

**Annual Report 2021-2022**  
**College of Arts and Sciences**  
**Submitted by: Dean Annmarie Caño**  
**July 1, 2022**

**EXECUTIVE SUMMARY**

This has been a challenging and rewarding year. The continuing pandemic, including shifts in teaching modalities and public health guidance, racial injustices, climate change, and war contributed to fatigue and stress among faculty, staff, and students. Few of us were fully rested going into Fall 2021 nor were we able to let our guards down all year. Despite these challenges, we have been able to accomplish a lot in the College of Arts and Sciences, guided by the three priorities I shared at the beginning of Academic Year 2020-2021—Academic Excellence, Cura Personalis, and Building Inclusive Community. As an academic community, we cannot engage in academic excellence without caring for our faculty and staff and ensuring that everyone's voices are heard.

In brief, faculty, staff, and students continued to engage in meaningful scholarship and creative activity, several departments received new major gifts, and we had a successful hiring season to support **academic excellence**. In addition, we continued to support **cura personalis** in faculty and staff career development with several initiatives including the CAS Dean's Faculty Fellows program, a new department chairs leadership program, and a policy revision to support a wide array of professional development activities. Finally, we continued to build **inclusive community** through investments in equity advocate training and other programming.

Our collective action is to be celebrated. I am grateful for the faculty, staff, and students and what we've been able to achieve together during a challenging year.

This report is organized into the following sections that provide greater detail:

- I. Descriptive characteristics of the College
- II. College highlights in AY 2021-2022
- III. Assessment of goals set in 2020-2021 Annual Report
- IV. Three-year plan
- V. Appendices including CV

## **I. College Characteristics**

### **Student data**

CAS undergraduate majors are 2,351 strong, comprising approximately 40% of undergraduate majors. In addition, many students who select a major outside the College double major in the College or select one or more minors within the College. See Appendix A for more information regarding majors, minors, graduate students, and graduates in 2021.

After they graduated in 2021, CAS undergraduates had a 96.9% success rate in post-graduate placement. Appendix B provides more details from the 2021 First Destination Survey.

### **Academic Programs**

Appendix C lists new courses, minors, and concentrations that were approved in AY 2021-2022, which show the continued innovation in which faculty are engaged. The new Health Equity minor is expected to be popular among students interested in health careers.

### **University Core**

In addition to the undergraduate students majoring in CAS departments, the breadth of our disciplines across the humanities, natural sciences, and social/behavioral sciences affords us the opportunity to teach all undergraduate students during their Gonzaga careers, in both Core courses and courses needed for their School-based majors.

CAS faculty teach the bulk University Core curriculum to all students. A typical semester has a total of about 550 sections of courses fulfilling requirements across the Core curriculum, with just over 90% of these courses taught by College of Arts and Sciences faculty.

### **Service to Schools**

In addition, the College provides the foundations of Gonzaga's mission-centered liberal arts education for students with majors in the Schools. Specifically, CAS faculty teach required courses that meet the curricular needs of:

- School of Engineering and Applied Science students (Math, Physics, Biology and Chemistry),
- School of Education (science courses for teacher certification in Biology and Mathematics),
- School of Nursing and Human Physiology (Biology, Chemistry, Math and Physics), and
- School of Business Administration (Mathematics)

## **II. College Highlights**

Despite the pandemic, faculty, staff, and students continued to make scholarly and creative contributions to their disciplines, exemplify teaching and advising excellence, and serve their communities and Gonzaga University. Please see Appendices D (faculty and staff) and E (students) for a full list of accomplishments. Appendix F contains a list of Honor Societies and Sponsored Student Clubs.

**A. Selected external funding** (see Appendix G for full list): New and continuing awards in FY 2022 constituted \$892,109 in direct costs.

- Dr. David Boose (Biology) [secured a Murdock Foundation grant](#) to support a competitive startup package for an incoming Biology faculty member who does work on microbial ecology.
- Drs. Katey Roden (English) and Greg Gordon (Environmental Studies & Sciences) [received a grant](#) from the National Endowment for the Humanities for a project to develop a digital platform that will allow neighborhoods in northeast Spokane impacted by the construction of the North Spokane Corridor to celebrate their histories.
- Dr. Julie Beckstead (Biology) [received a USDA grant](#) to investigate the roles of seed symbionts on seed quality, seedling establishment, nutrient acquisition, drought resistance, and defense against pests and disease.
- Dr. Kevin McCruden (Religious Studies) was awarded a \$6,000 grant through the Catholic Bible Association.

