned how to do it myself, and I knew how to do it by heart."

Shay said she originally gave her son a hand-me-down camera because she wasn't sure how serious he was about photography, but it didn't take long for her to realize it was her son's passion.

When Campbell turned 6, he purchased his first camera for himself, a Canon 80D. He raised the money for the camera by offering

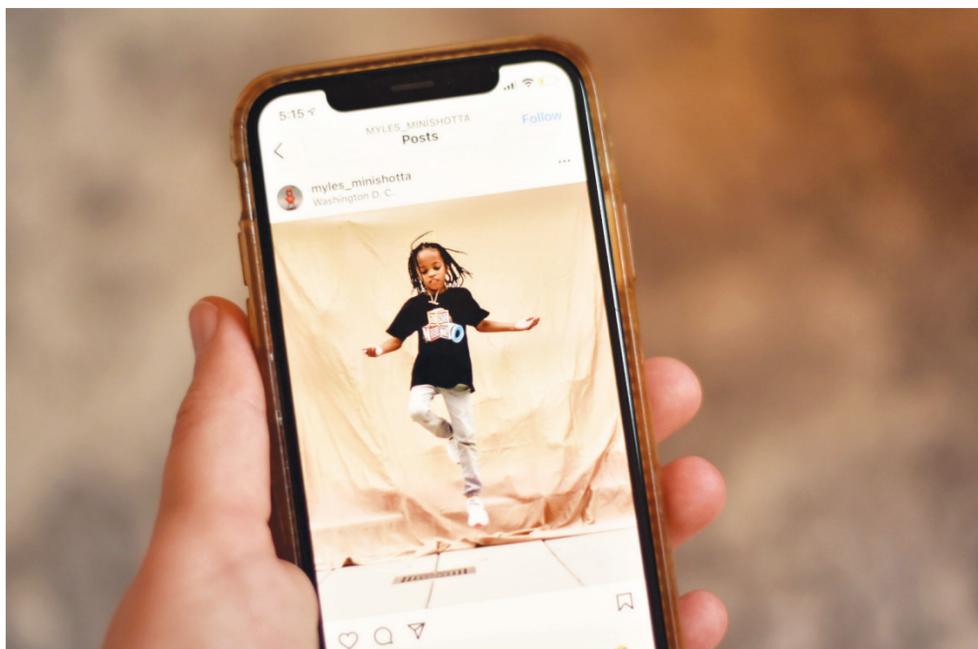


PHOTO ILLUSTRATION BY SOPHIA YOUNG | ASSISTANT PHOTO EDITOR
Campbell used his Instagram account to acquire a serious clientele by the time he purchased his first camera at age 6.

\$20 photoshoots, which he advertised on his Instagram account.

By the time he was able to purchase his new camera, he had a serious clientele that was interested in his photography.

"People were officially booking him for shoots and he started charging \$60," Shay said.

The young professional has a tight-knit team of three – himself, his mom and his videographer.

Campbell said his mom typically helps him get his gigs, reaching out to brands and events, and that clients can also reach out through his email or his Instagram account for bookings.

"I don't usually tell him until everything works out, so we've already scheduled it but I'm waiting for them to get the rest of their pieces before he does the shoot," Shay said.

Last school year and this school year, Campbell has been attending school virtually, giving him more free time to shoot casually at his local park and around town.

Campbell also said he keeps his photography career separate from his school life and he hasn't told his school friends about his gigs.

"If you mean my school friends, I haven't really told them," he said. "They don't have a job. It's kind of

like they can't relate."

Campbell has attended each in-person season of New York Fashion Week since he was six, where he has photographed a multitude of celebrities, including YouTube comedian Liza Koshy, model Winnie Harlow, singer and actress Lea Michele and Instagram model Alexis Ren.

"He got invited just shy of his sixth birthday, so he was about a week into six years old when he shot New York Fashion Week for the first time," Shay said.

