



# Girls Global Academy

## November GGA Board Meeting

Published on November 26, 2022 at 8:47 AM EST

### Date and Time

Tuesday November 29, 2022 at 6:30 PM EST

This meeting is governed by the Open Meetings Act. Please address any questions or complaints arising under this meeting to the Office of Open Government at [opengovoffice@dc.gov](mailto:opengovoffice@dc.gov).

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A. Record Attendance/Recognize Quorum/Connect</b>		Beth Blaufuss	15 m
This month's connect question: Briefly explain one person, place, or idea you found yourself grateful for this Thanksgiving.			
<b>B. Call the Meeting to Order</b>		Beth Blaufuss	1 m
<b>II. Internal Business</b>			<b>6:46 PM</b>
<b>A. Approval of Minutes from the October Board Meeting</b>	Approve Minutes	Beth Blaufuss	5 m
<b>B. Vote on Board Candidate Dr. Andrea Wisler</b>	Vote	Janice Parker	10 m
<b>C. Risk/Audit Committee Report</b>	FYI	Beth Blaufuss and Karen Venable-Croft	15 m

	Purpose	Presenter	Time
<p>The Risk/Audit committee, which currently has oversight over the GGA school culture focus, will update the board on the levers and key performance indicators that gauge our progress on operationalizing sisterhood norms.</p> <p>Karen will also provide an update on the status of the audit.</p>			
<b>D. Academic Committee Report</b>	FYI	Mary Pendleton	10 m
<p>The Academic Committee, which has oversight over the current focus on instructional routines, will report on the levers and will provide a look-ahead at key performance indicators to be reported in coming months.</p>			
<b>E. Finance and Facilities Update</b>	Vote	Laura Bartos	25 m
<p>The finance committee and management will highlight key elements of this month's update, including:</p> <ul style="list-style-type: none"> <li>• negotiation regarding the facilities cost</li> <li>• the rationale for the revised budget.</li> </ul> <p>The board will vote on the revised budget.</p>			
<b>F. Community Engagement Committee Report</b>	FYI	Maureen Colburn	10 m
<p>The community engagement committee will report out on the recruitment season.</p>			
<b>G. Executive Director's Report</b>	FYI	Karen Venable- Croft	15 m
<p>Karen will highlight staffing, strategic planning, and more.</p>			
<b>III. Other Updates</b>			<b>8:16 PM</b>
<b>A. Board Business</b>	FYI	Beth Blaufuss	5 m
<p>We'll discuss briefly...</p> <ul style="list-style-type: none"> <li>• Glows and grows of board work in the last two months</li> <li>• Key topics for board deep-dives in December-January, including <ul style="list-style-type: none"> <li>◦ Academic data and levers</li> <li>◦ Strategic planning and vision focus</li> <li>◦ Facilities</li> <li>◦ Student recruitment/inquiries</li> <li>◦ Board member recruitment</li> <li>◦ Dashboard refinement</li> </ul> </li> <li>• Meeting dates for SY2023: <ul style="list-style-type: none"> <li>◦ Tuesday, January 24, 2022</li> <li>◦ Tuesday, March 21, 2022</li> <li>◦ Tuesday, May 23, 2023 (Budget vote)</li> <li>◦ Tuesday, Jun 27, 2023 (Annual Meeting)</li> </ul> </li> </ul>			
<b>IV. Closing Items</b>			<b>8:21 PM</b>
<b>A. Adjourn Meeting</b>	Vote		1 m

# Coversheet

## Approval of Minutes from the October Board Meeting

**Section:** II. Internal Business  
**Item:** A. Approval of Minutes from the October Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for October GGA Board Meeting on October 25, 2022

DRAFT



## Girls Global Academy

# Minutes

## October GGA Board Meeting

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### Date and Time

Tuesday October 25, 2022 at 6:30 PM

### Location

We are inviting you to a scheduled Zoom meeting.

[Join Zoom Meeting](#)

Phone one-tap:

US: [+16465189805](tel:+16465189805), [+12133388477](tel:+12133388477), [+186449390440](tel:+186449390440) or [+12133388477](tel:+12133388477), [+186449390440](tel:+186449390440)

Meeting URL:

[https://jbgsmith.zoom.us/j/86449390440?](https://jbgsmith.zoom.us/j/86449390440?pwd=QnNLZXdwYVhqN1Q5d0ttV05kdDVZdz09&from=addon)

[pwd=QnNLZXdwYVhqN1Q5d0ttV05kdDVZdz09&from=addon](https://jbgsmith.zoom.us/j/86449390440?pwd=QnNLZXdwYVhqN1Q5d0ttV05kdDVZdz09&from=addon)

Meeting ID:

864 4939 0440

Passcode:

848647

### Join by Telephone

For higher quality, dial a number based on your current location.

Dial:

US: +1 646 518 9805 or +1 213 338 8477 or 833 548 0276 (Toll Free) or 833 548 0282 (Toll Free)

Meeting ID:

864 4939 0440

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This meeting is governed by the Open Meetings Act. Please address any questions or complaints arising under this meeting to the Office of Open Government at [opengovoffice@dc.gov](mailto:opengovoffice@dc.gov).

