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6 COMMITTEE ON EDUCATION AND WORKFORCE,

7 U.S. HOUSE OF REPRESENTATIVES,

8 WASHINGTON, D.C.

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13 INTERVIEW OF: MICHAEL HARRY SCHILL

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Tuesday, August 5, 2025

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Washington, D.C.

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22 The interview in the above matter was held in 2261, Rayburn House Office Building,
23 commencing at 9:09 a.m.

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Appearances:

For the COMMITTEE ON EDUCATION AND WORKFORCE:

██████████ INVESTIGATIVE COUNSEL

██████████ INVESTIGATOR

██████████, DIRECTOR OF EDUCATION

AND HUMAN SERVICES POLICY

██████████, CLERK

██████████, INVESTIGATIVE COUNSEL

AND ACTING GENERAL COUNSEL

██████████, LEGISLATIVE ASSISTANT

██████████, MINORITY GENERAL COUNSEL

██████████, MINORITY DIRECTOR OF

EDUCATION POLICY AND COUNSEL

██████████, MINORITY GENERAL COUNSEL, EDUCATION

For NORTHWESTERN UNIVERSITY:

STEPHANIE GRAHAM, ESQ., VICE PRESIDENT AND

GENERAL COUNSEL, NORTHWESTERN UNIVERSITY

- 1 PRIYA HARJANI, ESQ., GENERAL COUNSEL,
- 2 NORTHWESTERN UNIVERSITY
- 3 DAVID O'NEIL, ESQ., DEBEVOISE & PLIMPTON
- 4 JANE SHVETS, ESQ., DEBEVOISE & PLIMPTON
- 5 GRANT SIMON, ESQ., DEBEVOISE & PLIMPTON
- 6 KATHERINE TURNER, ESQ., WILLIAMS & CONNOLLY

1 [REDACTED]: We can now go on the record.

2 This is a transcribed interview of Michael Schill conducted by the U.S. House Committee on
3 Education and Workforce. Chairman Tim Walberg requested this interview as part of the
4 committee's oversight and investigative work into antisemitism at Northwestern.

5 Would the interviewee please state his full name for the record?

6 President Schill. Michael Harry Schill.

7 [REDACTED]: On behalf of the chairman, I want to thank you, Michael Schill, for appearing here
8 today. We appreciate your willingness to appear.

9 I will now ask everyone else participating today to introduce themselves.

10 I am [REDACTED], investigative counsel for the majority on the House Education and
11 Workforce Committee.

12 [REDACTED]: [REDACTED], education policy director and counsel, Ed and Workforce
13 Committee, minority staff.

14 [REDACTED]: [REDACTED], general counsel, Ed and Workforce, minority staff.

15 [REDACTED]: [REDACTED]. I'm investigative counsel for the majority staff but, for today, I've
16 been asked to serve as the GC for the majority staff.

17 [REDACTED]: [REDACTED], general counsel, minority staff.

18 Ms. Shvets. Jane Shvets, Debevoise & Plimpton, counsel for Northwestern.

19 Mr. O'Neil. Dave O'Neil, Debevoise & Plimpton, also counsel for the university.

20 Ms. Graham. Stephanie Graham, vice president and general counsel of Northwestern
21 University.

22 [REDACTED]: [REDACTED], investigator, majority staff for Education and Workforce.

23 [REDACTED]: The Federal Rules of Civil Procedure do not apply in this setting, but there are
24 some guidelines that we will follow, and I'll go over those now.

1 Our questioning will proceed in rounds. The majority will ask questions first for a maximum
2 of 60 minutes. The minority will then have an opportunity to ask questions for an equal period.
3 Rounds shall continue until there are no more questions from either side.

4 A 10-minute break shall be taken after the majority's questions and before the minority's
5 questions in each round, and a 10-minute break shall be taken following each round before the next
6 round begins. The majority and minority may authorize a lunch break.

7 We have an official reporter taking down everything we say here today to make a written
8 record, so we ask that you give verbal responses to all questions. Do you understand?

9 President Schill. Yes, I do.

10 [REDACTED]: To ensure the reporter can take down a clear record, we will do our best to limit
11 the number of people asking questions during any given time to just those people whose turn it is.

12 It's also important that we don't talk over one another or interrupt each other if we can help
13 it, and that goes for everyone present at today's interview.

14 All interviewees who appear before the committee are encouraged to consult with counsel.
15 Interviewees may also choose to appear without counsel.

16 It is my understanding that you chose to be accompanied today by counsel. Is that correct?

17 President Schill. Yes, it is.

18 [REDACTED]: We want you to answer our questions in the most complete and truthful manner
19 possible, so we will take our time. If you have any questions about something you are asked or do
20 not understand one of our questions, please let us know, and we're happy to repeat it.

21 If you honestly do not know the answer to a question or do not remember, it is best not to
22 guess. Please just give us your best recollection. And it's okay to tell us if you learned information
23 from someone else. Just indicate how you came to know the information.

24 If there are things you do not know or cannot remember, just say so, and please inform us

1 who, to the best of your knowledge, might be able to provide a more complete answer to the
2 question.

3 You should also understand that, although this interview is not under oath, that, by law, you
4 are required to answer questions from Congress truthfully. Do you understand this obligation?

5 President Schill. I do.

6 [REDACTED]. This also applies to questions posed by Members and congressional staff in an
7 interview. Do you understand that?

8 President Schill. Yes.

9 [REDACTED]. Furthermore, you cannot tell half-truths or exclude information that would be
10 necessary to make the statements accurate. You are required to provide all information that would
11 make your response truthful. A deliberate failure to disclose information may constitute a false
12 statement. Do you understand?

13 President Schill. Yes.

14 [REDACTED]. Is there any reason you are unable to provide truthful answers to today's
15 questions?

16 President Schill. No.

17 [REDACTED]. Finally, I'd like to note that what we discuss here today is confidential. We ask
18 that you do not speak about what we discuss in this interview to anyone not present here today to
19 preserve the integrity of our investigation.

20 Once the transcript of this interview has been reviewed by the committee majority and
21 minority and you for its accuracy and then finalized by the committee, it may be disclosed either in
22 part or fully by the committee. At that point, you are free to discuss the interview.

23 That is the end of my preamble. Is there anything my colleagues from the minority would like
24 to add at this time?

1 [REDACTED]. Not now, but I will take a very brief preamble at the -- before we start my time
2 on the next round -- or at the end of the round.

3 [REDACTED]. The time is 9:14. I will now begin the first round of questioning.

4 President Schill, what is your current position?

5 President Schill. I am a professor in the law school, a professor in the Kellogg --

6 Mr. O'Neil. Sorry. I just want to make sure we start the clock. Thank you.

7 President Schill. So I'm a professor in the law school, a professor in the Kellogg School, and
8 I'm president of Northwestern University.

9 EXAMINATION

10 BY [REDACTED]:

11 Q And when did you become president?

12 A I became president on September 12th, 2022.

13 Q As you are aware, in April 2024 students set up an encampment on Deering Meadow. Is
14 that correct?

15 A Yes.

16 Q At the encampment, a Jewish student was surrounded by a mob screaming, "Shame,
17 shame, shame," correct?

18 A I don't have specific knowledge of that incident.

19 Q You don't recall that incident?

20 A No.

21 Q Another Jewish student was assaulted by someone at the encampment. Is that correct?

22 A I know there was an allegation of that. I don't know whether that was ever
23 substantiated in our discipline and investigation.

24 Q Other Jewish students were told to go back to Germany and get gassed.

1 A I heard that --

2 Q Is that correct?

3 A I heard that was an allegation that students made.

4 Q In May 2024, when testifying before the committee, you said, quote, "The fact that we
5 have not yet suspended or expelled students does not mean that students have not received
6 discipline. There's a wide range of discipline, and discipline has been meted out to many of those
7 students."

8 [Schill Majority Exhibit No. 1
9 was marked for identification.]

10 BY [REDACTED]:

11 Q I'd like to introduce a chart provided to us by your counsel. This is exhibit 1.

12 A Thank you.

13 So I didn't bring my reading glasses, unfortunately.

14 Q Is that too small?

15 A So I may struggle a little bit, but if you bear with me.

16 Q Judging from this chart, were any students disciplined for their conduct at the
17 encampment?

18 Mr. O'Neil. I think he can answer generally about discipline.

19 [REDACTED]. Uh-huh.

20 Mr. O'Neil. So if the question is generally was there discipline or -- is that the question?

21 [REDACTED]. Yes.

22 Ms. Shvets. Also, this is not the full chart.

23 [REDACTED]. This is for the encampment only.

24 President Schill. Yes. And what were the day -- I mean, so part of this is -- it doesn't

1 say -- some of these don't say "encampment," some of them do.

2 BY [REDACTED]:

3 Q So all of these incidents are specifically relevant to the encampment.

4 A Okay. Everything on this page?

5 Q And the second page. Yes.

6 A Okay. So it does look like, according to this chart, some of the students were -- or
7 employees or faculty members were disciplined.

8 Q But none of the students were disciplined?

9 A You know, I haven't -- because that would take me actually checking each student in this
10 column and cross-checking it there. Okay.

11 Students. Closed. Student organization.

12 So according to what's in this chart, I don't see any students who were disciplined that were
13 included in this chart.

14 Q That's our understanding as well.

15 So when you testified before Congress and said that "discipline has been meted out to many
16 of those students," what were you referring to?

17 A That we were investigating -- I imagine that -- my testimony was about 18 months
18 ago -- or 16 months ago -- but my guess is that what I was saying was that we -- our disciplinary
19 proceedings were starting investigations. And what it looks to me like is that there were, according
20 to this, if this is a complete list of --

21 Q Of encampment-related incidents?

22 A -- of encampment-related incidents, that none of the students were -- received a
23 punishment as a result of that.

24 Q But you had said that "discipline has been meted out." So did you not intend to -- is that

1 not what you intended to express?

2 A I guess I was -- what I was probably doing is conflating investigation and discipline.

3 Q Okay. And, again --

4 A Because this was within, I believe, one month of the encampment that I was here.

5 Q Yeah.

6 A So we wouldn't have been able to complete a disciplinary action anyway by then.

7 Q And, again, I won't ask you to review all this again, but were any faculty or staff
8 disciplined for their conduct at the encampment? You can see there were some warning letters
9 issued and one person was terminated.

10 A Yes.

11 Q Why only warning letters in these incidents?

12 Mr. O'Neil. Can I just jump in?

13 President Schill. Yeah.

14 Mr. O'Neil. So, you know, the president does not run the disciplinary proceedings at the
15 university. There's a process for that. So he can speak generally about those processes, but he's not
16 going to get into the details of why a particular disciplinary measure was imposed on a particular
17 person.

18 BY [REDACTED]:

19 Q Okay.

20 During your congressional testimony, you also referred to the encampment as "the major
21 antisemitic event on our campus." Do you recall that?

22 A At the hearing, it was the major antisemitic -- or antisemitic actions took place within
23 the encampment. So that was the number one location where antisemitism occurred during that
24 period of time before the hearing.

1 Q If that's the case, then why weren't any students disciplined for what happened at the
2 encampment?

3 A Well, the -- I mean, the incidents of antisemitism -- and I don't have a complete list in
4 my head -- but the ones that I referred to in the hearing that were clearly anti-disciplinary -- I'm
5 sorry, antisemitic -- were the -- there was a poster of me with horns and blood and -- which is, of
6 course, a very old antisemitic trope -- on Deering Meadow.

7 There was also a Star of David with an X through it also on -- posted to the gate of Deering
8 Meadow. There were -- there was the case of the spitting, which was sort of an outgrowth of
9 the -- happened during the encampment.

10 Those were the primary clear cases of antisemitism that jump to my mind. And we never
11 found out who posted those -- put the posters on the gate. We didn't have video. And we tried, but
12 we never found out whether it was one of our students or whether it was someone from the
13 community who did that.

14 The spitting, we did investigate and found out that it was the -- that it was a staff member,
15 and that person was terminated.

16 There were a bunch of allegations of sort of encounters during the --

17 Q Assaults?

18 A Yeah. Well, alleged assaults. And a number of them were either -- every one where we
19 could find a respondent, which was -- a lot of the cases, we couldn't find the respondent because the
20 students were wearing masks or we didn't know who they were, and the person who was filing the
21 case with OCR didn't know who it was so couldn't help us or didn't want to help us find that out.

22 But there were some that OCR found didn't happen. They had alternative views of it and
23 alternative evidence.

24 But what OCR did is -- I'm confident what they did is, in every case where they had an

1 identified respondent and a complaint, they investigated it and they -- if they were -- if they thought
2 that it fell into the jurisdiction, they made a resolution and disciplined some of the -- as I said, a lot of
3 the cases, particularly then, either we didn't know who it was or our rules -- which were admittedly
4 not ready, all right.

5 Q What about the encampment organizers? They weren't disciplined, correct?

6 A I don't -- I know that some -- I believe some students were disciplined in the
7 encampment. I don't know whether they were the organizers or not because I don't know who the
8 organizers were.

9 Q According to the information we've received, no students were disciplined.

10 You negotiated an agreement with the encampment organizers. Is that right? It's now known
11 as the Deering Meadow Agreement.

12 A I don't know whether -- I didn't negotiate it -- but the -- I didn't personally negotiate
13 it -- the -- I don't know whether they were the organizers of the encampment.

14 My memory is -- it's a little -- again, it's a little hazy 16 months later -- but that the students in
15 the encampment identified who they wanted to be talking to us.

16 And I don't know whether it was actually the organizers of the encampment that they
17 selected because I don't know who were the organizers. I don't know whether it was a spontaneous
18 thing or whether it was organized.

19 Q Did they select students and faculty or only students to represent?

20 A I'm not positive because I didn't -- so there were two -- I met with students the
21 first -- like, right away, that night, and that was when we discussed -- they gave me their demands. I
22 said we're not doing this and --

23 Q On April 25th?

24 A I think it was a Thursday night, but I get mixed up with the dates.

1 And, you know, we met with them, and I don't know whether those were the organizers.

2 Then I believe what happened was -- so we ended our meeting telling them that we wouldn't
3 accept what they wanted and that they should expect to be arrested. And they said, "When?" And
4 we said, "We're not going to tell you when."

5 And then I believe sometime in the next day or two, they came to us and they said they
6 wanted to talk about an agreement to take down the encampment.

7 And I don't know -- and I remember they went through some form of a selection of who was
8 going to be there that -- again, this is deep in my memory, so I don't really have it exactly -- but it was
9 a large number of people. And so I don't know if they were the organizers or whether they were, you
10 know, sort of appointed by the students in the encampment to be the people.

11 Q So within that day or two, between when you told them you'd call, bring in the police,
12 and when they came to you asking for an agreement or to negotiate, you did not call in the police, or
13 you just allowed the tents to stay up and the encampment to continue existing?

14 A So on the first night we -- I mean, on the first day -- the police tried to stop the tents
15 from going up.

16 We have a very small police force. It is -- it's gotten bigger since then. But we only had 30 -- I
17 believe 32 policemen, and those -- policemen and policewomen -- and they were split between
18 downtown. So there might have been five or six police that were available in Evanston. Evanston is a
19 safe city, and so generally don't need police or many police.

20 And so they went and they -- and there was video of them trying to take down the tents.
21 They felt that they were being encircled, and so they withdrew. And then we had a situation where
22 we had -- I don't know -- 75 kids and maybe people from outside the community on Deering
23 Meadow.

24 Now, we had three choices at that point.

1 One choice was to let the encampment go on. Some of our sister schools chose to do that,
2 and they allowed the camp to go on. And that was particularly acceptable if you had graduation
3 coming that week or the next week.

4 We run quarters. So we were going to go another six weeks. And so it was very clear to me
5 that that was untenable, to allow the encampment to stay.

6 Q So that's why you chose to negotiate or you chose to appoint --

7 A Well, I'll finish the -- I'll finish my answer.

8 So we couldn't let that happen. Our students were very upset. Our trustees were very upset.
9 That was the first antisemitism that was blatant on our campus that people saw, and it was just a
10 sore on our campus. And so we knew we had to remove it to make our students feel safe. One
11 option.

12 The second option that we had was to bring the police in. We have a mutual aid agreement
13 with the city of Evanston. So we were counting on the city of Evanston to make their policemen
14 and -women available to us.

15 So we made plans Thursday night. We didn't want to do anything during the night because it
16 would be unsafe for the police and unsafe for the students. We made plans for the next day with the
17 police to come in and remove the tents.

18 What happened was, that night, Thursday night, the mayor of Evanston called me and said he
19 would not be sending in the police. I said to him, "We have a mutual aid agreement." He said, "You
20 know, you can sue me if you want."

21 And we then lost -- and then we talked again the next morning, and he was consistent, and
22 the police chief was consistent.

23 So we lost the ability to use force to remove the tents. And we weren't going to send in a tiny
24 police force. I just -- we talked about it, and we decided we weren't going to do that to our police.

1 We weren't going to put them in danger.

2 So we decided at that point -- today, we're in a different situation. We have more police. We
3 have made arrangements with Cook County to bring in police. And we have a private security group
4 of former policemen who are armed who we can bring in. But we had none of that then.

5 And so we didn't have the option of leaving it there. We didn't have the option of removing it
6 forcefully. So the third option was to talk to the students and try to find a way for them to remove it,
7 and that's the option that we took because it was the only option.

8 And, you know, I mean, I'll make an editorial comment that you're not asking about but that
9 many people do.

10 A lot of people find what we did distasteful. A lot of Jewish people in particular find what we
11 did -- and I'm Jewish. And so, I mean, it isn't identifying Jewish people. Mostly, Jewish people find
12 what we did distasteful.

13 I then ask them what they would do. No one has given me -- and I've had this conversation
14 probably 300 times where we go through everything. I tell them, "What would you have done
15 differently?" And they just get frustrated because they don't have another option, unless just let it
16 go on forever, and they don't like that either.

17 So it is -- this was clearly a situation where one had to choose between three bad options, of
18 which two of the options disappeared.

19 Q So from the outset the encampment organizers demanded that Northwestern divest
20 from and boycott Israel. Is that correct?

21 A Yeah, and they wanted us to get rid of a program -- so, one, they wanted to divest, and
22 they also wanted us to get rid of the IIP, which is a program that does faculty-faculty, graduate
23 student-graduate student research relationships, mostly with Tel Aviv but also Ben-Gurion. Those
24 are the big ones.

1 Q Under the IHRA definition that Northwestern adopted, is the BDS movement
2 antisemitic?

3 A I haven't really analyzed -- I think the BDS movement is profoundly wrong, and I've
4 written about it, and I have said to you all in my last testimony that I would never recommend to the
5 trustees that we use our -- our -- anything -- our endowment in a way to divest from Israel.

6 I think it's wrong because I believe academic institutions need to be open and that it violates
7 principles of academic freedom and just who we are to say we're going to close ourselves off from
8 some other -- from some country.

9 I also don't like boycotts because -- and I've now adopted a statement on this, we didn't have
10 one then -- I don't believe that universities should be using their investment or purchasing powers or
11 even make statements about political or geopolitical matters. So I think BDS is fundamentally a
12 wrong way of approaching it.

13 Whether or not -- to come back to -- hit your question again -- whether it violates the IHRA
14 definition -- which, as you know, we've adopted at the university. We were one of the very early
15 schools to adopt that among the schools that got involved in this activism.

16 I think that I would look -- the IHRA is a sort of guideline and an interpretive device, and the
17 examples I think you could see probably -- I'm not -- I don't have them all in my memory -- but
18 singling out Israel for -- when you don't single out other countries that are in a similar situation -- is
19 evidence or is -- I forget the way they described it -- it's an example that is evidence of intent of
20 antisemitism.

21 So to answer your question, is it antisemitism? No. It might be evidence of -- or intent of
22 antisemitism, but someone's got to find the facts on that, and I'm not -- I don't have -- I don't have
23 the facts. I don't know why the person -- you know, I don't know why the students were -- you know,
24 what was in their heads. I don't have -- I mean, I had one conversation with them, and it was for

1 about an hour, and this was probably 10 minutes of the conversation.

2 Q The BDS Movement says on its website, quote, "We reject Zionism, as it constitutes the
3 racist and discriminatory ideological pillar of Israel's regime of occupation, settler colonialism, and
4 apartheid."

5 Zionism represents the right to Jewish self-determination, correct?

6 A Yes.

7 Q And BDS rejects that, right, from what I just read?

8 A Or do they reject it in its current manifestation?

9 Q "We reject Zionism," is what it says.

10 A Yeah, I mean, I think that not acknowledging Jewish self-determination is strong
11 evidence -- the right of Jews to self-determine is a -- is strong evidence of antisemitism. We have
12 that in our student training that the JUF did for us.

13 Q That's right. The training says anti-Zionism takes many forms, most of which are
14 antisemitic.

15 A Yes.

16 Q And BDS says, "We reject anti-Zionism."

17 A Right.

18 Q So in order to negotiate --

19 A No, they accept anti-Zionism.

20 Q "We reject Zionism"?

21 A Zionism. Right.

22 Q Yes.

23 A Right. Right.

24 And I'm just saying you don't get a -- it's not an equal sign. It's evidence of something. It isn't

1 just always going to be -- even the JUF training doesn't say that's always antisemitic, but it's evidence
2 of antisemitism for sure.

3 Q So in order to negotiate this agreement, you engaged Professors Jessica Winegar and
4 Nour Kteily. Is that correct?

5 A Well, they sort of engaged themselves. They were down in the encampment because
6 they knew that some of their students were likely there. And so they went down there and they
7 made themselves available.

8 So it sort of organically came together that they were down there and that the students
9 listened to them, and they offered their good offices to us to try to come to a resolution.

10 And since, you know, we've gone through that we -- that was our only option at that moment
11 that was real, we took them up on that. And they were the people who had the trust of the
12 students. So they could speak to the students and convey what messages we had to them.

13 [Schill Majority Exhibit No. 3

14 was marked for identification.]

15 Q I would like to introduce exhibit 3 -- 3. Sorry. This one is small as well.

16 This is a text message exchange between Nour Kteily and Professor Wendy Pearlman. On
17 April 26th, Kteily said he was hoping to, quote, "get some amazing wins for the encampment
18 organizers."

19 Were Professors Winegar and Kteily negotiating on behalf of the university when they were
20 discussing with encampment organizers?

21 A I mean, they were -- I think I'd rather put this -- they were sort of liaisons to the students
22 rather than -- I never appointed them a negotiator. They were working with my dean of students,
23 who -- not my dean of students -- my vice president for student life, who was down there much of
24 the time too. And they were talking to the students and then discussing things and then bringing

1 them back to the provost, bringing them back to me, as to whether things were acceptable or not
2 acceptable.

3 In the initial conversation that we had with the students, we had floated some ideas of things
4 that we were planning on doing anyway, and they didn't want to hear about it, and so it ended. But
5 then when they came back -- I think it was a day and a half, two days later -- they were interested in
6 those things.

7 Q Northwestern's provost is Kathleen Hagerty. Is that correct?

8 A That's her.

9 Q Do you trust her judgment?

10 A Kathleen -- I mean, you know, that's a very broad question.

11 I trust Kathleen. I know that she is using -- I agree with her most of the time, and I know that
12 whatever she does is in the best interests, in her mind, of the university.

13 So do I trust that every decision she makes is going to be the right decision? No. But I don't
14 trust anybody's -- I don't trust Stephanie here next to me that every decision she makes is going to be
15 the right decision.

