



KATIA PASSERINI, PH.D.

FACULTY CONTRIBUTIONS

Sharing the Impact of Our Work

Faculty contributions profoundly benefit
our students, the university community,
the advancement of academic disciplines,
and communities beyond academia.



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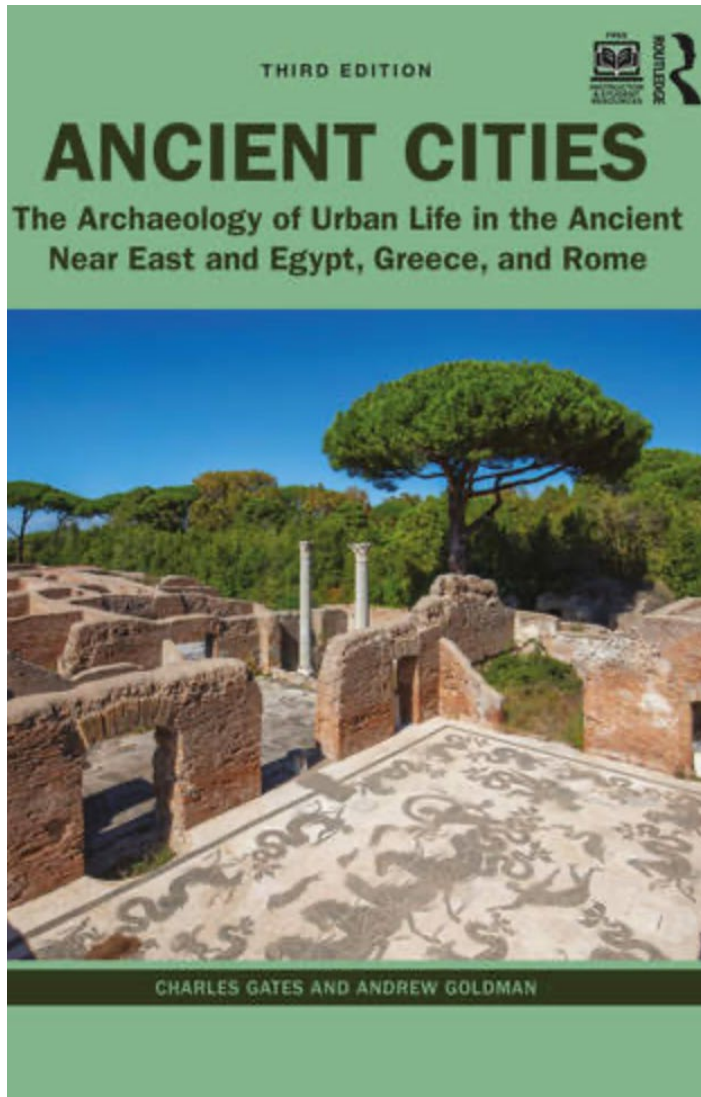
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Andrew L. Goldman, Ph.D.
PROFESSOR OF HISTORY

The publication of the 3rd edition of *Ancient Cities*

(Routledge, 2024), co-written with Charles Gates



Contribution

This publication represents a substantial revision of *Ancient Cities*, a textbook on the study of urbanism in the ancient world from its origins until the end of Antiquity. The book is meant for students of the ancient world, as well as general readers who have an interest in urban life and networks in the ancient Mediterranean and the Near East. As a co-author, I substantially re-organized and re-wrote the final and largest section of the book, a unit which covered the Greek cities of S. Italy, Etruria, the Roman Republic, the Roman Empire, and Late Antiquity (through the 8th century CE).

Impact

At a time when cities are reaching their greatest size and levels of complexity in world history, when more people than ever are living in or around urban centers throughout the world, the study of ancient urban origins and environments allows us a deeper comprehension about how and in what ways cities functioned over time. Such comprehension, in turn, permits us to examine our own urban environments, the choices that are made in terms of areas like infrastructure and housing, and the ways in which humans over time have reacted and adapted to similar environments. By studying the history and archaeology of ancient cities, we learn more about how urban environments are formed, how past problems were confronted, and how we ourselves might deal with the ever-growing complexity of our own modern cities.

Ann Ostendorf, Ph.D.

PROFESSOR OF HISTORY

Romani Memory Map for the Americas

Contribution

The Romani Memory Map for the Americas is a crowd-sourced public history initiative that maps Romani (Gypsy/Roma) community memory points from throughout the western hemisphere. It is a digital space in which Romani people can recount their own histories. It has been designed in partnership with the United Nations Office of the High Commissioner of Human Rights (OHCHR), as well as the University of São Paulo, the Czech Academy of Sciences, and the University of Buenos Aires, alongside Romani human rights defenders. The map features sites and stories significant to diverse Romani American communities and is presented in English, Spanish and Portuguese. Yearly public calls for submissions ensure the map grows and remains relevant to the multitude of Romani people who make their homes in the Americas. Many of the sites and stories featured have been ignored in traditional scholarship due to ignorance about Romani people's lives and anti-Romani prejudices. Several of these North American mapped sites draw on my research and publications. Gonzaga's Center for Global Engagement is a host for the Memory Map. More information can be found here: <https://www.gonzaga.edu/academics/global-engagement/international-research-and-partnerships/active-partnerships-and-visiting-global-scholars/romani-memory-map-of-the-americas>

Impact

The Romani Memory Map for the Americas builds on OHCHR's work on memorialization as a strategy to tackle anti-Romani racism. The OHCHR noted "the crucial role played by memorialization processes in the context of transitional justice. Positive work in the area of memory not only helps to build democratic cultures in which human rights are respected but also fulfils the legal obligation of States to guarantee human rights." Said another

way, people "without" history are easily forgotten and sometimes even dehumanized. By placing Romani people into a nation's past, they must be considered in national projects and accounted for in future plans. By participating in this project, I am sharing my expertise for the well-being of others.

Romani people remain one of the most despised racial/ethnic groups in the world. A recent Harvard University study found that 78% of Romani Americans interviewed believed Americans discriminated against Romani people and 65% had been personally discriminated against because of their heritage. Throughout the Americas access to affordable housing, higher education and well-paying employment remain unavailable to many. Though the European Union has attempted to fight anti-Romani sentiments (with mixed results), virtually no efforts have been undertaken to do the same in the Americas. Despite this, Pope Francis made several appeals to Catholics worldwide to include Romani people within their social justice and humanitarian efforts. As a Catholic Jesuit University, we have an ethical obligation to play a part in improving the lives of Romani Americans as this map does.

GONZAGA
UNIVERSITY

VISIT APPLY GIVE ALUMNI

About Academics Admission

Romani Memory Map of the Americas

HOME // ACADEMICS // CENTER FOR GLOBAL ENGAGEMENT // INTERNATIONAL RESEARCH AND PARTNERSHIPS // ACTIVE PARTNERSHIPS & VISITING G

On April 8, 2024, the Romani Memory Map for the Americas was launched in [English](#), [Spanish](#), and [Portuguese](#). The Romani Memory Map for the Americas is a crowd-sourced initiative mapping Romani community memory points. The Map is available on the following links:

- [English-language version](#)
- [Spanish-language version](#)
- [Portuguese-language version](#)



Bi Zhao, Ph.D.

**ASSOCIATE PROFESSOR OF POLITICAL
SCIENCE**

Who Tells Your Story?

Women and Indigenous Peoples Advocacy at the UNFCCC (Book published by Cambridge University Press in 2025)

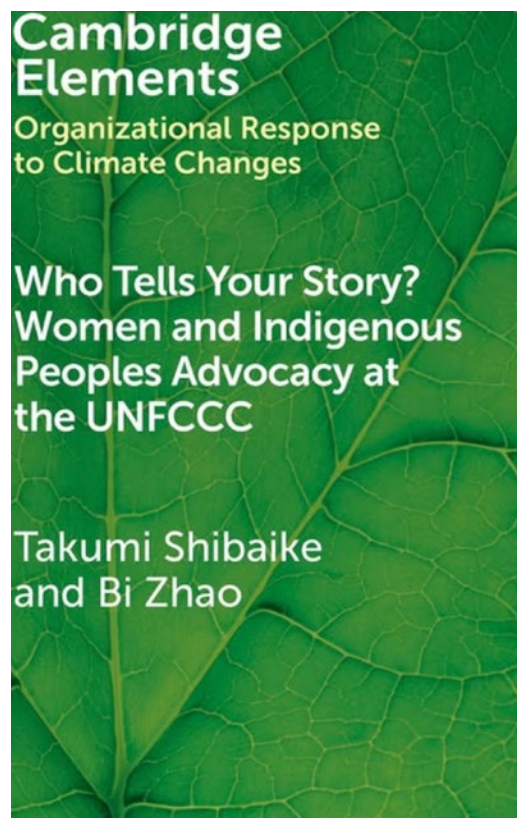
Contribution

How is climate justice represented and framed at the global level? How does that impact the effort to combat not only climate change but the injustice associated with it? Thousands of civil society organizations contribute to the annual global climate change effort by attending Climate Summits at the United Nations Framework Convention on Climate Change (UNFCCC) every year. Through their advocacy work, these organizations define and redefine what “climate change” is really about. This book focuses on climate advocacy for women and indigenous peoples, two groups of prominent climate justice advocates at the UNFCCC. Who advocates for women and indigenous peoples? How and why do they adopt a gender and

indigenous framing? The book demonstrates that, while gender advocacy is developed primarily by women’s groups, indigenous advocacy is developed by a variety of organizations beyond indigenous peoples themselves. It suggests that these different patterns of frame development may have long-term consequences for how we think about climate change in relation to gender and indigenous issues. The experience of attending the UN Climate Summits, conducting interviews, and writing the book has been truly humbling for me to understand the climate justice work by the frontline communities.

Impact

I have shared this book with my classes and the larger Gonzaga community, with the goal of cultivating a passion for climate justice, caring for the planet, and becoming responsible global citizens. I further connected my scholarship with service for the university. I am working with Gonzaga’s Institute for Climate, Water, and the Environment to apply for an observer status for Gonzaga with the UN Framework Convention on Climate Change. The status will allow Gonzaga faculty and students to attend annual UN conference, witness diplomatic negotiation in action, participate in various events, and connect with organizations.



Beyond campus, the book, published under Cambridge University Press’ series on “Organizational Responses to Climate Change,” is a significant contribution to the field, highlighting the justice advocacy and work done by climate organizations. It has been nominated for best book awards at professional academic conferences such as The Association for Research on Nonprofit Organizations and Voluntary Action. In addition, I have also shared the findings of the book with civil society organizations through the US Climate Action Network, to benefit their strategic planning and advocacy.

Caoimhin De Barra, Ph.D.
 ASSOCIATE PROFESSOR OF HISTORY

Gaeilge: A Radical Revolution.

Published in 2019.

Contribution

A great deal has been written about the Irish (AKA, Gaelic) language in Ireland since the turn of the century. Much of it has been supportive of the language, but there has also been a great deal of negativity around it as well, as people wrestle with the question of whether Irish is an essential aspect of national identity that should be preserved, or something irrelevant that can be forgotten. However, my book sidestepped many of these issues around whether it should be revived, and focused more on answering could it be revived? By examining the position of other languages, from Welsh, to Hebrew, to Indonesian, I sought to offer practical advice on what the Irish state was getting wrong in its efforts to revive the language, and what it could do differently going forward.

Impact

This project didn't have much impact on the Gonzaga community, but it did have an effect in Ireland itself. I was invited on several radio shows and podcasts to outline the argument that my book has made. I gave many lectures, many of them online, to audiences that wanted to engage with the central thrust of what I was saying and debate for themselves the merits of the policies that I had proposed. I also engaged with over twenty of my readers who had read my book, and in some cases came away with a completely new perspective on the Irish language and its role in our history and our contemporary culture. There has also been a notable change in attitude among the public in general regarding the Irish language over the past decade or so. While I wouldn't claim all, or even most, of the credit for this (as the book only sold about three thousand copies), I would like to think I played a small role in helping to bring about this changing social view of the language in Irish society. I have done a lot of other things in my academic career, but this I believe is the project that has had the greatest single impact, and that I am most proud of.



Charles M Pepiton, PROFESSOR OF THEATRE & DANCE

Without Them I Am Lost

Contribution

“Without Them I Am Lost” – a feature-length documentary film – is a meditation on landscape and the shape of home. The story follows American writer, Damon Falke, as he considers the implications of migrating to the far north of Norway, above the Arctic Circle. The people he finds thrive in this place. They understand the sublime power of nature. Their lives and stories are shaped by it. “Without Them I Am Lost” offers a glimpse into a community clinging to a fragile coastline in a rapidly changing world.

The film is directed by Charles M Pepiton, features cinematography by Rebekah Wilkins-Pepiton, original music by Tana Bachman-Bland, and is edited by Darrien Mack.

The film was shot on location in Northern Norway.
(Digital, 16:9, 1:13:38)

Screenings and official selections:

- World Premiere – National Nordic Museum in Seattle, WA, USA (2 December 2023)
- U.S. Festival Premiere – Cinema on the Bayou Film Festival, Lafayette, LA, USA (28 January 2024)
- Winner of the SPECIAL JURY AWARD in the feature-length documentary category
- Official selection of Docs Without Borders International Film Festival
- Norwegian Premiere – Sommarøy Arctic Hotel, Troms, Norway (1 April 2024)
- Special Screening – Rødbanken, Tromsø, Norway (2 April 2024)
- Special Screening – Museum of Reconstruction for Finnmark & Northern Troms, Hammerfest, Norway (3 April 2024)
- Special Screening – Institute for Climate, Water and the Environment, Gonzaga University, Spokane, WA, USA (23 April 2024)

Trailer link: <https://vimeo.com/865811705?fl=pl&fe=sh>

Impact

As a director, I create theatre, films, and gallery installations and explore the potential for those

projects to engage across borders—between people and cultures, between methods and disciplines. My projects often revolve around questions of memory, place, pilgrimage, and our fragile reliance on nature.

“Without Them I Am Lost” is set in the far north of Norway, 350 kilometers north of the Arctic Circle. It explores what holds people together at that extreme latitude and what roots them in the land—through changing seasons and generations. However, rather than a wide-angle survey of the region, the film adopts a tight focus to reveal a single village’s struggle to retain its connection to nature and each other via the lens of Damon Falke, an American writer and immigrant to Norway and the rural districts outside of Tromsø. “Without Them I Am Lost” charts Falke’s journey of naturalization into the landscape and village life. As scientist and author Robin Wall Kimmerer writes, “To become naturalized is to live as if your children’s future matters, to take care of the land as if our lives and the lives of all our relatives depend on it. Because they do.” Falke grew up in Moab, UT, and lived throughout the Four Corners, working as a hunting and fishing guide, in a time when the region was being transformed by commercial forces parading as ecological progress. He witnessed town after town selling themselves to tourism and out of connection to the landscape, leaving the earth exhausted and local cultures dissipated.

“Without Them I Am Lost” follows Falke into conversations with an array of neighbors as he considers the implications of migrating to the Norwegian Arctic, where the people, their close connection to nature, and their struggle to maintain that link are not so different from the towns he saw lost in his youth. In a time, fraught with divisions and rapid change, the film presents a tender rebuke to contemporary excess and models what might still prove to be an antidote, the steadfast interweaving of people, place, and ritual through the sharing of stories, relics, waypoints, and rhythms.

The film, which runs just under 74 minutes, premiered at the National Nordic Museum in Seattle, WA, in December 2023, and has since screened at cultural institutions across Norway and won a special jury award at Cinema on the Bayou Film Festival in Lafayette, LA. Most recently, it was featured as a public program of Gonzaga University’s Institute for Climate, Water, and the Environment. At each of these varied contexts and venues, post-screening conversations with audiences surpassed the runtime of the film itself. This a film that encourages a deeper, more sustained reflection at the intersection of ecology, local cultures, and spirituality.

Without Them I Am Lost



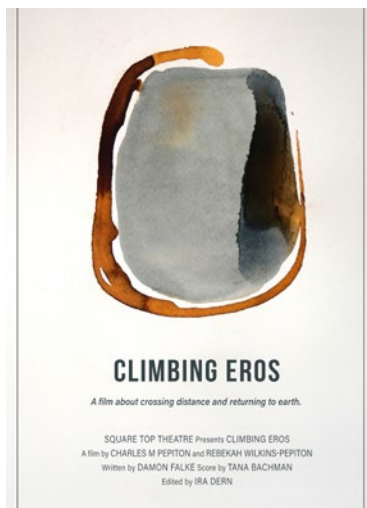
Charles M Pepiton, *Continued*

PROFESSOR OF THEATRE
& DANCE

Climbing Eros

Contribution

“Climbing Eros” – a short documentary film – takes place on a Greek island in the Saronic Gulf. It explores the stages of pilgrimage through the eyes of director Charles M Pepiton and his young son who walk the island—from the deserted lighthouse on one end to the peak of Mt. Eros—whilst artist Rebekah Wilkins-Pepiton collects botanicals to create inks for painting. Each finds a means to reconcile with loss and return to the earth and to themselves. The film features two meditations written for the film by Damon Falke—one of confession, one of returning to materiality—that knit the threads of hiking and gathering around Jean-Luc Marion’s notion that “Loving requires distance and the crossing of distance.” The film was produced by Square Top Theatre and features an original score composed by Tana Bachman-Bland. It was edited by Darrien Mack.