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### Trustees Present

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B. Blaufuss (remote), E. Harris (remote), J. Parker (remote), L. Bartos (remote), L. Myrick (remote), M. Colburn (remote), M. Pendleton (remote), S. George (remote)

**Trustees Absent**

C. Jordan, M. Levasseur, S. Benson

**Guests Present**

J. Shepperson (remote), N. McCrimmon (remote), S. Swift (remote)

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**I. Opening Items**

**A. Record Attendance/Recognize Quorum/Connect**

**B. Call the Meeting to Order**

B. Blaufuss called a meeting of the board of trustees of Girls Global Academy to order on Tuesday Oct 25, 2022 at 6:38 PM.

**II. Internal Business**

**A. Approval of Minutes from August 10th Board Meeting**

L. Bartos made a motion to approve the minutes from GGA General Board Meeting on 08-10-22.

M. Colburn seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Benson	Absent
L. Bartos	Aye
M. Levasseur	Absent
B. Blaufuss	Aye
L. Myrick	Aye
E. Harris	Aye
M. Colburn	Aye
M. Pendleton	Absent
C. Jordan	Absent
J. Parker	Aye
S. George	Aye

**B. Vote on Board Candidate Dr. Andrea Wisler**

Janice Parker

Andrea will make a great match with GGA Board.

She works in Georgetown University.

She is interested in working as a Board Member to share her resources and contacts.

She has received the application.

She is out of the country. When she returns, we will propose her as a candidate and then move her for nomination in the November Board meeting.

Karen Venable-Croft

Andrea is pro-school, pro-mission.

She is interested in social justice at the school

Karen endorses Andrea to join the Board.

Beth Blaufuss

Andrea runs a program, which teaches peace making strategies, for girl-students. Suggestions: Andrea should consider joining community engagement & academics.

Beth thanks Maureen for suggesting Andrea to join the Board.

Maureen Colburn

Andrea and Maureen have taught together. She vouches for Andrea's passion to support girls.

Elaine Harris

Elaine is very impressed with Wisler background. To Elaine, she seems like a great fit for the community engagement committee. Love the potential adds to academics, too.

### **C. Executive Director's Report**

Because YOU Matter Culture: Progress, Data, and Updates

Lever discussed at June 2022 meeting - Below is follow up on Leadership Team's feedback

#### 1. Academic lever

- a. Staff members are normalizing routines with effective instruction
- b. In Initiation Phase, staff members are building relationships in classrooms via professional development and classroom observations.
- c. Teaching plan, rubric and personal instructional coach have been provided to staff members.
- d. Implementation phase is next
- e. Next steps
  - i. Deep Dive and reflect on progress in student non academic and academic data
  - ii. Identify best practices and peer to peer learning from inspecting what from teachers on what to expect
  - iii. Board Committee work - metrics-reports at next Board meeting
- f. Example of student life in school
  - i. Ms. Kang founding teacher sees why we focus on normalizing strong routine of effective instruction
  - ii. ownership and pride appears when there are academic interdisciplinary connections. Ex. The Handmaid's Tale combined with English class to create book cover.

#### 2. Sisterhood lever

- a. Every adult and student believe that they can thrive together.
- b. Staff weekly facilitates community circle with student to build understanding, connection and trust. Additionally to create pride and togetherness culture.
- c. Experiences in and out of the classroom operationalize sisterhood culture with students and teachers.
- d. Nadia presented how Sports build sisterhood culture, where 97 students have signed up to participate one sport.
- e. Safety, belonging, curriculars and discipline metric-review shows retainment of student body.
- f. Mary asks, "What is the strategy to get the 50% up? Or is that not required by all staff members?"

Karen responded, "On Friday, 50% of teachers are out of compliance in conducting community circle. Next steps are to show teachers how to do this belonging-exercise with feedback and plan."

#### **D. Strategic planning update**

##### **Education Forward DC and Bellweather**

- Karen and Shamira are participating in a strategic planning coaching process, which is sponsored by Education Forward DC.
- Bellweather is coaching GGA with 3 other schools on a strategic planning cycle.

##### **Goals**

1. Revise 3 yr strategic plan
2. leadership growth
3. get training to operationalize strategic plan

##### **Bellweather's 1/2 day, walk-through findings to date**

- Evidence of shared and warm culture

##### **Next steps**

1. Coaching Karen and Shamira
2. cohort of 4 schools continue with training
3. Stakeholder feedback to help move strategic plan forward

#### **E. Enrollment Update**

##### **GGA enrolled 162 students instead of 236**

- We didn't enroll as many students as anticipated.
- \$1.3 deficit in revenue meant reducing expenses in salary reduction, curriculum and student supplies for a total of \$816K

##### **Additional cuts**

also include Development Specialist and adjust rent

##### **Assumptions**

need to have 30 days of cash on hand, no rent relief, net neutral and reduce expenses by an additional \$70

##### **Enrollment strategies**

5 efforts underway (ex. referral campaign)

Implementing levers will increase opportunities for students/parents to be GGA ambassadors

Get in front of more middle schools

##### **Julie Shepperson & Shayne Swift's efforts to attract more student to GGA**

Julie & I will co-run a focus group with some current GGA families to discuss their why and what about the materials or people led them to enroll with us.