16 Q What was her role in the Deering Meadow negotiations?

17 A Well, so we were all together, and we were in sort of a conference room off of my
18 office, and we had a large, you know, a pretty large group of people. We had our communications
19 person. We had Stephanie for a lot of it. We had my chief of staff. We had the board secretary. We
20 had the provost, Kathleen. And we had, during part of it, our communications outside person there.
21 And I'm sure we -- and the head person who the police reported up to, my vice president for
22 operations.

23 And we were all there, and we were talking things through. You know, some of the time, we
24 separated -- like, went home -- and then people were having -- and you've gotten some of the emails,

1 I'm sure, that we were communicating either electronically or by phone or by Zoom.

2 So she was there with us and Susan. I left Susan Davis out, the vice president for student
3 affairs. So she was part of the group that was making -- the provost is generally thought to be the
4 number two administrative person in the university.

5 [Schill Majority Exhibit No. 4
6 was marked for identification.]

7 BY [REDACTED]:

8 Q I would like to introduce exhibit 4, which is a text message on April 26th from Provost
9 Hagerty to Professor Kteily.

10 In it, Provost Hagerty wrote, "If the students really cared about actual divestment, then they
11 need the patience to actually do the work to make it happen. You suggested some targeted
12 strategies that could put genuine pressure on the trustees, but the students just want a quick yes or
13 no."

14 Was divestment the university's preferred outcome?

15 A No.

16 Q Then why was Provost Hagerty advocating for a more effective method for the students
17 to achieve divestment?

18 A I really can't -- I really can't speculate on what Kathleen -- I was not on this, so I can't
19 speculate what her -- what she was thinking.

20 I know Kathleen views things as teachable moments, and maybe she was talking about that,
21 you know, if they really want to do something here, they need to learn how to do it.

22 But I know Kathleen. There's nothing that makes me believe Kathleen supports a boycott or
23 BDS. And this is, I think, in connection to Sabra Hummus, the --- or am I right about that?
24 Because -- or is this BDS in general?

1 Q I think it's divestment and BDS generally.

2 A BDS -- oh, it's divestment in general.

3 And, you know, I think that my guess is -- I mean, Kathleen and I haven't had a long
4 conversation about her views of divestment.

5 My guess is -- she's a business professor, she would -- and her husband is an economist, and I
6 think they would both look at divestment as not achieving any useful goal and especially in this area.
7 So I don't think she is -- but now I'm speculating on speculating.

8 Q Okay. So she viewed this as a teachable moment. You said earlier that --

9 A I'm saying it's a possibility.

10 Q Possibly. A possibility.

11 A I'm trying to make sense of this with you.

12 Q You said earlier that you were hesitant to send the police force in because they would
13 be in danger with the students and the students had encircled police and put them in danger.

14 Do you believe that Northwestern fulfilled its obligations under Title VI in the way that it
15 responded to the encampment in seeking teachable moments with individuals who were threatening
16 the police?

17 Mr. O'Neil. Can I just clarify something?

18 I think he testified that he didn't want to put the police at any risk and didn't want to create
19 that risk.

20 The police felt they were being circled. He didn't know -- I think still doesn't know whether
21 those were for students or other people who were at the encampment. I just want to be precise on
22 that?

23 President Schill. No, and I thought the same thing. I mean, the -- it was not clear to me
24 that -- and I think we saw this in lots of different campuses -- whether there were people who were

1 external to the university on the encampment. And so -- and we didn't know whether those -- we
2 didn't think our students were armed, but we didn't know.

3 There was a suspicious tent off to the side, and we knew that our students were trying to
4 avoid the people in that tent, and we didn't know what was inside the tent. And so we were
5 concerned about that.

6 But I think that you -- I want to get back, I want to make sure I'm answering your question. So
7 do you want to -- I forget exactly.

8 [REDACTED]. Just placing the encampment in the broader context of the threats of violence,
9 the assaults, the lack of student discipline, and negotiating with individuals who support the BDS
10 movement -- which could be evidence of antisemitism -- was -- is it your view that Northwestern
11 fulfilled its obligations under Title VI of the Civil Rights Act to the Jewish students on its campus in the
12 way that it handled the encampment?

13 Mr. O'Neil. Can I just --

14 President Schill. Yes.

15 Mr. O'Neil. There's a lot in that question.

16 President Schill. There is, and some of it I agree with as a premise and some I don't. So you
17 would have to take each part of it, but I don't want to be difficult with you about it.

18 Maybe if I just reject the premise and then just say how I thought that we did the -- so I'm not
19 admitting anything along the way there.

20 The -- you know, I think it -- I believe that, given the rules that we had at the time, which were
21 admittedly insufficient, given how this was the first experience that any of us ever had with this, I
22 think people did the best they could under the circumstances.

23 I am not confident -- I mean, this isn't my area of law. I believe the standard under Title VI is
24 were we deliberately indifferent.

1 We were not deliberately indifferent. We were doing the best that we could do. We were
2 attentive to this.

3 Did we make the right decision at every moment? I'm not going to say that. I'm not going to
4 say about anything I do that I made -- I'm sure I made the right decision at any moment.

5 But were we always concerned about the welfare of our Jewish students? Yes. Were we
6 always concerned about the safety of our Jewish students, the safety of our police, and the safety of
7 the other students who were there? Yes.

8 [Schill Majority Exhibit No. 5
9 was marked for identification.]

10 BY [REDACTED]:

11 Q Back to Provost Hagerty. I would like to introduce exhibit 5, which is a text exchange,
12 another text exchange between Professor Hagerty and Professor Kteily on April 27th.

13 And in that text exchange Hagerty said that boycotting Sabra at Northwestern is, quote,
14 "probably pretty easy," and she added, "I'm all for making a deal."

15 Hagerty is a representative of the university. Is that correct?

16 A She's my provost.

17 Q So does the university then support boycotting Israeli products?

18 A The university, through the president, does not support boycotts of any sort. The
19 university -- both Provost Hagerty and I sign on to the statement of our Committee on Free
20 Expression and Institutional Speech where the university should not be using its own speech to take
21 political stances.

22 So the university does not support BDS. The university does not support boycotts of hummus
23 or boycotts of anything because -- boycotts of programs.

24 We have a very close relationship with Tel Aviv University, and we strengthened it after this,

1 after the encampment. I was supposed to go to Israel as part of an American Jewish Committee
2 delegation this year. I mean, I view Israel as our number one strategic partner in the world.

3 Q So does it concern you that this was Provost Hagerty's reaction to the proposal?

4 A So I am unable to speculate what she was -- what she was writing and why she was
5 writing what she wrote.

6 I can tell you, to the best of my memory, Kathleen Hagerty never suggested to me or gave me
7 a proposal to boycott Sabra Hummus.

8 Sabra Hummus is sold at the university today. It does about, I think, four hundred, five
9 hundred thousand dollars worth of sales.

10 I don't like hummus, so I don't buy it, but a lot of other people buy it at the university.

11 And so I generally say look at what we do rather than tidbits along the way, and what we did
12 is we didn't boycott Sabra. We didn't support BDS.

13 Q In November 2023, you formed the Committee on Preventing Antisemitism and Hate,
14 right?

15 A Yes.

16 Q Did you consult the committee on the Deering Meadow Agreement?

17 A No.

18 Q And why not?

19 A Well, I did consult with some members of the Deering Meadow -- of the committee at
20 the time, but I did not -- I did not, if you will, take the proposals to them and ask their view.

21 Number one, it wasn't in the remit of that committee. That wasn't why I formed that
22 committee. If I had formed the committee for the purpose of a negotiation with students over
23 protests and encampments, I would have put all different -- I wouldn't have had the same people on
24 it.

1 These were professors. By and large, almost everybody on the committee was a professor.
2 There was two alumni. They are trustees. But that wasn't their -- no one had a security training. No
3 one knew that.

4 So, one, it wasn't -- I mean, I never really thought to -- that wasn't why I appointed them.

5 Number two is this was happening all around the clock. I think we came to the final
6 agreement in the wee hours. And this was a pretty big committee.

7 And so I just -- it never -- it never entered my mind that I would bring the committee together
8 and ask them their view.

9 Now, some people said -- I'm sorry.

10 Q Yeah. Just on the first point, you had said earlier that BDS is evidence of antisemitism or
11 is -- I believe it's antisemitic. You said it's evidence of antisemitism. The committee is called -- and
12 that was what the organizers were demanding from day one. The committee is called the Committee
13 on Preventing Antisemitism and Hate. So why wasn't this in their purview?

14 A Because I rejected it off -- out of hand. I mean, there was nothing to take to them. I
15 was -- I will never -- and I said this to you the last time and this time -- I'm never going to propose to
16 the board that they do any boycotts, any BDS. So why would I take -- why would I waste the time of
17 this committee discussing something that I'm never going to recommend?

18 I mean, I know what I believe. I've had this at Oregon, and I said I was never going to do BDS.
19 And so I know what I believe and I know what I'm not going to do. So why bother -- why bring this
20 group together and talk about something that's not real? I'm not doing that.

21 Q Article VII, Section 2 of Northwestern University statutes states that, "No contract,
22 agreement, promise, ... or undertaking in the name of Northwestern University ... shall be made by
23 any of its officers ... or by any student ... unless the name" -- "unless the same" -- excuse me -- "shall
24 have been first authorized by the Board of Trustees of the University or a standing committee

1 thereof, these University Statutes, or the Bylaws of the University, or is contained in a delegation of
2 authority approved in accordance with the Bylaws of the University."

3 Are you familiar with this statute?

4 A You know, I don't spend a lot of time reading our statutes and bylaws, but I know
5 my -- we now have gone way beyond that. We have a list of eight -- I think 70 decisions with who has
6 authority to make the decision. I think people felt on our board that it was ambiguous, and so we
7 needed to do that.

8 But, just to answer your short question, I know I've read the statute. I haven't studied it. I
9 know now what my authorities are, what my authorities aren't.

10 Q The Deering Meadow document was an agreement, promise, or undertaking, correct, in
11 the name of Northwestern University?

12 A I think you could say it was -- it certainly categories in an undertaking, and it was -- it
13 could be in the name of Northwestern University. It could be in the name of me as -- but, you know, I
14 have apparent authority and actual authority for certain things.

15 But, as you said, I believe, when you read that, I believe that the ability to -- I mean, I'll let you
16 get there. The question is whether I was delegated that authority or not, right?

17 Q Do you believe that you were?

18 A I think the president has -- I'm trying to think of -- we would have to go through each
19 part of it. I think I have the delegated authority when I'm looking at that agreement to do everything
20 except maybe the ACIR, because that involves a trustee committee, and we went to the trustee
21 committee. I mean, they were already planning on doing the ACIR. Our chief investment officer had
22 already come to me and we had been talking about how to set it up.

23 And so the committee met after the Deering Meadow -- what became called the Deering
24 Meadow -- interestingly, none of us ever called it that until the press started calling it that or you

1 guys started calling it that. And what we did is we took up -- the CIO took a plan to -- I wasn't at the
2 meeting of the investment committee when they ratified doing it.

3 But I think everything else I -- it was within my delegated authority. And, as I was doing this, I
4 wasn't sort of freelancing, right? I speak with our board chair probably two or three times a day.
5 And so I'm not -- I'm experienced enough as a president that I know that I'm not going to be making
6 decisions that have major impact without talking to him.

7 Q At any point during agreement negotiations, did you consider hiring an anti-Zionist
8 rabbi?

9 A I never seriously considered that. I mean, I know this is going to sound really silly. I
10 didn't even -- that was the first I heard of it.

11 Israel is such a -- in my experience, Israel is a central tenet of Jewish liturgy. I mean, we say,
12 "Next year in Jerusalem." It's part of almost every prayer. I never met -- in fact, I still haven't ever
13 met an anti-Zionist rabbi. So I never seriously considered that, and I --

14 Q But did you consider it?

15 A I mean, did I consider -- I don't want to get into semantics with you. When the students
16 said it, did I think about it for a minute or two or five minutes? I thought about it, but I didn't say no
17 right there because I didn't -- I'm not -- my experience is you don't say necessarily yes or no to
18 something that you've never heard of or thought about before. You hold back a little bit.

19 BDS, I knew, because I had already been through that, and -- but we never had a proposal for
20 that. We never seriously considered that. Indeed, we went to the Hillel director, [REDACTED], and
21 I read him language, and I never asked -- you know, I probably told him in my conversation students
22 want this. This is -- I'm not going to do that. This is what I'm going to do. And then he looked at that
23 language -- I remember because it was late at night -- and we agreed on it.

24 But my feeling was -- and I remember saying this to people -- is I will never -- I do not want to

1 have anything that competes with Hillel for the hearts and minds of our Jewish kids.

2 [Schill Majority Exhibit No. 7

3 was marked for identification.]

4 [REDACTED]. So introducing exhibit 7, it's a text -- just to what you were just saying -- it's a text
5 message exchange from April 27th and 28th between you and Northwestern Vice President for
6 Student Affairs Susan Davis.

7 That's not it. You'll get it in just a second.

8 Ms. Shvets. It's not that one.

9 President Schill. Oh, sorry.

10 BY [REDACTED]:

11 Q In that text message exchange, you said, "Don't offer rabbi until we talk." And then you
12 said, "Talked to [REDACTED]. He is okay with language."

13 What language were you referring to?

14 A The language that ultimately was in what you called the Deering Meadow Agreement.

15 Q And that's the last clause, correct, that states -- or one of the last clauses -- that states,
16 "The university will engage students in a process dedicated" --

17 A Yeah.

18 Q So that clause is what resulted from the anti-Zionist rabbi demand?

19 A Yeah, I don't -- I don't know if there's a cause-effect. There is -- they wanted an
20 anti-Zionist rabbi. I knew I wasn't going to do an anti-Zionist rabbi. And I did want to accommodate
21 all of the needs of both Jewish kids as well as the Muslim kids. And we do have needs. And so that
22 clause was to be more general in application.

23 And so what we've ended up doing is the sorts of things that we're doing to accommodate
24 needs or more accommodation. We already do a ton of dietary stuff. I mean, we have two kosher

1 kitchens. But we offer -- do you want me to stop?

2 Q Yeah.

3 A Okay.

4 Q How does this clause address JVP? Does it? Does it provide any resources or additional
5 support to Jewish Voices for Peace?

6 A No. It's to all -- I mean, they could be -- they could be accessing the resources that we're
7 providing, but they are not for JVP. The resources that we're providing are -- we're providing sort of
8 help for students to get to High Holy Day services. We're providing money for Shabbat dinners. And
9 we're providing extra resources for Ramadan dinners. And that was what we ended up doing.

10 And I can't -- I really don't know who is -- I don't -- this is, like, something I don't do. I don't
11 know who's getting those benefits. But that was the -- that was the extension that I know of that
12 came from this clause.

13 Q So when this clause was negotiated, you commented on it and said, "My biggest
14 sensitivity is the last one," referring to this clause. "The way it is worded works. More will be a
15 problem."

16 A Yeah.

17 Q What did you mean by, "More will be a problem"?

18 A My guess is "more" would be because the -- their request for an anti-Zionist rabbi was
19 on the road of this -- you know, it was part of this conversation. And I think that statement is my
20 understanding that we don't want to do anything that is more than just offering services to
21 everybody.

22 Q As part of the Deering Meadow Agreement, you agreed to support visiting Palestinian
23 faculty and students at risk. Is that right?

24 A What I agreed to was to support as part of our program the Scholars at -- our Scholars at

1 Risk program, that we would include -- I forget the number -- I think five Palestinian students and two
2 faculty members, and that we would include them as part of this longstanding program which has
3 people from Ukraine, Cameroon, Haiti, all sorts of countries. And so I did put that in.

4 Q Right.

5 A And it's also -- and I subsequently said and made very clear -- it was already clear in the
6 program guidelines that if there were people from -- this is a program for war-torn areas, and we're
7 aware if people are disrupted -- that if people from southern Israel, that area would also be part of
8 this program. So if they were -- wanted to be, right, if they nominated themselves or applied.

9 Q The agreement itself says "support visiting Palestinian faculty and students at risk."

10 A Right.

11 Q Are you familiar with the Supreme Court's ruling in Students for Fair Admissions v.
12 Harvard?

13 A Very.

14 Q Is committing to support Palestinian students at risk -- Palestinian students at
15 risk -- violative of this decision?

16 A I don't feel comfortable giving a legal opinion on that matter. I don't think what I was
17 saying was only Palestinian. I mean, if you look, there are 34 students in the last year, 34 students in
18 the Students at Risk program, of which three were Palestinian.

19 So as long -- I believe the way that the emerging law as reflected in the President's recent
20 guidance was, when you do things, you make them open to all. And so this was open -- this program
21 is open to all, and we were going to look for three Palestinian folks as part of this program.

22 Q So you were going to look for three Palestinian -- three to five Palestinian individuals as
23 part of this program.

24 Committing to accept Palestinian students based on their national origin is a race-conscious

1 admissions policy, is it not?

2 Mr. O'Neil. I think he just said he's not going to --

3 President Schill. I'm not going to give -- I'm not going to give a legal conclusion.

4 [REDACTED]. Are you familiar with Title VII of the Civil Rights Act of 1964?

5 President Schill. Yes.

6 [REDACTED] Title VII prohibits hiring on the basis of race, color, religion, sex, national origin,
7 disability, or age.

8 Is committing to support visiting Palestinian faculty a commitment to hire on the basis of
9 national origin?

10 Mr. O'Neil. So, again --

11 President Schill. I'm not going to make -- I don't feel I should be making legal --

12 Mr. O'Neil. There are a lot of questions in there. You know, is Palestinian -- is that a region at
13 risk or is that a national origin? There's a lot of legal questions that would be in there, and he can't
14 sit here and provide a legal analysis.

1 [10:08 a.m.]

2 [REDACTED]:

3 Q The agreement promises funding for two faculty per year for 2 years.

4 How many individuals have you hired under this agreement so far?

5 A One.

6 Q Do you plan to hire a second?

7 A There is nobody coming in the next year. There's no second. I have no plans.

8 This is not done by me. The -- what happens is people self-nominate or someone nominates,
9 and it is -- goes to a committee of our international center, which is called the Buffett Institute. They
10 then recommend. They vet the person.

11 Then what they do is they also -- it has to get a faculty appointment through the relevant
12 department. In the case of Professor Abusada, it was the Politics Department and the Program on
13 Middle Eastern and North African Studies.

14 But none of this comes -- none this came to me or comes to me.

15 Q When you testified before the committee in May 2024, you said that you, quote, "did
16 not give in to any of the protesters' demands," end quote.

17 What did you mean by this?

18 A I meant that they came in looking for us to get rid of the IIP, looking for us to hire an
19 anti-Zionist rabbi, looking to us to boycott Israel.

20 I'm trying to think of whether there was anything else in that list, because I don't recall the
21 testimony. We didn't give in to any of those demands.

22 Q Did the protesters --

23 A That's why we ended up with them thinking they were going to get arrested that night.

24 Q Did the protesters demand any of the commitments that North -- any of the

1 commitments that Northwestern made in the Deering Meadow Agreement?

2 A I -- it depends on what demand means and it depends on when. Obviously, at the end
3 they wanted them. But the house was something that we talked about, because we had already
4 been talking about that for a year or two and wanted to do something, because our Muslim kids
5 didn't have a place for Ramadan dinners and didn't have a place to pray and other groups did. Other
6 student groups did. So we talked about that, and we brought that up.

7 We -- I believe we brought up the Scholars at Risk Program. I'm not sure they even knew it
8 existed. I'm not sure I knew that existed. It might have been someone on my team.

9 Mr. O'Neil. Let me make one clarification. I think [REDACTED] quoted your testimony.

10 When you were testifying about the protesters' demands, is it fair to say you were referring
11 to their list of demands that they came in with?

12 President Schill. I haven't seen a copy of that in a year. I mean, do we even have a copy of
13 their demands?

14 [REDACTED]. Of their demands, no.

15 President Schill. So I don't recall what their demands were other than the three that I
16 mentioned to you, which I knew because I said no on them. The -- and that's what I was talking
17 about in my testimony.

18 BY [REDACTED]:

19 Q Have you considered repealing the Deering Meadow Agreement?

20 A You know, I haven't considered repealing it, because the things that we did or that we
21 agreed to, I still think that we should be planning for a house.

22 Now, whether that's a house that we build or that the alumni group of Muslim alumni build is
23 another question, but I think that would be a good thing for them, because I do think they need a
24 place to pray.

1 I think the Scholars at Risk Program was a preexisting program. I think we haven't
2 heard -- Professor Abusada, who was brought here under that, I read his teaching evaluations.
3 They're near perfect, even including a Jewish kid who said, I'm Jewish and he was as unbiased as you
4 could be.

5 The -- the -- so I don't think that was a bad -- you know, I think that that has served our
6 purpose. I'm not -- I'm sorry.

7 Q One student of Abusada said that there were a few things that were kind of
8 uncomfortable in the class, such as the lack of acknowledging Hamas' charter explicitly called for the
9 death of Jews around the world, not just Zionists.

10 Mr. O'Neil. What are you referring to?

11 [REDACTED]. From the class evaluation.

12 A Yes. And if you go up in that teaching evaluation, he's very positive about Professor
13 Abusada, and then he gives two examples where they were uncomfortable, right? He -- in fact, he
14 uses the word -- I read this one last night.

15 Q Uncomfortable.

16 A And he use the word like un -- no. If you go higher up, he is -- if you gave the whole
17 evaluation from that student, it was favorable. These were the two examples where he felt
18 uncomfortable.

19 Q Are those examples concerning to you?

20 A Would you read them again?

21 Q The lack -- it was one particular example: The lack of acknowledging Hamas' charter
22 explicitly called for the death of Jews around the world, not just Zionists.

23 A I think if that's true, and I have no reason to think it's not true, it would depend on how
24 he was saying it and whether it flowed into that lesson plan. I think anyone talking about Hamas

1 probably should understand the original charter, which did have the very antisemitic statements in it.

2 The -- but I also think, having been a professor for 20 years teaching in the classroom,
3 sometimes you don't mention everything, you know, when you're on the fly answering questions or
4 talking about something.

5 So I can't really say whether -- and it's not my job to -- it's also not my job to second-guess a
6 student's feelings. If that student felt uncomfortable that he didn't address it, that's a valid
7 consideration for the student.

8 [REDACTED]: I think we can conclude this round.

9 [REDACTED]: Yes.

10 [REDACTED]: Go off the record.

11 [Recess.]

12 [REDACTED]: Good morning, President Schill, and thanks again for coming in to talk with us
13 today.

14 My colleague [REDACTED] covered a lot of ground and I will do my best not to be duplicative, but
15 please understand that some of the ground we cover may naturally be the same.

16 Just to go over again the staff representing the minority side of the committee, I'm [REDACTED]
17 [REDACTED]. This is [REDACTED] and [REDACTED].

18 And while we went around the table, I don't know if we identified people who were in the
19 audience. Could we just get them identified for the record too, please, starting either side, just name
20 and who you represent.

21 Ms. Harjani. Priya Harjani, Deputy General Counsel, Northwestern University.

22 Ms. Turner. Katherine Turner, Williams & Connolly, Northwestern.

23 Mr. Simon. Grant Simon, Debevoise & Plimpton, on behalf of Northwestern.

24 [REDACTED]: Thank you.

1 While I'll ask most of the questions for the minority today -- oh, I'm sorry. Yes, go ahead.

2 [REDACTED], legislative assistant for the majority.

3 [REDACTED], clerk for the majority.

4 [REDACTED], education policy director for the majority.

5 [REDACTED] Thank you.