**B. Selected publications and presentations**

- Dr. Bonni Dichone (Mathematics) published "[Pulling Rabbits Out of Hats: Using Mathematical Modeling in the Material, Biophysical, Fluid Mechanical, and Chemical Sciences](#)"
- Dr. Heather Easterling (English) published "[Surging Like the Sea': Re-Thinking the Spectacle of the Crowd in Early Modern London.](#)"
- Mary Farrell (Art Emeritus) showcased her art at a show called [Meditation on Place](#) at the Gonzaga University Urban Arts Center in downtown Spokane.
- The Gonzaga University Choirs, led by Dr. Amy Porter and Dr. Jadrian Tarver performed [Hold Fast to Dreams: A Social Justice Concert](#), in which students performed works by artists from diverse backgrounds and grappled with difficult themes such as the refugee crisis, anti-Black racism, the COVID-19 epidemic, and women's and LGBTQ+ rights.
- College faculty, staff, and students are also connecting in meaningful ways with the Spokane and Inland Northwest communities through collaborative art shows in downtown Spokane at the Gonzaga University Urban Arts Center. For instance, [Ideas of Home](#) showcased local Black artists and [No More Stolen Sisters](#) featured Indigenous artists and [Spokane Printfest](#) features students, faculty, and community members.
- Megan McCabe (Religious Studies), Kevin Brown (Religious Studies/Mission Integration), and Michelle Wheatley (VP Mission Integration) were awarded a grant to host a conference on "[Re-Imagining Church in Light of Colonization and Catholic Sexual Abuse](#)" as part of Fordham University's initiative on Taking Responsibility: Jesuit Educational Institutions Confront the Causes and Legacy of Clerical Sexual Abuse.
- Rebecca Marquis (Modern Languages and Literature) translated into English [Enchanted Dulcinea](#), by Angelina Muñiz-Huberman
- Emily Clark (Religious Studies) co-edited [Digital Humanities and Material Religion: An Introduction](#).

### C. Selected awards and honors

- Dr. Laurie Arnold, Director of Native American Studies, was recognized for her work to advance Native/Indigenous history, scholarship, and sovereignty ([coverage in Spokesman](#)). Learn more about her work in her [blog post](#) for Contemplating the College blog.
- Dr. Andy Goldman (History) will be a Booth Scholar-in-Residence at the Intercollegiate Center for Classical Studies this coming academic year.
- Dr. Bernadette Calafell (Critical Race and Ethnic Studies) won the Distinguished Scholar Award from the Western States Communication Association.
- A number of faculty earned awards at [Academic Honors Convocation](#).
- New appointments were made to our endowed professorships including the Powers (Laurie Arnold, Native American Studies, History) and Arnold (Melody Alsaker, Mathematics) professorships and an endowed chair in Dance (Suzanne Ostersmith).
- Azra Rašić (English Language Center/Critical Race and Ethnic Studies) won the CAS Outstanding Staff Award.
- Tara McAloon (CAS Dean's Office) was awarded the Gonzaga University Mission Award by her Staff Assembly colleagues.

### D. Selected student awards:

- 34 CAS students recognized at the April 2022 [Academic Honors Convocation](#)
- The Model UN team, led by Dr. Stacy Taninchev (Political Science), took home [a distinguished delegation award and several individual student delegate awards](#) at the Northwest Model United Nations conference in February 2022 and won an [Outstanding Delegation Award at the national Model UN meeting in New York](#), the first time they achieved this distinctive honor.
- Students Molly Martin (Comm Studies) and Avalyn Renee (Honors College/Philosophy) from the GU Debate team coached by Glen Frappier (Communication Studies) [won the top prize](#) at the Lafayette Debates at George Washington University April 22-23 in Washington, D.C. on the topic: *The New Urban Agenda should be a sustainable development priority.*