Will get input on brochures, brand, IB material promotion, open house attendance, reasons to join GGA

**Nadia McCrimmon's input**

Athletics will begin going to middle school athletic events and tournaments to recruit students, as well as, building a winning athletic programming.

**Recruiting Phases**

Sept - Oct Pre-Work Phase

Oct - Feb Recruitment Phase

April - Oct Enrollment Phase

Feb - Aug Re-engage phase

**F. Finance and Facilities Update**

**Laura's input**

**Finance**

1. Adjust expense budget efforts over next 4 weeks for need to have 30 days of cash on hand
2. Opportunity = lease review for rent relief for either this year and/or next year
3. For Nov Board meeting, update on net neutral budget and lease-negotiation will be provided.

**Facilities**

1. Expansion project update - School looks great
2. OSSE Loan will be used to pay invoice
3. Costs was higher by \$82K and PM is trying to negotiate this cost down to less than \$25K

**III. Other Updates**

**A. Board Business**

Elaine Harris asks, "What are the current students most excited about at GGA? Just curious so I can use if I have the opportunity. Have any students left since the start of the school year?"

- Lakisha Myrick said, "My daughter stated that she is most excited about the growth of GGA the fact that we are marking towards 4 years."
- Shayne Swift said, "Attending Ron Brown's homecoming dance and having them as guests at the community meeting tomorrow has gotten our students excited in addition to our purple out and spirit week"

Elaine asks, "Are these things highlighted in social media?" and "How many people are in a circle?"

**November Board meeting**

KPI review over next 4 weeks with Committee input

Budget revision for vote



Community Engagement input on recruitment

**Board Chair's efforts**

Dashboard ready for review by mid-month

Informing Board member on Committee meetings

**Board Chair's inquiry on making Dashboard more useful**

Beth asks, "Are there efforts to complete to make the Dashboard more helpful?"

Mary Pendleton responded, "Dashboard is helpful. If there something missing, pls share when the missing information will be shared. Push status on when there is a delay in delivering missing information."

**Capitalize on BOT advantages**

Committee Chairs should calendar meetings in BOT for reminders to be sent

Shobha and Janice will ask BOT about how best to support Committee Chairs: set up meeting in BOT, share documents and collaborate on documents

Zoom Czar

**Audit**

Underway status per Karen

Field work began on October 24, 2022

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,

M. Colburn

# Coversheet

## Vote on Board Candidate Dr. Andrea Wisler

<b>Section:</b>	II. Internal Business
<b>Item:</b>	B. Vote on Board Candidate Dr. Andrea Wisler
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Wisler CV July 2022.pdf

## ANDRIA K. WISLER, Ph.D.

akw28@georgetown.edu \* linkedin.com/in/andriawisler \* cell: 202.215.4563 \* she/her/hers

### EDUCATION

#### **Columbia University, Graduate School of Arts and Sciences ~ New York, NY**

May 2008 Ph.D., Comparative and International Education  
October 2007 M.Phil, Philosophy  
Dissertation *Peace knowledge: An inquiry in Post-Yugoslav higher education*  
2007 American Council of Learned Societies travel grant for Southeast European Studies  
AY 2006-07 American Council of Learned Societies dissertation fellow in East European Studies  
Summer 2004 Foreign Language Area Studies award for Bosnian/Croatian/Serbian language  
AY 2004-06 National Security and Education David L. Boren fellowship  
AY 2004-05 Foreign Language Area Studies Fellowship for Serbo-Croatian language

#### **Teachers College, Columbia University ~ New York, New York**

May 2002 M.A., International Educational Development and Peace Education  
Thesis *Hope-based peace education for refugees in former Yugoslavia and Great Lakes, Africa*  
Summer 2002 Foreign Language Area Studies award for Bosnian/Croatian/Serbian language  
2002 American Council of Learned Societies award for East European language training

#### **University of Notre Dame ~ South Bend, Indiana**

May 1998 B.A. cum laude, English major, German minor, International Peace Studies concentration

### CURRENT POSITION

#### **Georgetown University ~ Washington, DC**

January 2013-present Executive Director, Center for Social Justice Research, Teaching & Service (CSJ)  
July 2016-present Associate Teaching Professor, Justice and Peace Studies Program  
2020-2022 American Council on Education (ACE) fellow at University of Detroit Mercy

*Under my leadership, the CSJ has grown in its student, community, and faculty engagement, physical size, virtual presence, grant procurement, fundraising, and national reputation. Over 100 programs operate through the CSJ through which 1,500 students and 50 faculty have commitments each semester. The CSJ has a comprehensive commitment in all of its processes and programs to racial justice.*