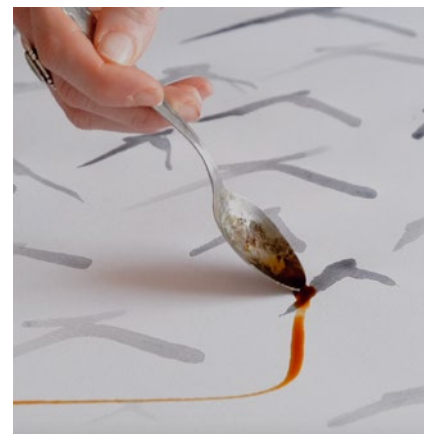
Trailer link: <https://vimeo.com/688258315?fl=pl&fe=sh>

Impact

Much of my professional work revolves around Square Top Theatre. I helped to found STT in southwest Colorado in 2007 as a repertory theatre company. Today, our members live and work across the globe, but our core team has worked together nearly 20 years. We specialize in new work for theatre, film, and gallery installation. Our work revolves around questions of place, landscape, memory, and a devotion to storytelling as an act of survival.

“Climbing Eros” is a short documentary but might be more appropriately described as a creative non-fiction film. The project was an opportunity to explore challenging philosophical themes in a visual medium that is intended to be easily approachable by audiences. The film has been widely screened by festivals worldwide, but perhaps, the film’s most distinct screening thus far was held in Spokane, WA, on May 6, 2022, at the Magic Lantern on Main, where

- World Premiere / U.S. Premiere – Northwest Film Forum’s Cadence Video Poetry Festival, Seattle, WA, April 21-24, 2022.
- Special Screening – Magic Lantern on Main, Spokane, WA, USA – May 6, 2022. The event featured live string quartet accompaniment to the film. Read the press release
- European Premiere – Art Video International Film Festival (AVIFF), Cannes, France – May 24-27, 2022. Read the 2022 catalogue.
- Official Selection – West Sound Film Festival, Bremerton, WA, USA – August 5-7, 2022
- African Premiere / Special Screening – w/ AVIFF at the Open Window School of Art & Design in Pretoria, South Africa – October 11, 2022
- Official Selection – Cinema on the Bayou Film Festival, Lafayette, LA, USA – January 25 – Feb. 1, 2023
- Official Selection – McMinnville Short Film Festival, McMinnville, OR, USA – February 23-26, 2023
- Gallery Installation – Saranac Art Projects – Spokane, WA, USA – April 7-30, 2023
- Limited Online Screening – Juke.Press – Art Journal – April 24-30, 2023



it was presented alongside a live string quartet, led by composer Tana Bachman-Bland, playing her original film score. The interdisciplinary event included guest GU faculty respondents Prof. Emerita Mary Farrell (Art), Prof. Matthew Rindge (Religious Studies), and Prof. Danielle Layne (Philosophy). I also include the film in my directing classes as a way to discuss visual storytelling, non-linear structure, and interdisciplinary collaboration.

Christina Isabelli, Ph.D.

PROFESSOR OF SPANISH LINGUISTICS
& ASSOCIATE PROVOST FOR GLOBAL
ENGAGEMENT

1. Isabelli-García, C., & Isabelli, C. A. (2020).

Researching second language acquisition in the study abroad learning environment

Palgrave MacMillan.

2. Isabelli-García, C., Bown, J., Plews, J.L., & Dewey, D.P. (2018).

Language learning and study abroad

Language Teaching, 51(4), 439-484.

Contribution

1. Description: This book serves as an accessible introduction to study abroad research for advanced undergraduate and graduate students. Its purpose was to guide emerging researchers in designing projects on second language acquisition in naturalistic environments, by explaining theories, methods, and areas of inquiry in ways that are approachable for new scholars.

My Role: As lead author, I wrote and organized chapters that explain core theories, methodological approaches, and key findings in the field, while also designing reflection questions and applied research activities for students and researchers. My contributions combined scholarly expertise with a teaching lens, helping to mentor the next generation of researchers in applied linguistics and international education.

2. Description: This state-of-the-art article synthesized decades of empirical research on language learning in the study abroad context. Its purpose was to identify what is known about the impact of study abroad on second language acquisition, student identity, and

intercultural development, while also charting future directions for research and program design.

My Role: I co-authored the article, leading the review of literature on learner identity, agency, and intercultural competence. I also contributed to framing study abroad as a “social ecosystem” for language learning and offered recommendations for aligning study abroad more closely with at-home curricula.

Impact

These two recent publications have strengthened researchers’ and practitioners’ frameworks of study abroad programs by providing students with evidence-based opportunities to deepen their language proficiency, intercultural competence, and sense of global citizenship. Students return from their time abroad with enhanced communication skills, greater adaptability, and the ability to engage thoughtfully across cultures: qualities that reflect Gonzaga’s Jesuit mission of educating the whole person. At the same time, the research has advanced the field of second language acquisition by positioning study abroad as a dynamic “social ecosystem” and by bridging quantitative and qualitative approaches to capture the complexity of learner experiences. These contributions not only raise Gonzaga’s academic profile in applied linguistics and international education but also provide researchers with pedagogical frameworks that better integrate the abroad experience into the curriculum, ensuring long-term benefits for both students and the wider university community.



Eric Cunningham, PhD
PROFESSOR OF HISTORY

Spirit History and the Popularization of Primary Sources

Contribution

In 2025 I welcomed the publication of a book, *The Tarot of the Gospel of St. John*, which, in conjunction with three prior published books, *Hallucinating the End of History: Nishida, Zen, and the Psychedelic Eschaton* (2007); *Zen Past and Present* (2011), and *The Luciferic Verses: The Daodejing and the Chinese Roots of Esoteric History* (2025), completed a personal two-decade process of fusing esoteric spiritual history with conventional historical research. I also welcomed the publication of a volume called *The Schlager Anthology of the Ancient World*, the sixth published volume of Primary sources for which I have been the Editor in Chief in the past three years.



Impact

These written and edited works not only extend the Catholic intellectual tradition into such diverse realms as Zen Buddhism, psychedelia, eschatology, Daoism, and Hermeticism, but also honor the most rigorous commitments to the field of empirical History by popularizing and propagating hundreds of primary source documents.

Greg Gordon, Ph.D.
PROFESSOR

Rewilding the Urban Frontier: River Conservation in the Anthropocenes

Contribution

I served as project lead and editor of this new book from University of Nebraska Press that highlights the restoration efforts on 12 rivers around the US, including the Spokane River. My contributed chapter is on the history and restoration of Lake Arthur.

Impact

Several of the contributors including myself, Margo Hill of the Spokane Tribe, and Bob Bartlett, former instructor at GU, presented our work at one of the Climate Institute events.

The book itself has helped redefine rewilding and addresses how humans and nature can work together to address the challenges of the Anthropocene. The book provides many examples of hope and resilience for students in the twenty-first century.

All of the proceeds from the book go to support Spokane Riverkeeper.

For more information, please see:

<https://rewildingurbanrivers.com/>





Greta LaFore, Ph.D.
ASSISTANT PROFESSOR OF PHILOSOPHY

Role Playing Games in Core Philosophy Classes

Contribution

How do you make core skills in reading critically, speaking slowly and thoughtfully, and analyzing arguments in dense historical texts meaningful and impactful for students? You ask them to put on togas and live as ancient Romans or Athenians from the past for a semester! Using the nationally recognized Reacting to the Past curriculum, Dr. LaFore has collaborated with first year philosophy students to relive the fight for Athenian democracy in 43 BCE and the threat of the Catilinarian conspiracy in Rome in 64 BCE. Students get to practice their thinking, speaking, and writing skills while playing an individual historical character of the time period assigned to them. Each student is given a secret assignment sheet which details their assigned character's personal and intellectual concerns, provides them with directions for an assigned speech given in class as that character, and points them towards a victory goal which represents their historical character's personal and professional concerns. This structure engages students personal motivations to work together on a team of other students representing a major intellectual position and to collaborate across the aisle to get votes for Roman or Athenian laws that push forward the intellectual position they represent.



Impact

Because Reacting to the Past centers student voices and holistic communication, research, and argument analysis training, students see almost immediately how what they are learning in the Core classroom can assist them in whatever post graduation calling they discern. So often they report that in the beginning of the course, they felt hesitant speaking up in class, let alone delivering a memorized speech in front of the whole class. But because of the Reacting to the Past structure, they recognized they could put their energy into speaking for someone else, a historical person from ancient Rome or Greece with real needs, concerns, and hopes. By getting to know this person through primary text reading of greats like Plato, Cicero, and Sallust, students gain confidence from the excitement of using their voice to speak up for someone who can't and they gain real world empathy for people who came before them and the other historical characters who disagree with them. I've had students, of their own volition, stay up until the early hours of the morning to become fluent in the tax code of ancient Rome and visit museums on study abroad explicitly to see the original sculptures of their characters from class. They have shown up in togas to Gonzaga volleyball games and held signs for their Gonzaga student athlete classmates to cheer them on in baseball games with Athenian flair. Reacting to the Past makes history come alive, but more importantly it gives freedom for students to take risks while having fun and become the confident thinkers, writers, and speakers the Core aims for them to be.

Laurie Arnold, Ph.D.

Enrolled citizen, Colville Confederated Tribes

**DIRECTOR OF NATIVE AMERICAN
STUDIES, PROFESSOR OF HISTORY**

Art of Native America: The Charles and Valerie Diker Collection, Plateau Region

Contribution

The Metropolitan Museum of Art invited me to write about Indigenous Columbia Plateau art and history for the installation “Art of Native America: The Charles and Valerie Diker Collection.” The exhibit is installed in the American Wing of the Museum, and the piece accompanies art from numerous eighteenth and nineteenth century Plateau tribal artists. It’s wonderful to be in the company of Plateau ancestors in a place that is geographically distant from the homelands but where we are still connected to each other.

The Plateau exhibit label notes that the Columbia Plateau has been continuously occupied for at least 11,000 years; it was and remains the Indigenous Columbia Plateau. Trade and kinship networks connected Plateau people to the Pacific, the Plains, the Southwest, and beyond. When American and other immigrants arrived in the region, they entered

a culturally and linguistically dynamic place, one built on diplomacy and informed by spirituality. The art within the exhibit expresses all this more, if the viewer understands how to see the art.

Impact

The Museum’s invitation to contemporary tribal citizens, scholars, and subject matter experts signifies the critical importance of Native people speaking for ourselves while leading every conversation that seeks to interpret Native lives, histories, and cultures.

More than five million people visit the Met Museum each year, and more than 34 million people visit the Museum’s website. One-third of the online visits are from outside the United States. The Diker Collection content, including my piece about the Plateau, is posted online as well as installed in the gallery. Even if only a small fraction of the Museum’s visitors views the content, the Plateau art in the exhibit and history written by a Plateau person still reaches thousands of people each year. This contribution helps me fulfill my responsibilities to my Plateau community and it also demonstrates why Native American Studies programs are relevant for universities today—institutions need Native people as subject matter experts who vitalize campus conversations and university life in ways no one else can. The Met Museum is one of the foremost cultural institutions in the United States; having Gonzaga represented in that institution elevates the university while also increasing visitor comprehension about Plateau people. As director of the only Native American Studies program in the AJCU, these are two of my most important goals.



Leslie Stamoolis, MFA
PROFESSOR OF THEATRE AND DANCE

Costume Design and Wig Design at professional and educational theatre and opera companies

Contribution

I have served as a professional costume designer and/or WHAM (wigs/hair/makeup) designer for Whitman College, University of Nevada-Reno, and Inland Northwest Opera. At Whitman and UNR, I was an Invited Guest Artist, funded through internal merit-based grants. In addition to designing for their mainstage Theatre seasons, I held master classes for

their students in natural dyes (Whitman) and period wig research and styling (UNR). I also contribute to the field of wig design through publications, with a chapter in the book *Theatre Artisans and Their Craft: the Allied Arts Fields*, published by Routledge in 2019; and through book reviews of wig instructional texts published in *Theatre Design and Technology*, the peer-reviewed journal of the United States Institute of Theatre Technology.

Impact

This work positively impacts me as an artist, allowing me to engage in scholarship of application every time I design. I bring this knowledge back to the classroom and to our own Theatre Department. Also, each time I work at a local professional company, I have the chance to employ Gonzaga students as assistants. They gain professional experience and invaluable, on-the-job training in the field. Contributing to the artistic life of Spokane is also important to me, as I am able to do with multiple designs with Inland Northwest Opera.



Renee Geck, Ph.D.
ASSISTANT PROFESSOR OF BIOLOGY

yEvo Lab: Collaborations with local high schools to promote authentic research experiences

Contribution

We carry out projects with yEvo Lab (yeast Evolution Lab). yEvo is an authentic research experience designed for students to observe the process of evolution in their classrooms using yeast as a model organism. Students at Gonzaga and local high schools culture yeast in increasing concentrations of a compound of interest and observe over time as growth improves due to selection for yeast harboring beneficial mutations. After sequencing the evolved yeast, we identify mutations and conduct follow-up experiments to draw connections between the affected genes and drug resistance. We have been studying how yeast adapts to high levels of caffeine as a model for understanding growth and nutrient response signals in cells. We are also collaborating with other labs at Gonzaga to learn about the mechanisms underlying antimicrobial and anticancer properties of chalcone compounds synthesized by Gonzaga students in Organic Chemistry labs.

Impact

Interacting with and applying scientific knowledge is critical for all people, and is achievable with training, guidance, and support.

However, many people have been excluded from conversations about science, and cannot picture themselves as able to make contributions to science, or to be seen

and valued for their contributions. Authentic course-based research experiences make science accessible to a greater number of students, promoting inclusion and equity and enabling more students to view themselves as scientists. yEvo Lab is an authentic course-based research experience conducted as a partnership between university and high school laboratories. In 2025, five students in our research group at Gonzaga worked with biology classes in two Spokane high schools, including 67 students, and plan to collaborate with more schools this fall thanks to support from the Office of a Pedagogy of Hope through Research and Practice. Gonzaga students also continue to test experiment conditions, analyze data about mutations, and delve more deeply into new questions raised by our findings from yEvo Lab. As our projects progress, we will publish papers on our results, with Gonzaga undergraduates and local high school teachers and

students as authors. We are excited and encouraged by this opportunity to train university and high school students to positively impact our world as scientists and scientifically literate citizens, and to see that they are valued, contributing members of the scientific community.





Scott Starbuck, Ph.D.
**SENIOR LECTURER IN RELIGIOUS
 STUDIES**

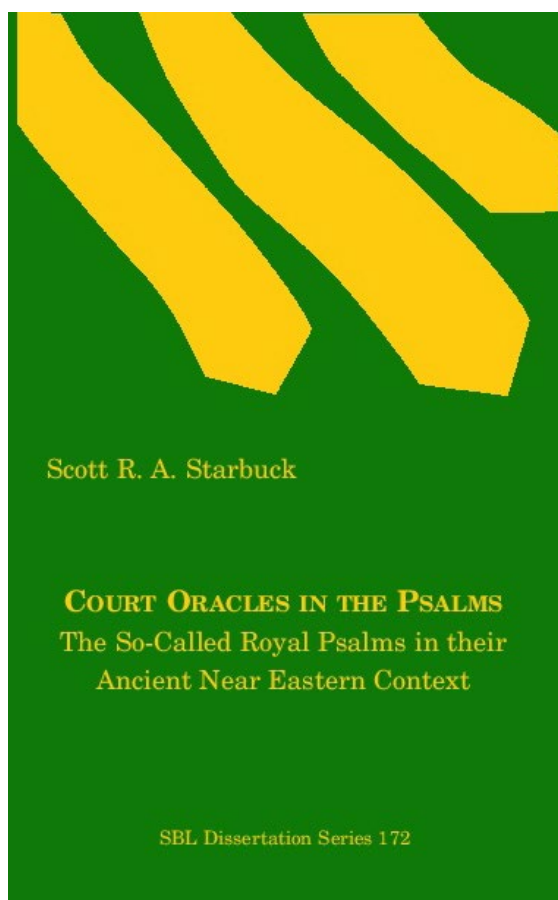
Court Oracles in the Psalms: The So-Called Royal Psalms in Their Ancient Near Eastern Context

Contribution

This monograph reframes how we understand the royal psalms—also known as the so-called Royal Psalms—by situating them within their broader Ancient Near Eastern milieu. Rather than presuming they reflect Israelite cultic rites or historical royal events, the study explores their theological purpose, editorial history, and ideological nuances.