6 While I'll ask most of the questions for the minority today, another member of the minority
7 staff may stand in at some point and ask questions. You may see us pass notes back and forth or talk.
8 That's completely natural, and please don't let that distract you.

9 And if something I ask doesn't make sense or you're confused as to what I'm asking, please
10 don't hesitate to ask me to repeat or clarify.

11 Does that all make sense?

12 President Schill. Yes, thank you.

13 [REDACTED] And, again, I'll remind you that all your responses to questions must be verbal.
14 The transcript cannot pick up nods, hand gestures, and the like.

15 Do you have any questions of me before we start?

16 President Schill. No. I'm good. Thank you.

17 [REDACTED]. So just -- I think we're good to go on the clock now. Okay.

18 EXAMINATION

19 BY [REDACTED]:

20 Q You mentioned that your current job titles are president, Northwestern University, then
21 also mentioned professor of law school and professor at Kellogg School of Management. Is that
22 right?

23 A You don't like Kellogg, Dave?

24 Q And you mentioned at one point that you -- that we were talking about areas of law and

1. they weren't your expertise. What is your expertise in the area of law?

2. A So my original area of expertise and the one that I did all my writing on was real estate
3. and housing policy.

4. Q Prior to Northwestern, what schools had you previously held faculty positions at?

5. A So I started teaching at the University of Pennsylvania, got tenure there. Then I moved
6. on to NYU, where I was a faculty member for 10 years. Then I moved to -- it sounds like I can't hold a
7. job, but I moved to UCLA, where I was dean of the law school.

8. Then I moved to the University of Chicago, where I was dean of the law school. Then I moved
9. to the University of Oregon, where I was president for 7 years. And then I arrived here in 2022 as
10. president of Northwestern University.

11. Q And so prior to the presidency, you had not served any other position in Northwestern's
12. administration?

13. A No.

14. Q And prior to your ascendancy to the presidency, at any school you worked at have you
15. served on any advisory committee or working groups? Is that a standard practice that you had done
16. at any of these other schools?

17. A Yeah. I mean, I was chair of the Appointments Committee. I was chair of the Dean
18. Search Committee. I was -- I was a very -- that sort of helped me understand that I wanted to be in
19. university administration, because I was always finding myself on those committees.

20. Q So you're aware of how the governance structure worked at those universities?

21. A Yes.

22. Q And it informed how you --

23. A And have been in public and private.

24. Q Sure. So, again, [REDACTED] mentioned on November 11, 2023, in response to the October

1 7th attacks, you announced the formation of the President's Advisory Committee on Preventing
2 Antisemitism and Hate.

3 What were the duties of this committee?

4 A The duties were to basically advise me on both the nature of the issues involving -- and I
5 tried doing something with this committee which I thought was the right thing, and it turned out to
6 be the impossible thing, which was to bring together people who were concerned with antisemitism
7 and people who were concerned with -- at that time we were calling it Islamophobia, but then we
8 realized that was not -- an under-inclusive term.

9 And so I wanted them together to be talking to each other and to be giving me feedback on
10 what we as a university could do to eliminate hate at the university, at least in those two categories.

11 Q Was the advisory committee empowered to make changes to university policy itself?

12 A No, purely advisory to me.

13 Q But did they play some kind of role in effecting change? So were there
14 recommendations, ones that you would take and --

15 A They were -- at one point -- so what they did is they did a lot of -- before they
16 disbanded, they did a lot of sort of talking to people. So they brought in students. They joined me. I
17 had a dinner for Jewish students at my house, and we had the co-chairs come to that dinner and
18 actually some other members.

19 I also had a dinner for Muslim students, and they came to that. And they met with students
20 on their own to talk about that. And I think at some point they were planning on formalizing the set
21 of recommendations, but they didn't get that far because they disbanded.

22 Q Before I move on, I want to just do two quick things and first go back to a couple things
23 that were mentioned in the previous questioning.

24 There was discussion about the hiring of an anti-Zionist rabbi, and I want to just give you a

1 chance and ask, was that something that you ever considered or would ever recommend to the
2 Board of Trustees or the people who were in position to make those hirings?

3 A I never seriously considered it, and I would never make a recommendation that the
4 university do that.

5 Q And the other thing I wanted just to follow back on was the -- I don't know if I had the
6 right acronym. The Scholars at Risk Program, I believe?

7 A Yes.

8 Q There was a question around who was -- who it was open to. Was that open only to
9 Palestinian scholars?

10 A No. The Scholars at Risk Program is available to scholars from all over the world who
11 are from areas where they're disrupted by war or riot or whatever. And, you know, we subsequently
12 made it clear that we weren't referring to people who were ethnically Palestine -- I'm not sure what
13 Palestine is in terms of, you know, the category, but that it included people from the area, including
14 southern Israel, who were disrupted by war and -- or by the invasion or things like that.

15 You know, again, we just wanted to be clear. Based upon some of the things that [REDACTED]
16 talked about, there was some ambiguity. This thing was put together in the middle of the night and
17 it wasn't fully fleshed out, which is why I always objected to it being called the Deering Meadow
18 Agreement, because if I -- when I was a lawyer and I wrote agreements, they were more like 50 pages
19 rather than just an outline of things that we were going to do.

20 Q On July 28th, I believe the university published a document called the Progress Report
21 on Northwestern University's Efforts --

22 A Yes.

23 Q -- to Combat Antisemitism.

24 I'm going to share a copy with you just so you have it. And it's -- we're going to introduce it as

1 Minority Exhibit A.

2 [Schill Minority Exhibit No. A
3 was marked for identification.]

4 BY [REDACTED]:

5 Q I'm sure you're pretty familiar with it.

6 A I have it with me. Do you want me to just --

7 Q Well, I can -- I think [REDACTED] is circulating one now --

8 A Sure.

9 Q -- just so you have it with you. And I just ask you take a moment to just familiarize
10 yourself with it.

11 A Sure.

12 Yes.

13 Q Could I clarify this as a fairly comprehensive summary --

14 A Yes.

15 Q -- of the changes in policy that have been made on campus in the wake of October 7th?

16 A It's policy. It's efforts in other -- it's -- it is accountability. It is also data transparency.
17 So it's all of that.

18 Q Could you describe -- and I recognize you probably want to explain how this kind of
19 came about, but can you describe the process by which this -- the school got here from October 7th
20 to July 28, just from your own personal perspective of like how things got here.

21 A Sure. To the results that are referenced in here?

22 Q Yes.

23 A So, you know, October 7th was obviously something that was horrendous and
24 something that none of us ever would have expected, the cruelty and -- of the Hamas attack and the

1 danger to innocent people.

2 And so we had a significant at that point -- you know, there were lots of views on campus
3 about what the president should say, what the president shouldn't say. There were comments flying
4 from different locations. And then -- and then we started seeing a variety of, you know, behaviors
5 culminating in the encampment in April.

6 And coming out of the encampment, we recognized -- and we recognized shortly probably
7 right during the encampment that our rules were just -- fell way short. I mean, they really fell way
8 short. Our demonstration policy was laughable.

9 And it was just a different -- there was a different president, different vice president of
10 Student Affairs. And we knew we needed to clean up and really articulate a set of policies that were
11 important.

12 And so what we did is -- and we knew that when it came -- our code of conduct was
13 insufficient to capture antisemitic harassment, because Title VI is a very tough standard, and so we
14 needed something that would be more encompassing.

15 And so what we did is -- and then at the hearing that you all had in May, I think it was May or
16 it was April -- it was May 23rd, I think, I promised you and I said, I am going to change our policies.

17 And then we -- this became our number one activity over the summer. It was all -- you know,
18 everybody was meeting on this. We had working groups. We had a task force of administrators that
19 were focused on this.

20 And so we -- and we wanted to be ready for the beginning of the school year and for
21 orientation. And so we changed our code of conduct, really major change, which included the
22 intimidation standard. We changed our demonstration policy to be really sort of strict time, place,
23 and manner rules.

24 We also required that when students are asked to take off their masks, if they don't it's a

1 violation of the rules, and that they must take off their mask. We didn't have something like that.

2 We had a display policy which explicitly made tents and three-dimensional objects not
3 acceptable. We limited the places where you could post.

4 We then later adopted the IHRA definition of antisemitism, consistent with the executive
5 order -- I forget what the number was -- from the first Trump administration and now is in the second
6 Trump administration.

7 We said to you, I think I remember Representative Manning said to me -- when I said we were
8 going to do antisemitism training, she said, why don't you give it to everybody. We give it to
9 everybody. That was actually a good idea.

10 So we joined with the Jewish United Federation, which is the major Jewish group in Chicago,
11 and they did the training in collaboration with us for our students. We did a training for faculty and
12 staff which was different. I mean, it wasn't as long and was geared a little differently for on
13 antisemitism. And we're continuing with that on a permanent basis.

14 We streamlined our enforcement. We had the problem in our enforcement that if we knew
15 something happened and there was no student to complain about it, we couldn't bring a claim.

16 So what we did is the new enforcement says the university can bring a claim on its own,
17 because what happens is kids, if -- I don't mean to -- well, they are kids. Many times they say
18 something happened, but I don't want to be the one bringing the claim. So the university can step in.
19 Now, it's much more successful if the student does, because you have direct evidence.

20 We streamlined it to get these cases done faster because they were taking too long. We also
21 created a trustee subcommittee. I mean, the point is, there were lots of questions about discipline
22 and whether we -- people were getting disciplined when they should be disciplined. So we set up a
23 trustee subcommittee of student life, which includes a Jewish member and -- I think two Jewish
24 members. And we go through every discipline case involving student activism with them, and then

1 they report back to the board about whether they think we're doing a good job in doing that.

2 We enhanced our police force. We're now at -- we're never going to have a huge one but,
3 we're at two under our maximum, which is hard to hire. We made agreements with Cook County
4 Sheriff, with P4, this private organization. And we've actually used them. We just had a protest or
5 threat of a protest in June, and we had more policemen than we had students or people at the
6 protest.

7 We expanded our education program. We set up a Center for Enlightened Disagreement,
8 which has now got an eight-figure gift, to work with students about how you deal with issues across
9 ideology, across difference. Very excited. There's going to be -- we're going to be doing that in
10 freshman seminars and in dorms, in residence halls.

11 We put out the statement on free speech and institutional speech, which basically says we
12 won't take political stances as a university.

13 We created a new student life advisory committee called the Advisory Council on Student
14 Life. And we engaged student leaders from Chabad, ZBT, and Hillel, as well as Jewish trustee, head of
15 Hillel, the executive director of Hillel, and a faculty member who's David Shyovitz, who's head of our
16 Crown Center on Israel Studies.

17 And then we started surveying our students and about their -- about Jewish climate. And we
18 need to do better on that, because the response rate is pretty low, but we're going to be focusing on
19 that.

20 And then we decided -- we did this report. And the reason for this report is transparency. We
21 wanted people to see -- number one, we were very proud about what we did, and we want the world
22 to see that we're -- there's nothing to hide at Northwestern.

23 Q So that was a very broad overview of everything. I want to drill down specifically to
24 some of the things. I know that you said this was both policy but also enforcement and norm

1 changes, culture surveying, training.

2 And you briefly described the process by which some of the campus governing policies were
3 changed in response to increased antisemitism.

4 You mentioned working groups. Were there groups of stakeholders on campus that had a say
5 in the preliminary stages of creating this new policy? So, for example, were -- outside of the faculty
6 or administration, were staff or students, were they part of this policy change?

7 A So I don't think students were part of the policy changes, those three policies. They're
8 not part of the -- we have a policy group. So we have a formal sort of process.

9 The other thing was all of this work took -- most of this work took place between May 23rd,
10 after the hearing, and September 5th, when -- students come back late, because we're on quarters,
11 but it still -- we wanted it to be sent out to all the students.

12 So the students aren't around and they're not even looking at their emails, and so that wasn't
13 going to be possible to do that.

14 Q Were draft policies with the working groups circulated before they were finalized?
15 Would those groups have say in what the changes were?

16 A You know, I don't remember. I don't think so. I don't think we widely circulated the
17 policies. We circulated them among senior -- the policy, certainly if it needed to go to the policy
18 group we put it there, but we also handled this.

19 I mean, this was -- literally, we had six working groups, which had mostly administrators,
20 maybe some faculty but -- and every week we got together and we went over where we were on
21 these, what we were going to do. And that was all summer.

22 So it was -- I don't think what we did -- so we -- certainly people saw, a broad group of people
23 saw it, but I don't think we put it out there for comment in the university.

24 Q One of the policies mentioned in the progress report was the updated demonstration

1 policy.

2 What was the underlying motivation to make changes to this policy?

3 A I mean, it was our -- our demonstration policy prior to this basically encouraged people
4 to occupy space. It was just like -- you know, you'd look at it and go, let's pull out our hair. The -- and
5 what we did was we wanted to make it clear what the rules of the road were.

6 We wanted to have a very clear you can't have demonstrations in certain places
7 with -- particularly with amplification, in particular, the -- one of the places.

8 We have this thing called the Rock, and the Rock is a place where you can put all sorts of
9 political speech. And they were starting to have demonstrations at the Rock while classes were going
10 on. And the classes are right next to the Rock, and so it was disruptive to the classes.

11 So we wanted to make sure in our time, place, and manner rules that demonstrations at the
12 Rock needed to occur after certain times. And so that was one of the things, but it was also -- you
13 know, we wanted to have something in there about masks, because we saw that that was a problem.
14 We wanted to have something in there about needing to not use amplified sound except by
15 agreement.

16 So it was just tightening up on all of that and giving us the ability to effectively maintain order
17 on campus in a time of divisiveness.

18 Q Does anything in this updated demonstration policy address the content or subject
19 matter of student demonstrations?

20 A No. It's content-neutral.

21 Q What steps are you taking to ensure that the enforcement of the updated
22 demonstration policy is consistent across campus, in other words, that the demonstration policy is
23 not -- is used to actually police time, place, and manner and not used to suppress content?

24 A You know, we haven't had -- we haven't had -- well, we did. We had a -- I mean,

1 sometimes what ends up happening is a lot of these groups come together in support of each other.
2 And we enforce it with regard to that, regardless of what area.

3 Like, sometimes it's low-wage workers, fossil fuels, all of that stuff, and they all merge
4 together. So we enforce it there, our policy.

5 We enforced it when our graduate students organized and unionized. We enforced it when
6 we recently had a strike of our provider of food, the workers who don't work for us but work for
7 them. They needed to adhere, although that was complicated because of labor law, the -- and what
8 that provides.

9 But, you know, we haven't had a protest -- if you're talking about the Israel-Palestinian
10 conflict, we haven't had pro-Israel folks protest and certainly in no way that violated the rules. And
11 so there was no -- no cause to do that. But we would if -- I mean, we would apply content in a
12 content-neutral way. You have to.

13 Q Another policy mentioned in the progress report is a new display and solicitation policy.

14 A Yes.

15 Q What was the, again, the underlying motivation to create that new policy?

16 A Okay. So, one, tents. Who would have thought to have a rule about tents, right? And
17 then we saw tents everywhere. And so we wanted to make it very clear that tents were not
18 permissible overnight and only by university approval.

19 The -- in addition, it used to be you could hang things, post things, chalk things anywhere you
20 want, right? So it was, you know, on trees, on gates, Deering gate. And there wasn't a rule about it.

21 And so the demonstration policy -- I'm sorry, the display policy is brand new. We didn't have
22 one. And so this set the rules where you can post. And what most of the rules are doing is they're
23 focusing on trying to get people to post things on kiosks that we bought and put in several strategic
24 locations around campus, but not to post on sidewalks, not to post on trees, and that sort of thing.

1 Q You paraphrased, and I'm going to go ahead and quote the new display and solicitation
2 policy, which states, in part, that, quote, "All unauthorized 3D installations, including tents and
3 structures, are expressly prohibited."

4 What does the authorization process for a 3D installation or a tent or structure look like? If I
5 am a student and want to put up a tent, what do I -- what process would I have to go through?

6 A You have to go to Student Affairs, and they have a process for applying. I mean, we
7 didn't want to say you can never have one, because during reunions we have a tent. And the -- and
8 so there are particular things that we do have tents for. So we wanted there to be an approval
9 process.

10 In addition, you could imagine -- and, in fact, Hillel did one of these at some point, maybe
11 after July -- after October 7th and before the encampment, they had an installation of chairs, empty
12 chairs to represent the hostages.

13 And so we specifically approved that installation. That was a 3D installation. We didn't have
14 a rule at the time, but now we have a rule.

15 Q Similar to the question I asked around the demonstration policy, does this process for
16 authorization inquire as to the content of the installation or why it's being done?

17 A No.

18 Q What safeguards are in place to ensure that that authorization process remains
19 content-neutral?

20 A You know, any -- any of these rules, the application of them depends on who's enforcing
21 them. And I have -- I'm very, very lucky to have an unbelievably good vice president of Student
22 Affairs. And she loves our students, but she also doesn't like some of the permissiveness that had
23 occurred on campus.

24 Q Would you be able to provide the committee with a little bit more information around,

1 for example, the number of times people have authorized -- or asked to be authorized, just to give us
2 a sense of how this policy is working in real time?

3 A Sure. We can provide that, because I don't even know that.

4 Q Another updated policy that you mentioned and was in the progress report is the
5 updated policy on discrimination, harassment, and sexual misconduct. And I think you also -- you
6 mentioned that your current policy was not sufficient to cover harassment --

7 A Intimidation.

8 Q Intimidation -- thank you, sir, sorry -- prior to the update.

9 The updated policy on discrimination states, in part, quote, "Discrimination is adverse
10 treatment of an individual based on one or more actual or perceived protected bases or
11 characteristics listed in this policy. Discrimination is a violation of this policy when it results in
12 adverse action or negatively impacts the terms and conditions of an individual's employment or
13 education or denies or limits participation in programs, services or activities, except as permitted or
14 required by law."

15 And then it includes some examples underneath. Some examples include not allowing a
16 student to join or participate in a student organization, based upon their religious belief or because
17 they wear symbols or styles of dress associated with their religion; refusing to allow a student or
18 employee to participate in a program, class, or meeting based upon their national origin.

19 Were there situations on campus since October 7th where a student or students were not
20 allowed to join or participate in a student organization based on their religious belief?

21 A So I have heard anecdotally that some of that occurred. Certainly it occurred at many
22 universities. I believe -- I can't point to a particular instance, but I think there was some of
23 the -- there was some you can't join this club because you're not -- you know, you support Israel or
24 something like that. I think there was some of that. And I forget what the other -- other category

1 that you said.

2 And we wanted to make it very clear. The standard I believe that you read is more the Title VI
3 standard. The examples are our examples.

4 Q Sure.

5 A Because we wanted to say what is happening, these things you can't do.

6 Q Does the updated discrimination policy allow for student organizations to prevent a
7 student from joining or participating with that organization for beliefs that a student may hold other
8 than religious beliefs?

9 A I'd have to go back and really parse through the policy. I don't know the way we -- I
10 don't know the way that we characterize what student organizations can and can't do.

11 It can't be so broad as -- I mean, student organizations frequently do have certain
12 commitments. Like, if you're -- if you believe in like decarbonization, you probably can say, we don't
13 want members who are in favor of fossil fuels. But they're not -- that's not a protected class under
14 any -- any law I know of.

15 So I think it's probably limited to protected classes, but now I'm totally speculating and riffing.

16 Q And the protected classes, I'll just -- to help provide some clarity, are much broader than
17 they are in --

18 A Yes.

19 Q -- Title VI. I think you've included things like marital status, height, weight, and other
20 classifications protected by law.

21 A We have like 15 different categories.

22 Q How has the implementation of that, this policy gone on campus? Have you heard
23 concerns that the policy could be implemented in ways that would affect academic freedom or free
24 speech?

1 A I think the discrimination policy less so than the intimidation policy. The discrimination
2 policy is pretty -- pretty close to Title VI. It's the -- Title IV is it? But the -- but the -- and we already
3 had a lot of that part.

4 The thing that's really new in this policy is the intimidation stat, because that is a bit more
5 subjective and requires a finding of fact whether something -- because your intimidation and my
6 intimidation might be two different things. And so I believe it's key to a hostile learning
7 environment, but I'm not -- I'm not positive. I'd have to read it through.

8 Q I don't have it in front of me, but I believe there is both an objective and subjective
9 component to it.

10 A Yes.

11 Q College campuses, as you know, rely on the free exchange of ideas, and some of those
12 ideas may be controversial or uncomfortable.

13 How does the discrimination and harassment policy or the intimidation policy address
14 situations where students may hear statements that are upsetting or controversial but would not rise
15 to the level of discrimination, harassment, or intimidation?

16 A Well, and that is the difficulty of this -- right? -- is that you need some form of an
17 objective standard, because everything cannot be just I have a particular sensitivity and you've said
18 something and now I'm upset, right?

19 It has to be objectively something based upon a set of categories that is objectively -- I really
20 should be looking at the language, but I think it is tied to a learning environment. So -- but I think it
21 would be better if I was actually reading it, which I don't -- oh, here it is.

22 It is -- I'm reading from the second page of the progress report. It says: "Among the changes
23 to the Student Code of Conduct was a new intimidation standard that prohibits behavior that
24 students -- that subjects another person or group to abusive, demeaning, harassing, humiliating

1 intimidating, threatening or violent behavior that substantially affects the ability of the person or
2 group to learn, work, or live in the University environment."

3 Q And that's something that will -- as complaints come through, the school will adjudicate
4 and make those determinations on a case-by-case basis?

5 A Yes. The one thing that we wanted to make clear and I think we made clear some
6 places, that roommate disputes don't go into this category, I mean, because then all we'd be doing is
7 doing this.

8 The -- but the -- it is -- and, you know, this is -- this is very fact-specific. This is a hearing in
9 front of the discipline office to try to develop the facts and hear what people have to say.

10 Q I want to just briefly go back to earlier in the round when you were talking about the
11 encampment. I think you said something -- I don't want to misrepresent.

12 You were concerned about the encampment. That was the first time that people had seen
13 such a level of antisemitic activity on campus, and I think you said something to the effect that
14 antisemitic activity that took place within the encampment.

15 And I think this gets to a concern that we've heard around situations where there can be a
16 protest, and you've mentioned as well where you have many groups come together for a protest.
17 Some are there totally within the bounds of protected speech and not being harassing but some
18 aren't, and at some point there is a decision made by someone that this is a problem.

19 But do the new policies give you tools to kind of parse that out? So if you have a situation
20 where there is a protest, there are some people on that protest who are being harassing and there
21 are others who aren't.

22 Is there a way to make sure that that is parsed out, disciplinary-wise?

23 A Yes, because each individual student or group that is supporting is separately held
24 accountable for their actions. And so if you're -- if you went to a protest that turned -- I mean, part

1 of -- it depends on what it is, what rule it is, right?

2 If you are fossil fuel and you go to an anti-Israel protest but it is in the wrong place at the
3 wrong time, it doesn't matter whether you're for fossil fuel or whether you're anti-Zionist, you're
4 going to get -- you're going to violate the rules.

5 But if it's behavior in that protest then, I mean, not everyone is equally culpable if it's a
6 protest that doesn't violate the time, place, and manner rules. And then we would do fact-specific
7 inquiry to each person who -- and, you know, you --

8 Q And it's up to the OCR to do that work. Is that the correct --

9 A Yes. And sometimes we have law firms do it if it's too much for OCR. And sometimes if
10 it's not a -- if it doesn't look like it's a violation of Title VI, we have our Student Affairs Office do the
11 work.

12 Q You earlier described and the progress report mentions the institution of mandatory
13 antisemitism trainings I think that began in February.