- provide strategic leadership for and oversee all operations, programming, and finances (\$1.5 million operating budget) of mission-critical academic unit under the Provost Office that acts as a hub for student, staff, and faculty engagement with communities in Washington, DC and beyond through social justice research, teaching, service, and immersion at a globally renowned Jesuit University
- serve university as senior leader on Provost's Council and collaboratively respond to present needs of university, including to issues related to racial justice, student well-being, and humanitarian crises
- collaborate with University leaders of experiential learning units to create supportive, creative ecosystem
- supervise and mentor three direct reports and 10 indirect reports; instituted an annual retreat and semesterly "Team Together Days," data collection standards, and program evaluations
- oversee Center-based teams that have submitted 90+ applications for funding with a 66% success rate
- created new revenue streams via high school programs in response to University funding constraints
- maintain excellent relationships and partnerships with dozens of community-based partners thereby uplifting the University's reputation as a place-based, community-engaged anchor institution
- created *Engaged Scholarship* program for Center Justice Graduate Interns cohort

- present regularly on CSJ's engaged scholarship and impact on student development and community needs to campus units, the Board of Trustees, Board of Regents, and at conferences and to alumni
- partner and collaborate productively through relationships with diverse campus units, for example, with Campus Ministry: co-led and developed Magis immersion program to Peru for faculty and to the US/Mexico border for senior leadership
- represent University as engaged participant at The Research Universities Civic Engagement Network (TRUCEN), Maryland-DC Campus Compact SAGE group, Jesuit Tri-provincial Social Ministries group, and Association for Jesuit Colleges and Universities (AJCU) conferences

### SUMMARY OF SCHOLARSHIP

#### ***Edited volume***

(2015). co-edited with C. Del Felice and A. Karako. *Evaluation for peace education: Sharing experiences, exploring prospects*. North Carolina: Information Age.

#### ***Journal articles, monographs, and chapters in books***

(2022). "Foreword." In Reardon, B., *Comprehensive peace education – Anniversary edition*." Maryland: Peace Knowledge Press:

(2016, Fall). "Working for peace: Two feet of love in action." *Connections Quarterly* 36(1): 2-5.

(2013). with S. Hirsch, N. Lazarus, G. Cerasani, and J. Minde. "Pursuing research through focus groups: A capstone experience that meets disciplinary and general education goals." *Council of Undergraduate Research (CUR) Quarterly* 33(4).

(2012). "Pedagogies of social justice for higher education community engagement programs." *Peace Studies Journal* 5(3): 72-80.

(2012). "Conflict resolution and international development." In C. Zelizer (ed.), *Conflict mainstreaming from theory to impact*. Boulder, CO: Westview Press.

(2011). "The use of humor in the conflict resolution classroom." *Journal of the Wisconsin Institute for Peace and Conflict Studies* 12: 19-27.

(2010). Response to Noah Sobe's "Rethinking 'Cosmopolitanism' as an analytic for the comparative study of globalization and education." *Current Issues in Comparative Education* 12(1). [online]

(2010). "Cosmopolitanism as an applied peace philosophy in post-Yugoslav higher education." In C. Carter and R. Kumar (eds.), *Peace philosophy in action*. New York: Palgrave MacMillan.

(2010). "Portraits of peace knowledge in post-Yugoslav higher education." *Journal of Peace Education* 7(1): 15- 31.

(2009). "Cosmopolitanism, education, and comparative education." Guest editor for special issue of *Current Issues in Comparative Education (CICE)* 12(1). [online]

(2009). "A peace research perspective on the Yugoslav conflicts." *Peace Review* 21(2): 320-327.

(2009). "'Of, by, and for are not merely prepositions': Teaching and learning conflict resolution for a democratic, global citizenry." *Intercultural Education* 20(2): 127-133.

(2007). with C. Del Felice. "The unexplored power and potential of youth as peace-builders." *Peace*,

*Conflict, and Development 11(11): 1-29.*

*As the Center for Social Justice Executive Director, I have led dozens of workshops and offered presentations on community and civic engagement; social justice language; Ignatian Pedagogy; engaged scholarship; mission curricular integration; education as transformation; and community partnerships to parents, donors, alumni, professors, students, staff, senior leadership, and higher education peers.*

***Selected presentations, workshops, speeches, and interviews*** (since 2010)

New Student Convocation, Georgetown, August 2021 ~ invited faculty speaker first major in person COVID-era event (2,000 attendees)

Teaching, Learning, and Innovation Summer Institute, Georgetown University, May 2020 ~ online workshop co-creator on *Experiential and community-based learning at a distance* (200 faculty)

Interview with President John J. DeGioia, Georgetown University, April 2020 ~ online at [georgetown.edu/news/georgetown-now-andria-wisler](http://georgetown.edu/news/georgetown-now-andria-wisler)

Speech as newly inducted honorary member of Alpha Sigma Nu, Georgetown University February 2020 (200 attendees)

Ford Foundation report launch event on *Leveraging Higher Education to Promote Social Justice: Evidence from the IFP Alumni Tracking Study*, New York, NY April 2019 ~ invited panelist (100 attendees)

For seminar “Social Justice Research Methods,” Georgetown University, October 2017, March 2018, November 2018, February 2019, October 2019 ~ presentation on *Research in conflict zones*