Impact

Reviews praise the work as dense, rich in scholarly detail, and provocatively insightful—offering a fresh lens on an often-discussed portion of the Psalter. This study is theologically significant because it provides a window into an ongoing process of theological reformulation of hierarchical political structure towards shared governance and ethical responsibility for matters of justice. Scholars who explore how Psalms 2, 72, 89, 110, 132, etc., frame “books” of the Psalter (esp. Books I–V) often cite the work as support for seeing deliberate editorial communalization of kingship language rather than remnants of a lost ritual. In this sense, this study helped open the way for viewing royal psalms as part of the Psalter’s theology of hope (eschatological, communal, typological). At Gonzaga, this research has spawned two important University Core classes: Reli 193: The Depths, Psalm and the Human Condition and Reli 207: Messiah and Covenant. Currently, the Christianity and Catholic Tradition course, Messiah and Covenant, is being reworked into a book-form presentation to engage the broader community.



Shannon Dunn, Ph.D.
PROFESSOR OF RELIGIOUS STUDIES

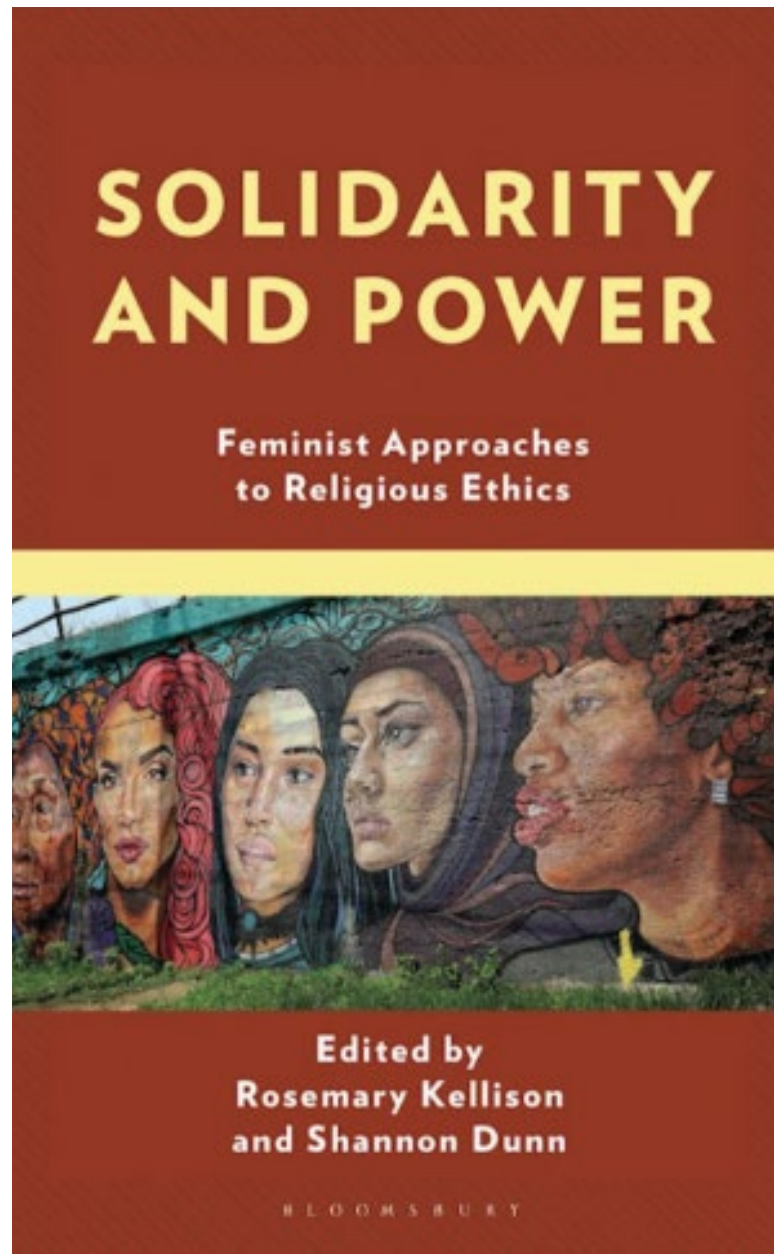
Solidarity and Power

Contribution

This project is an anthology of 12 essays on the relationship between power, solidarity, and religious ethics. I coedited the volume and contributed a chapter.

Impact

This work will benefit undergraduate students who are learning about diverse religious ethical traditions around the topic of solidarity. It is also a scholarly contribution that centers solidarity as a point of coalescence for many traditions: Buddhism, Judaism, Islam, and Christianity.



Vēta Schlimgen, Ph.D.

ASSOCIATE PROFESSOR OF HISTORY

Myrtle Woldson Interpretive Center
and Digital Exhibits

Filipino Non-Citizen American Nationals History Research Project

Contribution

As a public historian, I work to make history meaningful and resonant with many public audiences. Together with Dr. Katey Roden in English, we supervised student interns, researched and developed digital and physical exhibits for the Woldson Performing Arts Center. The exhibits tell the story of Myrtle Woldson, a demure, self-made millionaire whose Catholic faith and commitment to social justice has transformed the city she called home.

As an academic historian, I produce knowledge on the history of inequality and rights struggles in the United States. My research examines discrimination in U.S. law and practice that emerged with U.S. colonization

in the Pacific region. By analyzing and recounting the stories of Filipinos who became “noncitizen American nationals,” my work identifies another dimension of American inequality. In addition to “second-class citizens,” the United State also created a category of colonial subjects.

Impact

Public history engages many communities, and the Woldson exhibits are no exception. More than thirty GU students—and counting—have gained first-hand experience doing research, interviewing stakeholders, and collaboratively building projects that they present to public audiences. This is a unique experience that hones skills they learn in classes and applies their expertise in professional settings. Working with community partners, students identify how to connect the past in meaningful ways to present audiences. In the case of the Woldson Interpretive Center and digital exhibits, faculty and students demystified the long life of Myrtle Woldson, how this single woman made a fortune in a man’s world, and how her Catholic faith guided her to support education, the arts, and the downtrodden. The Center benefits extend beyond Gonzaga by inviting the Spokane regional community to enjoy performances and learn about the life of the Center’s benefactor.



My research contributes to academic history and, more broadly, to knowledge about the origin and trajectory of inequality in the United States. The invention of American colonial subjecthood more than a century ago was certainly ironic for a nation that defined itself by the overthrow of its own imperial power. Recounting the lives and experiences of Filipinas and Filipinos reveals several things. First, that the U.S. republic was different from the U.S. empire. Second, that “noncitizen American nationality” was a new form of inequality, one that made Filipinos “American” but barred them from U.S. citizenship. And, finally, that Americans have engaged in anti-colonial civil rights activism within their own nation and aimed at the liberation of U.S. colonies. This work impacts a broad range of scholarly disciplines that similarly seek to understand contemporary inequality using historic evidence.

Erik Aver, PhD
PROFESSOR OF PHYSICS

Determining the Primordial Helium Abundance

Contribution

In the first seconds and minutes after the big bang, the first light elements were formed, primarily helium. Millions of years later, the first stars and galaxies formed out of that primordial hydrogen and helium. Using the Large Binocular Telescope, my collaborators at the University of Minnesota and Ohio State University and I are assembling the largest set of high-quality observations of galaxies ever assembled for this work. I created our computational model for calculating the amount of helium in those galaxies, and I lead our analysis for determining the amount of helium produced right after the big bang. By determining the primordial helium abundance with unprecedented precision, we further our understanding of the very early universe, and we help constrain and test models of new physics. This project is funded by the National Science Foundation [Award # 2205958].

Impact

The project is ongoing. Thus far, four GU undergraduate students have worked with me on intensive, 12-week, mentored summer research projects. In addition to learning about astrophysics and cosmology, they have learned computer programming, statistical analysis, and presentation skills, all of which are widely applicable across STEM careers. As part of this project, I have also visited 4 different local high schools, 1 middle school, and 10 different classes to give outreach presentations to introduce the students to real science and research. The presentations prompted countless questions, and hopefully they will help inspire future STEM careers and promote greater diversity in STEM. My collaborators and I are currently finishing our primary analysis and working on preparing a series of six journal articles to submit to The Astrophysics Journal for publication. Following preliminary presentations and strong interest this last summer at the American Astronomical Society meeting, these published papers will present our results to the scientific community.



Juliane Mora, Ph.D.

**ASSOCIATE PROFESSOR
COMMUNICATION STUDIES**

Nichole Barta, Ed.D.

**ACTING ASSOCIATE PROVOST FOR
FACULTY AFFAIRS**

A Reflective Practice Process for Using Student Feedback to Enhance Teaching

Contribution

This project introduces a structured, research-informed Reflective Practice Process designed to help faculty engage constructively with student feedback and translate it into intentional teaching improvements. The process reframes student input as perception data—one source of evidence among many—within a broader cycle of instructional inquiry. It guides instructors through six interconnected steps: instructional planning, formative feedback collection, self-assessment, student feedback interpretation, collaborative reflection, and instructional refinement.

An accompanying Reflective Practice Workbook makes the model adaptable and practical across diverse teaching contexts. The workbook provides guided prompts, reflection tools, and action-planning templates to support implementation at both the individual and departmental level. By shifting the emphasis from performance evaluation to professional development, the framework equips faculty with strategies to identify patterns in student responses, move beyond defensiveness, and make evidence-informed instructional decisions. Published in *Intersection: A Journal at the Intersection of Assessment and Learning* (AALHE Conference Proceedings, 2025), this contribution advances a scholarly, structured approach to reflective teaching.

Impact

The Reflective Practice Process is guiding new ways of understanding and applying student feedback in faculty development and evaluation contexts. In workshops and conference sessions, participants described the framework as a constructive way to interpret feedback without defensiveness and to align student perceptions with instructional intentions. The process's emphasis on self-assessment and collaborative reflection encourages faculty to consider student feedback alongside other forms of evidence, fostering a more balanced and inquiry-oriented approach to teaching effectiveness.

For students, this approach increases the likelihood that their feedback will be valued and acted upon in ways that directly improve their learning experience. For our Gonzaga community, the framework provides a mission-aligned model that reflects care for students by incorporating their perspectives into teaching practices, supports responsible and informed instruction, and contributes to institutional approaches to teaching effectiveness.

Within the broader academic field, the project responds to long-standing concerns about the misuse of student evaluations by offering a replicable, research-informed model for reflection and instructional improvement. It has already prompted interest in midterm evaluations, structured peer dialogue, and clearer alignment between teaching strategies and feedback practices. Adaptable across disciplines and institutions, the Reflective Practice Process contributes to advancing scholarly teaching and improving how higher education engages with student feedback.

[Learn more](#)



Ray Rast

DEPARTMENT CHAIR AND ASSOCIATE
PROFESSOR OF HISTORY

Preserving Latine Historic Places, Stories, and Cultural Heritage

Contribution

For more than 25 years, I have worked to preserve the historic places, stories, and cultural heritage of America's Latine population.

This work began with historic sites associated with César Chávez and the farmworker movement. As a consultant for the National Park Service, I nominated three sites in California for "National Historic Landmark" designation: Forty Acres, Nuestra Señora Reina de La Paz, and Our Lady of Guadalupe Mission Chapel. Each received the approval of the Secretary of the Interior, making them eligible for National Park status.

The high point came in 2012, when my work provided a foundation for President Barack Obama's designation of La Paz as the César E. Chávez National Monument -- the first National Park associated with 20th-century Latine history.

My work helped inspire Interior Secretary Ken Salazar to launch the National Park Service's "American Latino Heritage Initiative." As a member of his Scholars Advisory Panel, I supported a White House Forum on American Latino Heritage and a range of NPS projects.

This initiative became the springboard for the creation of a national nonprofit, Latinos in Heritage Conservation, in 2014. As a co-founder, I have helped LHC convene national conferences, launch preservation projects, and secure \$4.75 million in funding from the Mellon Foundation's "Humanities in Place" program.

Impact

My work is significant because it is ongoing, even in the face of growing anti-Latine hostility. I continue to collaborate with the offices of Senator Alex Padilla and Representative Raul Ruiz on legislation to expand the Chávez National Monument into a National Historical



Park. I have termed off the board of LHC, but the organization continues to thrive.

My work at the national level is significant because it informs my work at the state and local level, where I serve as a board member for the Washington Trust for Historic Preservation and recently finished two terms as a member of the Spokane Historic Landmarks Commission.

My work is significant to the nation's Latine population, which now includes more than 65 million people of Mexican, Caribbean, Central American, and South American descent. My work is an affirmation of my own Mexican heritage.

My work reflects the calling of my discipline and mission of my department -- to develop and convey an informed sense of our collective past. The nation's Latine population has grown substantially in recent decades, but it has been woven into the American fabric for nearly two hundred years. My work thus is significant to all Americans, because Latine history is American history.

My work in all of these areas makes me a better teacher. It shapes my courses in American Latine history and in public history, the latter of which introduces our students to careers in historic preservation.

My work is significant, finally, because it affirms Gonzaga's commitments to human dignity, social justice, diversity, intercultural competence, and solidarity with the poor and vulnerable.

Ann M. Murphy
PROFESSOR OF LAW

Nothing to Gain: The Disparate Impact of the Capital Gains Tax Preference on Women and Persons of Color

Contribution

I have drafted a law review article on the inequality of the capital gains provisions of our Internal Revenue Code. Although not overtly discriminatory, the benefits operate as a tax cut for the wealthy.

Impact

The law review article is in its final editorial review. It will be published by the University of Nevada Law Review. The publication will provide benefits to the tax law faculty community as well as the United States in general. Once it is published, I will share it with members of the Senate Finance Committee and the House Ways and Means Committee. I am hopeful that provisions of the Internal Revenue Code might be altered to provide a benefit to all individuals, including women and people of color.

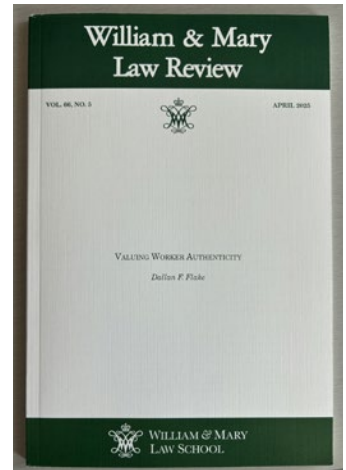


Dallan Flake, J.D.
PROFESSOR OF LAW

Valuing Worker Authenticity

Contribution

Title VII of the Civil Rights Act of 1964 protects workers from discrimination because of their race, color, religion, sex, or national origin. Controversially, courts do not typically extend this protection to individual expression tied to a protected trait, such as a Black employee who wears their hair in dreadlocks. Judicial unwillingness to protect self-expression tied to a protected trait causes employees who identify with marginalized groups to suppress their identities to conform with mainstream culture—often at tremendous costs to themselves and the organizations they work for. This paper, published in the William & Mary Law Review, argues that employers generally should encourage employees to express their authentic selves at work. This is because we now live in an age when many employees, especially millennials and Generation Z, are no longer content to check their personal lives at the workplace door; instead, they expect to bring their whole, authentic selves to work. Employees who are free to display their authentic selves are better engaged, harder working, more satisfied, and less likely to quit—outcomes that boost productivity, and ultimately, profitability. Given these known benefits, employers would be wise to embrace, not suppress, worker authenticity in most instances.



Impact

This article encourages employers, scholars, and lawmakers to reconsider the value of allowing workers to express their true, authentic selves in the workplace. Students in my Employment Discrimination course read the article and engaged in a substantive debate about whether Title VII of the Civil Rights Act of 1964 does or should extend its protection to individual expression of protected traits, as well as the importance of finding solutions to social problems where legal recourse is unavailable.

Adriane Leithauser,
MA, MBA
 SENIOR LECTURER OF BUSINESS ETHICS

Truly Human Leadership

Contribution

In partnership with Dr. Brian Steverson (John L. Aram Chair of Business Ethics) and with significant support from Dean Ken Anderson, I have helped lead the integration of Truly Human Leadership (THL), a philosophy that emphasizes care, dignity, and human flourishing, into faculty, staff, and administrative formation. We recognized that while our mission calls us to form students, we also form one another through the culture we create as colleagues and leaders. Bringing THL to faculty and staff ensures that students encounter leadership that is not only taught, but also modeled in their daily experience of Gonzaga. Through initiatives such as the SBA Truly Human Leadership and Zags Humanistic Leadership Cohorts, SBA Ethics Week, and the new Chapman Lecture series, I co-facilitate spaces where participants reflect on their leadership, learn practical tools, and build cross-campus relationships that embody cura personalis and discernment. By connecting Barry-Wehmiller's industry model of THL with Jesuit higher education, this work gives form to Gonzaga's mission of educating people for and with others. Ultimately, it encourages students to see business leadership not only as a career but as a noble vocation: a way of leading that promotes trust, justice, and the common good.

Impact

The impact of this work is most evident in the lives of our students. By first introducing Truly Human Leadership (THL) to faculty, staff, and administrators, we ensure that students encounter a leadership model that is both taught and lived. They see leadership practiced as care and dignity in the classroom and across campus, which helps them imagine business as a noble vocation—a human institution with responsibilities beyond profit, oriented toward justice and human flourishing. In a world where business often prioritizes efficiency over people, THL offers a counter-narrative that calls students to lead with courage, compassion, and moral imagination.