14 A Yes.

15 Q Can you talk about how the decision was made to institute those trainings, generally?
16 What was the thinking behind that?

17 A It was my senior group and I felt that this was important, felt that students really didn't
18 understand antisemitism. Even some Jewish students didn't understand what antisemitism was and
19 how it can be subtle.

20 You know, it doesn't just have to be someone -- when I was growing up, it was someone
21 calling you the K name, the -- and, you know, people were not very sensitive to the ways in which it
22 could occur that are much more subtle.

23 And so we wanted them to get -- our students to be sensitized to understand where and what
24 antisemitism is. And we made a decision for the students that it should be in the voices of the group

1 that is being targeted.

2 So we allowed and worked with and asked and worked with JUF, and they put together a
3 training that a lot of people on campus don't love, right? But, you know, my point of view is you
4 need to understand how Jews look at this behavior.

5 And then we did one for Muslim students or, you know, Palestine, the category is Palestine,
6 Arab, and in the voice of someone who is referred to us as an expert in that area.

7 And then people -- I mean, this is one of these areas where you can't make everybody happy
8 all the time and most likely you can make everybody unhappy all the time. And so the -- but we
9 thought it was important that people understand that.

10 Q You mentioned working with the Jewish United Fund to provide the training.

11 Was that training module or however you call it just provided to the school or was there a
12 back-and-forth between what was going to be in the training and how it was going to be developed?

13 A There was some back-and-forth, but, you know, the end product was we provided
14 suggestions, but it was mostly their product. The -- and they made some changes, you know, based
15 upon our editorial suggestions, and then there are some things that they decided that they didn't
16 want to do and they left it in.

17 Q And I believe you may have already answered this, but this training for students, faculty,
18 and staff, are they offering training in other civil rights areas? Is that what you were mentioning, the
19 anti --

20 A We do a lot of training. We do training on Title IX. We do training on Title -- not VII, but
21 we do race. We do -- we do -- we do a lot. This is freestanding in those trainings. So you go from
22 one module to the next module.

23 Q And you referenced it in your previous answer, but you're aware of the criticism that
24 some of the content of the trainings is currently receiving on campus?

1 A Yes.

2 Q Is Northwestern working to address any of those concerns raised by the criticisms, or do
3 you think this is -- the training how it is now will not be resolved next year, this is the training as it
4 exists or --

5 A The training modules that we put together for this year will be, in all likelihood, the
6 training modules -- because these are big productions, right? They're -- and so we will change it, but,
7 you know, it isn't -- I mean, we won't change -- in all likelihood, we won't change the modules for this
8 coming year.

9 But, that said, if people have better ideas, you know, if JUF wants to change it in the future, if
10 we want them to change it, you know, I don't want to put a stake in the ground and say things are
11 unchangeable because that would be not what an educational institution does. But we will do
12 antisemitism training, something like this, every year.

13 Q My colleague [REDACTED] is going to share with you an exhibit that we're going to introduce as
14 exhibit C -- it's in tab C in that folder, [REDACTED] -- that I'll now introduce as Minority Exhibit C.

15 [Schill Minority Exhibit No. C
16 was marked for identification.]

17 BY [REDACTED]:

18 Q This is an interview from March 14, 2025, by Patrick Smith of WBEZ-Chicago with
19 [REDACTED] the leader of Northwestern Hillel.

20 I'd ask you to take your time to familiarize yourself with this article.

21 A I'm familiar with it. He sent it to me.

22 Q Well, in this interview, [REDACTED] comments that Jewish life on campus is both, quote,
23 "robust" and, quote, "is not a monolith," which suggests that Jewish life is abundant on campus and
24 there is no one right or wrong way to be Jewish on campus.

1 How is the school working to ensure that there is room for all Jewish political opinion on
2 campus?

3 A I mean, I think we do that best by making sure that we are hospitable to political opinion
4 of all types, regardless of whether you're Jewish or not Jewish. It's not just a Jewish issue.

5 The -- you know, the -- and so -- and we do have different views. I mean, the students in
6 Jewish Voices for Peace have a very different view of Israel and the Middle East than I do and that
7 many of our students in Hillel do. And then there's lots of students all the way in the middle.

8 So what we want to do is we want our students to be able to learn the capacities to argue
9 with each other in a respectful way, which is why we're going to be expanding the Center for
10 Enlightened Disagreement.

11 And that's why I mention it in the progress report, because although it isn't specifically geared
12 to antisemitism, it has major implications for how a campus deals with these problems.

13 Q To the extent that the political views that students or faculty express are done in a
14 manner consistent with the discrimination and intimidation and harassment policies and merely are
15 political views, is Northwestern preparing for those views to be expressed greatly as students come
16 back to campus now?

17 A I think we've always been -- we're a school. All universities need to be -- even schools
18 that are private like ours normally adhere to the principles of the First Amendment and free speech,
19 and Northwestern does that also.

20 We just had a -- I mean, it doesn't have to be exactly everything in the First Amendment, but
21 Northwestern, the statement that the faculty -- that the president's Advisory Committee on Free
22 Speech and Institutional Speech put out was a really strong argument about free speech and a
23 little -- it gave a reason for it, which I thought was very interesting, which was that free speech serves
24 the purpose of dialogue, and dialogue is important on campus.

1 And so speech that interferes with dialogue is maybe speech that doesn't come within the
2 values of the university. And that may be more restrictive than the First Amendment, which is sort of
3 like unless you're in clear and imminent danger or fighting words, you know.

4 So -- but we're a private university and can have that, but the underlying values of academic
5 freedom and free speech we are very protective of.

6 [REDACTED]. I'd like to ask [REDACTED] to share a letter that's at tab D that I will now introduce as
7 Minority Exhibit D.

8 [Schill Minority Exhibit No. D
9 was marked for identification.]

10 BY [REDACTED]:

11 Q It is a letter from over 100 Jewish faculty and staff from Northwestern that I think was
12 actually sent either to you or to the board of trustees.

13 A By the way, you left off that [REDACTED] said we were making good progress in fighting
14 antisemitism on campus, which is important.

15 Q I've drawn some letters in my outline where sometimes Waze reroutes.

16 A Okay.

17 Q I'd like to turn your attention to this, because the letter reads, in part, "In announcing
18 Title VI investigations of 60 universities, including Northwestern, the U.S. Secretary of Education
19 spoke of relentless antisemitic eruptions that have severely disrupted campus life for more than a
20 year." That was a direct quote. The letter quotes the Secretary of Education.

21 The letter goes on to say, "As Jews who walk the campus every day and teach in its
22 classrooms, we can reliably report that this depiction bears little resemblance to life at
23 Northwestern. Some of us have been disappointed at times by Northwestern's response to campus
24 events. We recognize that antisemitism is present on college campuses, as it is in the world. Yet a

1 fair-minded assessment would reveal a faculty and a university administration committed to the
2 education of our students through rigorous and respectful debate."

3 Taking into account what [REDACTED] said in his interview, this statement from faculty,
4 staff, and the fact that you just referenced that you've seen a drop in incidents of antisemitism, do
5 you feel this is a fair-minded assessment of the current campus climate at Northwestern in regards to
6 antisemitism?

7 A Yeah. I think that the -- if you were to walk on campus -- and I know this partly because
8 I walk on campus but also because I talk to Jewish kids and I talk to Jewish faculty.

9 And, in fact, I have dinners at my house for Jewish kids where I ask them -- the first question
10 that I ask them is, do you feel safe? And then I ask them, what can we do to make it more -- you
11 know, if -- and what can we do to make it more comfortable even if it's -- you think it's -- everybody
12 says it's safe, physically safe.

13 But some people still feel that they may be less comfortable than others in their -- in
14 displaying their Jewishness with a kippah or a chai symbol or some -- or Star of David. And we talk
15 about that.

16 But I think, in general, this is -- on any day of the year you wouldn't know that I'd be sitting
17 here, right? This would not be an issue that you would see.

18 We saw it in the encampment. We've seen it a few times. Sometimes I don't see it and it's
19 happening in social media with regard to students and students.

20 But, by and large, our feeling is that we have made tremendous progress. We've had very,
21 very few incidences. The incidents where, you know, we track, which is in the report, the reports of
22 antisemitism, they've gone down 83 percent year over year. And we've had some places where they
23 spike a little bit around the protest.

24 The -- and, you know, I am -- I'm pleased with that. I'm pleased the faculty feel that way. I'm

1 pleased the trustees feel that way. I'm pleased that [REDACTED] feels that way and that our students feel
2 that way, not all of our students.

3 And that's where -- I mean, I'm president of all of our students. So if there are students out
4 there who don't feel this way, it's my job to make sure they feel safe and do everything I can to make
5 them feel safe.

6 So this is an effort that doesn't end. Like, the progress report isn't -- we're not going to spike
7 the ball and just say, let's go home. This is an issue that is reflected -- this is grow -- antisemitism is
8 growing throughout the world, throughout the country.

9 And there's no reason why it wouldn't be also on our campuses, and we have to be very -- we
10 have to watch out for it. And, you know, I think, quite honestly, a lot of us were not -- were surprised
11 by this.

12 Q In light of the statistics you mentioned, the 83 percent drop year over year, do you feel
13 the policy changes implemented by Northwestern have been, on the whole, successful in responding
14 to the increasing antisemitic activity on campus in the wake of October 7th attacks?

15 A Yes. And I think the results show that.

16 Q And do you think there are lessons the administration has learned as you approach the
17 second anniversary that you will be implementing in the -- you mentioned there have been times
18 where there have been upticks.

19 Are there lessons that you've learned or are planning to implement as it relates to
20 feeling -- that things might spike on campus?

21 A You know, I think that that's a great question. And I look at the three incidents that we
22 had, the three big incidents. I think rapid response, being there before it happens. We could have
23 had one in June, but we had all sorts of police there.

24 Now, that wasn't popular among some groups, but the -- I think that we are very clear what

1 would happen if they did something in violation of the rules. I think that that is something that we
2 want to do. I think that we want to keep talking about our rules.

3 I think the other thing that is not reflected in the progress report is one of the reasons for the
4 success is our Student Affairs Office is talking to our students and helping educate the students about
5 what they're doing and why they should do it and what they shouldn't do.

6 So I think we want to do even more of that, but it is -- but I do think these efforts -- we should
7 always, as an academic institution and a human institution, be willing to learn where we've made
8 mistakes or where we have been flat-footed and then make changes. And I think we have done that,
9 and we shouldn't be embarrassed about talking about it.

1 [11:27 a.m.]

2 [Schill Minority Exhibit E

3 was marked for identification.]

4 BY [REDACTED]:

5 Q I'd ask [REDACTED] to circulate tab B, which I will now introduce as Minority Exhibit E. It's a
6 Chicago Tribune article from March 11th, 2025, entitled "Federal warning to Northwestern: Protect
7 Jewish students or face funding cuts," which I will now introduce as Minority Exhibit E, and ask that
8 you take an opportunity to familiarize yourself with that.

9 A Yes, I'm familiar with it.

10 Q Aside from any congressional investigation, Northwestern is currently subject to
11 multiple executive branch investigations related to antisemitism on campus, correct?

12 A Yes.

13 Mr. O'Neil. [REDACTED] we have tried to, you know, focus the scope here on follow up to the
14 hearing on antisemitism and like to try to maintain that -- yeah. This committee's investigation.

15 [REDACTED] Sure. I just wanted to ask if you felt that the current climate on campus is
16 reflected in any investigation that's happening. Is that too far to ask for them to -- based on what
17 we've talked about here. Is this stuff that is -- that is also being conveyed at that level? I guess I'll
18 put it that way.

19 Mr. O'Neil. Yeah. I just want it to be clear on the question that's being asked. And I don't
20 want to re --

21 [REDACTED]. You've shared a lot of information with us. Has this information also been shared
22 with --

23 President Schill. Yes.

24 [REDACTED]. -- in those other investigations?

1 Mr. O'Neil. Sorry. I jumped --

2 President Schill. No, it's okay.

3 Mr. O'Neil. Maybe I shouldn't be talking.

4 BY [REDACTED]:

5 Q I don't want to talk about the -- I'm not trying to get into the specifics of that
6 investigation but wanted to know if this is information -- this isn't secret information that you're
7 sharing with us. This is information that's readily available and maybe has been asked --

8 A I believe it's on my website.

9 Q It's on your website.

10 Would you like to reflect further on any of the subjects we've covered in this questioning in
11 this round?

12 A You know, I mean, this has been, as a Jewish person -- and many of the things that have
13 been said has been very difficult for me, as a Jewish person, and for many other folks on campus who
14 are doing their best, believe that antisemitism is a major problem and a growing problem, even if we
15 may not have recognized it 2 years ago, and we are taking all of the steps that we can possibly take.

16 And I am really gratified that -- I mean, if you looked at this article, you'll see [REDACTED], who is
17 the head of Hillel, student who just graduated, says that we've made major -- I mean, she says -- I
18 forget the -- the line but said that we've made major progress in what we've done at the university.

19 I know you've gotten letters from [REDACTED], another Hillel leader, who said the same thing.
20 I know you've gotten it from 17 of my trustees. I wasn't involved in putting that letter together. And
21 these were trustees -- some of them were angry with me right after the encampment. But they
22 recognize that we really believe in doing this.

23 And I guess what I would hope is -- I think some of the language and -- and I don't want to be
24 personal to anybody at this table because I don't know if any of you are even involved in that, but I

1 want you to understand, some of the language has been very hurtful and, in my mind, not reflective
2 of our true -- what really is in our hearts. And all I want to do is to join with you in dealing with this
3 issue and not to try to push it under the rug, not to try to obfuscate. We want the same thing, right?
4 All Jewish kids -- all kids -- Black, brown, Muslim kids -- everybody should feel safe on campus. And I
5 know we all want that at this table.

6 And we are -- but one of the things that I think has been missing is a concept, which may be
7 more Christian than Jewish, which is grace, right? You know, we need to not think -- look to the bad
8 motives and question it, question bad motives, because I think we're in this -- we have the same
9 objective.

10 And I can tell you that, for me as a Jew and someone for whom my religion is my culture and
11 I'm very proud of it, it is -- I am committed to stamping out antisemitism and to protecting our Jewish
12 students.

13 Q I can go ahead and end the round if you -- if you don't have anything else to add.

14 A I think I'm good.

15 [REDACTED]. Thank you. And we can go off the record.

16 [Recess.]

17 [REDACTED]. All right. Thanks, everyone. We'll go back on the record. It is 11:43, 44.

18 [REDACTED]. Thank you,

19 BY [REDACTED]:

20 Q Just a few quick follow ups on the visiting Palestinian faculty and students at risk. If you
21 could answer these with a yes or no, that'd be great.

22 Is the support for visiting Palestinian faculty occurring through a program?

23 A Yes.

24 Q Is Northwestern itself financially supporting these positions?

1 A The Buffett Institute, which is part of Northwestern -- we share an endowment, but it is
2 a -- it's being funded largely out of that Buffett Institute.

3 Q Did Northwestern or the Buffett Institute fundraise specifically for these positions?

4 A No.

5 Q In terms of the students, is the support for students occurring through a program?

6 A So I don't know whether the support for the students is coming out of Buffett or coming
7 out of our financial aid program. We have a very generous financial aid and scholarship program,
8 and we meet students' financial needs. So it could be coming from -- I just don't know, bookkeeping,
9 where it's coming from.

10 Q Do you know if Northwestern fundraised specifically for these students?

11 A No, it didn't.

12 Q It didn't. But Northwestern is financially supporting these students?

13 A They are getting financial aid -- I mean, I don't know -- I don't have the records and I
14 haven't -- I'm supposing if they're coming from that part of the world, that they need to be
15 supported. Our tuition and fees are very high.

16 Q Thank you.

17 You said earlier that you've seen a drop in antisemitism on campus. A campus-wide survey
18 conducted in April 2025 and published by The Daily Northwestern on May 7th, 2025, found that over
19 60 percent of Jewish students and 30 percent of all students view antisemitism as a problem at
20 Northwestern. The same survey reported that 58 percent of Jewish students say they or someone
21 they know has experienced antisemitic behavior on campus.

22 Are you familiar with this survey?

23 A Yes.

24 Q How do you reconcile the two?

1 A I don't -- I don't think there's anything to reconcile. I mean, I'm concerned, so put me
2 58.1 on that survey. And I'm also -- and I think you have to be -- you have to have your head in the
3 sand if you -- I'm more wondering about what the other 42 percent think. So I think that a lot of
4 people feel antisemitism is a growing issue on campus and campuses. So that's one thing.

5 And then in terms of -- again, put me in the camp of yes, someone I know has experienced
6 antisemitism or I have experienced antisemitism, and the answer is I have experienced antisemitism
7 because I had -- I'm the one that had the picture up there. And people should recognize that, you
8 know -- should recognize somebody has experienced it. So it should be 100 percent.

9 So I'm not -- I'm not concerned -- I don't think that's inconsistent with saying the
10 antisemitism -- and I don't think I said the anti -- maybe I did. But the -- but what I meant is the
11 incidence of antisemitic acts has gone way down on campus.

12 I don't know what is in people's hearts and minds. So I don't know whether
13 antisemitism -- the feeling of antisemitism has gone down.

14 Q On the Deering Meadow discipline, why weren't any students disciplined under any
15 Northwestern policies, for example, on demonstration, on -- on any -- under any Northwestern
16 policies for the encampment? Was not disciplining those students under any Northwestern policies
17 part of the agreement?

18 A So I'm not clear what the -- that table that you were showing me, whether it included
19 violations of other policies or whether that was antisemitism cases. And, you know, I -- they're not
20 under oath, so we can't ask them. But the -- but, you know, I -- if we could identify somebody, I think
21 some people were disciplined. But I'm not sure what that list -- what the denominator of the list is.

22 Q You think people were disciplined for violating Northwestern policies at the
23 encampment? Students.

24 A My -- I'm guessing that -- I don't have the numbers.

1 Q Yeah.

2 A The -- I would be -- unless we couldn't find any of the identities, I think -- and there was
3 no -- I don't recall any agreement as part of what's come to be called the Deering Meadow
4 agreement that says everybody has immunity.

5 Q Okay. The first faculty member you hired under the agreement was Mkhaimar Abusada.
6 Is that correct?

7 A Yes.

8 Q In October 2024, you offered Abusada an appointment of visiting lecturer through
9 September 2025. Is that correct?

10 A The university did.

11 Q The university.

12 A I didn't even know him. The university offered him an appointment. I don't know what
13 the terms of that -- that didn't go by my desk, so I have no idea what the terms were or -- I thought it
14 was a 2-year appointment, but I don't know whether it was a 1-year renewable or what.

15 Q In May 2025, the university extended the appointment for another year, from October
16 2025 to August 2026. You're saying you didn't have a role in the appointment --

17 A No.

18 Q -- or the extension.

19 Are you familiar with Northwestern's vetting process for Abusada prior to hiring him in terms
20 of his affiliations?

21 A I am familiar with who did the vetting, but -- so I don't know if that's responsive to your
22 question. I know that it was the responsibility -- the appointment came from a Buffett committee.
23 And then it -- you don't get -- they don't have the ability to make an academic appointment. So if
24 you're going to get an academic appointment, it has to go through one of our departments.

1 And I know they took it to politics, and I think they consulted with MENA, which also doesn't
2 make academic appointments.

3 Q Considering the sensitivity of the agreement, why weren't you involved in this
4 appointment process for Abusada, or for whoever would have been the professor?

5 A I -- there are -- this has been -- since we last were together, this has just been a very
6 busy time. I'm pulled in lots of different directions. And I think presidents delegate some of that and
7 some of the responsibilities. And I think that I am not involved in almost -- I don't think -- I'm trying
8 to remember one thing that I'm involved in that's involving a faculty appointment. That runs up to
9 the provost and not -- and the provost, you know, reports to me. So it's not like the buck doesn't
10 stop here.

11 On the other hand, I wouldn't see any faculty -- I just don't see faculty appointments. Chairs, I
12 see if they go to the board of trustees, which are -- endowed chairs have to -- so I see them on the
13 way, but I wouldn't see faculty appointments.

14 Q In 2018, Abusada personally met with October 7th mastermind Yahya Sinwar. Sinwar
15 told Abusada that he had followed his political commentary while in prison.

16 Is this concerning to you?

17 Ms. Shvets. What --

18 Mr. O'Neil. Yeah, what is --

19 [REDACTED]. This is from -- actually, this is from an article published by Abusada that was
20 included on his resume that he provided to Northwestern. And I will introduce exhibit 10, which
21 notes this article.

22 [Schill Majority Exhibit No. 10

23 was marked for identification.]

24 President Schill. Thank you.

1 [REDACTED]: I believe we also have a printout of the article itself.

2 President Schill. His CV?

3 [REDACTED]: Yes. The CV has the article where he describes meeting Yahya Sinwar and
4 following --

5 Ms. Shvets. This isn't the article.

6 [REDACTED]: It's not.

7 Ms. Shvets. Right. So what were you quoting, though?

8 [REDACTED]: The article itself, which I do believe we have a -- [REDACTED]? I do believe we have a
9 printout of.

10 I actually might have it -- here. It's just the beginning part of it. It's not a labeled exhibit.

11 That's just the beginning part of the article.

12 Is this concerning to you, that he met with Yahya Sinwar and that Sinwar followed his political
13 commentary?

14 Mr. O'Neil. I mean, you've given him two paragraphs of an article. And the document --

15 [REDACTED]: He wrote it.

16 [REDACTED]: I'm saying, where was it published. I'm sorry.

17 [REDACTED]: Oh, Haaretz.

18 [REDACTED]: Okay. Thank you.

19 Mr. O'Neil. So just as a matter of foundation. So you've given him two paragraphs -- two
20 incomplete paragraphs of an article that's referenced in a document that he's already testified he
21 wouldn't have seen because he doesn't involve -- it doesn't involve the faculty appointments. So I'm
22 not really sure that he can meaningfully comment on it with this limited amount of context.

23 [REDACTED]: Okay.

24 BY [REDACTED]:

1 Q Abusada also cited his experience as vice chairman of the board of directors of the
2 Palestinian Center for Human Rights, or PCHR, on his resume that he provided Northwestern.

3 Are you familiar with PCHR?

4 A No.

5 Q Are you aware that PCHR's director was a member of the Popular Front for the
6 Liberation of Palestine, or PFLP, a designated terrorist organization?

7 A No.

8 Q Are you aware that Abusada's predecessor on the board was also a leading PFLP
9 member?

10 A No.

11 Q Is any of this concerning to you about -- as it pertains to Abusada's placement as a
12 faculty member at Northwestern?

13 A I mean, I would need a lot more -- a lot more information about these affiliations and
14 about what -- and about what they meant with regard to him.

15 What I can say is Abusada is someone who is regularly quoted as an authority on the Palestine
16 governance and politics in The New York Times and in The Wall Street Journal and in The Washington
17 Post. And I have had the opportunity to read some of his quotations. And he generally is more
18 reporting what's going on than he is giving opinions. He's been critical, I know, of Hamas.

19 And so I think, hypothetically, if somebody, you know, 4 years, 5 years before October 7th has
20 met with someone who -- and, I mean, I'm not sure -- my guess is -- I've never been to Gaza, but it's a
21 pretty small place, and that you are going to meet people and talk to people. So I think that
22 potentially -- I mean, I'd have to know more. I would care more about what he wrote in this article
23 and if he started praising him than I would just the fact that they met each other.