He said "nature, traveling, meeting famous people and awards" have been some of the happiest moments in his career so far.

He was recently invited to the 36th annual Mayor's Art Awards, where Mayor Muriel Bowser presented community artists and creators in 14 diverse categories. Campbell received the Youth Creativity Award, a newly added category to celebrate children who are creating art in the D.C. community. He also had the opportunity to meet Bowser at the awards, which he said was "amazing."

Campbell said he has big dreams of what his photography career could become and how exciting his life could be, saying his goals are "To get famous and be rich and have some money."

His mother seemed surprised and amused by the lavish goals.

"Well at least famous came first, this is the first time I'm hearing the rich part," Shay said.

Through all his success, Campbell said his main goal is to "just have a little fun."



ELISSA DETELLIS | PHOTOGRAPHER

ARTECHOUSE's newest exhibit allows viewers to follow the life cycle of a neuron from pre-birth to death.

Interactive museums and exhibits to visit around D.C.

DAVID BROTHERS
STAFF WRITER

Interactive exhibits in museums around DC are the ideal change of pace from the traditional museum displays you're used to seeing.

Ranging from holographic art to a 3D talking tree and even some intricate string work, our roundup of interactive exhibits covers some of the most exciting artwork currently available in the District.

Life of a Neuron, ARTECHOUSE

ARTECHOUSE, recognized for its colorful holographics, started out as the first gallery in the United States that combined programming with fine art, creating a medium never seen before.

Every few months, ARTECHOUSE presents a new exhibit dedicated to a particular theme, event or social issue. The gallery's current exhibition, named "Life of a Neuron," will be on display until Nov. 28. This exhibition focuses on the wonders of the human brain, enabling visitors to reimagine the human experience through another lens.

This new exhibit allows visitors to immerse themselves in the human body and experience life from the perspective of a microscopic but complex neuron. The visuals of this exhibit will allow you to "experience a neuron – from pre-birth to death," recreating the cycle of life much like a moving film, according to the exhibit website.

ARTECHOUSE, 1238 Maryland Ave. SW. Open daily from 10 a.m. to 10 p.m. Tickets are \$20 for students and \$24 for general admission. Find more information here.

Planet Word Museum

Step into the Planet Word Museum and prepare yourself to experience more than 99 percent of our planet's languages through incredible visuals and interactive elements.

The museum's highlighted exhibit is its "Speaking Willow Tree," a mixed media sculpture created by Rafael Lozano-Hammer. The sculpture will murmur to you in multiple languages as you walk under its little lamps. It's worth mentioning that Lozano incorporated the elements of light and voice into his sculpture to symbolize wisdom and celebrate human diversity.

The Planet Word Museum offers 12 other main exhibits that are divided between the upper, middle and lower floor. Be sure to check out the "Word Worlds" installation, a magical canvas that lets you paint all around you with words, and "The Spoken World," an interactive piece that allows you to meet speakers from all around the world.

Planet Word Museum, 925 13th St. NW. Open Thursday through Sunday from 10 a.m. to 5 p.m. Tickets are free. Find more information here.

International Spy Museum

Ignite your inner spy kid at the International Spy Museum, which features 17 digitally and physically in-

teractive exhibits.

You'll be able to work your way through an undercover mission after receiving your cover name and information. This info will be your fake occupation and details about "where in the world," your spy mission will take place, according to the website.

This interactive element is an optional addition to your visit so you can participate in your undercover mission as you please. Throughout the museum, you'll complete tasks like cracking codes, testing your cognitive biases in a digital game and even testing your physical endurance by seeing how long you can hang on a pull-up bar.

As you move through the museum, your scores and "intel" will be tracked and then analyzed in the debriefing center where your top two skills will be revealed.

As you complete your undercover spy mission, you'll be moving through five different areas of the museum. For example, the "stealing secrets" exhibit showcases past and present spy gadgets, the "making sense of secrets," exhibit is focused on code cracking and analytics and "covert action" covers how world leaders use spy tactics.