For colleagues, the THL cohorts cultivate a culture of shared formation across schools and departments, breaking down silos and grounding leadership in cura personalis and discernment. For the University, this initiative strengthens Gonzaga's Jesuit identity by aligning leadership development with our mission to form people for and with others. For the academic discipline, it advances scholarship in humanistic leadership, showing how business ethics can move from theory to practice. Beyond Gonzaga, our partnership with Barry-Wehmiller connects the University to a global movement for people-centered leadership.

This work is guided by a simple vision: to foster a culture of caring leadership at Gonzaga University and light a fire in future leaders, sending them into the world to lead with the courage to care.

Ashish Thatte

ASSOCIATE PROFESSOR,
OPERATIONS MANAGEMENT

Incorporated Group Project involving Fastenal Company in OPER 347 – Lean Thinking

(Spring 2025)

Contribution

In Spring 2025, OPER 347 – Lean Thinking integrated a group project in collaboration with Fastenal Company. On Monday, March 31, 2025, three Fastenal managers - LaDon Smith (District Manager), Alex Minton (Lean Solutions Manager), and Julian Pacheco (Customer Supply Chain Manager) - visited the class to provide training on a real-world case. A variation of this case, drawn from Fastenal's library of supply chain and lean systems challenges, is regularly used, along with several others, with partner universities nationwide to assess students for potential part-time or full-time employment opportunities.

The project involved three student teams (five students each, encompassing all course participants), who worked over a four-week period to analyze the case and develop recommendations. Teams collaborated with the Fastenal managers through weekly Zoom meetings for guidance and clarification.

Impact

Final presentations were held on the Monday, April 28, 2025, class and were evaluated by the Fastenal team and discipline faculty Dr. Jacob Zeng. Assessment criteria included accuracy of the proposed solution, methodological rigor, originality and critical thinking, clarity of communication, and overall presentation quality.

Prizes were awarded based on performance: the first-place team received \$500, and the second-place team received \$300. All students also earned certificates of participation for inclusion in their résumés. The discipline is considering continuing Fastenal's involvement in OPER 347 in future semesters.

This project was made possible through Fastenal's role on the Operations and Supply Chain Management Advisory Board (OSCBAM), its proactive university outreach efforts, and the support of discipline faculty Dr. Mirjeta Beqiri and Dr. Jacob Zeng.

In addition, OPER 347 course students (21 in fall 2024, and 13 in spring 2025) toured the Hotstart company and networked with the Alex Meyer - New Product Development & Introduction Team Lead, along with Yasmeen Perez - Product Design Engineer. Each semester the OPER 347 students receive an opportunity to tour a local business to demonstrate the Lean practices company uses, to complement the topics covered in class. In most of these visits students get to ask questions and interact with the top management (CEO / Owner / Vice President / Production or Continuous Improvement Manager / Environmental Manager / Lean Leader) within companies. Since Fall 2008 several local companies have been visited by the course students including: Amazon Fulfillment Center (GEG1), Triumph Composite Systems Inc., Inland Empire Paper Company, Pearson Packaging, Caterpillar Inc. Distribution Center, Kimball Office Inc., Novation Inc., Nick's Boots, Hotstart Inc., Altec Inc., Sterling Savings Bank (now Umpqua Bank), Spokane Waste to Energy Plant, Ecolite Manufacturing Co., and International Aerospace Coatings.



Cathy DeHart, M.Ed., CPA, CMA, FSA

SENIOR LECTURER OF ACCOUNTING

Sustainability Accounting Curriculum and Professional Development

Contribution

Since 2017, I have contributed to the expansion of sustainability coursework in the School of Business. This expansion of coursework aligns with the SBA's revised strategic plan, which now includes sustainability as part of its academic excellence goal. The coursework also supports the university's mission to foster in students "a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet."

Recently, I developed a new Sustainability Reporting elective in the Sustainable Business Minor, and I also expanded my graduate Sustainability Accounting class from one to two credits. Finally, I expanded my ESG units within ACCT 260 and ACCT 261.

For the last two years, I also served as the Sustainable Business LLC advisor, the largest sophomore LLC on campus. This role allowed me to foster a sense of community and purpose among students who are passionate about sustainability. I planned several successful events for LLC members that were well attended, including three separate meal events with sustainability professionals and a Climate Center speaker. I partnered with Residential Life to plan the expansion of the LLCs to both freshmen and sophomores beginning next year.

Impact

To begin, my coursework has benefited students by teaching them about the importance of sustainability accounting, which is critical to the management of environmental and social issues. Several of my former students and/or mentees were inspired to pursue sustainability-related careers and are now performing ESG engagements in accounting firms.



Sustainability has also played a big part in my own professional growth. In 2016, I became part of the first cohort globally to earn the Sustainability Accounting Standards Board (SASB) Fundamentals of Sustainability Accounting (FSA) Credential. In 2017, I participated in Gonzaga's Cataldo Project and developed the curriculum for my first sustainability accounting class.

My work has had impact beyond the university. From 2017 to 2020, my syllabus was featured on a national educator resources page of the SASB website. From 2017 to 2022, I served in a SASB FSA Leaders Group to brainstorm ideas for increasing engagement, communication, and collaboration within the FSA community.

I have presented at several workshops and conferences. In 2016, I taught a CPE workshop to CPAs, and in 2017, I presented at the Washington Higher Education Sustainability Conference. I met a faculty member from Olympic College at the conference and later mentored her as she earned her FSA Credential. In 2017, I presented at a student-organized sustainability forum, and in 2018, I presented at the 24th Annual IAJBS World Forum/2018 CJBE Annual Meeting. Finally, in 2024, I presented in the "fully developed course" session at the AAA Sustainability, ESG, and Accounting Conference.

Daniel Stewart, Ph.D.
PROFESSOR OF ENTREPRENEURSHIP

Renewing Indigenous Economies

Contribution

Professor Dan Stewart was recently selected to join the leadership team for the Renewing Indigenous Economies (RIE) project at Stanford University's Hoover Institution. The project seeks to understand how the rich history of governance, entrepreneurship, and trade allowed Indigenous people to thrive before colonization and how restoring these traditions can help rebuild Indigenous economies, cultures, and communities.

In North America, as the United States expanded West, traditional governments were displaced by imperialist institutions that are perpetuated to this day, and with poor results. Native Americans are more likely than non-Natives to fall below the poverty line, to be assaulted, incarcerated, or to commit suicide. Parallel stories exist in Indigenous economies throughout the world, where colonizers – whether Dutch, French, Portuguese, or Spanish – similarly displaced peoples and disregarded traditional Indigenous cultures, governance structures, and ownership claims.

The Hoover Project on Renewing Indigenous Economies works with leading scholars, tribal leaders, educators, and emerging Indigenous leaders from around the world to foster the exchange of knowledge and skills necessary for successful tribal governance and entrepreneurship; to promote policy education which informs people of the obstacles faced by tribal leaders and entrepreneurs; and to advance reforms that would potentially remove those obstacles.

Adapted from: <https://www.hoover.org/research-teams/renewing-indigenous-economies-project>

Impact

The impact of the Renewing Indigenous Economies (RIE) project is multi-faceted. First, RIE faculty conduct interdisciplinary peer-reviewed research to inform and promote policies that empower Native Americans to regain control over their lives and resources. For example, members of the RIE faculty recently co-authored an article in *Nature Energy* which discusses opportunities and barriers for Native American tribes to develop renewable wind and solar energy resources on tribal lands. The article was selected by the editors as one of *Nature Energy*'s standout papers.

(source: Parker, D. P., Johnston, S., Leonard, B., Stewart, D., & Winikoff, J. B. (2024). *Economic potential of wind and solar in American Indian communities*. *Nature Energy*, 9(11), 1360-1368).

The RIE program also reaches students directly through the Indigenous Student Seminar, directed by Dan Stewart. Held annually at Stanford, the seminar is an intensive residential immersion program exploring federal policy, tribal governance, and Indigenous entrepreneurship. The goal is to help Indigenous students and recent graduates think critically about the interface between federal Indian policy, self-determination, and economic development.

During the week, students from global Indigenous communities learn about the evolution of property rights and trade networks before European contact; the philosophical underpinnings of Indigenous notions of individualism and governance; the effects of persistent colonial policies on Indigenous people; and innovations in Indian Country that are restoring self-determination and spurring economic growth. The most recent seminar cohort included two students from Gonzaga's unique MBA in American Indian Entrepreneurship program, Shane Moses ('24) and Carla Torosian ('26).

(source: <https://www.hoover.org/indigenous-student-seminar-hoover-institution>)



Daniel Stewart, Ph.D.
PROFESSOR OF ENTREPRENEURSHIP

Molly Pepper, Ph.D.
PROFESSOR OF MANAGEMENT

Spokane Entrepreneurship and Empowerment Network

Contribution

Professor Dan Stewart was recently selected to join the leadership. Professors Dan Stewart (entrepreneurship) and Molly Pepper (management) were named to the program management team for the newly formed Spokane Entrepreneurship and Empowerment Network (SEEN). This new initiative is a partnership between Gonzaga University's Hogan Entrepreneurial Leadership Program and Catholic Charities Eastern Washington in collaboration with the Urban Poverty and Business Initiative (UPBI) at the University of Notre Dame. The SEEN program seeks to empower low-income families from across the Spokane region to plan, launch, and grow their own small businesses, providing a "hand-up" to participants.

Launched in the fall semester of 2025 with a cohort of nearly 50 students, SEEN provides a transformative program offering training, mentorship, and consultancy support to aspiring entrepreneurs from low-income backgrounds, many of whom live within Catholic Charities housing communities. SEEN had over 100 applicants for the first cohort, leading to the creation of a second cohort to begin in the spring semester 2026.

Impact

Through Spokane Entrepreneurship and Empowerment Network (SEEN), Gonzaga joins 35 other Universities in implementing a research-driven, 80-step program

developed through the University of Notre Dame's Urban Poverty and Business Initiative (UPBI). The curriculum encompasses six weeks of boot camp training on Saturday mornings followed by one-on-one mentorship with local entrepreneurs, along with individualized business consulting provided by senior students from Gonzaga's Hogan Entrepreneurial Leadership Program. Gonzaga students will assist small business founders with everything from marketing and graphic design, to accounting best practices and business implementation. Participants also gain access to vital resources, including website and social media development, bookkeeping assistance, and networking opportunities critical for business success.

Participants who complete the 80 program steps may compete for "Zag Tank" microgrants funded by UPBI to purchase equipment, supplies, services, and other assets. The UPBI network has already achieved significant impact in 37 cities, supporting nearly 3,000 aspiring entrepreneurs. In Spokane, SEEN focuses on individuals facing financial barriers to starting or growing their businesses. The first-year pilot targets residents in Catholic Charities housing who aim to launch their first ventures or scale existing small business operations.

By equipping underserved community members with tools, guidance, and resources, SEEN aims to foster entrepreneurship, economic mobility, and community resilience across Spokane. Starting with a foundation of housing and services provided by Catholic Charities, and with the assistance of Gonzaga University Hogan program students and professors, low-income citizens will continue their journey out of intergenerational poverty by starting their own small business and achieving self-sufficiency.





THE NEW CONTEXT OF GLOBALIZATION
REQUIRES US TO ACT AS A UNIVERSAL BODY
WITH A UNIVERSAL MISSION
REALIZING AT THE SAME TIME
THE RADICAL DIVERSITY OF OUR SITUATIONS

IT IS AS A WORLDWIDE COMMUNITY
AND SIMULTANEOUSLY
AS A NETWORK OF LOCAL COMMUNITIES
THAT WE SEEK TO SERVE OTHERS
ACROSS THE WORLD

UNIVERSITY OF CALIFORNIA, BERKELEY, CA

Danielle Xu, Ph.D.

PROFESSOR OF FINANCE

Faculty advisor for the DECA Club and Gonzaga University Investment Club (GUIC), two student-led organizations designed to bridge the gap between classroom learning and real-world business practice. The DECA club was led by Jacob McNab and GUIC by Max Wosczyzna, two outstanding finance students. I am also the faculty mentor for a Mozilo intern, Jacob McNab, for his engagement in a community project. coaching them through competitions, helping them connect their coursework to real-world challenges, and supporting their growth as leaders.

Contribution

I serve as faculty advisor for Gonzaga's DECA chapter and the Gonzaga Investment Club, two student-led organizations designed to bridge the gap between classroom learning and real-world business practice. The Investment Club manages an endowment fund of over \$250,000, giving students hands-on experience in portfolio management, investment research, and financial decision-making. Both organizations also emphasize professional development and networking by connecting students with industry professionals and alumni. As an advisor, I mentor and guide student leaders, facilitate participation in national competitions and coach them through competitions, actively bring in guest speakers and potential employers to expand students' exposure to career opportunities, as well as support their growth as leaders.

Impact

Our students' participation in national finance competitions through GUIC, under the leadership of Max Wosczyzna, has had a direct and measurable impact on their professional development. This year, Gonzaga teams stood out in top-tier events such as the National Investment Banking Competition (Top 16% out of 300+ global teams), the ACG

Cup, and the Venture Capital Investment Competition at BYU—experiences that required advanced financial modeling, deal structuring, and real-time investment decision-making. We also expanded into new competitions, including the University of Michigan Stock Pitch, Point72 Academy Case, and FMA Stock Trading Challenge, giving students even more hands-on exposure to the industry.

These experiences directly contributed to students landing highly competitive summer internships in investment banking and related finance roles—positions that would have otherwise been out of reach without this level of applied preparation.

Additionally, our CFA Institute Research Challenge team produced a comprehensive equity research report on Itron Inc., which was presented to local CFA charterholders, further reinforcing industry expectations and analytical rigor.

Combined with professional engagement through GUIC, where students connected with firms like Cascadia Capital and leaders such as Kenny Polcari and Rich Shinder, this work has elevated Gonzaga's finance profile, expanded student opportunities, and created real bridges between classroom learning and career success.

Under Jacob McNab's leadership, Gonzaga DECA achieved national recognition, winning 1st place in 2024 and 2nd in 2025 at the International Career Development Conference. Through case competitions and business exams, DECA develops critical thinking, communication, and leadership—bridging classroom knowledge with real-world decision-making and elevating Gonzaga's presence on the national stage.

Jacob McNab also served as a Mozilo Intern with the Northeast Public Development Authority, where he built a financial model to support the feasibility and impact of a mixed-use development project in Spokane's Hillyard neighborhood. His work reflected the Jesuit values at the heart of Gonzaga's mission—using finance as a tool for community transformation.



John Correia, Ph.D.

**ASSOCIATE PROFESSOR OF
MANAGEMENT INFORMATION SYSTEMS**

Contextual Learning with LLMs: Personalizing Information Systems Education

Contribution

This project explores the development of a personalized, AI-powered learning tool designed to replace the traditional textbook in an Introduction to Information Systems course. Using large language models (LLMs), the tool generates weekly instructional content tailored to students' personal interests—such as sports, fashion, environment, or health—allowing them to engage with core technology concepts through contexts that reflect their identities.

The minimal viable product was deployed through Notebook LM. The tool now includes audio overviews and an interactive chatbot, allowing students to engage with the material in multiple formats and ask follow-up questions to deepen their understanding. Students select a chapter and a context, receive a customized reading, and explore key concepts through conversation with the AI.

Despite its early-stage development, student feedback has been overwhelmingly positive. Many report feeling more connected to the material and more curious about technology. This initial success supports a broader research vision: to explore how AI can personalize learning, promote identity-driven engagement, and serve as a scalable model across disciplines.

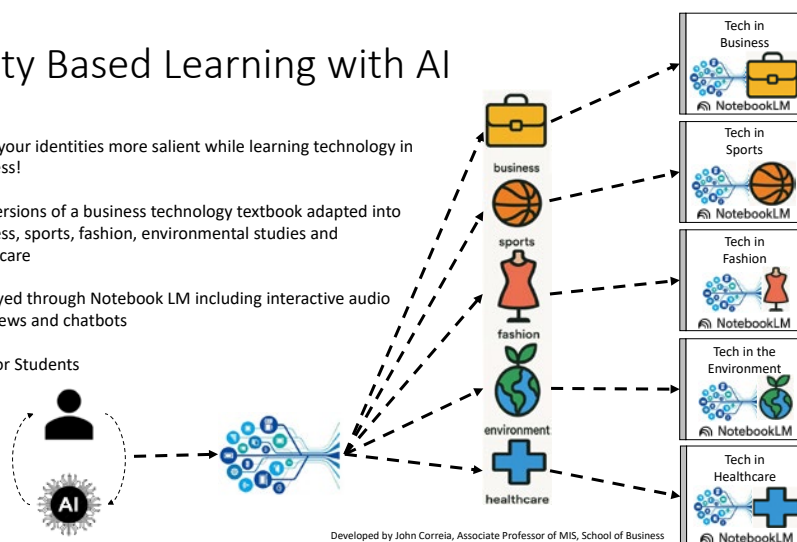
Impact

This project has had a meaningful impact on students, the Gonzaga community, and my own development as an educator and researcher. By replacing the traditional textbook with a personalized, AI-powered learning tool, students in my Introduction to Information Systems course are now engaging with core technology concepts through contexts that reflect their interests and identities—such as sports, fashion, environment, and health. This shift has led to increased curiosity, deeper engagement, and more meaningful classroom discussions. Students report feeling more connected to the material and more confident exploring technical topics.