24 And I will say on Abusada -- because I know he became an issue in the Free Beacon article.

1 And, you know, I looked at -- and we talked about this a moment ago. I looked at the teaching
2 evaluations just to understand, and I also read a bunch of the articles that he's been quoted in. And
3 there's nothing in any of the articles that I read -- and I read 80 pages worth of them -- that was
4 antisemitic. And there's nothing in his teaching evaluations. Indeed, the students are praising him.
5 They wrote a letter in support of him when -- after the -- I'm assuming after the Free Beacon article
6 came out.

7 But I haven't -- I don't have information that through his affiliation with these groups or
8 having met with -- and I don't really know the groups and I don't -- I don't know whether a seasoned
9 professor who is doing the politics of Gaza could avoid getting to know some of these people, or
10 whether that would be not doing his job right. So I just don't know. I'm sorry.

11 Q Turning to the Advisory Committee on Preventing Antisemitism and Hate, you included
12 Professor Jessica Winegar on that committee. Is that correct?

13 A Yes.

14 Q When you appointed her, you knew she supported the boycott of Israel. Is that correct?

15 A I don't remember whether I did.

16 [REDACTED]: I would like to introduce exhibit 11.

17 [Schill Majority Exhibit No. 11

18 was marked for identification.]

19 BY [REDACTED]:

20 Q This is a document prepared for you in January 2024 by Northwestern's communications
21 team. It says here throughout that Jessica Winegar supported -- voted to boycott Israeli academic
22 institutions in June; that she demonizes Israel and pushes BDS.

23 Is someone who ardently supports -- so let me ask again, do you recall whether, when you
24 appointed her, you knew she supported the BDS movement?

1 A I really don't recall. I just don't recall.

2 Mr. O'Neil. Can I -- sorry. What was the question?

3 [REDACTED]: I just said, do you recall whether when you appointed her you knew she
4 supported the BDS movement.

5 Mr. O'Neil. Okay. Do you remember seeing this document?

6 President Schill. No. But I don't -- I'm not denying I saw it. I just -- this was -- this is like 20
7 months ago, so I don't -- a lot's happened since then.

8 BY [REDACTED]: Is someone who --

9 A I don't even know who wrote this.

10 Q Your communications team.

11 A Okay.

12 Q According to your counsel.

13 Is someone who ardently supports the BDS movement qualified to serve as a member of an
14 antisemitism committee?

15 A I mean, this goes to what we were trying to achieve with this committee. It wasn't just
16 an antisemitism committee. It was antisemitism and other forms of hate. And the other forms of
17 hate that I wanted the committee to focus on were anti-Islamic, anti-Palestinian, anti-Arab hate. And
18 she was appointed for her knowledge of that because she teaches in that area and has written in that
19 area.

20 Q Has Professor Winegar helped decrease antisemitism on campus?

21 A I don't know the answer to that.

22 Q You also appointed the leader of Northwestern's Middle Eastern and North -- excuse
23 me -- Middle Eastern North African Student Association, or MSA, to the committee, right?

24 A Right.

1 [REDACTED]: I'd like to introduce exhibit 12.

2 [Schill Majority Exhibit No. 12
3 was marked for identification.]

4 President Schill. Thank you.

5 [REDACTED]: At the time, you said, "While I can't politically appoint an SJP student, I can look
6 to the MSA."

7 So this appointment was effectively a stand-in for an SJP student. Is that correct?

8 Ms. Shvets. Just give him a minute to read the --

9 [REDACTED]: Sure. Sure, sure.

10 President Schill. We needed a student who could represent the voices of our Muslim
11 students. I wasn't going to appoint someone from SJP, for reasons that have to do with my low
12 opinion of SJP, and the fact that they were not -- they were a sanctioned organization, and they
13 weren't even an organization that's recognized by the university.

14 The Muslim Student Association, which is, I believe, what MSA is referring to, I believe he may
15 have been chair of it. And since this committee was going to be looking at hate against Muslim
16 people, he seemed like a good choice to include, even if I didn't agree with all of his views or -- I
17 mean, again, this goes to my belief that we need to -- we should engage with each other across
18 difference rather than just hive off into different groups.

19 Now, that idea didn't work here. This was a committee that -- it was a great idea that didn't
20 work. Quite fabulously, it didn't work.

21 BY [REDACTED]:

22 Q After October 7th, the MSA issued a statement that said, "We resoundingly support
23 Palestinian resistance," and the statement blamed Israel for the October 7th attack.

24 It's one thing to disagree with someone. Isn't it a different thing to endorse violence against

1 Jews and platform an individual who has endorsed violence against Jews?

2 A I certainly at the time wasn't thinking about that. I don't even know whether I had seen
3 that statement. The -- I'm not saying I haven't seen the -- I just don't remember. So I think that -- but
4 it's a hypothetical that -- it's not a hypothetical; you actually know the facts. But the -- you know, I
5 mean, I can see people thinking that, for sure.

6 Q Are you familiar with the People's Resolution?

7 A Yeah. I hardly even -- I mean, feels like a silly name for a petition. I mean, they do a
8 million petitions there.

9 Q Mm-hmm.

10 A But I guess let's call it the People's Resolution. I'm not sure who the people are.

11 Q The People's Resolution was signed by thousands of Northwestern students, staff, and
12 community members.

13 A Right.

14 Q And it called to boycott and divest from Israel, right?

15 A Yeah.

16 Q It also stated that "from the river to the sea" is not an antisemitic phrase.
17 This phrase denies the Jewish people the right to self-determination, correct?

18 A Yes.

19 Q Do you agree?

20 A And I would say "from the river to the sea" has taken on the meaning of actual violence
21 and antisemitism. So I understand -- I'm not sure it did at the time -- you know, I think we've had a
22 lot of clarity -- or clarity's been added to some of these slogans. And I think that statement -- we
23 talked about this at my hearing. I forget -- it wasn't -- I don't know who asked that question -- is, I
24 think things started out with people not knowing or really fully understanding what they were saying,

1 thinking of it as sort of a political let's get together. But then over time, it became apparent that it
2 was a statement that was antisemitic, in part because that's how Jews viewed it. Jews viewed it as
3 intimidating. Jews viewed it as suggesting that Jews be killed or pushed off into the ocean.

4 Now, again, way back when, right after October 7th, I'm not sure people understood that to
5 be how Jews viewed that statement, but I think it's become clear now.

6 Q Are you aware that Northwestern administrators signed this resolution?

7 A I am aware that some people signed the -- I'm aware that some -- I'm not sure which
8 administrators, but I'm aware some did, yes.

9 Q Only one individual, an OCR staff member, was terminated because they signed the
10 resolution. Is that correct?

11 Mr. O'Neil. So I -- as we noted, under Illinois law, President Schill can't describe discipline
12 with respect to anybody who would be, per se, identifiable, unless we give them notice. So he can
13 generally speak about discipline. I think he can make general statements about, you know, people
14 who were in positions. Shouldn't have -- can address that. But I just want to put down that marker,
15 because if someone -- if we all know who we're talking about, even if you're not using a name, he
16 can't say what their discipline was.

17 BY [REDACTED]:

18 Q Only one individual was terminated because they signed the resolution. Is that correct?

19 A I don't -- I don't recall. I know someone was terminated. I don't know if that was the
20 only person.

21 Q Staff involved in other areas involving student affairs at Northwestern, including mental
22 health counseling, also signed the resolution but only received a written warning. Why is that the
23 case?

24 A So I believe the rationale on this was, if you were going to be dealing with -- if your job

1 was frontline working with students and you needed to gain the trust of the students to effectively
2 do your job, it was a failure of judgment and maybe made you less effective at doing your job to sign
3 a statement like what you're calling the people's -- what they called the People's Resolution.

4 We also didn't -- there was a special -- and I can't really discuss the difference between that
5 case and this case because I'm not allowed to talk about that case. But we felt that the punishment
6 or the discipline that was meted out to the folks in that category was the right level.

7 Q So a written warning to mental health counseling, career advancement, campus
8 inclusion and community office staff, that was, you believe, the appropriate response?

9 A We did believe that was the appropriate response.

10 Q Some individuals whose positions carry expectations of neutrality had to participate in
11 documented coaching. What does this mean, "documented coaching"?

12 A I don't know. This was handled by our associate vice president for Civil Rights and
13 probably by our vice president for Student Affairs. But you're now in a world that I don't have the
14 facts and I'm just guessing that's who would do it.

15 Q How can you claim that antisemitism is decreasing, or however you put it earlier,
16 is -- there are fewer reported incidents -- at Northwestern when the university continues to employ
17 dozens of faculty and staff, including senior faculty and purportedly neutral administrators, who have
18 no problem -- appear to have no problem defending antisemitic incidents, like the fake Daily and
19 statements like "from the river to the sea"?

20 A I think since people received discipline, I've not heard -- and maybe I wouldn't
21 hear -- any instances where they have done something like that again. And that was the point of the
22 warning. And so I think that it had the effect -- the warning had the effect that it was intended to,
23 and we haven't seen that again.

24 Q Are you familiar with Northwestern's Holocaust Educational Foundation?

1 A Yes.

2 Q And you're familiar with its Summer Institute?

3 A My familiarity is about as deep as these two sheets of paper together, but I know we do
4 one.

5 Q One of the faculty teaching at this Summer's Institute is Barry Trachtenberg. Is that
6 correct?

7 A I've been told that, but I don't know him. I know he's not our faculty member. I think
8 he's -- he's at Wake Forest.

9 Q Mm-hmm.

10 A But the only reason I know that is, you know, getting ready for our talk today. But I
11 wouldn't have known him otherwise.

12 Q Trachtenberg has said that, quote, "Talking about antisemitism is a diversion strategy by
13 Congress, the White House, the media, and American Jewish organizations," end quote.

14 Should someone who thinks antisemitism is a diversion strategy be teaching about Holocaust
15 education?

16 A He would not be my choice, but I am -- I don't agree with what he's obviously said.
17 There are a variety of -- I don't -- they don't send me their people to approve in advance. I have very
18 little engagement with the Holocaust Institute.

19 I can tell you that we have a lot of people with the opposite view who are also teaching in the
20 Holocaust Institute. We do this every year. I think we've done it for 20 or 30 years. It's the leading
21 program in the United States and maybe the world on Holocaust studies. And we had a number of
22 people -- I think David Shyovitz, who's in our Crown Center on Israel, was teaching in that.

23 So -- but I'm not trying to defend Mr. Trachtenberg or the selection of Mr. Trachtenberg. I
24 have no knowledge of him beyond what I've learned for today. And maybe I'm going to get some

1 more knowledge when you show me something. But that's it.

2 Q Trachtenberg said in 2017 that, quote, "There is nothing necessarily wrong in comparing
3 the actions of Israel to those of Nazi Germany."

4 Isn't comparing Israel to Nazi Germany antisemitic under the IHRA definition of antisemitism?

5 A It's certainly evidence of antisemitism, and it's stupid.

6 Q And as you've said, Northwestern adopted the IHRA definition in February or March,
7 right, of this year?

8 A Yes.

9 Q And Trachtenberg is being hosted this summer. So did Northwestern host a professor
10 for a Holocaust seminar after adopting the IHRA definition who has expressed antisemitic views as
11 per the IHRA definition?

12 A Again, the IHRA definition says this is evidence of antisemitic intent. It doesn't say it is
13 antisemitic.

14 Q Northwestern's antisemitism training introduced in February 2025 states, "A lot of the
15 hatred uses the conflict between Israelis and Palestinians to justify extreme antisemitism. These
16 exaggerations and lies sound like saying Israelis are the same as Nazis."

17 Do you believe in the content of this training?

18 A I believe that, one, doing the training was important. Hearing it from the voices of the
19 Jewish community, as reflected in the JUF, is important. Every sentence of the training I don't
20 necessarily agree with as reflecting my own personal views. Much of it I do.

21 Q Why, then, did Northwestern appear to disregard this training and the IHRA definition in
22 inviting Trachtenberg to teach about the Holocaust?

23 A I have no idea. And, again, it's -- the Holocaust Educational Foundation at
24 Northwestern, I don't think their invitation list went anywhere near anybody with two degrees of

1 separation or three degrees of separation to me. I don't think any of us knew what they were doing
2 or who they invited. And I really can't even speak to who they invited, aside from a clip -- you know,
3 an isolated quote that you just gave -- or two quotes that you gave me.

4 Ms. Shvets. Just to clarify, the IHRA definition of antisemitism was incorporated into the
5 policy for adjudicating incidents of discrimination and harassment. We are using -- I mean, the
6 premise for your question was that it's somehow -- you know, just the applicability of that definition
7 to who is teaching -- the personal views of a -- from 2017, which is when that quote was, of a person
8 who's teaching a summer course not to students is -- I just want to make sure we're clear. We're
9 throwing around that definition, what it actually -- where it applies and in what way.

10 [REDACTED] I understand that. My counter point would be, if it's adopted to adjudicate
11 instances of antidiscrimination at the university, you would think that the university would consider it
12 when it invites speakers onto campus or in the statements of faculty that could contribute to a
13 hostile environment on campus. That's why I'm raising it.

14 BY [REDACTED]:

15 Q When it comes to faculty hiring, since October 7th, 2023, have you made any changes to
16 faculty hiring?

17 A Now, we're now --

18 Q In terms of antisemitism.

19 A Okay. Yeah. That -- big change, the hiring freeze. But in terms of antisemitism, the
20 hiring decisions for faculty, again, I am not directly involved in, so I couldn't really say what is
21 happening. I mean, generally, they start in the department, and then they go to the school. Then
22 they go to the provost. The -- so they never -- a normal faculty hire never even gets near my desk.
23 So I don't know what they've done or what they've not done.

24 What I can say is every faculty member that we hire will undergo -- take part in a antisemitism

1 training when he or she gets here.

2 Q Are you aware of whether in the faculty hiring process Northwestern vets candidates'
3 social media for racism or antisemitism?

4 A I don't know.

5 Q To your knowledge, have any Northwestern faculty expressed antisemitic beliefs?

6 Mr. O'Neil. I mean, that's -- how many faculty members are there?

7 President Schill. Yeah. I mean, I think I can't answer that question when it's that broad. And
8 it depends on what one believes is antisemitic, and it's just -- I'm not in the position to say.

9 BY [REDACTED]:

10 Q Are you aware of an October 17 statement released by the Asian American Studies
11 program faculty on Northwestern's website about antisemitism and Islamophobia?

12 A I don't have a recollection of it.

13 Q The statement refers to Hamas, a designated terrorist organization, as a, quote,
14 "political group," and describes posters that said "Hamas is ISIS" as Islamophobic.

15 Is it Islamophobic to describe Hamas as a terrorist organization?

16 A I'm not an expert in the area. I can't give you a view of that or look into a statement
17 from a group of faculty.

18 Q Does an entire department openly and formally calling -- expressing sympathy for
19 Hamas create a hostile environment on campus for Jewish students? Or could it contribute to a
20 hostile environment?

21 A Yeah, I'm not even -- I'm not sure exactly --

22 Mr. O'Neil. I just -- as President Schill explained, there's a process for adjudicating incidents.
23 It's not -- I mean, it's not appropriate for the president, especially in this setting, to be, you know,
24 deciding or adjudicating. This is antisemitic. That's not antisemitic. Here's what those people

1 intended. Here's what they didn't. Here's what should happen to them. It's just -- that can't be his
2 role in the setting of a transcribed interview with Congress.

3 President Schill. We have rules, and we put together what I think are a good set of rules. We
4 have processes for adjudicating when things go too far and create a hostile environment. And you
5 have to believe in the rules and the process. And that's -- and my job is to set them up and to make
6 sure that they're happening but not to individually make ad hoc determinations about whether some
7 statement is acceptable or unacceptable and whether someone should be sanctioned or not
8 sanctioned.

9 BY [REDACTED]:

10 Q Are you familiar with Northwestern's Associated Student Government senate?

11 A Some.

12 Q Does it represent Northwestern's student body?

13 A You know, I don't even know who's on it. I have very little to do with the senate. I deal
14 with the two leaders of the ASG but not -- not necessarily the senate.

15 So they may represent the student body. I just -- sounds like it from the word "senate," but I
16 don't -- I really don't engage there.

17 Q Well, a former speaker of the senate described the outcome of the senate's votes as a
18 pretty good show of student opinion. In April 2024, the senate voted to support the People's
19 Resolution. Are you aware of that?

20 A Not specifically, but --

21 Q Are you aware that the senate passed divestment resolutions previously in 2015 and
22 2021?

23 A So I've read that in an ADL -- in the ADL report card. But that was, you know, I don't
24 know, 7 years before I got here.

1 Q The senate adopted the People's Resolution 20 to 2, with 9 abstentions. Does this
2 signify that the vast majority of the student body supports the antisemitic BDS movement and is
3 anti-Zionist?

4 Mr. O'Neil. Are you asking him to extrapolate from the results of that vote in 20 --

5 [REDACTED]: '24.

6 President Schill. Can I abstract out --

7 [REDACTED]: Sure.

8 President Schill. -- because I -- in my experience with student governments in general, only a
9 certain type of person wants to run for that, and I'm not sure those people -- frequently, those are
10 the type of people that want to come work for Congress and, you know, go into government. They're
11 politically engaged people, but they wouldn't necessarily -- or could be lawyers -- but they're not
12 necessarily representative of our student body as a whole.

13 So I wouldn't extrapolate from a vote of student government to characterize -- because if you
14 probably look at the -- I mean, I can't tell here because I haven't looked, but the voting -- the percent
15 of people who vote -- I think at my previous school was, like, 100 students voted, and we had 17,000
16 students. So most people don't vote for these things and don't particularly care.

17 [REDACTED]: I would like to introduce exhibit 15.

18 [Schill Majority Exhibit No. 15

19 was marked for identification.]

20 [REDACTED]: Can you say what it is, please?

21 [REDACTED]: Sure. This is a disciplinary chart provided to the committee by your counsel of all
22 of the incidents, reports of antisemitism that Northwestern has received since October 7th, 2023.
23 Give you a moment to look at it.

24 President Schill. Okay.

1 BY [REDACTED]:

2 Q There are 121 complaints of antisemitism on this chart, all made since October 7th,
3 2023. Since that time, not a single student has been suspended or expelled, and only two employees
4 have been terminated.

5 Considering this record, do you still believe that Northwestern has met its obligations under
6 Title VI of the Civil Rights Act?

7 A I believe that the -- I don't know the facts of these cases. And what I believe is that the
8 punishment or discipline that a student or faculty or staff member receives should be proportionate
9 to the offense. And I'm not involved in this part, you know, in terms of the meting out of the
10 penalties that we -- if it's a student, it's either going to be our vice president for Civil Rights, who is a
11 very straight arrow, or it is our vice president for Student Affairs and -- who's also terrific. And so I
12 trust their judgment.

13 But I can't give you an independent view -- answer to your question because I don't know
14 whether any of these things merited expelling. And in the case that you mentioned of someone
15 being terminated, I do know that case, and I'm not supposed to talk about it. But it was the right
16 decision.

17 Q In late October 2023, students distributed a fake version of the Daily Northwestern
18 across campus. Is that right?

19 A Yes.

20 Q And did this fake newspaper contain antisemitic content?

21 A I think it was -- some people deemed it to be antisemitic. I'm not going to characterize it
22 because I don't actually remember what was in the Daily, but I know some people felt very strongly
23 that it was antisemitic. And some people felt that it was -- even if it weren't antisemitic -- it was
24 alienating and harassing. And so I think they -- my guess is -- although I never spoke with any of the

1 students involved -- is they thought that it was parody. And it turned out to be something beyond
2 parody.

3 Q Why didn't Northwestern publicly and explicitly denounce the newspaper as
4 antisemitic?

5 A I can't tell you. I don't -- I mean, this was a long time ago. This was -- what month was
6 it?

7 Q October.

8 A October --

9 Q 2023.

10 A Okay, yeah. So literally, I can barely remember -- I can remember yesterday and I can
11 remember a month ago, but that's like almost 2 years now.

12 Q The students behind this incident received disciplinary probation, right? Do you recall?

13 A I will believe you on that. I don't recall.

14 Q Do you recall whether the students were remorseful of their actions?

15 A I don't think I'm supposed to be talking about -- these kids are identifiable. And because
16 they showed up, I believe, on a blotter at one point when the -- when the Daily pressed charges. So I
17 don't think I should talk about the students.

18 Q One student said that, quote, Feedback was overwhelmingly positive in response to the
19 newspaper's distribution and that some professors integrated it into their lectures, further
20 legitimatizing it.

21 Is it concerning to you that professors incorporated the fake Daily into their lectures?

22 A So you are assuming what the student said is fact, and I have -- that's the first time I've
23 heard that quote, by the way. So I have no idea whether it's true or not true. I know frequently
24 students say things that aren't true, that they're exaggerating or something like that. I have no idea

1 about the veracity of that statement.

2 Q Are you aware that in April 2025, Northwestern students hosted a training titled
3 "Organizing Safety 101"?

4 A I think I am aware of -- there was a training with a pretty offensive handout.

5 Q Yes. At the training, the students circulated a pamphlet that quotes a leader from the
6 PFLP. They also circulated a pamphlet that contained a PFLP cartoon.

7 Did circulating these materials violate any Northwestern policies?

8 A Again, I can't -- that's -- we have a set of policies and we have a set of procedures. The
9 president isn't the one to be making those decisions. And, in fact, you don't want the president to be
10 making those decisions because the president is subject to lots of pressures from lots of places.

11 What you want is neutral people to be able to hear the facts and determine whether or not
12 something is antisemitic, whether -- and then whether it violates the university's rules, whether it's a
13 conduct code or some other rule of the university. So I can't really opine on that.

14 Q You mentioned your distaste -- not an exact quote -- for SJP earlier in the round. Is SJP,
15 or Students for Justice in Palestine, a registered student organization at Northwestern?

16 A No.

17 Q Was this due to a suspension or other discipline?

18 A I think -- this is digging into memory, so you can't quote me. Well, you're going to quote
19 me. But the -- I believe but am not sure that they may have been sanctioned before I even came to
20 the university in '22, or it might have been -- maybe right after I came in '23. And -- again, I probably
21 shouldn't be answering the question because I don't have a complete understanding. But I do know
22 they violated a rule and they lost their affiliation with the university as a result of discipline.

23 Q So they haven't -- to your knowledge, they haven't been an RSO the entire time that
24 you've been president?

1 A What I can say is whether before they -- I don't know the date on which they were -- I
2 don't know if it's called disaffiliation or whatever happened --

3 Q Suspension -- yeah.

4 A Suspension? I don't know when that happened. It could have been -- it could have
5 been during my early days here or at -- as president. But I don't remember.

6 Q Are you aware --

7 A Or I don't know is a better answer.

8 Q Are you aware the SJP received \$1,700 in university support for fiscal year 2024?

9 A I'm not aware of that.

10 Q And they received \$2,400 in university support for fiscal year 2025?

11 A I'm not aware of that either.

12 Ms. Shvets. So just to be clear, because I know there's some outstanding questions to us and
13 we will be happy to provide that additional information. But this is the level of detail that I think is
14 not --

15 President Schill. And if they're suspended, they shouldn't have any way to receive that
16 money.

17 Mr. O'Neil. Right. I mean, just to follow on Jane's point, I assume there are many hundreds of
18 student groups. The president is not aware of the particular level of funding that any one of them
19 might get. Is that fair?

20 President Schill. I don't have a clue as to what funding different groups get. And they're
21 getting the funding from the Student Government themselves. We give the Student Government
22 certain amount of -- they get a student fee and then they make allocation decisions.