International Spy Museum, 700 L'Enfant Plaza, SW. Open Tuesday through Friday 10 a.m. to 6 p.m., Saturday and Sunday 9 a.m. to 8 p.m. and Monday 9 a.m. to 6 p.m. Tickets with a student ID are \$22.95 per person and \$24.95 for general admission. Find more information here.

Students flock to humorous GW-centric social media accounts

GABRIELLA SPINA
REPORTER

Several students have taken to social media to share humorous and relatable content about campus life.

Accounts ranging from Nicki Minaj memes to pictures of feet have cropped up over the past few months, fostering a sense of community among students surrounding aspects of college life specific to GW.

@gwwu_affirmations

Started in April of this year, @gwwu_affirmations posts sarcastic "affirmations" that highlight aspects of GW culture, like the Vern Express and a recent mold outbreak across campus. The Instagram account, which has accumulated more than 2,600 followers, posts GW-related pictures overlaid with graphics, glitter and text.

The student account owner spoke to The Hatchet under the condition of anonymity to keep their identity hidden from their followers.

"I think it's more fun that way," the account owner said. "I can interact with my friends through affirmations and they'll have no idea it's me. Or I end up talking to people that I don't think I'd end up talking to otherwise because our classes and social circles are so different."

The student said they were inspired by @nyuafirmations to start the GW-version of the account.

The account owner said knowing that their posts make other students laugh brings them joy.

"People reach out and say I made them laugh or made their day and it makes me really happy to know that," the account owner said.

@foggybottombarbz

Avid Nicki Minaj listeners should look no further than @foggybottombarbz on Instagram for some GW-related Minaj memes. With just shy of 700 followers, the account chronicles fictional Nicki Minaj sightings across the Foggy Bottom campus through some clever photoshopping.

Barbz, a passionate sect of Minaj's fan base, flocked to the account. The account pretends to be run by "the real minaj" but post captions alternate between first and third person.

The account first posted on Aug. 25, photoshopping Minaj, who they referred to as Ms. Petty, into Kogan Plaza. The GW population was responsive with comments thanking the account for its "service" and made internal references to Nicki Minaj and her fanbase.

Other posts include pictures, like one of Minaj photoshopped into an Elliott School of International Affairs lecture hall with mathematical watermarks and the location set as "ECON." Another post features Minaj photoshopped onto a Vex-like bus with the caption "mami Minaj decided to fulfill her biannual philanthropic pursuits by blessing the plebeians of the vern with her presence. Mother is so kind."

The account owner did not return a request for comment.

@gwufeed

You've probably not seen anything quite like this feet-centric Instagram page. A five-member team runs @gwufeed and their job consists of collecting consensual feet picture submissions from students through their DMs. The 'FEETuring,' as they call it in their Instagram bio, of students' feet gained popularity over the pandemic among those with a distinct sense of humor.

The creator of the account, who wishes to remain anonymous to be consistent with the account's anonymous nature, started posting at the beginning of the last academic year as a way of inducing humor in a time when most students were away from campus.

"It's important to remember that not everything in life has to be serious and I think this account is a prime example of this," they said.

Satirical captions, crafted by the account creator, accompany each post. One post features a singular lost Crocs shoe with the caption, "LOST SHOE FOUND NEXT TO THE UNIVERSITY STUDENT CENTER!!!! Cinderella must have been late to the ball (camilla cabello version obviously) and was in a rush to sing with her mice friends."

"I can't believe how passionate GW students are about their feet," they said. "I get submissions every day of feet that they want to be featured on the account. There was a gap in the GW community where feet-loving people weren't being represented and this account has filled that void."