For Gonzaga, the project reflects our Jesuit mission by integrating personal identity with academic inquiry. It models how emerging technologies like large language models (LLMs) can be used ethically and creatively to support inclusive, student-centered learning. The tool also serves as a proof of concept for broader applications across disciplines, offering a scalable framework that could benefit faculty and students in fields ranging from marketing and accounting to English and the sciences.

Identity Based Learning with AI

- Make your identities more salient while learning technology in business!
- Five versions of a business technology textbook adapted into business, sports, fashion, environmental studies and healthcare
- Deployed through Notebook LM including interactive audio overviews and chatbots
- Free for Students



Personally, building and deploying the tool independently—using Notebook LM and integrating features like audio overviews and an interactive chatbot—has deepened my research focus on AI-enhanced education. It has opened new pathways for scholarship and collaboration, and reaffirmed my commitment to designing learning experiences that are both innovative and human-centered.

Empowering Students Through Industry-Facing Consulting and Technology Initiatives

Contribution

As faculty advisor to the Gonzaga Sports Consulting Group (GSCG) and Zags Business + Tech (ZBT), I have helped students engage in real-world consulting projects with major organizations such as the Seattle Mariners, PGA Tour, and New Balance. These student-led groups provide experiential learning opportunities that bridge classroom theory with industry practice. I support students in client recruitment, project execution, and professional development, while also facilitating faculty and alumni involvement.

Beyond industry engagement, these groups have made meaningful contributions to the local community. GSCG organized outreach events with a middle school, mentoring a girls' basketball team and visiting classrooms from grades 3–8 to connect students' passion for sports with business concepts. These efforts reflect Gonzaga's mission of educating the whole person and promoting social justice.

Through these initiatives, students gain technical, interpersonal, and leadership skills while building networks that extend far beyond campus. My role has been to guide, mentor, and structure these experiences to maximize both learning and impact.

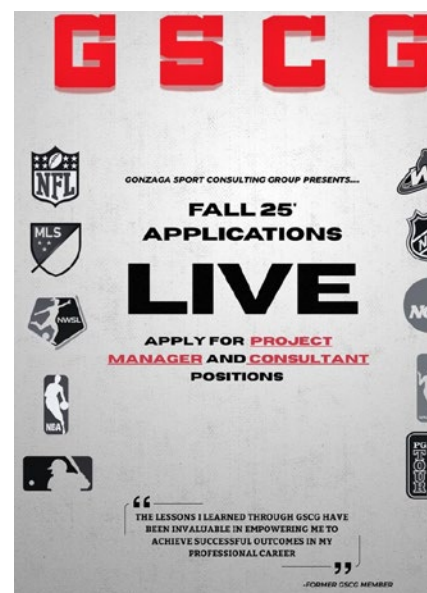
Impact

My work with the Gonzaga Sports Consulting Group (GSCG) and Zags Business + Tech (ZBT) has created transformative opportunities for students and meaningful engagement with industry and community partners. These student-led organizations provide experiential learning through consulting projects with major clients such as the Seattle Mariners, PGA Tour,

and New Balance. Students gain hands-on experience solving real business challenges, developing technical and interpersonal skills, and building professional networks.

Beyond project execution, I helped establish a national advisory council for GSCG composed of eight external members who contribute financially and strategically. Their in-person engagement with students during our first council summit fostered mentorship, career guidance, and long-term visioning for the group. I also facilitated collaboration between GSCG and ZBT, enabling interdisciplinary teams to tackle complex projects that blend business strategy with technical innovation.

Our outreach extended into the Spokane community, where GSCG organized events with a local middle school. Our female student leaders mentored a



girls' basketball team, and we brought students into classrooms from grades 3–8 to connect their passion for sports with business concepts. These efforts inspired younger students and gave Gonzaga students a chance to lead with purpose.

This work has enriched my own professional growth, allowing me to mentor students in high-impact settings and build sustainable partnerships that reflect Gonzaga's mission of leadership, service, and excellence.

Magda, Kondaridze, Ph.D.
ASSISTANT PROFESSOR

1. Developing a New Class: Economics of Women

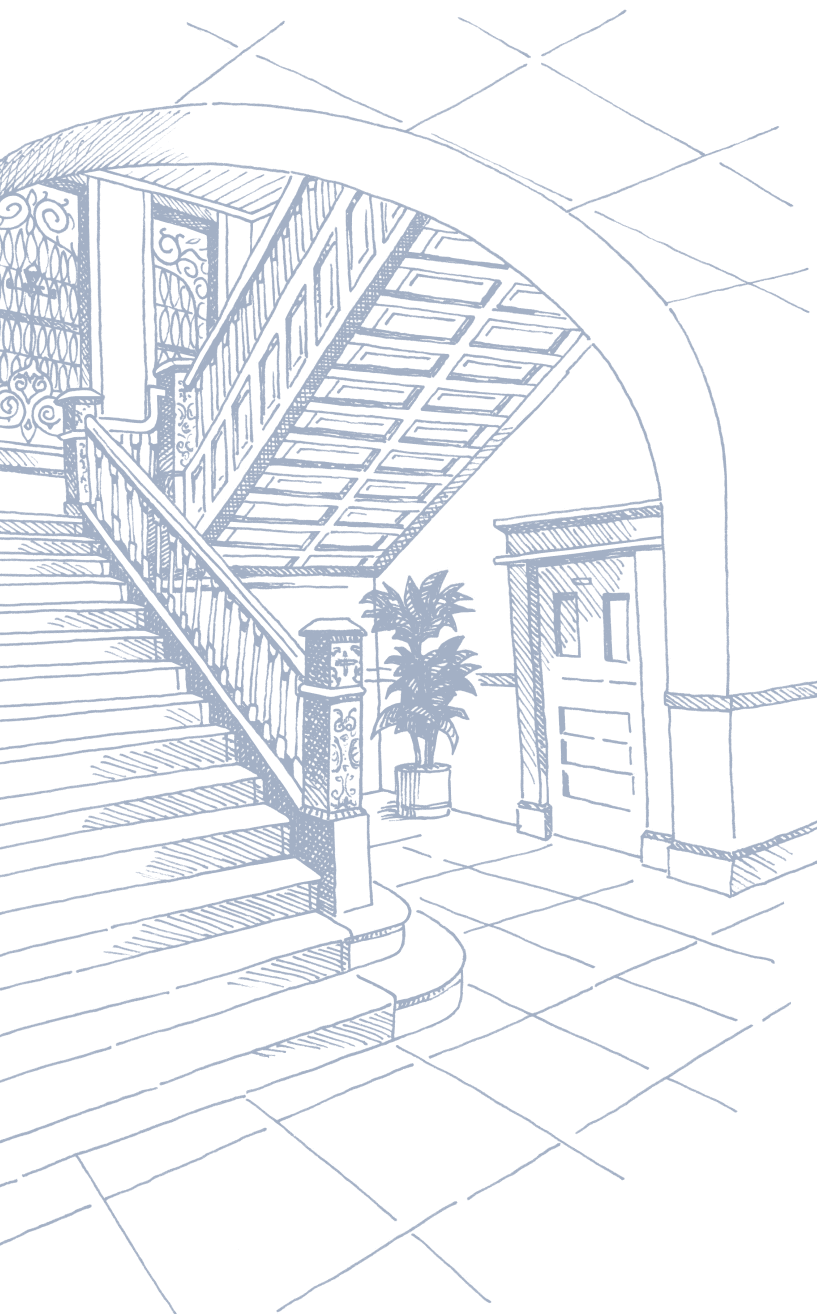
2. Economics Summer Fellowship

Contribution

1. Last summer, I designed and taught a new interdisciplinary course titled The Economics of Women, which explores how gender intersects with economic systems, structures, and policies. Drawing from feminist economics, the course covers topics such as unpaid care work, the gender wage gap, occupational segregation, globalization, and gender-responsive budgeting. Students engage with theory, case studies, debates, and a final policy proposal, applying economic thinking to real-world gender disparities.

The course is designed to be accessible to students from any major and fulfills Gonzaga's Social Justice Core requirement. It is also cross-listed with the Women, Gender, and Sexuality Studies program. While it is currently offered in the summer, there are plans to include it in the regular academic year rotation. My goal was to create a space where students could critically explore systemic inequality through an economic lens and contribute to informed, equity-driven dialogue across campus. Developing and teaching this course allowed me to merge personal and academic passions while offering students an opportunity to approach economics through an inclusive and justice-oriented framework.

2. Each summer, the economics department selects a few students to participate in a research fellowship aimed at developing data analysis, writing, and critical thinking skills. Last summer, I served as a faculty mentor in this program and worked closely with economics student Elie Kornfeld. I encouraged Elie to take full ownership of his project while I guided him through each stage of the research process—from literature review and hypothesis development to data





management and empirical analysis.

My goal was to help him build a strong foundation for graduate school. Elie, who is applying to Ph.D. programs, grew significantly as an independent thinker and researcher. Even after the summer fellowship ended, we

continued working together to further refine his project, which we hope to publish. Elie has been accepted to present his work at Gonzaga's Mission in Motion Showcase on September 24 and the Association of University Business and Economic Research (AUBER) Conference in Missoula, Montana, on October 5. This mentorship experience has strengthened Gonzaga's commitment to undergraduate research and was equally transformative for my own development as a faculty mentor.

Impact

1. As a new course with a small enrollment, the long-term impact is still emerging—but the early signs have been powerful. In her final reflection, one student wrote:

"Throughout this course, I have been able to read many different perspectives on women's roles in economics. There has been a constant theme of how women are undervalued and not on the same playing field as men. I find this to be important to the next generation of economic thinkers and practitioners."

This course reflects a lifelong dream of mine. I dedicated it to the women in my life whose stories have shaped me:

- My grandmothers, who built their lives during the hardships of the Soviet Union.
- My late aunt, whose education was sacrificed for early marriage.
- My mother, who left everything behind to support my sister and me as a migrant worker in Türkiye.

Through this course, I found a meaningful way to blend my academic discipline with advocacy and storytelling. The course inspired a new research project, which I'm currently pursuing with former student Elyse Cairney. I plan to expand this project and continue reaching out to broader communities on and beyond campus.

This course has strengthened my voice, my research agenda, and my connection with students. It has allowed me to plant seeds of empowerment and critical thought in the next generation of changemakers.

2. In my first year at Gonzaga, I had no prior experience advising students on independent research. Working with Elie Kornfeld on a collaborative project changed that entirely. It was a valuable experience for both of us—it gave me the confidence to take on future research mentorship and helped him prepare for graduate school.

Elie shared:

"After three months of thorough research and data analysis, I feel more prepared to take on my ambitions of graduate school next year."

This experience laid a strong foundation for his planned Ph.D. path while allowing me to grow as a mentor. It also strengthened student-faculty ties, creating space for collaborative inquiry beyond the classroom, which is very important to me as I want to create an environment for my students where they feel supported and inspired.

For me, mentoring Elie helped translate my research expertise into accessible, hands-on experience for students. It also emphasized on the importance of nurturing curiosity, initiative, and confidence—especially for undergraduates navigating early career decisions.

After discussing his thoughts about his experiences and work with me, Elie shared about the overall development in student-teacher relations from the research. "I feel so understood and cared for by you. Your care for my overall wellbeing as a human means a lot and allows me to be 100% when approaching our research and all questions inside or out of the classroom."

Beyond personal growth, I now feel equipped and excited to invite more students into research opportunities. Experiences like this reinforce Gonzaga's mission of forming people for others: mentoring through research builds both intellectual and human capital. I look forward to continuing this work and helping more students discover their academic voice.

Peggy Sue Loro, Ph.D.

PROFESSOR OF MARKETING

New York Trek: Marketing and Advertising Track

Contribution

Recognizing that Gonzaga's long-standing New York Trek had focused exclusively on finance and investment banking, I envisioned and created a Marketing and Advertising track to serve students in those disciplines. The purpose of the program is to provide students with direct exposure to New York's diverse professional landscape for marketers, including advertising agencies, media and entertainment companies, technology firms, consumer product brands, and sports organizations. The program also prepares students for the practical aspects of relocating and launching a career in "The Big Apple."

The track debuted in 2023 with an associated one-credit course tailored to marketing students (MKTG 491). That trek featured eight site visits: Google, Creative Artists Agency (CAA), the NBA, NextDoor, Paramount, The Trade Desk, McCann, and LinkedIn, hosted by six Gonzaga alumni and twenty other employees at those organizations. Ten young alumni volunteered to attend a mentoring dinner with the students, and other New York Zags joined us for

a networking social. The 2024 trek added visits to Orchard Creative, Amazon, and the American Kennel Club, hosted by five alumni new to the trek, and this year will include first time visits to Sinclair Broadcasting Group, the Broadway League, and public relations agency Jack Taylor. The network of New York Zags involved in this effort grows each year!

Impact

The Marketing and Advertising track of the New York Trek has created transformative opportunities for Gonzaga students, alumni, and the broader community. The program has had a profound impact on the 24 students who have participated in the program thus far, broadening their horizons and providing unparalleled professional exposure in one of the world's most competitive markets. Through the site visits, mentoring dinners, and networking events, students have built confidence, developed networking skills, and gained clarity about career possibilities in marketing. Two students from the first year have leveraged their experience into full-time positions with New York agencies, which is no small feat.

The Marketing and Advertising track has also strengthened Gonzaga's alumni network. Many New York-based graduates, previously uninvolved due to the trek's prior focus on finance, have been energized by hosting students, mentoring them, and reconnecting with one another. This re-engagement fosters lasting ties between alumni and the university, reinforcing

Gonzaga's presence and reputation in a major industry hub.

For me personally, developing and leading this initiative has been a deeply rewarding extension of my teaching and service. It has allowed me to integrate the professional networks I have cultivated over 25 years of teaching at GU with a mission-driven commitment to *cura personalis*, supporting students not only in their career aspirations but also in their personal growth and confidence. I believe wholeheartedly that this trek amplifies Gonzaga's values while creating meaningful impact far beyond campus. I am delighted to be a part of it!



Rebecca A. Bull
Schaefer, Ph.D.
PROFESSOR OF MANAGEMENT

Professional Development Championship Endorsement Program

Contribution

The Professional Development Championship (PDC) Endorsement program was created in partnership with the Career Center to support international graduate business students and others with limited work experience. To earn a LinkedIn endorsement and graduation pin, students complete a series of Career Center workshops on resume writing, networking etiquette, interviewing, and career search tools. They also tour regional for-profit and nonprofit organizations and meet directly with business leaders. Past visits have included WA Trust Bank, ICCU, Dorian Studios, Robert Karl, Northeast Community Center, and Vanessa Behan. In addition, students attend networking events, career fairs, and MBA program workshops. The MBA workshops feature Spokane-area investors and brokers who provide practical advice and skill development.

Impact

The program has had a clear impact by helping students expand their professional networks, improve communication skills, and gain confidence in career planning. By practicing in low-risk, high-engagement settings, students develop critical skills that support both their job searches and long-term career success, strengthening Gonzaga's connections with the Spokane business community.

Vanessa Behan Compensation Strategy

Contribution

Vanessa Behan envisions a community free from child abuse and neglect. As a mother of two with no family in the area, I understand the emotional and financial stressors parents face. I first learned of Vanessa Behan from my business administration students who regularly volunteer at the crisis nursery. From 2017 to 2023, I served on the Board of Trustees and chaired the HRM Committee. My goal was to ensure that the team members caring for our community's children were also cared for. I created and implemented work attitude and stress surveys, as well as questionnaires on time off and compensation. I also worked with leadership to develop a compensation strategy that included benefits and leave policies. One major challenge for the nursery was staff turnover and long background-check delays for new hires. By my final year on the Board, my research and proposals to raise base pay from minimum wage to a living wage were adopted, directly strengthening retention and stability for those serving Spokane's most vulnerable children.

Impact

Initially, the Board approved raising the base wage to a "stability wage," with the long-term goal of reaching a true living wage. This change allowed more employees to work full-time without worrying about their next rent payment. Staff reported feeling heard, supported, and able to count on more predictable schedules. With stronger retention and engagement, Vanessa Behan is better positioned to expand services for families who rely on free childcare and respite, most of whom live well below Spokane's poverty line.

The impact extended to my teaching as well. With permission from Vanessa Behan, I shared survey data with my HRM students, who analyzed employee attitudes, explored living wage benchmarks in different cities, and studied how organizations implement wage floors. This gave them hands-on experience in quantitative analysis and persuasive professional writing, while connecting classroom learning to real community outcomes.