23 On the other hand, it's my understanding that if you are a suspended group, you may have
24 money in an account but you can't use it. It's frozen.

1 [12:33 p.m.]

2 BY [REDACTED]:

3 Q Is Chabad a registered student organization at Northwestern?

4 A I don't think Chabad is.

5 Q Do you know why?

6 A I know, I think. But I think it's -- I would -- I have a feeling what it is, and I think that
7 probably it's something that I shouldn't be talking about.

8 Q Does Northwestern have plans to reinstate Chabad as a student organization?

9 A I meet with the Chabad leadership, and there's two people that lead Chabad, and I meet
10 with them regularly -- well, not regularly, but I'm meeting -- I was supposed to meet with one this
11 week, but I couldn't.

12 But the reason that Chabad is not, it's -- I want to be -- it involves --

13 Mr. O'Neil. I would not say any more.

14 President Schill. Yeah. I mean, it's just -- it's not relevant -- I mean, I know I shouldn't be
15 telling you what's relevant. It's more of a personnel issue than -- and I don't want to say it because I
16 don't know the absolute facts, and I don't want to defame anybody.

17 BY [REDACTED]:

18 Q Is Jewish Voices for Peace at Northwestern a registered student organization?

19 A I think it's a registered student organization that was on probation until recently. Now
20 it's on conduct review, and we're watching it very carefully.

21 Q Was JVP's status -- or Jewish Voices for Peace, JVP's, status as a registered student
22 organization discussed during Deering Meadow negotiations?

23 A I don't recall.

24 Q Are you familiar with Sarah Schulman, JVP's faculty adviser?

1 A I've met her once.

2 Q Are you aware that she has said that, quote, "No one is being persecuted because they
3 are Jewish on any college campus," end quote?

4 A No, I don't know that one. At least I don't remember that one.

5 Q Does employing a faculty member who denies the existence of antisemitism in higher
6 education, could that contribute to a hostile environment on Northwestern's campus?

7 A I mean, that's a very broad question. I mean, I think it would -- if someone
8 denied -- what was the way you asked the question? What was the premise?

9 Q Could employing a faculty member who denies the existence of antisemitism in higher
10 education contribute to a hostile environment on Northwestern's campus?

11 A I think a lot of things could. It's a very hypothetical question. But if we employed
12 someone -- and I'm not saying that that someone is the person that you named two minutes
13 ago -- but if we employed someone, hypothetically, that doesn't recognize that there has been
14 antisemitism on university campuses, I would think that a hostile environment is only one of the
15 things you would wonder about the person.

16 Q What are the other things?

17 A Well, I mean, if you look at what was happening across the country, you saw pretty clear
18 instances of antisemitism. And if you even looked at Deering and the instances that I shared with
19 you a moment ago about the poster of me, the poster of the Star of David, I don't think there's any
20 way you can interpret that that isn't suggesting that there is antisemitism on American campuses.

21 And I think that in some sense we live in a fool's paradise if we assume that there wasn't
22 antisemitism. It is growing in our country. It's growing in the world. There's no reason why it might
23 not also be growing on our campus -- and everyone's campus.

24 And so that's the reason why we need to be vigilant, and we also want our professors to be

1 sensitive to this growth.

2 Now, people will differ what is antisemitism, what isn't antisemitism, and that's fair game.

3 But the existence of antisemitism, I think, is beyond question.

4 Q JVP's constitution previously stated, "Members are expected to be anti-Zionist and
5 identify with Judaism." Are you aware of this?

6 A I'm sorry. I was still going on that. That was still ringing in my head.

7 Q JVP's constitution previously stated, quote, "Members are expected to be anti-Zionist
8 and identify with Judaism," end quote.

9 Are you familiar with this, aware of this?

10 A I'm aware that they used to have that in their constitution.

11 Q Did this statement violate any of Northwestern's policies?

12 A Yeah. I don't think you're allowed to -- I believe -- I believe -- I'd have to go back and
13 look at our rules more carefully, but I don't believe you're allowed to have membership qualified on
14 being anti-Zionist. And so I think that may be in one of the rules that we recently adopted.

15 Q When did Northwestern, roughly, become aware of this clause in JVP's constitution?

16 A I have no idea.

17 Q Asking the group to remove that clause from its constitution does not necessarily mean
18 the group will stop discriminating on that basis, does it?

19 A I hope it does, although, you know, there is -- there is -- yeah, I hope it does.

20 Q How is Northwestern ensuring that JVP does not discriminate on the basis of Zionism?

21 A We are watching what JVP is doing very carefully these days.

22 Q How so?

23 A Just paying attention to what they say and what they do.

24 The reason why they were sanctioned is at least some of their members were involved in

1 some of the incidents that we did discipline students for this year.

2 So we are engaging with them, and we're watching what they do to make sure that they're
3 staying within university rules, both on membership and also on what their activities are and what
4 their -- how they behave on campus.

5 [REDACTED] We can go off the record, stop the timer.

6 [Recess.]

7 [REDACTED]. So we'll go back on the record now. Over to [REDACTED]. It's 12:59.

8 We'll go your round, and then we'll take a lunch break. And then there might be -- there will
9 be a full round after that with both sides and maybe just a little bit more. So that's kind of what
10 we're looking at.

11 Okay.

12 BY [REDACTED]:

13 Q So in the previous round there was a lot of discussion of the IHRA definition as applied
14 to actions by individuals.

15 How under the current policies is the IHRA definition employed on campus?

16 A So it is -- you know, we are following -- and we actually reference it -- we're following
17 the executive order of President Trump in the older executive order, which has now been
18 reinvigorated or whatever the right word -- reauthorized.

19 And what it does is it -- it is -- it says that, in determining what is antisemitism, you should
20 consider, and there's a definition, and then there are examples.

21 And so when we in our student processes, student disciplinary processes, we are committed
22 to considering the definition and the examples to determine whether there's antisemitism.

23 And then there's -- an additional step is if there's antisemitism, does it violate Title VI or
24 intimidation standard, which, you know, is additional fact-finding. But that's the way my

1 understanding of -- and I've sort of spent quite a bit of time reading it and going over it.

2 Q And tell me if this is incorrect. There would need to be a complaint of discrimination,
3 intimidation, or harassment that had been lodged against an individual, and then at that point in the
4 investigation of it, of the actions taken, the IHRA definition would be used to determine intent
5 possibly in that situation?

6 A Right. I think that's what it actually says, to determine whether there was
7 antisemitic -- not antisemitism, but antisemitic intent. But we could be lodging the complaint
8 ourself.

9 Q What items have you put in place to make it easier to report incidents of discrimination,
10 harassment, and intimidation?

11 A So we have redone the website. We have, obviously, redone our training. We are
12 training people in all parts of the university to be responsive to these complaints.

13 We're also trying, through transparency, to show that filing a complaint actually means
14 something. We're showing the results of what we have. Because, in the absence of any data
15 whatsoever, everybody jumps to the conclusion that they want to jump to.

16 So we are encouraging our students, as well as other members of our community, to, if they
17 feel that there's been a violation of our rules, to let us know.

18 Q That's different from in your role as president, you don't tell students what they should
19 think or believe when it comes to these things, right? There is academic freedom or freedom of
20 speech and thought as it relates to how students think and behave politically on campus?

21 A Yes. I believe strongly that -- and I've said this ever since I've gotten to
22 Northwestern -- my job, and the job of the university, is not to prescribe either a political agenda or a
23 view of social justice to our students. It's to give them the tools for them to determine that on their
24 own. And that's what a great institution -- that's what a great educational institution does.

1 Q But also to have policies in place so if someone crosses the line into a world of
2 intimidation, harassment, or discrimination there is a process to make those determinations?

3 A Yeah. It's very important that there be a process for people to get -- if they feel that
4 they have been affected negatively and that they're unable to learn, right, in a -- that we don't have,
5 you know, an acceptable learning environment, they need to be able to file a complaint.

6 My job is to make sure the processes exist, my job is to make sure the rules exist, and then
7 that we have good people running that. And then they will determine whether there's a violation
8 and what the punishment should be, if there is a punishment.

9 Q There was also some discussion of student resolutions in the previous round.

10 A Yeah.

11 Q What weight do student resolutions carry with the administration? Can a student
12 resolution affect a change in what the administration does?

13 A Are you trying to get me in trouble?

14 [Laughter.]

15 Very little weight.

16 Q Okay. So --

17 A I mean, the weight of any rational person, if they're being rational, right? You know, I
18 mean, it's not that I ignore and I don't read it, but there's no -- there's no influence.

19 Q I think that we use the term a "nonbinding resolution" in Congress. But it doesn't bind
20 you in any way to commit to any action whatsoever?

21 A No, not at all. And I'm not sure it binds anything, even among the students.

22 Q Because the student body is constantly turning over --

23 A Yeah.

24 Q -- and you can pass a resolution one year and pass another one the next year?

1 A And I love our students. I mean, they're super smart. But they're also 18 to 22.

2 Q Understood. Thank you.

3 Did that encapsulate -- because I want to make sure that I didn't -- gave you an opportunity to
4 respond in how the IHRA definition is used on campus as it relates to some of the people who we've
5 discussed previously. I think -- I wanted to make sure I understood that it would only apply to actions
6 they took on campus that gave rise to a complaint as to actions that happened.

7 Is that a fair -- I don't want to put words in your mouth.

8 A Yeah. I mean, it is -- I mean, different people will talk about antisemitism by relationship
9 to that. But it is primarily in response -- it is primarily a tool in the conduct code, which is about
10 violation of rule and enforcement of rule having to do with conduct.

11 [REDACTED]. But not -- I think I'll just leave it there. And I think that will end the round.

12 [REDACTED]. Oh, that's it?

13 [REDACTED]. That is it.

14 Off the record.

15 [Recess.]

1 [1:44 p.m.]

2 [REDACTED]: We'll go back on the record.

3 [REDACTED]

4 [REDACTED]: Thank you.

5 BY [REDACTED]

6 Q Back to JVP.

7 We had been discussing JVP's constitution, which previously stated, quote, "Members are
8 expected to be anti-Zionist and identify with Judaism," end quote.

9 Are you aware that JVP's constitution still states that its adviser is, quote, "expected to be a
10 Jewish anti-Zionist"?

11 A I am aware as of two days ago.

12 Q Northwestern's new -- excuse me.

13 Northwestern's December 2024 anti-discrimination training for faculty states that, quote,
14 "Faculty cannot be excluded from activities or spaces because they are Jewish or pro-Zionist."

15 Is this an accurate statement --

16 A Yes.

17 Q -- of Northwestern's policy?

18 A Yes.

19 Q Doesn't JVP's constitution exclude faculty on the basis of their Zionism?

20 A It appears that it may. I don't think a lot of -- I don't want to sound flip about this, but I
21 don't think a lot of Jewish people or Zionists are beating down the door to be their adviser. But still
22 you're technically -- I'm going to have to look at it when I get back.

23 Q Do you think this portion of the constitution should also be edited or removed?

24 A Sounds like it.

1 Q JVP states that its mission is to, quote, "mobilize anti-Zionist Jewish students in support
2 of Palestine," end quote.

3 Northwestern's new bias training for students, which we discussed earlier, says, "Anti-Zionism
4 takes many forms, most of which are antisemitic."

5 Does JVP's mission to mobilize anti-Zionist Jewish students contradict this bias training, which,
6 again, states that many forms of anti-Zionism are antisemitic?

7 A I think that this is -- this falls in the category of we have -- my job is to create a set of
8 processes, create a certain set of rules.

9 And on the individual cases, they should go through that process of someone files a
10 complaint, or if the university decides that this is something that violates our rules and wants to take
11 it through a disciplinary process, that's where the answer to your question should lie, not the
12 president just spouting off about what's violating the rules, what's not violating the rules, or what's
13 violating anti-bias training or not.

14 Q Would you -- so you wouldn't opine about whether the two contradict, the mission
15 statement and the statement in the bias training?

16 A I mean, technically, I don't think they contradict, because the anti-bias -- what you just
17 read says in most instances. And so there's no necessary -- that's where you need a fact finder, and
18 I'm not the fact finder. I can't be the fact finder on that since no one's given me the facts. It's not a
19 hypothetical.

20 Q In your view, which forms of anti-Zionism are antisemitic and which forms are not?

21 Mr. O'Neil. Are you asking his personal view?

22 [REDACTED]. Yes.

23 BY [REDACTED]:

24 Q This is from -- based on the line in the bias training, which states, "Anti-Zionism takes

1 many forms, most of which are antisemitic," which you had said you negotiated -- you created this
2 training with JUF, in partnership with JUF, the university did.

3 A I think the "most" phrase was in the JUF draft of that. That may be -- I'm not sure. I've
4 not done a survey of anti-Zionism to know whether the majority or most people who express
5 anti-Israel viewpoints are antisemitic. I think this is a hard -- this is a question where you need to
6 understand what the intent of the parties are and what they're truly saying.

7 I support the state of Israel. I support the existence of the state of Israel. I support the right
8 of Jewish people to self-determination.

9 I think other people may have different views of 1948 than I do, and I think some of those
10 views may be rooted in the hatred of Jews, and some of those may be more geopolitical.

11 And so I think one needs to dive down a little more than I'm capable of doing at the table.

12 Q In February 2025, Northwestern announced the new bias training which we've
13 discussed --

14 A Uh-huh.

15 Q -- including the section on addressing antisemitism, right?

16 A Yes.

17 Q Was that training mandatory?

18 A Yes.

19 Q Who was that training mandatory for?

20 A Mandatory -- so we phased this in, in the sense of for our -- so there were three
21 different training -- three different categories.

22 One was we train -- we had -- I believe it was AEN. I'm trying to think if that's the right name.
23 It was Mark Yudof's organization. A Jewish organization come in and do a training for incoming
24 freshmen, because we didn't have a module at that point. And so they did a training of all incoming

1 students.

2 And then we had someone, I believe, do an anti- -- anti- -- anti- -- you know, a training on
3 anti-Muslim behavior, anti-Palestinian behavior. We had that too during that time.

4 Then we had two separate trainings done, because they were at different levels of sort of
5 knowledge, one for faculty and staff and one for students, both mandatory.

6 The one for faculty and staff, I believe, was slides. The one -- so it wasn't a video, or at least
7 wasn't a video with live people in it. And the other one was the JUF, which was, I believe, a rabbi that
8 they got to do it. And then the one from -- the anti-Islamophobia person.

9 Everyone -- so that one was required for all students, including incoming students.

10 Q That one being?

11 A I'm sorry, the video that JUF did.

12 Q The JUF, okay.

13 A But not -- and then the faculty one was -- the faculty and staff one was for faculty and
14 staff.

15 Q Okay. So the JUF, the video was mandatory for students?

16 A Yes.

17 Q Are students on the Northwestern Qatar campus required to complete that video as
18 well, that training?

19 A No.

20 Q Why not?

21 A That's a good question. And if we're going to get some time to talk about Qatar --

22 Q We will.

23 A -- can we -- is it okay with you if I answer it in that context?

24 Q Sure.

1 A But I think they should.

2 Q Would refusing to attend the training violate any of Northwestern's policies?

3 A Refusing to do the training would violate our policy. And what we are doing is -- well, it
4 is -- I'm not sure if I can put my finger on what the policy is that it would violate.

5 But if you are a student and you haven't done the JUF training, it's already happened, they
6 have registration holds, which is the way we treat any failure to train, to do.

7 Because this is, as we mentioned earlier, this is part of a broader Title IX and other types of
8 training. And so if you don't do that, you get a registration hold.

9 And on the faculty side, it would be a disciplinary -- I haven't heard of faculty not doing it. I
10 have heard from students who have said they're not going to do it, and they have registration holds.

11 Q JVP and SJP, members of those organizations, called to boycott the training, right?

12 A I think they did.

13 Q And how many students approximately boycotted the training or have those registration
14 holds on them?

15 A I don't know. I haven't checked recently. We can get you that information.

16 Q And will these -- so will these students otherwise be disciplined, or is the hold the
17 response?

18 A The hold -- I believe the hold is the discipline. It makes it so they can't change their
19 classes, they can't register in the spring -- or in the winter. And it's going to make it very difficult for
20 them.

21 Q You mentioned earlier Northwestern adopted a separate mandatory training for faculty
22 and staff in December 2024. Is that right?

23 A Yes.

24 Q Is that training still in use today?

1 A Yes.

2 Q I'd like to read you a portion from each training about anti-Zionism from the JUF training
3 and from the faculty and staff training.

4 A Okay.

5 Q The December 2024 faculty and staff training states, quote, "There's heated debate
6 about the distinction between anti-Zionism, opposition to the existence of the State of Israel as a
7 Jewish state, and antisemitism," end quote.

8 The February 2025 training states, as I said before, "Anti-Zionism takes many forms, most of
9 which are antisemitic."

10 Do these trainings conflict with each other?

11 A We have said repeatedly -- I've said repeatedly in answer to people who have been
12 critical of the student training that these were the views of Jewish people about antisemitism, and
13 they needed to hear that, and they needed to understand how Jewish people view antisemitism.

14 Every word in that training is not necessarily my views or university policy. It is to try to
15 sensitize our students both to the rule, which is university policy, and to how their words might
16 impact other students and how they're going to hear them.

17 And so that was -- so I don't think there's an inconsistency between the two because at the
18 same time there is a debate, and we read about it in the paper all the time, about what is
19 antisemitism and whether it encompasses all -- how much criticism is too much criticism of Israel.
20 And so that is a hotly debated issue.

21 Q The December 2024 training also contained a section on anti-Muslim bias. Is that right?

22 A Uh-huh. Which one is this?

23 Q The December 2024 faculty and staff training.

24 A Okay.

1 Q Are you familiar with the Council on American-Islamic Relations, or CAIR?

2 A I know very little about CAIR other than they don't like me because they think I am
3 biased towards Israel and towards Jewish students.

4 So I know -- I haven't really cozied up to them too much to figure out what they do and that
5 sort of thing. But I know that they exist, and they keep putting us on lists as not the greatest school
6 in the world for Muslim students.

7 Q After October 7th, the executive director of CAIR said he was, quote, "happy to see
8 people breaking the siege and throwing down the shackles of their own land," end quote.

9 CAIR was also named as an unindicted coconspirator in a terrorism support case in 2007.
10 Despite this, the December 2024 training relies on unverified data from CAIR.

11 Are you familiar with this?

12 A Yes.

13 Q Have you removed this information from the training?

14 A We're going to go back and take a look at it because the training hasn't been -- we don't
15 start until -- faculty don't get back till the middle of September. So we're going to go back, and that's
16 one where it's on slides, so we can change it fairly rapidly.

17 We're going to go back and look at the data. It's sourced to CAIR, so it's not -- I mean, it isn't
18 like saying those numbers are -- dropped down from heaven. It's sourced to an organization which
19 people can see that, but there may be better sources of data for us to use.

20 Q Turning to Qatar.

21 Northwestern has a campus in Qatar, correct?

22 A Yes, it does.

23 Q Earlier you referred to Israel as the number one strategic partner in the
24 world -- America's number one strategic partner in the world.

1 A No, Northwestern's.

2 Q Okay. Northwestern's number one strategic partner.

3 Qatar actively works against Israeli interests and security; harboring Hamas and the Muslim
4 Brotherhood, for example. And after October 7th, Qatar said Israel alone is responsible.

5 How do you justify your relationship with Qatar in the context of your earlier statement that
6 Israel is Northwestern's number one strategic partner?

7 A Okay. So --

8 Q And I should say the university's relationship, not your relationship.

9 A Yeah, I don't know --

10 Q Right.

11 A -- what America's -- the United States' -- but I can say for us.

12 So let's first talk about why we got into Qatar in the first place, because I think when you
13 evaluate something, you should know why you did it in the first place.

14 We got into Qatar, one, because the U.S. Government wanted us to get into Qatar. And this
15 happened 20 years ago. We started the campus, I think, in 2007. So not just -- not my presidency,
16 it's not the presidency before that. So, one, is the U.S. Government wanted us to be there.

17 Second thing is that we wanted to -- it was during the time when universities were trying to
18 establish a global footprint.

19 And, thirdly, we believed, at least according to the contemporaneous discussions, that it was
20 important to bring Western education and liberal thought to the Middle East.

21 And so we went in there. And right now we are doing a review, and it's a multiyear review
22 because our contract with Qatar Foundation goes till 2028. But we are doing a review.

23 And, quite honestly, I have read things, have heard things from people at Qatar who are
24 affiliated with the university in Qatar that have raised questions in my mind about whether the

1 objectives that we set forth in 2007 are being fulfilled. And so that's going to become part of the
2 review.

3 And I can tell you what we're going to do about it. I mean, so we've had the -- so we had an
4 academic review that was done by the provost. The board chair went this year with a board
5 delegation.

6 I'm going to send my associate vice president for civil rights there to understand whether
7 they're applying our rules and whether they have a -- are keeping consistent with what university
8 policies are and whether there's a hostile learning environment there.

9 And, fourthly, we understand that there is a new -- that the ambassador to Qatar has left
10 office and that there's a new ambassador that is going to be -- well, I don't know if they're going to
11 be appointed imminently. But we are going to talk with the new ambassador to determine whether
12 Qatar remains a strategic priority for the United States.

13 I mean, one thing that we don't want to do -- and this happened a year ago when we met
14 with the ambassador -- is we didn't want to undermine American foreign policy by pulling out.

15 And so it may have changed, the viewpoint of different administrations, different viewpoints,
16 and so we want to hear that. And that will be very relevant in our decisionmaking.

17 Q You said you had heard some concerning things. What kinds of things are you referring
18 to?

19 A I've heard some statements that I think are beyond repulsive and that trouble me.

20 Q So back to the question that I asked. How do you justify or square your relationship
21 with Qatar considering the geopolitical context, Qatar's relationship with Israel, its reaction to
22 October 7th, how do you square your relationship with Qatar with your statement that Israel is
23 Northwestern's number one strategic partner?

24 A Well --

1 Mr. O'Neil. Can I --

2 President Schill. Sure.

3 Mr. O'Neil. I don't want to be difficult at all, but I think that he was answering that question,
4 because the U.S. Government has told Northwestern that it wants them to be there. Is that -- I
5 mean --

6 President Schill. Yeah. I mean, they have said this on two different occasions, one of which I
7 wasn't there for, but it was in connection to the board visit.

8 And I think that we -- I mean, number one, the decision is not ready to be made yet because
9 we were contractually bound, and we're not going to leave the students high and dry who are in their
10 freshmen year. So we have to see this through.

11 And, in addition, we have to -- so we need to do -- we need to complete this review. And I
12 don't think there's any -- I don't think the one is necessarily related to the other. We have an
13 amazing set of programs that were enriching involving Israel.

14 I mean, we have the Israel Innovation Project, which is doing STEM research partnerships
15 between Northwestern faculty and Tel Aviv and Ben-Gurion faculty. We have the Crown Center on
16 Israel, which offers a minor and a major. We have the Kellogg Crown Family Center on Innovation,
17 Economy, and Business in the United States.

18 Ariel Porat, who wrote a letter to you all about Northwestern, how close they are, Ariel came
19 to the United States. I hosted him for dinner, for faculty, as well as Jewish trustees and alumni. We
20 have 50 Israelis who are either students or faculty members with us right now. I'm going there.

21 And it doesn't -- you can say -- I mean, you can suggest there may be a tension between the
22 two, but we can pursue our strategic partnership. I don't think there's any country in the world that
23 we are more enmeshed in and engaged in than the state of Israel.