### E. Dean's Accomplishments

- Gómez, J.M., **Caño, A.**, & Baltes, B.B. (2021). Who are we missing? Examining the GRE quantitative score as a barrier to admission into psychology doctoral programs for capable ethnic minorities. *Training and Education in Professional Psychology*. <https://doi.org/10.1037/tep0000336>  
\*\*\*This article garnered the Association of Psychology Postdoctoral and Internship Centers (APPIC) Training and Education in Professional Psychology Outstanding Contribution Award in May 2022.\*\*\*
- **Caño, A.** (2021). Today's Academic Leaders Must Be Healers. *Inside Higher Education*. (August 12, 2021). <https://www.insidehighered.com/advice/2021/08/12/how-be-healing-leader-during-these-difficult-times-opinion>

- Bostic, H., **Caño, A.**, Gunzenhauser, B., Maldonado, M., & Press, D. (September 3, 2021). Deans new to Jesuit education find their way together. *Conversations on Jesuit Higher Education*.  
<http://www.conversationsmagazine.org/web-features/2021/9/3/deans-new-to-jesuit-education-find-their-way-together>
- Dean Caño was appointed to the [National Academy of Sciences, Engineering, and Medicine](#) workshop planning committee on [Promotion, Tenure, and Advancement through the Lens of 2020: The Next Normal](#) which took place in Fall 2021.
- Co-led AJCU Leadership Institute session on mission and DEI integration with Sr. Jan Sisler, then Vice President of Mission, Loyola University Chicago. (December, 2021).
- **Cano, A.** Have you been imposter-ed? How to create inclusive environments for ourselves and others. (Canisius College, March 11, 2022).
- **Cano, A.** What it means to be a healing leader. (University of Illinois at Urbana-Champaign Executive Women Leaders Group, December 16, 2021).
- Dean Caño was elected to the Executive Committee of the AJCU Arts and Sciences Deans council in Spring 2022.

F. **Collaborations in AY 2021-2022:** The College collaborated with other units to achieve shared goals in Academic Affairs (the list below does not include collaborations between individual departments):

Collaborating person or unit	Initiative
<b>Office of Diversity, Equity, and Inclusion, Dr. Robin Kelley</b>	IDEAS in Action: Dr. Kelley serves as an ex-officio member and provides valuable input and collaboration with working groups. The dean also serves on the Associate Chief Diversity Officer search committee. We co-funded the Summer 2022 Dean's Faculty Fellows and we co-funded 5 CAS faculty/staff who attended equity advocate training.
<b>Center for Teaching and Advising</b>	Dr. David Boose collaborated with Dr. Bertagnolli in her role as CTA Director to launch an equity-minded teaching learning community that ran from June 2021 through May 15, 2022. This LC was one of the goals of the IDEAS in Action Curriculum and Course Design working group, of which both leaders are members. The College sponsored 14 faculty from a restricted fund (the program was also sponsored by the Provost).
<b>Individual Deans</b>	-Deans Rooksby and Caño worked on a 3 BA +3 JD proposal that would expand current access from just one major in CAS to others (we plan to submit to Academic Council in Fall 2022) -Deans Hoo and Caño collaborated on Bollier Center building planning and marketing and to move a degree program (Computer Science and Computational Thinking BA) from CAS to SEAS to better serve students.
<b>Student Affairs</b>	College faculty are working with Student Affairs as part of the Intergroup Dialogue Institute; DICE has worked with one of the IDEAS working groups to talk about microaggressions and classroom climate for BIPOC STEM students and for faculty
<b>Enrollment Management</b>	We continue our pilot of College in the High Schools in coordination with Enrollment Management. The dean also works with Enrollment Management to host information sessions and GEL sessions for prospective students and the dean served on a panel for the URM and first-gen recruitment day in March 2022.

Collaborating person or unit	Initiative
University of Washington SOM-Gonzaga University Health Partnership	The dean met with Dr. Darryl Potyk to discuss CAS faculty involvement in the partnership. Two health partnership faculty (Bertotti-Mettoyer and Measor) proposed a new Health Equity minor that was approved by Academic Council in Spring 2022.
Jolanta Weber, Vice Prov for AA, Kathleen Jeffs, Core Director	90% of Core Classes are taught by CAS faculty so we work closely with the Core Director and with Academic Advising to ensure that all students' needs are met through course scheduling and full-time and adjunct hiring.
Marketing and Communications	The College worked with MarCom to develop stories, share materials, and brainstorm ways to elevate CAS accomplishments and the value of a degree in arts and sciences.