Rebecca A. Bull Schaefer,
Ph.D., *Continued*
PROFESSOR OF MANAGEMENT

NAFOA Educational Program of the Year

Contribution

I served as MBA Programs Director from 2022–2025, overseeing Gonzaga’s MBA in American Indian Entrepreneurship (MBA-AIE). In 2026, the program will celebrate its 15th graduating cohort and 25 years of advancing Gonzaga’s mission to serve Native communities. While the United States recognizes 574 American Indian tribes and Alaska Native entities, traditional business education often overlooks issues of sovereignty and Native-owned enterprises. The MBA-AIE was launched through the vision of former SBA Dean Bud Barnes and the Johnson Scholarship Foundation to fill that gap, offering a curriculum shaped by tribal governance, Native business challenges, and the voices of Native scholars and leaders of tribal entrepreneurship and scholarship. In April 2025, the program was honored as Education Program of the Year by the Native American Financial Officers’ Association (NAFOA)—its first national recognition, made possible by a student-led nomination.

Impact

The program’s impact is far-reaching. Students from across the country join synchronous online courses, taught jointly by SBA faculty and leaders of tribal entrepreneurship and scholarship. They participate in immersions in Spokane and at national conferences such as the Reservation Economic Summit, where they connect with Native-owned enterprises and organizations serving tribal and governmental needs. Recent cohorts have also deepened ties with Gonzaga’s Tribal Relations team, strengthening bonds that extend beyond graduation. A central goal of the program is also to deepen Gonzaga’s relationship with local tribes and Native-owned businesses, building trust and collaboration that extend well beyond the classroom. For me, it was a privilege to support the 14th and 15th cohorts and continue the legacy shaped by former directors Jinny Piskel, Gary Weber, Chris Stevens, and Mirjeta Beqiri. Former and current institutional partners include Raymond Reyes, Wendy Thompson, Laurie Arnold, Stacey Chapman, Tina Swannack, and Claudia Rios-Jordan.

Gonzaga SHRM Student Chapter Recognition

Contribution

I have served as Faculty Advisor for Gonzaga’s SHRM (Society for Human Resource Management) Student Chapter since 2011. Since 2019, the chapter has been recognized by SHRM as an exemplary chapter—with the past three years earning the Superior Merit Award. This national recognition places Gonzaga among a select group of universities whose student chapters consistently demonstrate excellence in leadership development, professional engagement, and service. Earning this award requires documented achievement across a wide range of activities, including hosting guest speakers on current HR issues, engaging with Gonzaga’s HRM Concentration Advisory Board, touring nonprofit and for-profit organizations, attending professional conferences, and volunteering at regional networking events. These honors not only highlight the quality of Gonzaga’s HRM concentration and minor, but also elevate the School of Business Administration’s reputation on a national stage.

Impact

The chapter’s impact extends to both students and the Spokane community. Students gain hands-on experience through meaningful engagement with local HR leaders and organizations, often leading directly to internships, jobs, and scholarships through the Inland Northwest Chapter of SHRM (INSHRM). These opportunities build lifelong friendships and professional networks, while also preparing students to sit for the SHRM Certified Professional (SHRM-CP) exam—a credential that every Gonzaga student chapter member who has attempted has successfully earned. Graduates remain active in the Spokane community, contributing as HR leaders and giving back to the chapter with mentorship, resources, and continued involvement, thereby strengthening both Gonzaga and the region’s professional HR community.

Banyi, M. & Bull Schaefer, R.A. (2022)

A Commitment to Change? CEO Pay and Alignment with Environment, Social, and Government Objectives.

Corporate Ownership & Control, 19(4), 42-54.

Contribution

The 2019 Business Roundtable gathered over two hundred executive signatures pledging to expand corporate priorities beyond shareholder primacy. Guided by agency theory, compensation committees have historically tied executive pay to outcomes such as share price. In a qualitative study with Dr. Monica Banyi, we examined whether signatory firms actually adjusted executive compensation structures to reflect this broader stakeholder view. We analyzed compensation committee reports from 135 proxy statements (fiscal year 2020) to see if incentive structures incorporated stakeholder-focused measures. Only 13 companies made such changes. Although many executives publicly claimed to act in all stakeholders' interests, we found little evidence that they were incentivized to implement strategies with environmental, social, or sustainable impact. This study contributes to the scholarly literature on corporate governance by documenting the gap between symbolic commitments and measurable compensation practices.

Impact

In my senior-level Compensation and Appraisal course, I share these findings with students, sparking discussion about the complexities of changing executive pay systems. Through guided interpretation, they consider why many firms maintain shareholder-focused incentives despite public commitments, and what it takes for a CEO to accept reduced pay or incentives that are not tied directly to share price. These discussions help students see how compensation structures can

unintentionally reward undesired behaviors. They also encourage students to think critically about the ethical and strategic dimensions of executive pay. The research thus becomes a teaching tool that develops their analytical reasoning, ethical awareness, and ability to connect compensation practices to broader organizational and societal outcomes. In this way, students are prepared to lead with both competence and conscience—reflecting Gonzaga's mission to educate business leaders who serve the common good.



Ryan Herzog
ASSOCIATE PROFESSOR OF ECONOMICS

Incorporating AI in the Classroom

Contribution

In the 2024–25 academic year, I incorporated AI-driven innovations into my teaching to improve student engagement, comprehension, and academic performance. Most notably, I developed course-specific, AI-powered chatbots for ECON 202, 302, and 352. These tools provided students with real-time feedback and study support, enhancing their ability to engage with complex economic concepts outside of class time. By tailoring each chatbot to the specific course content, I was able to foster a more personalized and accessible learning environment. Students reported increased confidence in mastering course material and greater preparedness for assessments.

In addition to these tools, I co-developed national teaching modules and podcasts on the integration of AI in education, including a Macmillan Learning webinar with Nobel Laureate Paul Krugman, which focused on how AI is reshaping college graduates' career prospects. These engagements allowed me to bring cutting-edge insights into the classroom while helping shape broader conversations on AI in higher education. Through these initiatives, I advanced Gonzaga's commitment to academic excellence, innovation, and student-centered learning.



Bank on it with Professor Herzog

By Ryan Herzog

Guides Money and Banking students through concepts, fostering independent problem-solving, while avoiding direct questions from assignments or exams.

What does it mean if the yield curve is inverted?

Please provide me sample multiple choice questions...

Please provide sample short answer questions...

Can you provide me a study guide for the first...



Impact

The integration of AI-powered tools and instructional innovations has had a broad and meaningful impact. For students, the custom course-specific chatbots have significantly enhanced accessibility and comprehension, offering real-time academic support beyond the classroom and helping improve study habits and performance. This has been especially beneficial for first-generation and underrepresented students, who often seek more academic scaffolding.

Within the Gonzaga community, these tools reflect our mission to foster academic excellence through innovative, inclusive pedagogy. At the disciplinary level, my national presentations and collaborations—such as webinars with Macmillan Learning and Paul Krugman—have positioned Gonzaga as a thought leader in the evolving intersection of AI and economics education. Beyond the university, these innovations have sparked interest among peer institutions and educators seeking to modernize their curriculum. Personally, this work has pushed me to explore the frontiers of AI in education, deepening my expertise in pedagogy and broadening my professional network.

Shan Xiao, Ph.D.
ASSISTANT PROFESSOR OF
MANAGEMENT INFORMATION SYSTEMS

Building Trust in AI: Evaluating the Response Effectiveness of Conversational Tools and Their Impact on User Confidence



Contribution

I mentored Hailey Nguyen, a business student in the Honors Program, on her senior project for over a year. The study investigated how users' perceptions of responses generated by AI conversational tools (e.g., ChatGPT) shape their trust in such tools. I met with her weekly, guiding her through the entire research process, from idea development and literature review to poster creation and presentation preparation.

Our work gained strong recognition: the project was showcased at the Value & Responsibility in AI Technologies conference hosted at Gonzaga in April 2025. Hailey successfully completed her senior thesis, and we later further developed the project toward publication.

As part of this process, I helped her structure the manuscript, asked her to draft sections such as articulating the significance of the research question, and provided detailed feedback and edits. I also encouraged her to take ownership of her ideas, which built her confidence in presenting academic work. This collaborative approach not only strengthened her writing and critical thinking skills but also gave her valuable experience in professional research. Ultimately, our paper won the Best Paper Award at a regional MIS conference.

Impact

Overall, this project provided an important opportunity for students to engage in learning beyond the classroom. Together, we created an experience of investigating real-world problems and seeking answers through systematic research. This was a unique chance for Hailey to see firsthand what is happening in our discipline and to learn how to conduct research in a professional way. This is particularly valuable if she chooses to pursue a master's or doctoral degree in the future.

Both of us committed significant time and effort to the project, which not only advanced the research itself but also deepened her understanding of the discipline. By working closely on every stage of the process, she was able to experience the rigor, creativity, and collaboration that define scholarly work.

Stephanie A. Van Dellen, Ph.D.



ASSISTANT PROFESSOR OF MANAGEMENT

Management and Organizational Behavior Teaching Society's (MOBTS) New Educator Award

Contribution

In 2024 Dr. Van Dellen received this annual award that recognizes early career faculty (up to 5 years after receiving their doctoral degree) who are exceptional teachers, who publish in the area of management education, and who contribute innovative ideas to the society. She demonstrated innovative teaching based on her student evaluations, colleagues' observations, and commitment to designing engaging pedagogy and curriculum. She has been actively involved in MOBTS

since 2020 when she attended the society's Early Educator Institute. Since then, she has presented 6 of her teaching activities at the society's conferences in the United States and internationally. Additionally, Dr. Van Dellen has published one of her experiential teaching activities in *Management Teaching Review*. Her article titled, "Appreciative Inquiry Utilizing Online Platforms," uses Appreciative Inquiry as a peer feedback model to allow students to provide positive, strengths-based feedback to their peers via an online platform that allows for written words, memes, GIFs, and photos to encourage multiple ways to express their feedback after group presentations are given in class. Dr. Van Dellen received this award because she is considered an emerging voice in the society who demonstrates new ways of thinking about and practicing management education.

Impact

Dr. Van Dellen joined Gonzaga University in Fall 2024, bringing with her a commitment to excellent teaching, while also being recognized by MOBTS with this prestigious award. Through her involvement with the society and publishing in the *Management Teaching Review* she has been able to share her teaching activities and innovations with other faculty teaching management across the country and abroad. Additionally, she has developed and utilized many of her activities in her MGMT 350: Principles of Management course at Gonzaga. This includes an activity where students utilize Artificial Intelligence (AI) to learn about national culture by gaining insight as to appropriate uses, prompting, and checking AI accuracy. Another class activity has students write a realistic job preview for Gonzaga students by reflecting on their own experiences to determine what they would tell a prospective student. Dr. Van Dellen has shared these activities at MOBTS conferences in the United States and Germany in 2025 and is working to publish these experiential exercises in management teaching journals. Moreover, through this recognition she has strengthened her involvement and commitment to advancing excellent management teaching by serving on the award committee that selected the winner of the 2025 MOBTS New Educator Award and joining the editorial review board for the *Management Teaching Review*. Both opportunities have allowed her to give back to the society and contribute to the scholarship of learning and teaching in the field of management education.

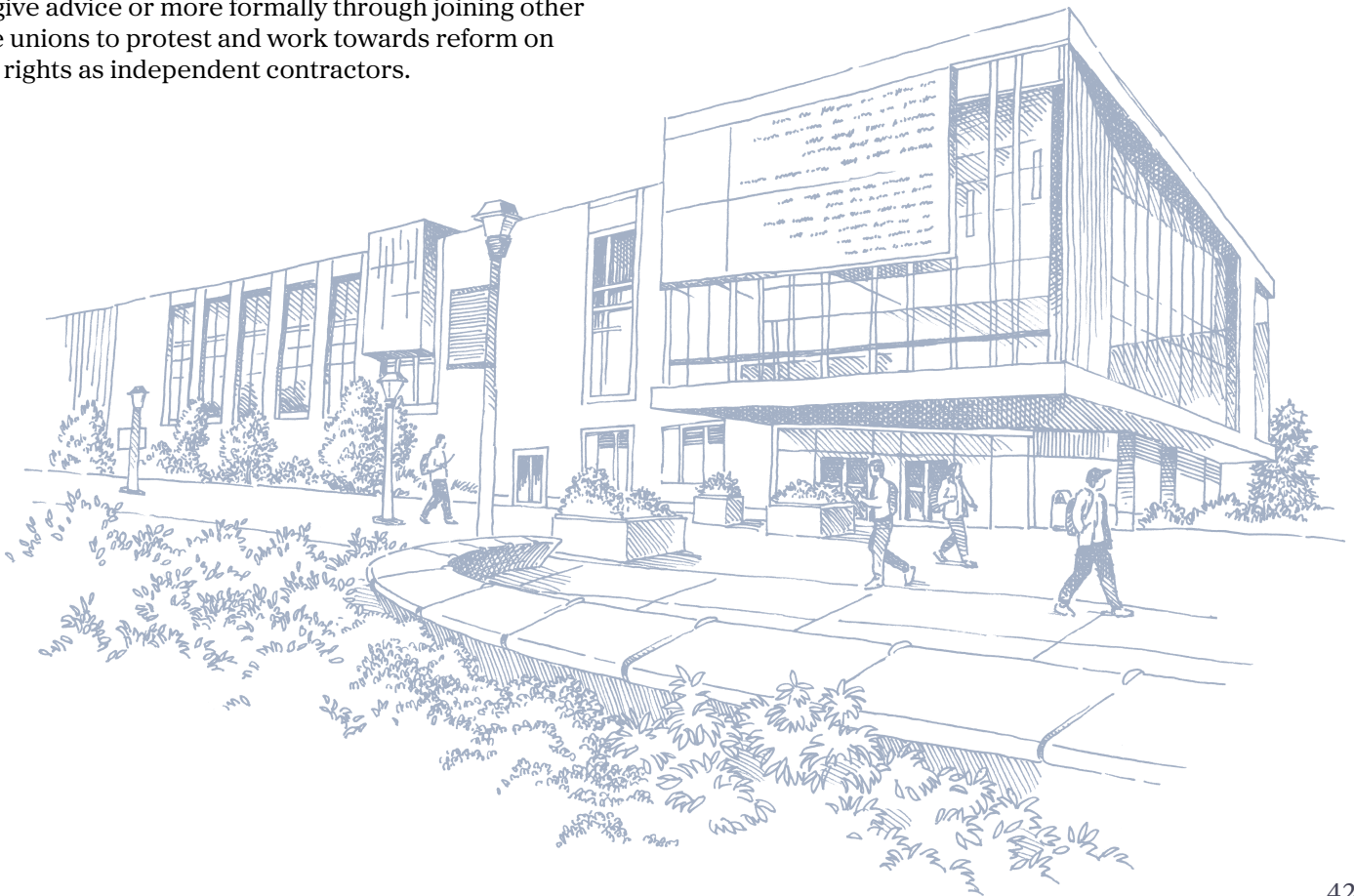
2024 Emerald Publishing's Literature Award – Outstanding Paper for the Journal of Managerial Psychology

Contribution

Each year the editors for journals published by Emerald Publishing, select the best paper published the previous year. Dr. V.an Dellen and her co-authors, Dr. Gordon B. Schmidt, Dr. Jestine Philip, and Dr. Sy Islam, published an article in the Journal of Managerial Psychology titled “Gig worker organizing: Toward an adapted Attraction-Selection-Attrition framework.” This article builds on the popular human resources theory about how job applicants are attracted to apply to organizations, organizations select appropriate job candidates, and then those employees either voluntarily or involuntarily leave the organization by looking at the ecosystem of a gig worker. This article proposes that before gig workers leave gig work, they try to organize informally by using online platforms like Reddit to help fellow gig workers find the best gigs and give advice or more formally through joining other trade unions to protest and work towards reform on their rights as independent contractors.

Impact

This article provides practical recommendations on how human resources departments with gig workers can create listening opportunities for gig workers' concerns to be heard and be more successful in attracting, selecting, and retaining gig workers. As a result, this article was chosen for an Emerald Literature award by the journal's editors for making a real impact beyond academia. The Journal of Managerial Psychology is considered a “B” journal on the Australian Business Deans Council (ABDC) journal quality list. The journal has a 5-year Impact Factor of 4.7 and a 10% acceptance rate. The article was freely available for a year as a result of winning this prestigious award. In the first three years since the article was published it has already been cited over 25 times. Dr. Van Dellen and her co-authors published a follow up piece testing the Attraction-Selection-Organizing-Attrition framework by analyzing the social media of gig workers. Through this research they found support for the organizing phase. This empirical article titled “An application of the ASOA framework in gig worker social media usage” was published in 2024 in First Monday, one of the first online, openly accessible peer-reviewed journals that publishes working on the human-computer interaction. First Monday is also considered a “B” journal on the ABDC journal quality list.