24 BY [REDACTED]:

1 Q When was the Qatar campus established?

2 A I think it was either 2007 or 2008. I believe it was maybe announced in 2007 and
3 started in 2008.

4 Q And Northwestern's partner entity in establishing the Qatar campus is the Qatar
5 Foundation. Is that right?

6 A They are the funder of Education City and they are the funder of NU-Q.

7 Q Did the Qatar Foundation, to your knowledge, approach Northwestern to establish this
8 partnership, or was it the other way around?

9 A I just don't know.

10 Q How much funding approximately has Qatar provided Northwestern since 2008?

11 A So I think the number is -- I'm going to give you a pretty precise number because I
12 remember it because it's the same as an airplane number -- I think it's \$737 million from the
13 beginning of the relationship until today. So that's covering the almost 20 years.

14 Q So has Northwestern benefited financially from this agreement?

15 A I mean, not -- certainly not enough to ever have done it. That wasn't the motivation.
16 And, really, the benefit is very meager, and I'll tell you what the benefit is.

17 When they initially established NU-Q, they endowed -- the Qatar Foundation endowed five
18 chairs at Northwestern, and so that endowment was part -- that is a benefit to Northwestern
19 because they're Northwestern faculty.

20 The annual amount that we get from Qatar, basically 90 percent covers direct costs of the
21 Qatar campus. About three to four million cover indirect costs and overhead of the university, so my
22 time that I spend on it, the amount my provost spends on it, her chief of staff, which is -- and it's a lot
23 of time on both. And other university attributes or departments are covered by -- and that number is
24 three to four million.

1 Then there is \$1 million a year that goes into a quasi-endowment at the communications,
2 College of -- School of Communications, and then one million into the Medill School of Journalism.
3 And that's to cover faculty going back -- it's only the payout -- is pay. And that covers faculty
4 engagement. That covers the costs, I believe, but I'm not sure, every year nine or ten students come
5 to Northwestern from Qatar, and they take courses during the quarter.

6 But that's basically where the money is. And we have a budget of about \$3 billion. And so
7 you would never do this for the economic benefit of the relationship. And so there's a lot of easier
8 ways to get a million or two million dollars than this.

9 Q Does Northwestern contribute financially to the agreement?

10 A I don't think so. I'm trying to think of how we would contribute. Because we're
11 reimbursed. I think all of our costs are in the overhead. We don't get scholarships. We don't -- the
12 chairs pay for faculty.

13 So I think it's -- I don't think there's an impact -- I don't think there's a direct impact on our
14 budget in terms of a cost.

15 Q From your perspective, what does the Qatar Foundation get out of the agreement?

16 A I think what they get is they get -- they care -- again, this is speculation, because I don't
17 really do -- I don't engage that much with the Qatar Foundation. So it would be speculation of me
18 trying to put myself in their place and say: Why am I doing this?

19 I think one of the reasons is probably the goal that we established is to have Western-style
20 education provided in Qatar. That's why Georgetown is there. That's why I think Virginia Tech is
21 there, Carnegie Mellon, Cornell Weill. They want American-style education there.

22 I think that they do it to be able to develop probably prestige for their -- for Education City
23 and what will happen next in Education City.

24 What I can tell you is, if they do it because -- I mean, there's been allegations in newspapers

1 and stuff, they do it to have influence over Northwestern or these other universities.

2 I have never been asked by anyone at the university -- to my memory -- never been asked to
3 do anything -- change a decision, do any new course of action -- because of a request from the Qatar
4 Foundation or the university -- NU-Q. And if I was asked and it was something that I didn't feel was
5 consistent with where I would have -- what I would have done in any event, it would have almost
6 zero influence on me.

7 And so -- I also think there was one other thing that they wanted, which, I mean, it's related
8 to Western-style education. They wanted their own people to be educated, and they wanted a place
9 for their -- they hadn't developed the sort of system of -- I mean, American higher education is the
10 best higher education in the world despite what some people think about it right now. It is the
11 model for the world.

12 And they didn't have it. And so rather than start it from scratch, they were importing it, and
13 they wanted their people, as Qatar was becoming an increasingly global country, to be able to have
14 advantages of that.

15 Q So do you believe -- and you touched on this a little bit -- but do you believe that Qatar
16 uses the agreement with Northwestern to advance its own interests and values?

17 A Well, for the reasons that I said, yes. They want their people to have an education. It
18 probably is good for Qatar to be able to have some of the world's greatest universities there. I mean,
19 most of the universities I just mentioned, including Georgetown, are among the world's greatest
20 universities. And so having them there says something about you as a country.

21 So I would imagine in those respects, yeah, it probably serves the strategic interest of Qatar
22 because I think the Qatar Foundation has some form of relationship -- I mean, the Emir, I think, his
23 mother used to be head of it. So there's got to be a reason that they do it beyond just doing it.

24 [Schill Majority Exhibit No. 16]

1 was marked for identification.]

2 BY [REDACTED]:

3 Q I'd like to introduce exhibit 16, which is an email exchange from an individual at the
4 Qatar Foundation to the dean of Northwestern's -- of Northwestern Qatar -- on October 31st, 2023,
5 that provides talking points on Qatar's, quote, "diplomatic role and mediation efforts in
6 Palestine/Gaza and Afghanistan -- along with reactions from international politicians." I'll let you
7 take a look at that.

8 A And this is from Qatar Foundation to the dean?

9 Q To Dean Kraidy, yes.

10 A Okay.

11 Q You don't have to read the whole thing. You can get a flavor of it pretty early on.

12 A Well, I haven't read the part about Gaza, but the -- yes, it's -- yes, they're trying to say
13 that Qatar is important to the United States and serving a positive purpose in the world.

14 Q So is this an example to you of Qatar using the partnership to advance its own interests
15 and values?

16 Ms. Shvets. Do you understand what this document is? Did you read the cover note?

17 President Schill. It's from someone named [REDACTED]. And I've heard the name [REDACTED], but I don't
18 know who he is. I know who Francisco is. He's the head of the Qatar Foundation -- he's the
19 administrator of the Qatar Foundation, but I don't know who [REDACTED] is.

20 And I don't know what -- I honestly don't know -- I can surmise what the purpose of this is,
21 but that would be speculating.

22 [REDACTED]. Why would Qatar send the Northwestern Qatar dean a set of detailed talking
23 points like this if they did not expect him to use them?

24 Ms. Shvets. Can you answer that?

1 Mr. O'Neil. Do you have any idea?

2 President Schill. Well, I wasn't aware of these. So I could --

3 Mr. O'Neil. Guess?

4 President Schill. I could guess. Do you want me to guess?

5 [REDACTED]. Sure, guess.

6 Mr. O'Neil. No.

7 [REDACTED]. It's not a deposition, so sure.

8 [Laughter.]

9 Mr. O'Neil. That was in your instructions. Don't guess.

10 President Schill. Yeah, I'm not going to guess. I mean, I really don't know. I've never seen
11 this. To my knowledge, I haven't seen this. And I think I'd remember it. My God, look at all this.

12 [REDACTED]. It's a lot.

13 President Schill. It's a lot.

14 [Schill Majority Exhibit No. 17

15 was marked for identification.]

16 [REDACTED]. I'd like to introduce exhibit 17, which is an email from Francisco, who you just
17 identified, at the Qatar Foundation to all of the deans or individuals representing Education City
18 schools, transmitting a message from the Qatar Foundation's vice chairperson and CEO on October
19 12th.

20 And the last line of this statement says, "Finally, let there be no doubt about this -- QF always
21 has and always will stand with Palestine."

22 Have you seen this statement before?

23 President Schill. I don't think so. I've seen reference to it and maybe a snippet from it, but I
24 didn't -- I don't think I've -- as I said, I don't -- so NU-Q reports to the provost. It's a school, so it

1 reports -- its dean reports to the provost. And I -- the provost reports to me. But we don't spend a
2 lot of -- I don't spend a lot of my time on NU-Q, and so I wouldn't ordinarily just get this and read
3 everything they do.

4 [REDACTED]. What do you make of the fact that the financier of Northwestern's Qatar campus
5 holds this position?

6 President Schill. Well, I --

7 Mr. O'Neil. I'm just going to -- given that he's never seen it, wasn't copied on it, has no basis
8 other than just having seen it now to answer, just please don't guess or speculate.

9 President Schill. Okay.

10 [REDACTED]. But it's your own opinion on the fact that the individual -- the entity that
11 Northwestern has a contract with holds this position.

12 He can't express his opinion on that?

13 President Schill. Well, I don't know why my opinion is worth much.

14 Ms. Shvets. Opinion of what?

15 [REDACTED]. Opinion on the fact that the Qatar Foundation sent an email five days after
16 October 7th saying, "Let there be no doubt about this -- the Qatar Foundation always has and always
17 will stand with Palestine," to all of the deans of Education City, including the dean of Northwestern
18 Qatar.

19 Ms. Shvets. Are you asking him to comment on whether he agrees with the statement that
20 the Qatar Foundation made that statement?

21 [REDACTED]. No. What does he view as the significance of this? Is this the statement -- the
22 position of Northwestern Qatar? What does he make of the fact that they circulated this statement?

23 Ms. Shvets. This is from Qatar. So, again, is the question, what is his views of the statement
24 the Qatar Foundation made or that they made the statement or that Northwestern -- somebody was

1 recipient of this statement?

2 President Schill. Or even understanding what the statement means? And when it says Qatar
3 "always has and always will stand with Palestine," I mean, I'm not even sure what he's referring to. Is
4 he talking about Gaza? Is he talking about the West Bank? Not the West Bank. Is he
5 talking about -- wait. Yeah, the West Bank.

6 So I don't -- I can't -- this is -- this just feels like rhetoric to me. Obviously, in context, it's
7 about the suffering -- it's about the war, and he's talking about condolences to those who have
8 lost -- when did this come out?

9 BY [REDACTED]:

10 Q October 12th.

11 A So it's after Israel announced -- after Israel began the invasion, right?

12 So I don't -- I mean, this isn't the -- now, we didn't have a policy then about not making
13 statements, but now we have a policy against making statements. So we don't take a position on this
14 sort of thing as a university. I can't stop the Qatar Foundation from taking their own positions on
15 these things.

16 And so I don't really have a viewpoint on -- I don't think my opinion of the Qatar Foundation
17 and their statement, which feels somewhat ambiguous to me, is -- I mean, it would be different. You
18 can imagine six or seven different wordings of the last sentence that would be really upsetting and
19 on a scale much more than this.

20 Like, if they said that, "We'd do it again," or something like that, but that's not what it's saying
21 here.

22 Q Does Northwestern Qatar operate in accordance with all Qatari laws?

23 A I believe it has to.

24 Q This includes Qatari censorship laws, correct?

1 A I don't -- so I -- I don't know the answer to that as a legal matter. I believe that we have
2 Qatar, the university -- NU-Q has the same academic freedom and free speech that our domestic
3 campus has in the United States, that we have in Evanston.

4 But I do know -- now, where Qatari law -- if that's how one pronounces it -- Qatari law and
5 American law intersect or conflict with each other, I don't know which law is appropriate -- which
6 are -- not which is appropriate, which is in effect.

7 [Schill Majority Exhibit No. 18

8 was marked for identification.]

9 [REDACTED]: I'd like to introduce exhibit 18, which is a portion from Northwestern's
10 agreement with the Qatar Foundation.

11 Clause 12.13 states: "NU, NU-Q, and their respective employees, students, faculty, families,
12 contractors and agents, shall be subject to the applicable laws and regulations of the State of Qatar,
13 and shall respect the cultural, religious and social customs of the State of Qatar."

14 Do you believe that Qatar would allow a Northwestern faculty member or student to publicly
15 criticize the regime?

16 Ms. Shvets. The Qatar regime?

17 [REDACTED]: Uh-huh.

18 President Schill. Yeah, I have no idea.

19 BY [REDACTED]:

20 Q Have you been publicly critical of the Qatari regime during your time as president?

21 A No. I don't know -- I'm not an expert. Number one, I'm not an expert in that area.

22 And, two, I have been pretty careful -- I've been pretty consistent since I've been at
23 Northwestern that I adhere to a modified version of the "Chicago Principles," and I'm not going
24 to -- you're not going to hear me give my opinion about other governments and other policies, at

1 least not in my role as president.

2 So I don't -- they haven't asked, and I haven't offered, and I wouldn't be affected by what they
3 wanted anyway.

4 Q Are you aware that in 2015, when Northwestern was conducting a Qatari-funded
5 survey, Qatar did not allow Northwestern to include a question on whether the country was headed
6 in the right direction?

7 A When was this?

8 Q 2015?

9 A No.

10 Q Are you aware of any instances of censorship by Qatar at Northwestern Qatar during
11 your tenure as president?

12 A Not to my memory.

13 Q Are you familiar with Craig LaMay?

14 A No.

15 Q He was the director of the journalism program at Northwestern Qatar from 2021 to
16 2023.

17 In November 2022, he said that a Northwestern Qatar student had previously been arrested
18 over a tweet.

19 Are you familiar with this incident?

20 A No.

21 Q He also said that when his students go reporting in Education City, they are often turned
22 away or threatened with detention.

23 Are you familiar with any such incidents?

24 A No.

1 Q You created a committee on free expression at Northwestern, right?

2 A Yes.

3 Q The committee vowed in 2024 that Northwestern University faculty and students have
4 wide-ranging liberty to pursue their scholarly, pedagogical, intellectual, and artistic activities.

5 Is this also the case at Northwestern's Qatar campus?

6 A It should be. And if it's not, that's one of the reasons we're doing this review.

1 [2:25 p.m.]

2 BY [REDACTED]:

3 Q You mentioned -- we had discussed earlier the training -- antisemitism training and
4 whether it's offered at Northwestern Qatar, and you said it's not. Is there a reason for that?

5 A I don't know what the reason would be, but it has come to my attention, and we need
6 to look into it.

7 Q Are you familiar with Sheikha Moza?

8 A That is the mother of the Emir?

9 Q Yes. She's --

10 A I've never met her, but yes.

11 Q She is the chairwoman of the Qatar Foundation.

12 A Yes.

13 Q Are you aware that she praised the mastermind of the October 7th massacre, Yahya
14 Sinwar, in October 2024? She said, "The name Yahya means the one who lives. They thought him
15 dead, but he lives." She added, "He will live on and they will be gone," "they" being Israel. Are you
16 familiar with this tweet?

17 A I am.

18 Q Why is Northwestern partnering with a foundation that is led by an individual who
19 applauds terrorism?

20 A As I said, the decision to enter into the arrangement with the university -- with Qatar
21 Foundation was made about 18 years before I became president. We are in the middle of a contract
22 period. We are doing a review. I believe your questions are important questions to find answers to.

23 Q Will you consider the incidents I described as well as the tweet that I just mentioned in
24 your review?

1 A Yes, although I don't think -- I just want to be sure. Yes. We consider everything. But
2 I'm not sure -- is she still the head of -- I don't remember whether she's the head of -- she's still the
3 head of the Qatar Foundation?

4 Q She's the chairwoman, yeah.

5 A Okay. Because I thought they may have had a succession, but maybe not.

6 So, yeah, I mean, it is certainly something -- as I said at the beginning of your questioning
7 about NU-Q, we had certain objectives. One of them was Western-style liberal education, and if
8 we're not -- if we're in an environment that is -- that that's not happening or that people are
9 constrained, that is something that should be considered in the review.

10 Q And the review that you're referring to, you mentioned that there has been a provost
11 review and there was a campus assessment. Is there another sort of holistic review? What are the
12 other reviews that are happening? What are all the reviews you're going to take into account?

13 A So there was a dean's review, which was done by the provost, which was really looking
14 at the academic program.

15 The board -- ultimately, the decision whether to continue the relationship and sign on for an
16 additional term is going to be made by the board of trustees. So board members have gone there on
17 a variety of occasions. But, most recently, the chair of our board, along with a group of trustees,
18 went to learn more about Qatar to inform that decision when the decision is ripe to be made.

19 The third review is more of a Title VI Civil Rights review, which [REDACTED] will do this coming year.
20 And the fourth -- which isn't a review -- is we want to do a check-in with the ambassador --

21 Q That's right.

22 A -- to Qatar so -- because what we don't want to do is we don't want to impair American
23 foreign policy. I mean, all of this has to be added into the consideration. And Qatar, at least
24 according to the previous ambassador was -- and the newspaper -- was doing things that enabled us

1 to have some influence with Hamas and politics there. So the last thing I want to do is have
2 Northwestern get in the middle of all of that if that's not what the President wants.

3 Q Qatar has said that none of the hundreds of millions of dollars that it sends to Gaza
4 reaches Hamas. Do you believe this to be true?

5 A So I'm not a -- my area of specialty is housing in the United States and actually
6 in -- mostly in New York City. So I have no -- I'm really not a geopolitical expert. And so I don't have
7 any knowledge of that or I don't have any views that would matter to you.

8 Q Do you have any role in the renewal process?

9 A You know, there are certain issues that I have total, you know, authority. This is one
10 where it's the board's authority. Now, do I think that the board will ask me my views? I hope they
11 do. I anticipate they would. I would. I think I have -- I think I should be contacted and asked my
12 opinion. So I anticipate I will have input into the board's decision. But this has been going on now
13 for 18 years across three presidents. So it's a big issue for the university.

14 Q Shouldn't geopolitical considerations -- such as whether the country that you have a
15 multimillion-dollar relationship and decades-long relationship with -- factor into your
16 recommendation?

17 A Yeah, my recommendation is going to be based upon all considerations. To the extent I
18 give a recommendation, my recommendation is going to be based on all of the factors that I listed
19 out as part of the review and will also be influenced by American geopolitical considerations as well
20 as Israel -- Israeli geopolitical considerations.

21 Q So doesn't that include having an opinion on Qatar's relationship with Hamas?

22 A I just -- I don't know enough to have an opinion now. I mean, I don't -- I just -- it's not an
23 area that I've studied. I mean, my knowledge of Qatar's relationship with Hamas is about at the level
24 of, you know, reading The New York Times and watching -- I'm still one of the people that watches

1 NBC Nightly News, and so -- but that's a very surface knowledge, and I want to be very careful about
2 pretending to have expertise in an area that I have no expertise in and no -- really, very little
3 sensitivity to.

4 Q Are you aware that Qatar has long hosted members of the Muslim Brotherhood?

5 A I think I read that someplace.

6 Q Does this align with Northwestern's values, a partnership with a country that hosts
7 them?

8 A Again, I don't want to -- I am not an expert in Middle East politics. I'm not an expert on
9 the Muslim Brotherhood. I think it would be pretty presumptuous to say Mike Schill -- I mean, if I
10 wanted -- if I need to learn when the time that we need to make a recommendation, I will learn all of
11 that, but right now is -- the decision isn't ripe when we have the government telling us to stay -- I
12 mean, our government telling us to stay. That's just not what we're going to -- I mean, you know, we
13 don't want to pull the rug under -- out from under our Federal policy.

14 Q When do you anticipate making a decision on --

15 A I don't -- so we haven't set a time. We know what the outside date is that we have a
16 contract that's ending in 2028. I would think that we would make it sooner than that because
17 once -- you do have to worry about transition for the students that are there, so -- but, you know, I
18 think that they typically roll and -- you know, to get the last class out if that's where we're going to
19 go.

20 We haven't yet set a date for a decision, and we have yet -- which is probably a good thing
21 because there has been a change of administration. There may be a change of viewpoint. So we
22 won't make a decision until the United States expresses its viewpoint about whether it wants us to
23 stay in Qatar or not.

24 Q Northwestern's Qatar campus signed a memorandum of understanding with Al Jazeera

1 in 2013, right?

2 A Yes.

3 Q What is the current nature of Northwestern Qatar's relationship with Al Jazeera?

4 A We canceled that agreement. I mean, I learned about that agreement, I think, shortly
5 before I testified before this committee the first time, which that was, like, May 23rd. And I told the
6 committee -- I believe I told the committee at that time I would look into this, and we did look into it.
7 We did have an MOU that was dating from, like, 2015 or something.

8 Q 2013.

9 A It was old.

10 Q Yeah.

11 A You know, and we weren't doing anything under the agreement. I mean, it was -- there
12 were internships, but we were doing them anyway. And there was talk about, like -- I don't
13 know -- joint investments and stuff like that, and we never did any of that. And so we just canceled
14 it.

15 Q So Northwestern ended the MOU because -- why did Northwestern end the MOU?

16 A Because we learned about it. And why keep an agreement that wasn't generating any
17 benefits and that arguably was generating costs in terms of reputational costs? And, again, I haven't
18 done exhaustive research into Al Jazeera and whether it's biased, unbiased, you know, acting in the
19 way it did, but if there's no benefit to an agreement and it only generates costs, the answer is pretty
20 clear to me.

21 Q Did Northwestern Qatar's relationship -- its MOU with Al Jazeera -- generate the same
22 reputational costs or risks that its relationship with the Qatar Foundation does, or how are those
23 different?

24 A I knew you were going to ask me that. It's sort of like me walking into it. But the -- sorry

1 to go out of character or whatever the -- you know, I think they are two different things. I mean,
2 arguably -- I mean, this is more fraught and -- the decision with the Qatar Foundation -- and there are
3 benefits. I mean, this is generating -- this is generating benefits.

4 Okay. So they may not be benefits for Northwestern, but we are educating kids who
5 otherwise wouldn't be able to be educated. The school has 70 percent women, which is sort of
6 unheard of in the Middle East. Whether it's had the impact that one would hope of moderating the
7 media and bringing sort of American-style journalism and communications to Qatar, I think that's an
8 interesting question that I don't have the answer for, but it is generating benefits whereas the MOU
9 with Al Jazeera wasn't.

10 Q Could you answer to that question, whether it's had that moderating effect?

11 A I don't know. I don't know enough about Al Jazeera. And, you know, I think there was a
12 time when people -- I am, like, so far over my skis now. I don't know anything about this, so I
13 probably shouldn't talk about it. I don't know about Al Jazeera. I don't read it. If I did, they would
14 probably say negative things about me.

15 Q Northwestern Qatar has a Joint Advisory Board. Is that right?

16 A Yes.

17 Q What is the role of the Joint Advisory Board?

18 A I think it's to -- I mean, I am not on it. So I've never been at a meeting. I think it's to
19 provide advice and -- to the dean of NU-Q. And the provost is on it and I think her chief of staff may
20 be on it and then members, I believe, of the Qatar Foundation, and they meet from time to time.

21 I've never been in -- I want to be clear. I've been at some meetings. I'm not very good at
22 going to the meetings, actually, that are involving NU-Q. I don't think I've been invited to the Joint
23 Advisory Board. I have been invited to meetings of the other university presidents. I've never been
24 invited to the Joint Advisory Board.

1 Q Are you familiar with Rami Khouri? He is one of the members of the board.

2 A No.

3 Q In November 2023, Khouri tweeted and said, "The Congress and White House are the
4 last domain of extreme Zionist propaganda and intimidation success due to those two U.S.
5 institutions' serious electoral vulnerabilities and needs." And that's Exhibit 20, which I'll introduce.

6 [Schill Majority Exhibit No. 20
7 was marked for identification.]

8 President Schill. Who is he?

9 [REDACTED]. He is a journalist and a member on the Joint Advisory Board for the
10 Northwestern Qatar.

11 [REDACTED]. Sorry. What was this a post on?

12 [REDACTED]. Sorry?

13 [REDACTED]. What was this a post on?

14 [REDACTED]. X.

15 [REDACTED]. X. Thank you.