Teaching, Learning, and Innovation Summer Institute, Georgetown University, May 2016, May 2019 ~ workshop creator and facilitator on *Ignatian pedagogy* (25 faculty and staff)

Teaching, Learning, and Innovation Summer Institute, Georgetown University, May 2017, 2018 ~ *Access and affordability for first-generation students* (60 faculty and staff)

Association of Jesuit Colleges and Universities Service-Learning Professionals, Seattle University, WA August 2017 ~ *Student activism and curricular initiatives*

International Association for Research on Service-learning and Civic Engagement, Boston, November 2016 ~ “*Intersections*” of social justice experiences and learning: *An online course for community-based social action and reflection*

6<sup>th</sup> annual Graduate Education Symposium in Peace and Conflict Resolution, George Mason University, May 2016 ~ *Opportunities and challenges for field-based learning*

For Master’s level seminar “Theory and Practice of Security” Georgetown University, November 2015 ~ presentation on *Just war theory* (22 students)

Respondent to Pope Francis’ address to Congress in Washington, DC at Georgetown University, September 2015 (100+ attendees)

Human Development and Capabilities Association (HDCA) conference, September 2015 ~ Invited chair for *Gendered mobilities: Education capabilities and aspiration* (40+ attendees)

International Town Gown Association, Washington, DC, May 2015 ~ *Community-based learning and the common good: Community engagement as a core competency in the Georgetown curriculum*

Teaching, Learning, and Innovation Summer Institute, Georgetown University, October 2014, *Promises of community* (200 attendees)

For course “Conflict Transformation,” Georgetown University, September 2014 ~ *Education as social transformation* (22 students)

Teaching, Learning, and Innovation Summer Institute, Georgetown University, May 2014 ~ *Teach DC* (10 faculty)

American Evaluation Association, Minneapolis, MN, October 2012 ~ *Evaluating experiential learning in higher education* (10 attendees)

Fund for the Improvement of Post-Secondary Education meeting, Washington, DC, November 2011 ~ *“Linking theory to practice” as a pathway to a career in conflict resolution* (30 attendees)

Comparative and International Education Society 55<sup>th</sup> annual meeting, Montreal, Canada, May 2010 ~ *Peace education pedagogy in the international education classroom* (30 attendees)

## SUMMARY OF TEACHING

### **Georgetown University ~ Washington, DC**

July 2017-present Associate Teaching Professor, Justice and Peace

2020-present Co-creator and instructor of three 1-credit semester-long courses

- create and teach 1-credit courses that wrap around undergraduate research fellowship experience

Summers 2015-2019 Co-creator and instructor of UNXD 030 *Intersections of social justice*

- created and taught online, summer credit-bearing course that wraps around students’ community and field-based experiences with academic content, reflection, and community care

Summer 2020-2021 Creator and instructor of GOXV510 *Intersections of social justice*

- created and facilitated critical reflection in online, summer credit-bearing course that wraps around virtual work placements for 25 students in the MA in Conflict Resolution program

AYs 2008-2016 Visiting Assistant Professor, Justice and Peace

- first full-time non-tenure line faculty member for program; instituted new level of stability, professionalism, and consistency to all aspects of the program which experienced major growth
- developed and taught several courses and received high ratings from student evaluations: *Introduction to Justice and Peace; Engaging and Transforming Conflict; Thesis Seminar*
- partnered with DC-based organizations for students’ community-based experiential learning
- Fall 2010: Faculty in Residence at McGhee Center for Eastern Mediterranean Studies in Alanya, Turkey; developed and taught *Cosmopolitics – Turkey and the Expanding EU* and *Turkey and Conflict*; lived and traveled (Turkey, Syria) with 2 professors and 15 undergraduates for 4 months

### **European University Center for Peace Studies ~ Stadt Schlaining, Austria**

2006-2010 Lecturer, graduate program in Peace and Conflict Studies

- supervised term paper and thesis writing of 20+ students (list available on request)

*Between 2004-2008, I was a teaching assistant for three graduate-level courses at Teachers College, Columbia University. I developed and taught 3-credit courses on European Politics in the Balkans and Conflict Resolution at Manhattan College as well as Holocaust Literature at the University of Nevada, Reno. I developed and co-taught the online graduate level course Peace Education for Drexel University.*

**Holy Child Middle School at Cornelia Connelly Center ~ Lower East Side, New York, New York**  
AY 1998-2001 Middle School Teacher (post-graduate service)

- fully participated as faculty of Catholic, independent middle school for bilingual girls from working-class immigrant families; lived in community above school with other teacher volunteers

**SUMMARY OF ADMINISTRATIVE POSITIONS**

**Georgetown University ~ Washington, DC**

2013-present Executive Director, Center for Social Justice Research, Teaching, and Service

- oversee all administrative processes including 22-van fleet, 300 federal work study students, staff hiring and retention, faculty and staff fellows programs, and space utilization

2011-December 2012 Academic Director, Justice and Peace Studies Program (JUPS)