Timothy Olsen, Ph.D.
 ASSOCIATE PROFESSOR OF
 INFORMATION SYSTEMS

Helping Spokane Entrepreneurs Understand Their Local Business Landscape

Contribution

Entrepreneurs in Spokane often ask the same big questions:

“How common is this type of business here?”

“What does the competition look like?”

To help answer them, seven Gonzaga MSBA students partnered with the Spokane Public Library. They analyzed Washington State Department of Revenue data – over 110,000 business records since 1905 – to uncover trends in local business formation.

The result? A system powered by Large Language Models (like ChatGPT) that allows the library’s Business Librarian, Mark Pond, to type in questions such as:

“What’s the trend for coffee shops opening and closing by zip code over the last 10 years?”

“How has the legal structure of hair salons (LLC vs. sole proprietor) shifted over the past 40 years?”

Impact

Impact for Students: They gained hands-on experience working with messy, real-world data and cutting-edge AI tools – learning how to translate raw data into insights that matter for a community.

Impact for Entrepreneurs: Spokane business owners now have a powerful new resource to better understand local competition, market trends, and opportunities – making it easier to start and grow businesses with confidence.

Impact for Mark Pond: As one of the nation’s most innovative business librarians, Mark now has a tool that extends his reach, letting him answer complex questions quickly and serve Spokane’s entrepreneurial community even more effectively.



This is a win-win-win: students learn, entrepreneurs grow, and the library continues to lead the way in supporting Spokane’s business ecosystem.

An Arabic-Speaking Housing Chatbot for Refugees in Spokane



Contribution

Housing is one of the biggest challenges refugees face when resettling in Spokane – and most questions that World Relief (a local nonprofit) receives are housing-related. For many new arrivals, language is also a barrier.

That's where a group of Gonzaga Information Systems students stepped in. Partnering with World Relief, they built an Arabic “speaking” chatbot designed to answer housing questions. The team drew on World Relief's housing resources, then leveraged fine-tuned AI models in modern colloquial Arabic to create a cloud-based chatbot solution.

Impact

This collaborative project showed how generative AI can be used for good – helping marginalized and underserved communities while giving students hands-on experience with real clients. World Relief gained new insights into how AI could support refugees, and students left with the powerful experience of using technology to make a difference.

Can snowfall, cold temperatures, or sunshine explain Spokane Library foot traffic?

Contribution

For years, librarians at Spokane Public Library wondered if weather really changed how many people walked through the doors. Three MSBA students in the Gonzaga School of Business rolled up their sleeves and put the hunch to the test – combining three years of checkout records, turnstile counts, and daily weather data.

What did they find? When looking at all branches together, weather didn't seem to matter. But when analyzed branch by branch, the story changed. Liberty Park Library, for example, saw a noticeable dip on cold days – showing that each branch has its own “weather sensitivity.”

Impact

Beyond being a fun data challenge for our students, this work gives the library practical insights. Now Spokane Public Library has a better sense of how weather may affect visits, helping them think about staffing, resources, and how to make the most of their data.



Yemisi Awotoye, Ph.D.

**ASSOCIATE PROFESSOR OF
MANAGEMENT**

Bridging Classroom and Community: Embedding Spokane Business Partnerships into Business Education

Contribution

In my teaching, I integrate experiential learning and community engagement to ensure that students connect academic theory with real-world application. A centerpiece of this approach is the development of sustained partnerships between Gonzaga business courses and Spokane-area businesses, many of which are minority-owned or minority-serving organizations.

In BUSN 481 (Strategic Management), students work as consultants for local companies, addressing strategic challenges in areas such as marketing, human resources, finance, and supply chain management. Each semester, I collaborate with business owners in advance to identify needs, then guide students through structured milestones, client meetings, and applied deliverables. Similarly, in MGMT 355 (International Management), students assess global opportunities for Spokane businesses through projects such as the Country Selection and Culture Project. At the MBA level, students in MBUS 616 (Strategic Management) apply frameworks directly to their employers or local firms, culminating in practice-driven reports.

These initiatives merge academic rigor with professional application, giving students the chance to make meaningful contributions while developing career readiness skills. By embedding Spokane's business community into the curriculum, my courses highlight Gonzaga's mission to educate students for lives of leadership and service.



Impact

For students, the projects transform the classroom into a professional laboratory. They gain first-hand consulting experience, strengthen critical thinking and collaboration skills, and build confidence in engaging with real clients. Alumni often report that these experiences gave them a competitive edge in launching their careers.

For the Spokane community, these partnerships provide organizations with actionable, research-based solutions that support their growth and sustainability. Companies such as Corbin Senior Center, Wrightway Beauty, and AHANA-MEBA have implemented student recommendations to advance strategic goals. Notably, AHANA-MEBA received the Washington Economic Development Association (WEDA) Award for Diversity, Equity, and Inclusion, crediting Gonzaga's student partnerships as instrumental to their success.

For Gonzaga, these initiatives enhance the university's visibility as a community partner while also strengthening academic distinction. BUSN 481 has earned the Honors designation, and MGMT 355 has been recognized with a Global Studies designation, underscoring both their rigor and their global-local relevance.

By embedding Spokane businesses into the heart of business education, these projects illustrate how Gonzaga faculty can foster meaningful, reciprocal relationships that benefit students, local enterprises, and the broader region.

Yemisi Awotoye, Ph.D.
ASSOCIATE PROFESSOR OF MANAGEMENT

Rebecca A. Bull Schaefer, Ph.D.
PROFESSOR OF MANAGEMENT

Mariella Zavala, Ph.D.
ASSISTANT PROFESSOR OF MARKETING

Spokane Inclusive Business Catalyst: AHANA and SBA Partnership

Contribution

AHANA is a multi-ethnic business association that empowers business leaders and entrepreneurs in the Spokane community through several targeted programs, including the long-running Spokane Inclusive Business Catalyst. AHANA's Director of Community & Government Affairs, Sanya Ala, has partnered with Gonzaga's School of Business Administration (SBA) for decades, advising school leadership and collaborating with both Bud Barnes, former Dean, and Ken Anderson, current Dean and longtime faculty member. In recent years, SBA faculty deepened this partnership by contributing directly to Catalyst workshops. Dr. Yemisi Awotoye began leading business planning and strategy sessions, and by 2025 Drs. Bull Schaefer and Zavala joined to extend practical knowledge in employment law, people-centered management, and marketing. Gonzaga Assistant Professor of Law, Dr. Wale Olumodimu, also contributed sessions on leadership development, alongside local experts in banking and accounting.

Impact

Many small-business owners lack formal business education, and even for those who have it, the challenges of starting, managing, and sustaining a business can be daunting. The most recent Catalyst cohort included entrepreneurs in hospitality, accounting, construction, and retail. Through this program, SBA faculty and community partners share Gonzaga's mission by equipping participants with the tools to strengthen their businesses and, in turn, Spokane's economy. By helping small-business owners adopt people-centered practices, weigh community and environmental impact in their decisions, and think critically about long-term sustainability, we not only prepare them for personal success but also support job creation, local investment, and economic resilience. This direct engagement cultivates diverse leadership and contributes to a stronger, more inclusive business community for the region.



Kelsey Carlston, Ph.D.
ASSISTANT PROFESSOR OF ECONOMICS

Economics Student-Led Research and WSSA Conference

Contribution

Five students from Economics presented their work at the World Social Science Association Conference in Seattle, WA, in April 2025. Each student presented their own work that they began in my Regression Analysis class and continued to refine. The students got valuable research experience and were able to see what a multidisciplinary academic conference was like first-hand.

Impact

The students who traveled to Seattle said it piqued their interest about continuing their studies by potentially going to graduate school. They said it gave them confidence that the work they did was worthwhile. One student said, “I was able to improve my presentation skills, receive feedback on my work, and explore what research economists are doing. This experience was very beneficial to my education and future career.”

In addition, it gave exposure of our university to other people in the conference. Very few undergraduates were in attendance, and people were impressed by the work our students did.



Mirjeta Beqiri, Ph.D.
PROFESSOR OF OPERATIONS

Learning across borders, Serving across communities



Contribution

I co-lead MBA and MBA-AIE faculty-led study abroad programs: Doing Business in Europe and Gonzaga MBA-AIE in New Zealand, powerful platforms to share my passion as a global citizen and to inspire students to become leaders the world most needs. With MBA students, we explore the full spectrum of enterprises: touring small businesses, such as Guliano and Corsini Winery, large corporations like COOP, Publiacqua, and Lamborghini, as well as innovative sustainability ventures, including Rifo-Lab and Zuchetti. With MBA-AIE students, we engage in rich conversations with Māori business leaders and visit culturally significant sites, including marae, gaining deep insights into indigenous entrepreneurship and stewardship.

“This was one of the most life changing experience I have ever had. It changed my preconceptions of indigenous people, indigenous business, and what it means to be an indigenous entrepreneur.” (MBA-AIE student)

In the MBA Quantitative and Statistical Analysis course, students act as data analysts for local nonprofit organizations, applying advanced analytical skills to real challenges. Students have partnered with various organizations, including, Second Harvest, Launch NW, Spokane Humane Society, Big Brothers Big Sisters of the Inland Northwest, GU-GRIT Project, Vanesa Behan Crisis Center, Habitat for Humanity (to name a few), creating solutions that deliver significant benefits for both the organizations and the students. The experience not only strengthens students' technical and professional abilities, but also inspires a lifelong commitment to serving the Spokane community and beyond.

"The experience has not only deepened my appreciation for statistics but also ignited my passion for exploring real-life cases and applications. The course has reshaped my perspective, motivating me to continue learning and applying my newfound knowledge in practical situations." (MBUS 613 student)

Impact

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Mariella Zavala, Ph.D.
ASSISTANT PROFESSOR OF MARKETING

Empowering Students through the Gonzaga Marketing Club and National Student Advertising Competition



Contribution

In Spring 2025, Dr. Zavala expanded opportunities for Gonzaga students to gain applied marketing experience through two complementary initiatives: (1) she integrated her MKTG 490: Promotion Project course with the American Advertising Federation's National Student Advertising Competition (NSAC), and (2) she established the Gonzaga Marketing Club as an official AAF collegiate chapter. Through NSAC, students collaboratively design a comprehensive advertising campaign for a national client, building critical skills in strategy, research, creative design, and presentation. The Gonzaga Marketing Club extends these experiences to the wider campus community, fostering cross-disciplinary engagement by welcoming students from all majors to explore marketing, advertising, and digital communication.

These initiatives not only align with Gonzaga's mission of educating the whole person through rigorous academic instruction and hands-on, team-based learning, but also help students develop the confidence to see themselves as emerging professionals rather than passive learners. By positioning students to contribute meaningfully in real-world projects and high-level competitions, these opportunities prepare graduates to enter a competitive job market that demands more than entry-level knowledge, equipping them instead with the applied expertise, leadership capacity, and professional mindset necessary to stand out.

Impact

These initiatives have had a transformative impact on Gonzaga students and the broader university community. Students in the Promotion Project course gain intensive, real-world experience by competing in NSAC, applying theory to practice under industry-like conditions that demand strategic thinking, creativity, and collaboration. Alumni note how this experience enhanced their professional confidence, expanded career networks, and distinguished them in job searches by providing them with an impactful experience to speak to in job interviews.

The Gonzaga Marketing Club, now an official AAF collegiate chapter, provides a new platform for student leadership, professional growth, and community engagement. Open to all majors, the club offers in-house marketing support for other Gonzaga organizations, giving students applied project experience while strengthening campus life. Beyond campus, the club builds bridges to Spokane's business and nonprofit community, connecting students to professional networks, internships, and service opportunities that deepen both learning and impact. Importantly, the chapter fosters an inclusive environment where students from diverse academic backgrounds collaborate, deepen their learning, and translate classroom lessons into practical, real-world applications.



Together, these initiatives cultivate dynamic spaces where students not only see themselves as capable young professionals, but also build the skills and confidence needed to compete alongside the best marketing students nationally while contributing meaningful value to their communities. They also elevate Gonzaga's visibility across the Pacific Northwest while underscoring the university's commitment to preparing graduates for a competitive job market that demands applied expertise, leadership, and professional readiness.



Martin Schiavenato
Ph.D., RN
 ASSOCIATE PROFESSOR,
 NURSING AND PUBLIC HEALTH

The Primal Face of Pain

Contribution

The primal face of pain (PFP) was theorized, with roots going back to Charles Darwin, as an innate, evolved signal for pain that serves as the foundation for recognizing pain across the lifespan, from infancy to adulthood. I first demonstrated its existence in newborns by measuring its common display across both sexes and four ethnicities. Further research led me to characterize the expression as a signal of pain intensity in populations that cannot verbalize their distress. This culminated in the invention of a medical device that uses the PFP, as well as two other biobehavioral signals, to measure pain in premature infants.



Figure 2) Neonatal facial pain response. Top row Circumcision without analgesia. Bottom row Routine heel stick

Source:
 Schiavenato M,
 Butler-O'Hara
 M, Scovanner
 P. Exploring
 the association
 between pain
 intensity and
 facial display in
 term newborns.
Pain Res Manag.
 2011;16(1):10-12.

Impact

Brain development in the last trimester of pregnancy is exponential. To premature infants, who are exposed to multiple painful and distressful life-saving and sustaining procedures on a daily basis, exposure to pain is toxic to the developing brain and implicated in lifelong profound disability. The pain measurement efforts in my work, including the automatic measurement of key facial movement, promise to objectively assess and report pain levels in vulnerable infants 24/7 and in real-time. Accurate and constant assessment of pain in prematurity could lead to better timing of interventions and more precise treatment, which can ultimately lead to decreased suffering as well as improved long-term outcomes.

Patrick Crosswhite
 ASSOCIATE PROFESSOR & CHAIR

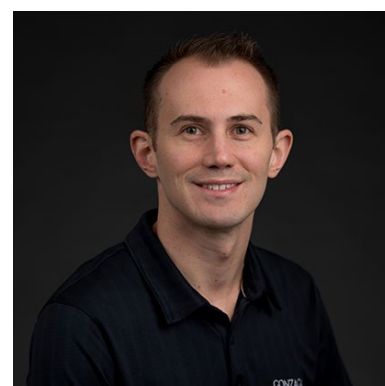
2025 Physiology Majors Interest Group Conference

Contribution

The Department of Human Physiology was the host institution for the 6th Annual Physiology Majors Interest Group (P-MIG) Conference in August 2025. The meeting was held in the UWSOM-GU Health Partnership building and attracted instructors from across the US for two days of collaborative effort to promote the teaching of physiology to undergraduate students.

Impact

The purpose the Physiology Majors Interest Group (P-MIG) is to allow for regular communication among peer B.S. programs in "Physiology" and related degree programs around the globe. The stand alone P-MIG conferences allow dedicated time to interact to discuss best practices, programmatic learning outcomes, programmatic assessment, and common issues that instructors face in physiology undergraduate education. Many of these great ideas ultimately end up in the classes taught by Human Physiology faculty at all levels of our curriculum to help promote student understanding of the physiology discipline.



Carolyn Cunningham, Ph.D.
**PROFESSOR OF COMMUNICATION AND
 LEADERSHIP STUDIES**

Heather Crandall, Ph.D.
**PROFESSOR OF COMMUNICATION
 STUDIES**

The Climate Girl Effect: Fridays, Flint, and Fire

Contribution

The Climate Girl Effect: Fridays, Flint, and Fire explores girls' and young women's important and growing involvement in the climate justice movement. Each chapter explores different forms of girls' activism, including online campaigns, designing video games, lobbying, and launching non-profit organizations. Climate girl activists integrate intersectional frameworks, understanding that climate change intersects with other forms of oppression, including racism, heterosexism, and capitalism. Girl activists challenge traditional gender roles as they take on leadership roles and advocate for a livable future.

Impact

Inspiration is part of the mission of educating students for lives of leadership and service. It is inspiring to learn how young girls all over the world are leading and serving in their local communities and working collaboratively through their social networks to share resources and strategies. Adults dismiss girls, world leaders attack them, and traditional media frame them in unhelpful ways. We believe part of the impact of our book is sharing stories in our classrooms and with the Gonzaga community to sustain hope, consider solutions, and spark creative thinking. Against heady odds, climate girl activists are designing carbon footprint tracking apps, water filters, and solar panels. Climate girl activists are ridding their islands of plastic bags and suing governments for their right to healthy futures and clean waterways. Climate girl activists are starting non-profits and creating innovative bylaws and training the next generation of activists.

As Communication Studies scholars, we believe that our theories need to evolve to address the complexity of the climate crisis as it continues to unfold. An impact of our book is the theoretical framework that grew out of research. Techno-ecofeminism questions how technologies impact the environment, specifically for women and girls, as well as how women and girls use technologies to slow our collective roll toward mass extinction. Techno-ecofeminism helps challenge established systems of inequality while creating new systems to address the climate crisis.

We have shared the insights from our book in a public lecture for the Institute for Climate, Water, and the Environment. We were guests on Gonzaga's InBalance Podcast that the Office of Sustainability hosts. Our book received an Honorable Mention Book Award from Labor Tech Research Network.