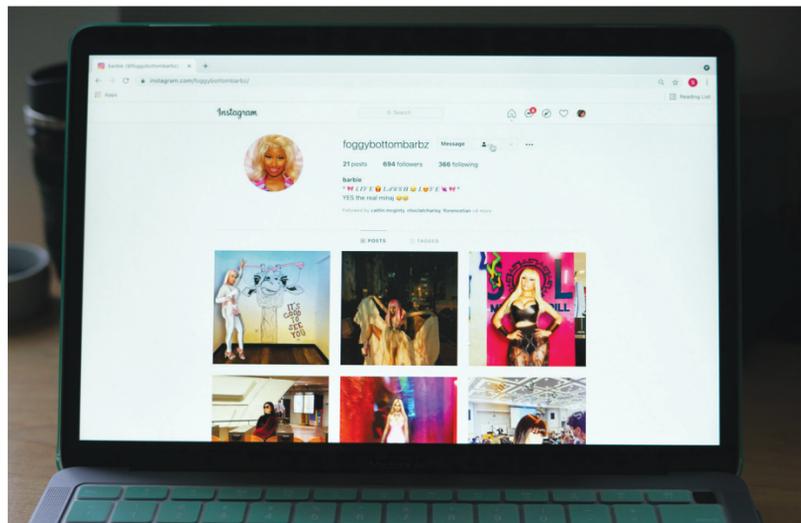


PHOTO ILLUSTRATION BY SERENA LUM | PHOTOGRAPHER
A passionate group of Nicki Minaj fans have turned to an account posting GW-related Minaj memes and claiming to be "the real minaj."

GAMES OF THE WEEK



WATER POLO
vs. Bucknell
Saturday | 2 p.m.
The Colonials face off against the Bison after splitting a doubleheader last weekend.



VOLLEYBALL
vs. George Mason
Saturday | 10:30 a.m.
GW returns to the Smith Center after their first win of the season to take on the Patriots.

NUMBER CRUNCH **.610**

Women's tennis overall singles percentage, up from its five-year average of .504.

Sole Latino women's basketball player, coach reflect on experience in GW Athletics

NURIA DIAZ
CONTRIBUTING SPORTS EDITOR

Junior guard Sheslanie Laureano said it was a "totally different" environment when she moved from Puerto Rico to Miami to pursue collegiate basketball.

Laureano, a transfer from Florida SouthWestern State College, was ranked as the number eight junior college prospect out of the 2021 class by World Exposure Report. During her time with the Blackbeards, Laureano averaged 15.3 points per game along with 3.6 steals, ranking in the top 10 for nearly all individual career records at Florida SouthWestern State.

Laureano started playing basketball when she was eight years old. Originally from Puerto Rico, she moved with her family to Miami during high school, as they looked for a chance for her to play at the NCAA Division I level.

Laureano began her junior year at the John A. Ferguson High School, where she met GW's current assistant coach Gabe Lazo, the head coach of the high school team at the time. As Lazo was chosen to join incoming head coach Caroline McCombs' staff, Laureano said she decided to tag along with him.

"He told me I can be pretty good at it so after him, I just started liking it and I wanted to be better," Laureano said.

Laureano said she struggled with a language barrier when she first moved to Miami, as she didn't speak a lot of English at the time. Being the only Hispanic player on the team made it hard to communicate with other players and staff members who

didn't speak Spanish.

She said the language barrier played a role in her transition to GW, which was a completely different environment from what she was accustomed to playing in.

"Coming from Puerto Rico is totally different, especially since the game is different," Laureano said. "How we play out here is totally different, like more aggressive, and at GW the game out here is bigger but I'm ready to start."

Laureano said she brings her skills, good luck and game visualization to the team this season. She said GW has helped her get used to the higher level of basketball, allowing her to become a better player in the preseason period.

"I came in summer and it was a little bit hard because of the different environment," Laureano said. "But then I started getting used to it, then practice. But now official practice started, then I haven't practiced yet because I'm injured, but it's pretty cool."

Lazo, originally from Cuba, worked alongside McCombs and assistant coach Bri Hutchen at Stony Brook, guiding the Seawolves to an America East regular season title in 2020 and a conference title and NCAA Tournament appearance in 2021.