G. **Faculty and staff development:** Professional development plays a key role in all three of the dean's three priorities but perhaps it is most closely tied to **Cura Personalis for Faculty and Staff**. Since 2020, the College has invested in professional development using a whole-person approach that recognizes that individuals may need different types of support and development at different times in their careers and personal lives. Below are examples of career development support offered by the College in AY 2021-2022.

- **CAS Dean's Faculty Fellows Program.** The dean initiated a Dean's Summer Faculty Fellow program in Summer 2021 to offer leadership development to faculty. Two faculty (Jonathan Rossing, Karen Petruska) participated in Summer 2021, one in Spring 2022, and three in Summer 2021. Faculty Fellows develop projects in collaboration with other units that address one or more of the priorities for the College. Shalon Parker (Art) served as a CAS Dean's Faculty Fellow in Spring 2022. She conducted listening sessions with early career faculty so that we can provide mentoring and coaching in an intentional way starting in the fall. We are also looking forward to the work of the 2022 CAS Dean's Summer Faculty Fellows, Naghme Morlock (Sociology & Criminology) and Leslie Stamoolis (Theatre & Dance) who will join forces with the Office for Diversity, Equity, and Inclusion and Human Resources, to create a more effective welcoming program for new faculty and staff; and Melissa Click (Communication Studies), who will also engage in collaborative work to build a cohort mentoring program for new faculty, especially faculty from groups that have been marginalized or excluded in higher education.
- **Revision of Career Development Funding Policy.** Prior to the pandemic, only full-time faculty could apply for funding to present their work at conferences (and lecturers received less than tenure-track/tenured faculty). During AY 2020-2021, when travel was not permitted and conferences went virtual, we expanded use of this fund to include a wider range of activities and expanded eligibility to staff. After surveying the College and weighing the results, we began AY 2021-2022 by including staff and ensuring everyone had the same amount, but we reverted to the restriction to travel to present at a conference. At the same time, the dean convened a working group of faculty/staff to review our policy and make recommendations for an inclusive career development funding program. The new program was instituted June 1, 2022 and includes tiered funding levels for different kinds of activities to support a range of activities. This change is not without challenges as some

faculty were concerned that allowing staff access to the same pool of funds would affect their own access. Another challenge is that our pool of funds has not kept pace with increased CAS faculty and staff or increasing travel costs. (See Appendix H for breakdown of AY2021-2022 spending.)

- **Investing in emerging leaders.** We have invested in people by sending them to workshops and bootcamps by Academic Impressions, HERS, NCFDD, LGBTQ leadership workshops: e.g., Naghme Morlock (Sociology & Criminology, Faculty Success Program, NCFDD), Jonathan Rossing (Dean's Office, Academic Impressions Associate Deans Bootcamp, LGBTQ Leadership Conference), Shannon Overbay (Mathematics, Academic Impressions Women's Leadership), Shalon Parker (Art, HERS workshop), Ellen MacCarone (Philosophy, HERS workshop), Marianne Poxleitner (Biology, HERS workshop), Stacy Taninchev (Political Science, Faculty Success Program, NCFDD). In each case, faculty reported benefitting from reflection, skills building, and networking and a willingness to share their learnings with others. It is important that we cultivate leadership and show that we value our people.
- **Continued support for embedding cura personalis days into syllabi.** This continues a voluntary practice that started in AY 2020-2021 in which faculty can designate certain class periods for students to do something to be successful in the course (e.g., work with a study group, seek tutoring help, designated low stakes class activity led by faculty to build community or alleviate stress among class). Faculty reported that adding these days helped students cope with stress and led to higher quality class interactions. It also helped faculty be attentive to the well-being of their students and their own well-being during a stressful year.
- **Department chair leadership training.** Building on the success of our new chairs training sessions last summer, Associate Deans Jonathan Rossing and Mia Bertagnolli have developed a series of Chairs Summer Leadership Workshops that include light readings, discussion, and crowdsourcing of information to set up new and seasoned chairs for success. Through these workshops, chairs learn that they are not only managers but also leaders with vision and authority who are charged with creating healthy department cultures in which everyone can thrive. By working with department chairs in this way, we hope to influence culture for the better and in alignment with our Jesuit, Catholic, and humanistic tradition. The dean also shares information about free workshops and discussions put on by the Council of Colleges of Arts and Sciences and pays for department chair participation in Academic Impressions department chair bootcamps.
- Faculty were awarded over \$17,000 in CAS Dean's faculty development and special projects funds; in fact, all applications were awarded, most with full funding. See Appendix I here.
- Staff have professional development needs that have not always been addressed in higher education. Unlike faculty, staff have little flexibility in their days so the College instituted Cura Personalis time for staff. With the approval of their supervisors, staff can use up to 8 hours per month to focus on professional development activities to help them be successful and

fulfilled. Activities could include reading books (e.g., on leadership, project management, Jesuit education), taking mini-courses (e.g., Excel, etc...), or other types of learning. As noted above, they are now able to use career development monies in the College for their own growth.