A final impact of The Climate Girl Effect: Fridays, Flint, and Fire is its contribution to both transnational girlhood studies as well as its broadening girls' studies that tends to focus on white girls in Western contexts.



Josh P. Armstrong, Ph.D.
 ASSOCIATE PROFESSOR OF
 ORGANIZATIONAL LEADERSHIP

Today's Seedlings are Tomorrow's Forests: A Zambian Framework for Change

Contribution

This chapter in the forthcoming book, *Proverbs and Riddles for Leadership: Building Bridges for Practice from Africa* is a collaboration between long-time partners Dr. Josh Armstrong and Fr. Dominic Sandu

Impact

This chapter explores the Bemba proverb “imiti ikula empanga” and how its meaning “today’s seedlings are tomorrow’s forests” serves as a Zambian model for leadership and change. This chapter is the result of a nearly twenty year partnership between Gonzaga University and the community of Zambezi, Zambia where Zags have been studying abroad since 2007. This program, rooted in the practice of accompaniment, has resulted in global impact. From the 275 students who have studied, learned, and partnered with this community, to projects such as Zambia Gold Honey and the building of the Chilenga Library. This chapter was an academic collaboration between Dr. Josh Armstrong and one of our community partners, Fr. Dominic Sandu, and represents the depth of learning and collaboration that extends beyond Gonzaga and Zambia to the African continent.



Kristine F. Hoover, Ed.D. PROFESSOR OF LEADERSHIP STUDIES

Carla the Rescuer

Contribution

In this full-length documentary, join Carla Peperzak and three generations of her family, alongside subject matter experts, as they share the remarkable story of a Holocaust survivor and Dutch Resistance hero. Carla grew up in Amsterdam, side by side with Anne and Margot Frank, attending the same temple. As a teenager, she witnessed the harrowing effects of Nazi occupation, with German bombs raining down on her city while she completed her final school exams.

During this dark time, Carla risked everything, obtaining an ID without the “J,” forging identification papers, running courier missions, and printing underground newsletters—all to save lives and resist tyranny.

As a firsthand witness and truth-teller, Carla continues to speak out, reminding us all of the importance of never remaining silent in the face of injustice. Her story calls on us to be our best selves and to embrace greater respect and tolerance in the world.

Carla has received an honorary doctorate from Gonzaga University, and her great-granddaughter will begin as a Zag in the School of Engineering in Fall 2025.

The film is supported by a generous gift from the Zeta Beta Tau Foundation, with contributions from the Jody and Barry M. Aarons Family, Howard Stein, and Executive Producer Mark Peperzak.

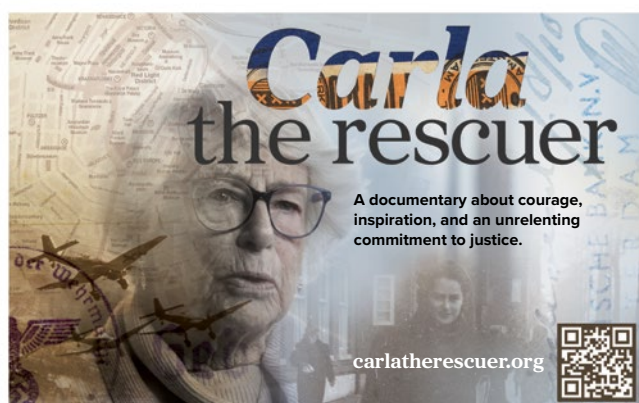
Impact

This award-winning documentary has been screened on six continents and in over 30 states, and is now available for streaming. In 2025, it was featured in the Anne Frank Center USA's International Holocaust Remembrance Day program, with 577 registered attendees.

Used in middle and high school classrooms, the film is accompanied by educational materials developed in partnership with the Seattle Holocaust Center for Humanity. Over 600 students have engaged with Carla's story, expressing their appreciation through personal notes and drawings.

The film is offered for free to schools across the country through Teen Screen Pittsburgh, an educational nonprofit. James Ingoldsby of Teen Screen says, “Carla the Rescuer tells the story of Carla Peperzak as a double hero. First, her bravery in joining the Dutch Resistance to save persecuted Jews. Then, her lifelong commitment to sharing her story. Carla's actions show that helping others is a moral duty, even in the most extraordinary circumstances. The film not only teaches a difficult historical moment but also highlights the challenges and rewards of teaching it.”

Directed by Clement Lye and co-produced by Lye and myself, this documentary is an exploration of Carla Peperzak's moral courage. Her humility, integrity, and unwavering commitment to justice offer invaluable lessons. Carla's example reminds us that true leadership is not about seeking recognition but standing firm in one's values, regardless of the cost.



Countering Hate: Leadership Cases of Non-Violent Action

Contribution

Countering Hate explores how ordinary individuals across the United States have taken extraordinary actions to confront hate groups, spanning four decades from the 1980s through the 2020s. Through ten compelling case studies, readers learn about real-life examples of citizens who stood up against hate, even in the face of extreme adversity. From the rise of the Aryan Nations in Hayden, ID, to responses in Washington, Oregon, Montana, and beyond, the cases offer insights into non-violent strategies, persistence, and community resilience.

The book delves into the work of the Kootenai County Task Force on Human Relations (KCTFHR) and the leadership of Tony Stewart. The Task Force's efforts, rooted in the principles of Dr. Martin Luther King Jr., have guided both proactive and reactive responses to hate in their local community and across other communities nationwide. Their approach emphasizes the importance of victim support, speaking out against injustice, promoting civic engagement, fostering solidarity, and influencing policies on human rights and hate crimes. The Task Force engages a broad range of constituencies, from government officials and politicians to religious leaders, educational institutions, and individuals.

Each case study highlights local heroes who unified their communities to build solidarity and resilience in the face of hate. The book's final chapter offers practical resources to help communities develop tailored, context-specific responses to extremism. With a focus on justice, inclusion, and active participation, Countering Hate serves as a timely resource for fostering a more just, inclusive, and peaceful society.

Impact

Countering Hate has had a significant impact on communities and educational institutions alike, offering both practical lessons and moral guidance for addressing hate groups. By showcasing the stories of ordinary citizens who confronted extremist ideologies with determination and courage, the book serves as both a historical record and a call to action. Its impact is felt most strongly in academic settings, where it has been incorporated into curricula on leadership, ethics, political science, and sociology, among other fields. The real-life case studies resonate with students and community members, encouraging them to take active roles in promoting justice, freedom, and equality.

The book has sparked deeper discussions about civic responsibility and the power of local action. Schools and community groups have leveraged the case studies for civic engagement, using the stories to inspire young people to take leadership roles and advocate for inclusion and tolerance. The accompanying discussion questions and quizzes in the electronic classroom version provide educators with tools to engage students in meaningful dialogue about the challenges of confronting hate.

The release of the book coincided with the 20th anniversary of the fall of the Aryan Nations compound and the 40th anniversary of the Kootenai County Task Force on Human Relations, adding historical relevance to the message of the book. Its influence continues to shape conversations about how communities can build solidarity in the face of hatred and promote democratic values in an increasingly polarized society.



Kristine F. Hoover, Ed.D.,
Continued
 PROFESSOR OF LEADERSHIP STUDIES

Diana Gissel Digital Photo Archive

Contribution

The Diana Gissel Digital Photo Archive, housed at Foley Library at Gonzaga University, is a significant collection of historical photographs by Diana Gissel, capturing the existence and destruction of the Aryan Nations compound in Hayden Lake, Idaho, between 2000 and 2001.

The archive features powerful images of the Aryan Nations compound's grounds, buildings, flags, and artifacts confiscated after the Keenan vs. Aryan Nations trial in 2000. The trial led to a \$6.3 million award to the Keenans and the dismantling of the compound, which was later transformed into a peace park and sold to fund a human rights visiting scholar endowment at North Idaho College. Diana's photographs stand as a testament to the power of nonviolent resistance and the enduring impact of compassion and justice.

Housed in a digital format, a portion of her photographic collection is accessible with permission for research and education, with ethical policies in place to ensure responsible use. It is an invaluable resource for scholars in history, sociology, law, and leadership, offering profound insights into the struggle against hate and the importance of human rights. The Diana Gissel Digital Photo Archive embodies Gonzaga University's mission to promote social justice, preserve regional history, and inspire future generations to act in the service of others.

Through my work with Diana, I identified the vital importance of archiving her work for long-term preservation, considering the cultural, historical, or academic relevance of the images. My involvement included coordination and relationship management, acting as the point of contact between the Diana and Foley Library, and collecting descriptive metadata for each photograph, including details like titles, dates, locations, subjects, and context. This information allows for the images to be easily searched, accessed, and understood by researchers, educators, and the general public.

Impact

The Diana Gissel Digital Photo Archive holds immense archival significance, capturing a pivotal era in the fight against hate and for human rights. Diana's work serves as a profound reminder of the importance of using one's talents to create safer, more inclusive communities. Her humble presence and photography inspire others to contribute to the betterment of society through advocacy and activism.

Honored as a 2024 Human Rights Champion by Human Rights Spokane, Diana served as the official photographer for the Kootenai County Task Force on Human Relations (KCTFHR) for over four decades. Through her lens, she documented the region's tireless efforts to combat hate, promote social justice, and defend the dignity of all individuals, deeply aligning with the Jesuit values of service to others and the promotion of the common good.

Though Diana did not always receive the public recognition she deserved, her photographs played a vital role in legal battles, advocacy campaigns, and educational efforts. Her images have been published regionally and nationally, helping raise awareness about human rights issues, provide support for victims, and foster collaboration among communities.

Diana's photographs document victories over hate and continue to inspire those working to end discrimination on national and global scales. The Diana Gissel Digital Photo Archive not only honors the progress made but also calls us to actively engage in the ongoing fight for justice, serving as a lasting reminder of our collective responsibility to stand up for human dignity.



Tracey Hayes, Ph.D.
 ASSOCIATE PROFESSOR COMMUNICATION
 AND LEADERSHIP

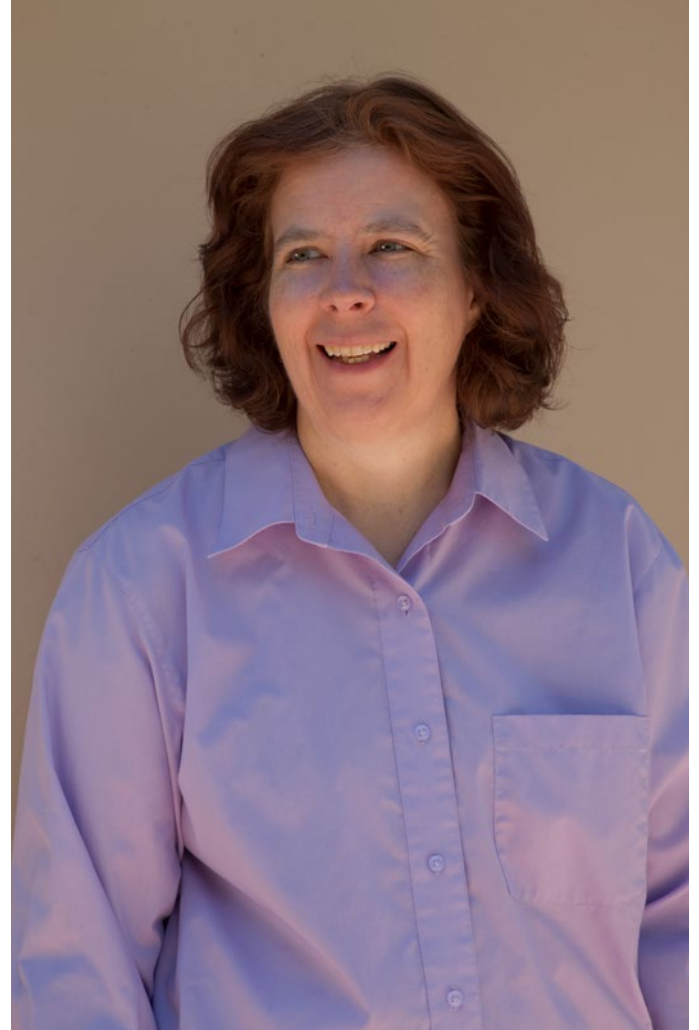
Article published in Computers & Composition - Mittens and masks: Meme commentary on the covid-19 pandemic

Contribution

The pandemic of 2020 resulted in a turbulent time filled with anxiety and stress due to a virus that created an unstable and unknown present and future. People dealt with the pandemic in a multitude of ways, however, memes provided a unique way through a visual medium, that provided commentary about life during the pandemic. These memes provided stress relief using humor, but also united people, created community, and established an archive of the time during the pandemic. The meme analyzed in this article is the Bernie Sanders and his Mittens meme created from the Inauguration of Joe Biden, which had a mask-wearing Sanders huddled on a folding chair (socially distanced) wearing his hand-knitted mittens watching the inauguration. Individuals and organizations crafted their own versions with Sanders (and his mittens) appearing everywhere from The Muppet Show to Da Vinci's painting of the Last Supper showing the versatility and meaningfulness this meme had with the public. I used humor theories and their respective functions combined with the rhetoric of intertextuality to analyze how these versions of the Bernie meme functioned and provided commentary about life during a pandemic.

Impact

Often students are intimidated by rhetoric and encounter difficulties understanding the meaning of and application of rhetoric in their studies and personal lives. Exploring how intertextuality applies to rhetorical theory can provide instructors with ways to introduce students to these theories in an accessible manner.



An additional value of this article is analyzing how the application of the classical rhetorical canon (Invention, Arrangement, Style, Memory, and Delivery) to the Bernie and His Mittens meme provides a toolkit for teaching digital rhetoric. Using what exists and applying it to current methods of digital writing whether memes, blogs, or posts allows students to understand how classical rhetoric is still relevant and transferable to digital texts.

Last year one student's capstone presentation for the MA in Communication & Leadership was on the use of social media as an informal communication tool for employees. At one point during graduation weekend the student approached me to thank me for the article as it assisted her in understanding the value of memes as a method of digital communication and how they can be useful in the workplace.

Kathleen Nitta, Ph.D.
ASSOCIATE PROFESSOR OF TEACHER
EDUCATION

***“Let’s Talk About It:
Using Talk Moves
to Build the Skills of
Eliciting and Responding
to Student Thinking”
a chapter in Elevating
Clinical Practice in
Mathematics Education:
Cases That Showcase
Teaching Practices in
Action***

Contribution

My scholarly contribution to mathematics teacher education stems from my selection as a fellow in the Association of Mathematics Teacher Educators (AMTE) Service, Teaching, and Research in Mathematics Education (STaR) program. As part of a cohort of seven mathematics teacher educators from diverse institutions across the country, I collaborated with colleagues whose mutual focus involves preparing future elementary mathematics teachers through university coursework and the facilitation of clinical field experiences. Our collective research interest centers on supporting pre-service teachers in developing and enacting equity-based mathematics pedagogies. This collaboration has resulted in three peer-reviewed journal articles, two published international conference proceedings, and multiple conference presentations.

A key outgrowth of this collaboration was a partnership with Dr. Katherine Baker of Elon University. Together, we explored pedagogical approaches in teacher education, examining how instructional contexts and activities influence



the development of skills needed to facilitate meaningful mathematics discussions. Our research culminated in a co-authored chapter in *Elevating Clinical Practice in Mathematics Education: Cases That Showcase Teaching Practices in Action*, part of the *Contemporary Issues and Clinically Based Teacher Education in Action* series. Our chapter, *Let’s Talk About It: Using Talk Moves to Build the Skills of Eliciting and Responding to Student Thinking*, showcases effective pedagogies designed to support future teachers developing the skills needed to facilitate rich, student-centered mathematics discussions.

Impact

My scholarship positions me to make a meaningful impact in the field of teacher education, particularly in preparing prospective teachers to enact research-based mathematics teaching practices rooted in an equitable vision of teaching. Scholars in the field have long recognized the challenges of supporting future teachers in developing the knowledge,

skills, and dispositions necessary to teach in ways that are learner-centered, responsive to diverse students, and aligned with rigorous learning goals. Through collaborative research, I have contributed to a deeper understanding of pedagogical approaches in teacher education and the interplay between instructional contexts, activities, and the development of equitable teaching practices.

This work not only informs the broader field but also directly enhances my own teaching. As part of our research collaboration, my colleagues and I engage in ongoing self-study of our practice as mathematics teacher educators. This reflective inquiry allows us to examine and strengthen our use of practice-based pedagogies in supporting our students' development equitable teaching practices--ultimately benefiting them and, by extension, the K-12 learners they will serve.

Our co-authored book chapter, Let's Talk About It: Using Talk Moves to Build the Skills of Eliciting and Responding to Student Thinking, contributes to the field by illustrating how clinical experiences can be designed to support the development of the research-informed Mathematics Teaching Practices. The chapter offers a case study, discussion questions, and adaptable clinical activities, making it a valuable resource for teacher educators seeking to strengthen their own practice and better prepare future mathematics teachers.