- represented JUPS program on the Main Campus Executive Faculty committee; Executive Council of the College; Fellowship committees; and College Curriculum Committee Faculty

**Teachers College, Columbia University ~ New York, New York**  
**Department of International & Transcultural Studies**

2007-08 Coordinator, Comparative & International Education Society (CIES) meeting

- worked directly with CIES board and program committee to plan all aspects of 5-day conference
- coordinated logistics, budget, and planning of five-day conference with 1,840 in attendance
- oversaw peer-review of 1,200 proposals and communicated directly with conference presenters
- negotiated contracts with keynote speakers and vendors including hotels, publishers, and caterers
- collaborated with several school departments including technology, security, facilities, and media

2003-05 Peer Advisor, Programs in Comparative and International Education

2001-02 Academic Secretary, Programs in Comparative and International Education

**Cornelia Connelly Center (CCC) for Education ~ Lower East Side, New York, New York**  
**Camp Holy Child ~ Lake Placid, New York**

2009-2011 Director (volunteer)

- oversee all staff, operations, curriculum, and safety of summer overnight camp for 60 middle school girls

**SERVICE TO EDUCATION**

July 2022-present; September 2009-June 2015

invited member of Cornelia Connelly Center for Education Board of Trustees (NY, NY)

2019-present appointed by Georgetown University Vice-President for Mission and Ministry to serve on University-wide Mission Advisory Board

2018-present member of Community-based Global Learning Collaborative steering committee

2017-present member of National Steering Committee for the *Justice in Jesuit Higher Education* and local host for the gathering at Georgetown in June 2021 (800 virtual attendees)

2013-present serve on Advisory Board of Georgetown's Justice and Peace Studies program

2017-2020 serve as invited member of Truman Fellowship committee

2017-2018 appointed by University President to serve on group conducting *Jesuit Examen* (self-



- 2016-2018 reflection) for the Association of Jesuit Colleges and Universities (AJCU) appointed by senior leadership to co-chair with Jason Low (C'17) a 35-member Advisory Board for Access and Affordability, to research and write report with vision, goals, and do-ables to meet the needs of first-generation students via a "whole institution" approach
- 2015-2018 appointed by University President to co-chair University's *Let Freedom Ring!* Initiative
- created and continue to program annual *Teach the Speech* project through which faculty infuse a particular speech by Dr. Martin Luther King into their syllabus
  - created and continue to program annual *Race and Higher Education* event at which nationally-known speakers come to campus to speak on racial justice

### **Leadership Development** (since earning Ph.D.)

- May 2018 completed Race Forward's *Building Racial Equity* training
- August 2017 co-led University's 15-member delegation to *Commitment to Justice in Jesuit Higher Education Conference* at Seattle University, Washington
- Spring 2015 nominated by University leadership and selected for participation in *Shaping and Advancing Georgetown Executives (SAGE) Future Leaders Executive Education* program
- June 2014 nominated by University leadership and selected for participation in *Association of Jesuit Colleges and Universities (AJCU) Higher Education Leadership Seminar* in Chicago, IL
- Summer 2013 training nominated by University leadership and selected for participation in *Higher Education Resource Services (HERS) Institute* in Denver, Colorado
- 2011-2014 evaluator for experiential learning project of George Mason's School for Conflict Analysis and Resolution paid by Fund for the Improvement of Post-secondary Education
- Summer 2009 invited member of 9-faculty member University delegation to *Commitment to Justice in Jesuit Higher Education Conference* at Fairfield University, Connecticut

### **Selected fellowships and honors** (\* indicates honor for Center for Social Justice)

- August 2021 faculty-selected speaker for New Student Convocation
- February 2020 selected as AY 2020-2022 American Council on Education fellow
- February 2020 student-selected for membership to Alpha Sigma Nu, the Jesuit Honor Society
- January 2020 peer nominated and selected for University's President's Excellence award
- April 2017 recognized for service to University with Matteo Ricci, SJ award
- January 2015 Carnegie Classification of Community Engagement for Georgetown University \*
- Spring 2015 White House Interfaith Community Service Award (of 814 institutions) \*
- November 2014 Maryland-DC Campus Compact Engaged Campus award (of 34 institutions) \*
- November 2014 invited by University President to be a TEDXGeorgetown presenter
- 2011, 2012 nominated by students to Georgetown College honors for Excellence in Teaching



# Coversheet

## Finance and Facilities Update

**Section:** II. Internal Business  
**Item:** E. Finance and Facilities Update  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** GGA - Draft Supplemental Report - October 2022 (2).xlsx  
FY23 GGA Re-Budget v1 DRAFT (2).xlsx  
Finance and Facility Board Presentation November 2022.pptx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

GGA - Draft Supplemental Report - October 2022 (2).xlsx

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The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

FY23 GGA Re-Budget v1 DRAFT (2).xlsx

# FY23 Budget



GIRLS  
GLOBAL  
ACADEMY

## Overview of SY 22-23 Budget:

- Priorities
- Key assumptions – enrollment, revenue & expenses
- Things to know
- Projections for rest of School Year (SY) 22-23
- Vote on budget adjustment