#### H. Inclusion, Diversity, and Equity in the Arts & Sciences (IDEAS) in Action:

The College of Arts and Sciences is committed to creating an inclusive and equitable environment for faculty, staff, and students from diverse backgrounds. In October 2020, the dean invited the CAS community to be involved in a new College council that would articulate a mission and vision for DEI in the College and make concrete actions toward creating a more inclusive community that could advance our academic mission. In response, nearly 40 faculty, staff, and students in the College joined the Inclusion, Diversity, and Equity in the Arts and Sciences (IDEAS) in Action council. CDO Dr. Robin Kelley serves as an ex-officio member. At the initial meetings, members identified the topics and initiatives in which they were most invested. Members self-selected into four working groups charged with identifying action plans to address obstacles and opportunities in each domain. The activities of each of the working groups are interconnected; therefore, the entire IDEAS in Action meets approximately once per month to learn from each other and collaborate. The current working groups are tackling projects and activities in: Curriculum and Course Design, Faculty/Staff recruitment, hiring, and retention, and Diversifying STEM undergraduate programs. In collaboration with others on campus (see section III.A above for list of collaborators), these working groups and the entire IDEAS in Action council have produced:

- A new SACNAS chapter at GU to foster science identity and offer STEM mentoring to Native American and Latinx GU students and their student allies.
- A [new website](#) that describes the different working groups and how they are creating tools and resources to build a more inclusive community to support academic excellence in the College.
- With the CTA, an equity-minded teaching learning community for faculty in June 2021 that concluded in Spring 2022. They began with an intensive 2 1/2 day workshop June 7-9, 2021 to talk about "equity-minded teaching," inclusive classrooms, assignment design, decolonizing the syllabus, and backward course design, interspersed with small group conversations designed to have them take their original project idea and refine it based on our discussions. Two cohorts based on both discipline and availability to meet on specific days, and held monthly meetings with each cohort throughout the academic year. These meetings provided opportunities to share updates on what was working well and what was not working well, and to get feedback and often guidance from fellow participants. A just-in-time approach was used to present additional readings on topics as they came up in the group, and to discuss these topics and how the ideas might be incorporated into the projects. Outcomes include revised course materials, syllabi, and classroom strategies. Fourteen CAS faculty participated and will be sharing their outcomes in Fall 2022:

Amy Anderson	Communication Studies
Betsy Bancroft	Biology and ENVIS
Mia Bertagnolli	Biology, CTA - Co-Facilitator



David Boose	Biology - Co-Facilitator
Heather Easterling	English and cross-list courses with WGST
David Gracon	Integrated Media
Itohan Idumwonyi	Religious Studies
Ellen Maccarone	Philosophy
Rebecca Marquis	Modern Languages
Nicole Moore	Physics
Kristina Morehouse	Communication Studies
Karen Petruska	Communication Studies
Veta Schlimgen	History
Jennifer Sevedge-Angel	English Language Center - MDLA
Nancy Staub	Biology
Jeff Watson	Chemistry and Biochemistry

- Tools for recruitment and hiring including handout guidance on writing inclusive job ads, rubrics, readings, and other resources.
- Equity advocate pilot: 4 CAS faculty/staff (Jacqueline McCormick, Forrest Rodgers, Naghme Morlock, Leslie Stamoolis) attended the Spokane Falls Community College equity advocate training in Spring 2021 and provided feedback on its viability at GU. This led to an additional 4 CAS faculty/staff (Jonathan Rossing, Amy Barton, Adam Stivers, Rebecca Marquis) attending in Spring 2022, co-sponsored by CAS and ODEI.

### III. Assessment of Top 3 Priorities for AY2021-2022

The dean focused on re-building community with faculty, staff, and students who felt depleted by the pandemic. The following “priorities within priorities” supported this re-building.