Lazo began his basketball coaching career serving as an assistant with the women's basketball program at Florida International for two seasons. In his first year, Lazo helped the Panthers to their best record in four seasons and most Conference USA wins in program history.

Prior to his coaching career,



COURTESY OF THE GW ATHLETIC DEPARTMENT

Laureano said she initially struggled with a language barrier when she moved from Puerto Rico to Miami to pursue collegiate basketball.

he played at the collegiate level with the Panthers for two seasons beginning in 2004, followed by two seasons at Barry. He said basketball has been a "life-saving experience" for him.

"The role that basketball has played in my life is a role that can never be explained - it's unexplainable," Lazo said. "I come from a single-family home, where basketball just paved my way, got me through school, kept me out of trouble,

kept me focused. And I've been able to meet so many people and then educate myself because of basketball."

Lazo said Laureano's rise from a humble background of living public housing in Puerto Rico to NCAA Division I athlete at GW was a "monumental" experience. He said his relationship with Laureano has been very impactful for him as he's been able to watch her grow and join a "prestigious"

university such as GW.

As a Latino coach, Lazo said he brings passion, energy and loudness to the team, shaping his coaching style with his Cuban identity and always seeking to demonstrate a loving side to the team. He said he is proud of his heritage as a Cuban-American, especially with the current political turmoil, and likes to focus on showing the success of his people.

Women's rowing looks to improve upon last season's success

NURIA DIAZ
CONTRIBUTING SPORTS EDITOR

Women's rowing is looking to build on their previous wins as they begin their 2021-22 fall season.

The Colonials rowed into the fall season at the Head of the Potomac race Sept. 26 for the first time since 2019, as the A and B teams placed first and second, respectively. The team continued on a similar note to last spring's success after placing second in the Atlantic 10 Championship to match a program high finish May 15.

Head coach Marci Robles said the team only had four full days of practice before the first race, but racing in their facility once again has instilled more confidence in the team.

"I think we started the year off on a really positive note," Robles said. "We spent a lot of time this summer talking about how we wanted to start, and where we wanted to start from just a preparation standpoint. And they came in ready, this is a bigger team this year."

Last year's squad featured a roster of 41 rowers while this year's team totals 43 members, all vying for the top positions on the boats. Despite welcoming 13 new freshmen, Robles said the team immediately began training at a high level and saw early success. She said the team is in a "fantastic place" after the "stressful" past year and has

been working on maintaining a positive mindset for the rest of the upcoming season.

Robles also said the team is currently zeroing in on their peak fitness to improve their speed and make the necessary changes to get the most out of the rowers. She said the excitement and commitment to working hard among the rowers is "palpable across the board."

"It's just making an adjustment to the training and the mindset of the training and the approach to the training so that they can get the most out of it," Robles said. "We're also working on a lot of technical things on the water, having our first-year students get to learn the stroke that we coach and the rhythm that we coach."

The team only competed in the spring last season, forgoing the fall slate due to complications presented by the COVID-19 pandemic. Though the team has a fall slate this year, Robles said the way they train hasn't changed. She said the team is still concentrating on being mindful and intentional about how they carry themselves around the community so they can achieve their ultimate goal.

"Our collective mission is winning in the classroom, winning on the water and winning in the community," Robles said. "I think when I got here, we were doing two out of those three things really well, we're winning in

the classroom and winning in the community. And so the team wants to sort of complete the trifecta so to speak, and get that win on the water."

Senior Lauren Bolton said the main goal of the fall slate is to build a baseline level of speed that they "haven't seen before" with the addition of new rowers this season. The team went into the first race thinking of it as a training session, as many of the boat rosters had been mixed up to even out the speed and increase the competitiveness to identify the strongest rowers, she said.

"Everybody is fighting for their seats, specifically because you don't have another boat of people with the same speed as you to back you up," Bolton said.