# Top Budget Priorities

FY 23



GIRLS  
GLOBAL  
ACADEMY

1. Strong School Culture
1. Academic Engagement and Rigor
1. Supporting Staff Capacity
1. Vibrant Opportunities and Experiences - giving students the full high school experience
1. Facility buildout financed and sustainable



# Budget for SY 22-23

## Key Performance Indicators

Days of Cash  
(At Year End)

**36**

Target > 45 days

Gross Margin  
Margin

**-9%**

Target > -5.0%

Grants Invoiced  
Invoiced

**0%**

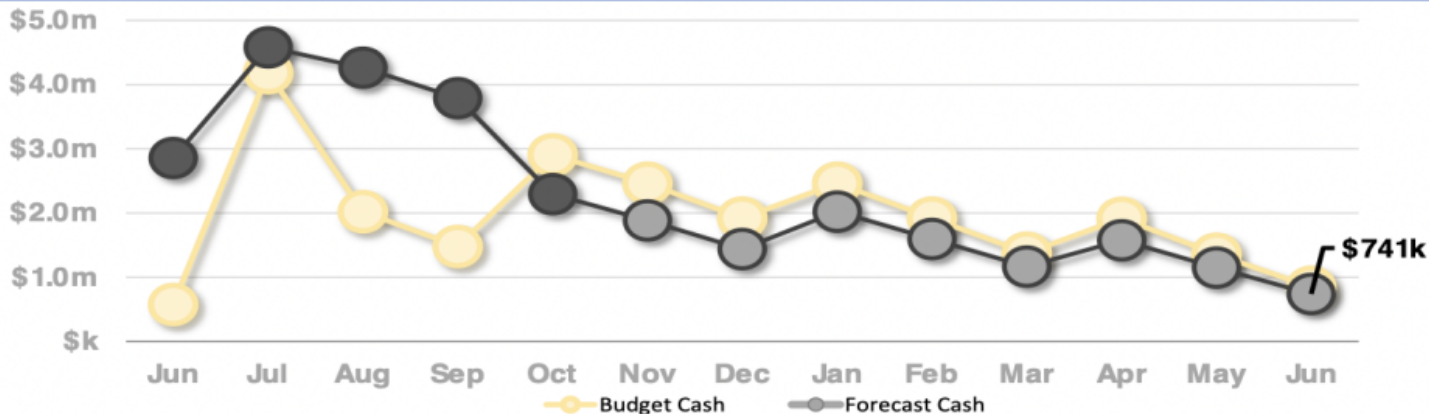
Target > 8%

FAR  
(At Year End)