#### 1. COMMUNICATING VISION

As noted in the 2021 report, some faculty/staff believed the dean had not expressed a vision for the College. The dean recognized that she could do a better job of tying a “grand vision” to the priorities, and also better describe how the three priorities are connected to each other. For example, as she has written on our IDEAS in Action webpage: “Only in a truly inclusive community can the priorities of academic excellence and care for the whole person be fully realized.” The dean shared her vision at the All College meeting in late August 2021. She also realized that her definition of vision may not meet other people’s traditional definition of vision with explicit pre-set outcomes. Instead, we have used an [“emergent leadership”](#) approach in which changes to the system are made and tweaked, using measurable outcomes as we go to determine the right next step and to set well-informed directions. This approach was used for IDEAS in Action. Clarifying the dean’s vision for others in the College has supported other efforts in the College including fundraising, curriculum development, and hiring success. Through blog posts, newsletters, and other communications, it appears that members of the College now understand the vision because this was not raised in this year’s dean’s survey.

#### 2. FACULTY HIRING/RETENTION

Hiring and retention were major twin challenges facing the College heading into the 2021-2022 academic year. In the prior year, we had hired just 2 tenure-track faculty members and 12 lecturers (the large number to support the second biggest incoming class in history). In anticipation of the 13 tenure-track searches, several strategies were put in place to support a more inclusive, equitable, and transparent selection process. Working with the dean, IDEAS in Action and CAS Dean's Faculty Fellows created tools and implemented processes for the 2021-2022 hiring season included:

- Group job ad in August 2021 to capitalize on number of searches and convey messages about the university mission, College's work in DEI, and GU's sound fiscal situation. This strategy did not appear to be as effective as expected and was not cost effective because almost all departments still wanted individual ads. We will not do a group job ad in the future.
- [CAS jobs webpage](#) that articulates the mission, vision, and scope of College work with an emphasis on Jesuit educational and DEI values. Many candidates who interviewed referenced this website as a positive influence in their decision to apply. We will continue to update it as it appears to be an effective strategy.
- Departments were encouraged to use IDEAS in Action tools for search committees including a best practices document for writing inclusive job ads and rubric templates.
- Faculty/staff attended equity advocate training at Spokane Falls Community College and embed 3 faculty equity advocates were embedded in tenure-track searches as a pilot. More education about the value of an equity advocate is needed. In addition, advocates need to be appointed earlier, yet the timing is difficult to manage.
- Require student representation on all search committees with guidance for how to do that effectively, including a student internship model. No departments selected the internship model but all had student participation.
- Require that rubrics be approved by the Dean at the time of submitting the position description.
- All position descriptions are reviewed by the Dean who requested revisions if they were not written inclusively or transparently.

As a result of these changes, we had a successful recruitment season that netted 13 new tenure-track faculty, 40% of whom identify as Black or people of color. In this year, we also retained 2 faculty of color who had other job offers with packages that were meaningful to each of them. We also had several departures: one Latina and one Asian woman tenure-track/tenured faculty member to other universities, and 9 white faculty members to resignation and retirement. All told, CAS faculty diversity is expected to increase by 1% this coming year. There is significant change represented in the 1% including the fact that at least 4 departments hired their first Black, Latino, or Asian faculty member. In addition, CAS will see a 40% increase in Black faculty in the College this year (from 5 to 7).

There continues to be diversity resistance or lack of understanding of how DEI is core to our Catholic, Jesuit, and humanistic mission. This work is not only time-intensive but also emotionally intense for those who are receiving pushback; often, the people experiencing resistance are more junior in status and/or untenured. It can also create tension within departments. We are addressing this, in part, by working with department chairs on developing community agreements and by-laws to support sound decision-making and healthy cultures (see Building Inclusive Community in the IV. Three-year plan section below).