Bolton added that the team named one of their boats "The Class of 2020" in honor of the women's rowing class of 2020, who endured their 2019-20 season being canceled, to serve as a reminder for what they row for and a chance to take the program to new heights.

Senior coxswain Claire Knox said the team is still fine-tuning the technical aspects of their skillset but that they have a solid positive base. Knox said last season helped the team "mature" and appreciate the effect of their individual and collective actions. She said the team is grateful for still having the opportunity to row at a high level with one another.



FILE PHOTO BY DEAN WHITELAW

Although almost a third of the team is made up of freshmen, head coach Marci Robles said the team began training at a high level.



PHOTO ILLUSTRATION BY SYDNEY WALSH | STAFF PHOTOGRAPHER

With the new additions, the GW Hall of Fame will expand to feature 183 members plus three team honorees.

Athletic Department names 2022 GW Athletic Hall of Fame members

WILL MARGERUM
STAFF WRITER

The Athletic Department announced its 2022 Hall of Fame class late last month.

The department posted the names of seven individual Colonials being inducted into the GW Athletic Hall of Fame in a release on Sept. 30 along with the 1992-93 men's basketball team and former administrator Karen Ercole, who will be honored at the induction ceremony on Feb. 4. The 2022 class is headlined by a trio of student-athletes who made history by breaking the color barrier at the University.

Norman Neverson will be recognized as the first Black student-athlete at GW to receive an athletic scholarship, which he earned in 1963 when he was recruited to the now-defunct Colonials football team. Neverson went on to become an All-American selection at linebacker and also attended the March on Washington during his time in Foggy Bottom.

It was not until five years later that a Black basketball player would receive a scholarship, which the late Garland Pinkston achieved while averaging 12.5 points per game in his freshman season.

Pinkston graduated in 1970 and went on to receive a law degree

from Boston University in 1974. He worked as a clerk in the D.C. Court of Appeals and passed away in 2019.

Officials will honor former GW baseball player Danny Rouhier, who made his mark all over the record books of the baseball team during his four years at GW. Rouhier batted .368 in his freshman year as the Colonials took home the 1998 West Division title and earned All-Conference honors in his junior season.

At the time of his graduation, Rouhier ranked among the program's top five players all-time in seven different statistical categories, topping the career runs batted in chart with 194 knocked in.

Today, Rouhier hosts a radio show for 106.7 The Fan here in D.C. Current baseball head coach Gregg Ritchie phoned in during Rouhier's show to break the news that he would be inducted into the Hall of Fame.

In addition to the individual honorees, the entire 1992-93 men's basketball team will be inducted for its success in reaching the Sweet Sixteen of the NCAA Tournament. Led by 1993 Sports Illustrated Freshman of the Year Yinka Dare, the No. 12 Colonials eventually fell to No. 1 Michigan and the Fab Five in a 72-64 defeat. Despite losing three

of its final four games of the season, GW received an at-large bid to the big dance as a 12 seed. The Colonials upset No. 5 New Mexico in the first round in an 82-68 victory before taking down No. 13 Southern 90-80 in the second round. The team still holds the record for the deepest NCAA Tournament run in program history.

Noelia Gomez, one of the most decorated women's basketball players in program history, will also be in the 2022 Hall of Fame class. Gomez was named the Atlantic 10 Rookie of the Year in 1997 and a first-team All-Conference selection in her sophomore year.

Diane Kelly will enter the Hall of Fame as one of the most prolific scorers in women's soccer's history despite playing just two seasons at GW.

Chris Peterson was a member of the wrestling team from 1983-87, with his 320 career points ranking second all-time. Peterson won a NCAA Eastern Regional Championship and was named GW Outstanding Senior Athlete in 1987.

Ercole was hired as an academic advisor at GW in 1991 and over the next 24 years rose to be the associate athletics director for educational support services and student-athlete development and the deputy Title IX coordinator.