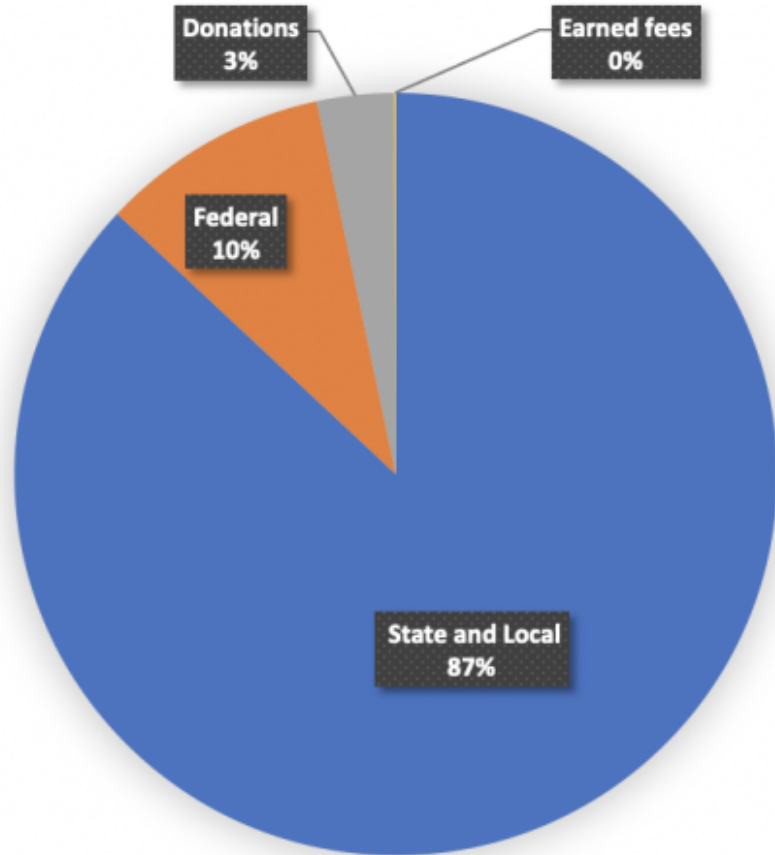
**73**

Target > 75

## Cash Forecast

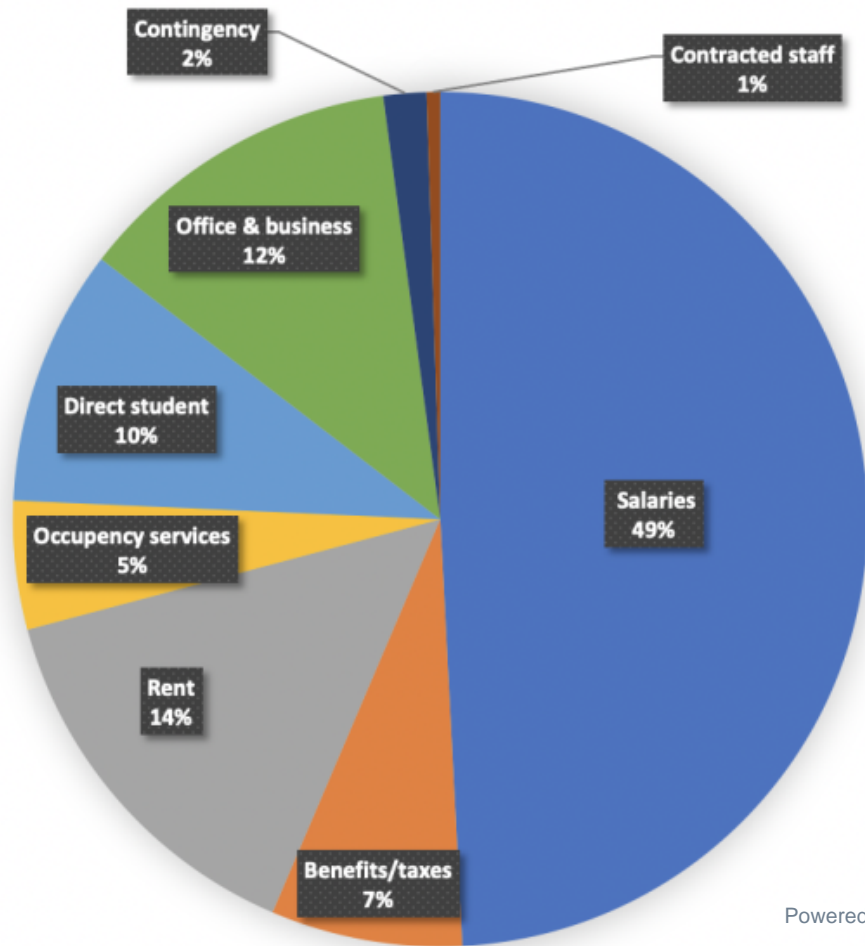


# Budget: Key Revenue Variables



- Revenue is tied almost entirely to enrollment
- 5.9% per pupil allocation increase in SY22-23
- Per pupil facility allotment increase from \$3,408 to \$3,513 per student
- Reduction in COVID federal funding

# Budget: Key Expense Variables



- 56% of expenses are salaries and benefits
- 19% of expenses are rent payments and building maintenance
- 10% of direct student expense include a funded and sustainable IBCP program





# Goals for FY23 Budget

- Meet the PCSB expectation of 30 days of cash on hand by June 2023
- Have a zero operating income by June 2023
- Academic program fully funded and maintain low student to teacher ratio
- Pay minimum base rent obligation
- Facility improvements are financed outside the annual budget



# Things to Know

- GGA student enrollment is below the 236 enrollment projection
- A 10% variance of enrollement triggers a re-budget for approval
- Planned in advance for our enrollment shortfall of 73 students
- GGA is operating on a 161 student revenue
- Current on all rent and payments
- Adjusted expenses including staffing to account for the reduced revenue
- Projected ceiling of -\$289,192 operating income
- Conservative financial management from fiscal year 21-22 allowed us to be in a good financial position to withstand the enrollment shortfall in SY 22-23

## Board Approved Budget June vote

- 37 days of cash on hand; below our ideal target of 45 days of cash on hand
- Operating Income \$3,730
- Per pupil facility allotment to cover \$829,068 base rent

## Budget for November vote

- 36 days of cash on hand; below our ideal target of 45 days of cash on hand
- Operating Income -\$289,192
- Approve budget with current summary of key information



# Path to a Zero Operating Income

Operating income ceiling delta of \$289,192

Revisit adjustment in January 2023

Salaries	\$23,424
Leased staff	\$30,000
Contingency	\$95,000
Total expense reduction	\$148,424
Revenue increase per pupil	\$30,310
<b>Total Operating Income reduction</b>	<b>\$178,424</b>



# A look ahead

- Girls Global Academy board votes to approve the GGA budget as presented
- Girls Global Academy to meet with Calvary to discuss the rent schedule and enrollment trends
- Pursuing foundation grants to increase revenue



# Facilities Update

- November - Begin to pay 1% interest only on \$2M loan
- November 29th – HVAC measurements
- December 3rd - HVAC installation
- December - MCN Build complete outstanding items on punchlist



# Facilities Looking Ahead: Phase 4 Scope

## Phase 4 Scope (SY23-24):

- 4 more classes - paint and flooring
- Maker-space (grant funded)
- Gym padding, floor and lighting
- ADA entry doors
- Security camera system