16 BY [REDACTED]:

17 Q Do you know who this individual was appointed by at Northwestern and the Qatar
18 Foundation?

19 A No, I didn't.

20 Q Did Northwestern approve of Khouri's membership on the board?

21 A I have no idea.

22 Q Does it trouble you that this individual is a member of the Joint Advisory Board? Just -- I
23 understand that it's based on this tweet.

24 A I don't like it.

1 [REDACTED]. Okay. We can stop there. I don't want to -- we can go off the record.

2 [Discussion off the record.]

3 [REDACTED]. Go back on the record.

4 [REDACTED].

5 BY [REDACTED]:

6 Q I don't have very many questions for you. I just want to more than anything make sure
7 we're talking about the same things and getting things in the record.

8 So I know we've talked a lot about the Qatar Foundation, which I believe is a state-led
9 nonprofit led by the state of Qatar. Are you aware of the relationship between the government and
10 the Qatar Foundation? If there exists one between the government and the --

11 A I'm not sure what the formal relationship is, but my guess is it's the family of the Emirs --

12 Q Of the Emirs.

13 A -- so there's probably a close relationship.

14 Q Yes. Yes. And I think -- outside of this committee's exploration of ties between Qatar
15 and funding, I think the only other news articles you may be aware of from -- it may have been on the
16 nightly news -- was the gift of the multimillion-dollar plane to the President from the state of Qatar.
17 Are you aware of that?

18 A I am aware of that.

19 Q And are you aware if he accepted it, the plane?

20 A I don't know what it means to accept -- like, I don't think it's moved over to the United
21 States yet, but I'm not sure.

22 Q And then I think the other story that I know has bubbled up and probably made it to the
23 nightly news as well was in response to the -- to America's missile strikes on Iran as part of -- in
24 response to Iran's attacks on Israel, the only country that was bombed by Israel, I believe, was Qatar.

1 Is that correct? Are you aware of this?

2 A I believe that Israel was bombed and I believe Qatar was bombed. I think -- was it the
3 American base there or --

4 Q The U.S. military base that's --

5 A Yes.

6 Q -- in Qatar was bombed by Iran --

7 A Yes.

8 Q -- in response to the attacks.

9 A Yes.

10 Q Okay. And that's the same Qatar that is -- the state-led Qatar Foundation that has a
11 campus -- a Northwestern University campus?

12 A Yes, it is the same one.

13 Q And when was the last meeting that -- are they frequent, the meetings that the U.S.
14 ambassador has with the board?

15 A No. We reached out first to have a meeting with -- and I think it wasn't the whole
16 board. It was a group of the board, and I can't remember what group. It might have been the
17 Executive Committee. It might have been the Academic Affairs Committee.

18 When the allegations about Qatar were being made, we reached out to just get his -- so our
19 board could ask questions of the ambassador. And so he Zoom'd in, and we -- I remember the
20 meeting. I don't remember exactly what was said, but it was clearly that -- the message was clearly
21 that we stay there.

22 And then in May of this year, I mentioned that the board chair went to -- for graduation, he
23 went to Qatar along with a couple trustees and our board chair -- our board secretary -- and
24 essentially -- and maybe another administrator or two. And, while they were there, the ambassador

1 was back in the United States. I'm giving way too much. You don't really care about this.

2 And he -- they again had a Zoom where they -- so now this is total hearsay because I wasn't
3 there, but my impression from that conversation was that they maintained the position in
4 May -- despite the change of administration -- that we stay there and that it was important for
5 Northwestern to be there.

6 Q Sure. I think that -- I don't think you used these words, but I think that the suggestion
7 that you've laid out in the conversations with the U.S. Government that predated your tenure as
8 president were that this would be an arm of the United States foreign policy to maintain soft power
9 in the region. Is that -- have you not been told that?

10 A I have not been told that. I was told that they wanted us there, that it was a good thing
11 for us to join Education City, but I don't -- the way you formulated that is a very specific way, and I
12 don't want to necessarily agree that we were an arm of anybody.

13 [REDACTED]. Okay. That's all the questions I have. We can pause the round and go back off
14 the record.

15 [Recess.]

16 [REDACTED]. All right. Back on the record at 2:58 p.m.

17 [REDACTED]

18 [REDACTED]. Thank you.

19 BY [REDACTED]:

20 Q President Schill, could you please describe the hiring process for faculty at Northwestern
21 Qatar?

22 A That's a good -- I do not know the process, whether they have a committee, and -- I
23 honestly don't know. I'm sorry.

24 Q Does the Evanston campus have a role in hiring for faculty at Northwestern Qatar?

1 A I don't think so, although I'm not sure. These are all -- all the faculty at Northwestern
2 Qatar are nontenured faculty. So they are -- it's what we would call, well, NTEs. Not that they're
3 not -- that category is invaluable, but they don't come with -- I believe it's either annual contracts or a
4 couple -- 2- or 3-year contracts, but there's no -- we would never hire someone on the tenure track
5 without a whole, you know, long review in Evanston.

6 Q Does that make it easier to discipline them if there are grounds for discipline?

7 A I think they are still subject to the same faculty handbook that tenured faculty are in
8 Evanston, which is the same process, but there is probably -- and that process will probably be
9 somewhat different because you don't have -- taking away someone's tenure is very, very hard. So
10 there's probably -- but it's -- my guess is it's the same process there as in Evanston.

11 Q To your knowledge, has the Qatar Foundation ever recommended faculty for hire?

12 A To my knowledge, no.

13 Q To your knowledge, has the Qatar Foundation advised against hiring any faculty?

14 A To my knowledge, no.

15 Q Does the Qatar Foundation have any input on faculty hires on the Evanston campus?

16 A To my assurance, no.

17 Q Do faculty at Northwestern Qatar uphold -- are they expected to uphold the
18 expectations that Northwestern has of its faculty members on the Evanston campus?

19 A I hope so. That's one of the reasons why I said we are doing the review to make sure of
20 that.

21 Q Are you familiar with Marc Owen Jones?

22 A No.

23 Q He is a professor at Northwestern Qatar. I would like to introduce Exhibit 21, which are
24 a selection of his tweets from X.

1 [Schill Majority Exhibit No. 21

2 was marked for identification.]

3 BY [REDACTED]:

4 Q On October 12th, 2023, he tweeted, "If killing civilians makes you ISIS, what does that
5 make Israel?"

6 I'm sorry. On December 10th, 2023, he tweeted that.

7 Elsewhere, he has stated Israel is worse than Hamas. He has also circulated the blood libel
8 against Israel that claims Israelis steal Palestinian organs.

9 Has Northwestern, to your knowledge, ever disciplined Jones for these statements?

10 A Not to my knowledge.

11 Q Should Jones be disciplined for these statements?

12 A We have a process for that, and it steers absolutely clear of the president. And so I
13 wouldn't venture into that.

14 Q Do you disagree with these statements?

15 A Yeah.

16 Q Are you familiar --

17 A So that's "yes" with an exclamation point.

18 Q Are you familiar with Khaled -Al-Hroub?

19 A Yes. I think he -- yes, and I think I -- yes.

20 Q He is a professor-in-residence at Northwestern Qatar. In October 2023, he -- which I
21 think is what you were about to say. He questioned the number of civilian casualties from Hamas'
22 October 7th attack. How did Northwestern respond to this?

23 A I responded with -- this is right away. I mean -- so we responded -- or the university -- I
24 think it was me -- responded by -- I don't know if I used the word "condemn," but I stated in no

1 uncertain terms that it was inappropriate to deny the facts.

2 Q Why did Northwestern respond to Al-Hroub's statements but not those from Marc
3 Owen Jones?

4 A I have no idea.

5 Q Was Professor Al-Hroub otherwise disciplined?

6 A I actually -- I don't know. I just don't have any knowledge of that.

7 Q Northwestern's statement at the time read, "Individual faculty members do not
8 represent the views or beliefs of the university."

9 Does Al-Hroub's continued employment -- despite those remarks and other antisemitism
10 remarks which I will get to -- send the message that Northwestern is indifferent to antisemitism?

11 A Well, I can tell you Northwestern isn't indifferent to antisemitism, and I hope I've shown
12 that in my answers to previous questions that we care deeply about antisemitism and we care about
13 eliminating antisemitism and protecting the safety of our Jewish students and faculty and staff.

14 With respect to him teaching at the university -- again, this is a question that I broached a
15 moment ago, which is we went into Qatar with the idea of bringing Western education and liberal
16 values, and then we have to see whether we're adhering to that.

17 Q Did you know that just weeks prior to the incident -- the October 2023 incident that you
18 responded to -- Al-Hroub posted on Facebook calling for a third intifada in the West Bank to sweep
19 away the occupier?

20 A I don't think I knew that one.

21 Q In addition, in early 2023, Northwestern Qatar supported a research project led by Al
22 Hroub and a professor named Abdullah Baabood. Are you familiar with Mr. Baabood?

23 A [Nonverbal response.]

24 Q I would like to introduce Exhibit 23 -- it's double-sided -- which is a post -- two posts on X

1 that Mr. Baabood made. One of them is from December 3rd, 2023. The other is a repost of a July
2 tweet -- July of 2025 tweet.

3 [Schill Majority Exhibit No. 23
4 was marked for identification.]

5 BY [REDACTED]:

6 Q The screenshot you see is a video that accuses Jews of manipulating, dividing, and
7 controlling the world to achieve their lifelong dream of destroying Muslims and conquering more
8 territory, and we're happy to send that video to you as well.

9 A No, please. I mean, I would like not to pollute my email account.

10 Q He has also referred to Hamas as a resistance movement that has the right --

11 A Who is this guy?

12 Q So this is a professor that Northwestern Qatar supported in a joint research project
13 between Khaled Al-Hroub and this individual.

14 A And he's a faculty member at another university?

15 Q At a different university, yes, but Northwestern Qatar supported a joint research project
16 in 2023 between these two individuals.

17 Does it give you pause that Northwestern supported this individual alongside Al-Hroub?

18 A You know, I would have to see how that happened. I don't love it at all. I think this is
19 the same issue as before.

20 Q Yeah.

21 A We need to understand -- this is a -- it's a different culture and it is -- we need to make
22 sure it's consistent with our values.

23 Q Are you aware that Khaled Al-Hroub teaches a class on Palestine and the Arab-Israeli
24 conflict at Northwestern Qatar?

1 A No.

2 Q Are you confident that Al-Hroub is not perpetuating antisemitism in this course?

3 A I wouldn't be able to say I'm confident because I don't know that he's teaching the
4 course. So I don't know anything about the course.

5 Q I would like to introduce Exhibit 24, which is an excerpt -- two pages -- from the syllabus
6 for this course. I'll wait for you to take a look at that. Specifically, lesson 9 and 24.

7 [Schill Majority Exhibit No. 24
8 was marked for identification.]

9 BY [REDACTED]:

10 Q Al-Hroub's course includes a day of teaching on the founding myths of Zionism and
11 Israel and suggests that Israel is founded on an imagined history.

12 Doesn't this contradict with Northwestern's antisemitism training which states that the
13 original area of the land of Israel or Jewish homeland was large and stretched to parts of modern
14 Syria, Lebanon, Jordan, and Egypt, and that Jews have been continuously living on that land for 3,500
15 years?

16 A So I'm not -- I don't think I am -- you have characterized this, and then you're saying -- is
17 the way you characterized it -- because I don't see that. All I see is the word "imagined and real
18 histories and political claims." I have no idea what that even is about. And so I don't feel I can
19 comment on it, and I'm also -- I don't feel comfortable commenting on the curricula of faculty.

20 Q Well, the course also includes a day of teaching on the Jewish lobby in the U.S.

21 A Right. I'm not going to comment on the curriculum of faculty members, especially in a
22 screenshot way.

23 Q Are you familiar with Sami Hermez?

24 A Yes.

1 Q He is the director of the liberal arts program at Northwestern Qatar --

2 A Yes.

3 Q -- and an associate professor at Northwestern Qatar.

4 I would like to introduce Exhibit 25, which are two of his tweets from X.

5 [Schill Majority Exhibit No. 25

6 was marked for identification.]

7 BY [REDACTED]:

8 Q On July 15th, Hermez retweeted a post that said, "Zionist Jews are disgusting liars."

9 Three days earlier, he tweeted, "Zionists have control over European policy and power. If you want
10 to make the leap that Jews control Europe, I don't care?"

11 Are these statements antisemitic?

12 A Yes.

13 Q Do they violate any Northwestern policies?

14 A That is a question of our rules and the decisions and whether these were intimidating or
15 harassing. They intimidate me just reading it. They don't intimidate me. They make me sick to my
16 stomach.

17 Q Will Northwestern investigate this individual for his antisemitic remarks?

18 Mr. O'Neil. He said that they repulse him. I mean, he can give his personal view. He can't
19 begin an investigation sitting here at this table nor can he make a commitment to that. I mean, he's
20 not involved in the process. If there are complaints, they will be investigated.

21 And I can't put words in your mouth, but --

22 BY [REDACTED]:

23 Q Did Northwestern -- Northwestern's Evanston campus have a say in hiring any of these
24 faculty?

1 A I don't think so.

2 Q Why do you think Northwestern employs this many faculty who have made antisemitic
3 statements?

4 A That's a good question, and that's one of the things we're going to be looking at in the
5 review.

6 Q You don't have an opinion on it right now?

7 A Well, I don't even -- I hadn't seen this. So I'm not going to have an opinion on it right
8 now. Yeah.

9 Q Northwestern University in Qatar has its own chapter of Students For Justice in
10 Palestine, right? Do you know about this?

11 A [Nonverbal response.]

12 Q Does the Evanston campus exercise any oversight of SJP on the Qatar campus?

13 A I'm just having trouble recovering from this. This is, like, the oldest antisemitic trope.

14 Q There's a lot, and there's more than that. And there's other professors as well. So --

15 A Yeah, I didn't hear your question.

16 Q So, on Students For Justice in Palestine, Northwestern University in Qatar has its own
17 chapter of SJP. Are you aware of this? Did you know about this?

18 A No.

19 Q Does the Evanston campus exercise any oversight of SJP on the Qatar campus?

20 A I can't imagine we do.

21 Q Northwestern Qatar also has its own student government. Is that right? Do you know
22 that?

23 A I don't.

24 Q Days after October 7th, Northwestern Qatar Student Government posted a graphic of

1 silhouettes of Hamas terrorists and explosions that said "Free Palestine." I would like to introduce
2 Exhibit 29, which is a screenshot of this post.

3 [Schill Majority Exhibit No. 29
4 was marked for identification.]

5 BY [REDACTED]:

6 Q So does the Northwestern Qatar Student Government making posts like this after
7 October 7th -- could that -- and I understand that I've asked this in prior context, but could this create
8 intimidation for Jewish students on campus?

9 A I'm not sure what this is.

10 Q It's an Instagram post by Northwestern Qatar Student Government that says "Free
11 Palestine" after October 7th, and it has silhouettes of Hamas terrorists and explosions.

12 A These people are Hamas and --

13 Q That is the -- I'm not --

14 A Yeah, I should probably not get into this. I don't want to get into the speculation of
15 what this means. I mean, I'll have you describe it in your terms because it wasn't obvious what this
16 means.

17 Could it intimidate people? A lot of things could intimidate people if they felt unsafe because
18 of this, but I shouldn't comment on this because it's not even obvious what this is. So I think I should
19 probably end it there on that one.

20 Q Can you reiterate or list the factors that you and potentially -- if you are aware of
21 them -- the board will be considering when considering whether to renew this agreement? Broad
22 factors.

23 A So this is not an exhaustive list, but the things that I am going to be interested in are,
24 one -- and not in order -- one, whether the Federal Government still wants us to be there and

1 whether a decision not to be there is inconsistent with American foreign policy.

2 Second is whether NU-Q is -- or whether the Qatar campus -- excuse me -- and the impact of
3 the Qatar campus is consistent with our objectives of spreading Western-style education to the
4 Middle East. And, three, understanding whether the culture at NU-Q is consistent with the university
5 values and with university rules.

6 Q Thank you. One final question going back to the start of our interview on the Deering
7 Meadow Agreement.

8 Could you just describe -- you had mentioned that Professors Winegar and Kteily sort of -- I
9 don't want to -- this is not a direct quote, but that they volunteered or were in -- sort of inserted
10 themselves as negotiators with the encampment.

11 Can you describe how the -- how the agreement came to be from the beginning? So, for
12 example, you know, they would talk to the encampment, and then they would come to you with
13 their demands and it was a back-and-forth, or just a broad description of how that agreement was
14 formed.

15 A So I wouldn't say that they -- the first way that you said it is correct that they
16 volunteered. The comment about inserted themselves suggests almost negative that they -- we
17 didn't want them to be helping us, and we did want them to help us. And I'm grateful to them for
18 helping us.

19 So, with that qualification of what you said -- so I wasn't -- so, number one, this is a long
20 while -- I mean, this is -- it feels like a long while ago, although -- well, it was a long while. It was 16
21 months ago. So I don't remember every -- I certainly don't remember every step.

22 I can tell you the part that I do remember is, on the night following the encampment, I met
23 with the provost and with the vice president for student affairs with a group of students. I don't
24 know how the students were chosen. And we talked about -- they gave me a set of demands, and

1 I -- and, as we've discussed, I didn't agree to those demands. We left that night with them asking
2 when will the police come, and I said we're not going to tell you.

3 And then about a day later, sometime -- maybe a day and a half later -- they came to us and
4 asked if they could talk with us. And, during that conversation, we said, you know, you should -- you
5 shouldn't focus on this stuff. We're not going to ever do this stuff. Focus on things that will rebuild
6 the community that we -- you know, that will help people on campus. And then we gave them some
7 ideas, like the Muslim house that we were talking about already.

8 And then I believe I was -- I think the provost and I -- I think there was another meeting that I
9 wasn't part of that I do think the provost was part of -- and maybe Nour and Jessica, but I'm not
10 sure -- with the students, and then there was discussion back and forth, but the specifics didn't come
11 through -- the discussions with the students didn't come through me. I believe they came mostly
12 through the provost, and that's why you're seeing texts between Nour and Kathleen, not Nour and
13 me. And Susan was already down there talking to people.

14 And then what I don't -- what I really don't remember is how all of this was communicated to
15 me and then how I communicated it with the chair of the board and how we -- how we took this into
16 the final agreement. That part is a little hazy to me, but, obviously, it happened. So that's sort of the
17 timeline and -- of the discussions with the students.

18 [REDACTED]. Thank you. We can go off the record.

19 [Discussion off the record.]

20 [REDACTED]. Back on the record.

21 BY [REDACTED]:

22 Q So I wanted to make sure that we had covered -- or you had a chance to address
23 anything that we had covered that you might not have been able to address fully in the answers to
24 any previous questions or if you had a prepared statement or anything like that to give.

1 A I did. I do.

2 Q Yeah. I would -- yeah. In this time, if you make a -- if you so chose. Yeah.

3 A Okay. Why don't I just make sure this gets -- I wanted to make this statement.
4 So I want to start by thanking you for the opportunity to speak with you all today.

5 When I testified before the committee last May, I acknowledged that Northwestern was not
6 sufficiently prepared to meet the alarming rise of antisemitism that occurred nationwide on college
7 campuses in 2024. As I said at that time, our policies and procedures for preventing antisemitic
8 behavior and enforcing discipline when that behavior occurred fell short.

9 I also committed that I, along with Northwestern's leadership team, would address those
10 shortcomings by strengthening our policies and allocating the resources necessary to ensure that our
11 campus would be safer and more welcoming for Jewish students in the fall, and I hope after today's
12 testimony that you will feel that we have kept that commitment, which is an ongoing commitment.

13 The changes we made over the summer of 2024 were extensive. I won't be able to cover
14 each one in detail -- and I actually covered most of this in my testimony -- but I would like to highlight
15 a few key actions and reforms that I believe have had a measurable difference on campus this year.

16 First and foremost, we strengthened existing rules and created new policies to protect our
17 Jewish students. When hateful incidents occur on our campus, we needed to make sure we had the
18 rules in place to confront them, and I believe our rules are among the most stringent in the Nation.

19 Secondly, we updated our policies to fully align with the United States Department of
20 Education's definitions of discrimination and harassment by including and incorporating the IHRA
21 definition of antisemitism as authorized or required by the President's executive order.

22 Third, we improved the procedures for investigating potential violations.

23 Fourth, we instituted new mandatory antisemitism training for our students, faculty, and
24 staff.

1 Finally -- and this is only a list of a few -- five of these things -- we strengthened our
2 investigative and enforcement capabilities. We increased on-campus security staff, we entered into
3 agreements with local and regional law enforcement, and we enhanced available investigative tools.

4 Of course, changing the rules is only one step. Enforcing them is just as critical, and the
5 university has acted swiftly and decisively when violations have occurred. The number of cases
6 involving allegations of antisemitism declined significantly between 2023-2024 and 2024-2025, while
7 the portion of those cases that resulted in disciplinary actions increased. That improvement is the
8 result of clearer standards and stronger enforcement mechanisms that we've put in place.

9 The Anti-Defamation League has recognized our progress, raising our grade in their
10 antisemitism report card by two letter grades, citing not only the substance of our reforms but also
11 our rules to enact and enforce them. The evidence that these reforms are working comes not only
12 from the ADL or disciplinary data but also from voices in our community. I have heard personally
13 from many Jewish students and faculty and seen quotes from Hillel leadership that have appeared in
14 the media that our Jewish community can feel the positive changes that have been brought to the
15 campus.

16 Now, as I said at the outset, our work is not done. This past year, I created the Advisory
17 Council to the President on Jewish Life that will continue to report to me on the quality of our
18 antisemitism training, the effectiveness of our rules and policies, and the campus climate for Jewish
19 students. Importantly, this committee includes Jewish students who are active in Hillel: Indeed, the
20 president of Hillel, Chabad, and ZBT, the Jewish fraternity.

21 Amidst these many positive developments, there have been challenging moments this year,
22 including the antisemitic and reprehensible graffiti on campus this spring. This behavior is
23 inexcusable, and we continue to work toward an environment where incidents like this will not
24 occur, but the difference between this year and last year is our response. We have brought to bear

1 all of our newly available law enforcement resources. We have partnered with local, regional, and
2 Federal law enforcement, including the FBI, in working to identify and punish the perpetrators. I
3 have let our community know and I want to reaffirm here today that, if any of those who sprayed
4 those vile words are our students, they will be expelled.

5 While we cannot prevent every incident such as this from occurring, we can make it clear that
6 such conduct is unacceptable, and we can respond to them in a manner that discourages similar ones
7 from happening in the future. This means using the full range of resources available to us and
8 addressing the acts clearly, quickly, and decisively. Doing so reinforces our standards that we expect
9 from our community and makes a clear example out of unacceptable behavior. We have done that
10 in the past year, and we'll continue to do that moving forward.

11 Eradicating antisemitism cannot be done overnight. It is work we are committed to
12 continuing. I am grateful to the many Jewish students, faculty, staff, and community members who
13 have helped us learn what works and what doesn't work as we strive to make our campus more
14 welcoming for everyone.

15 Thank you for the opportunity to speak with you, and thank you for your probing questions.

16 [REDACTED]: I don't have any further questions.

17 [REDACTED]: Okay. Thank you very much.

18 [Discussion off the record.]

19 [REDACTED]: This concludes the transcribed interview. Thank you very much for your
20 attendance.

21 [REDACTED]: Thank you.

22 [Whereupon, at 3:28 p.m., the interview was concluded.]

Certificate of Deponent/Interviewee

I have read the foregoing 135 pages, which contain the correct transcript of the answers made by me to the questions therein recorded.

Michael Phil

Witness Name

8/26/25

Date