### **3. BUILDING AND FISCAL RESOURCES**

As the Bollier Family Center opened, we expected a significant amount of the dean's time to be spent on managing the move and showcasing the space for fundraising purposes. This was indeed the case. Yet it was challenging as there was no single point person to negotiate space allocation or move-in until late in the process. There were times when we did not have all the information about finances, classrooms, timelines etc... to make informed decisions (e.g., not having all the information to be able to negotiate how space is used or maintained by SEAS and CAS; changes to building plans for which CAS was not consulted; not knowing who is going to pay for certain items; ongoing uncertainty about vacated space in Hughes Hall). We are grateful that things came together in Fall 2022 so that we had the information to make sound decisions. To aid in the move-in management, the dean also reorganized the dean's office to move space responsibilities (as well as other duties) from Associate Deans to the new CAS Director of Operations, Tara McAloon. This modification of the Business Manager and Associate Deans' roles helped streamline communications with CAS chairs, faculty, and staff. We are operating on a tight budget because the dean has had to use restricted funds to supplement equipment purchases for items thought to be previously accounted for in plans prior to Dean Caño's arrival.

At the same time, the dean has been thrilled that the College raised \$6.1 million in gifts in FY 2022 including scholarships, department gifts, and endowed funds (not including pledged gifts for future years; see Appendix J). This is more than 4 times more than we raised in FY 2021. We would like to note the following major gifts by benefactors who are excited about the mission of the College:

- Chemistry and Biochemistry: \$250,000 for a new mass spectrometer in the Bollier Center
- Communication Studies: \$125,000 for the Fr. C. Pat Carroll, SJ endowed fund to showcase student work and support department colloquia
- Mathematics: \$20,000 from a current parent to support visiting scholars and faculty-student summer research
- Political Science: \$1,000,000 to support scholarships and an endowed fund in the department to use how it wishes
- Psychology: \$1,000,000 to support scholarships, two endowed funds in the department, and Bollier Center space
- Theatre and Dance: \$2,000,000 to create the Robert and Marion Oster Endowed Chair in Dance

The dean is also engaged in fundraising for the CAS Dean's Excellence Fund, which supports a number of initiatives across the College. This fund provides supplemental support to student groups like the ones mentioned above and provides startup funds to recruit and retain outstanding faculty and staff. One way we raised funds was through Zags Give Day (March 3, 2022). Another way we generate support is by working with the CAS Advisory Council, a dedicated group of CAS alumni who love what is happening in the College and want to support our work. The dean looks forward to working with University Advancement to develop a fundraising plan.

#### **IV. Three-Year Plan**

Academic excellence, cura personalis for faculty and staff, and building inclusive community will continue to be thematic priorities that guide our work in the College.

##### **Academic Excellence**

- Hiring/retaining a diverse mission-centered faculty that meets the needs of students.
  - This is a long-term project that requires intentional and steadfast support throughout the university including the president, provost, chief diversity officer, VP for mission, VP for finance, other deans, and department chairs.
  - We must hire scholars with lived experiences and scholarly interests that meet the needs of our students. In addition, hiring a diverse faculty supports building inclusive community by aiding in the retention of valued faculty, staff, and students from diverse and marginalized backgrounds.
- Academic programs aligned with student needs and Strategic Enrollment Plan, and Institutional DEIJ Strategic Plan
  - Expand 4+1 programs with the Schools
  - Strengthen the 2 current master's programs (Theology & Leadership; Philosophy) with assistance from GEM
  - Develop MPH program
    - Generalist MPH program that is interdisciplinary, mission-focused, and could be expanded in the future with tracks or concentrations in health equity, biostatistics, health care leadership, or other fields, that could be led by the Schools.
    - Continue market analysis and develop curriculum proposal in consultation with Schools in AY 2022-2023
    - Submit proposal through curriculum committees Fall 2023
    - Launch in AY 2024-2025
  - Strategic analysis of programs/departments/facilities including but not limited to Integrated Media (which houses Public Relations, Journalism, and Broadcast Studies) and Myrtle Woldson Performing Arts Center
- Update Vision 2024 (CAS Strategic Plan finalized August 2019; see Appendix K)
  - Launch a Vision 2024 website in Fall 2022 that will allow us to document what we've achieved already, what work is still ahead of us, and how some of the goals may have changed since they were documented in August 2019.
  - The dean will share about the update plan at the Fall 2022 All College meeting
    - Incorporate other strategic plans that are launching/have launched (Enrollment management, DEI, University strategic plan)
    - Eliminate redundancy/scope creep with the work of other units
  - Dean's office provides input in Summer 2022
  - Department chairs will provide input in Fall 2022
  - Faculty/staff input will be collected in Spring 2023
  - Update and path forward shared at the Fall 2023 All College Meeting
  - Document progress in 2024 and develop plan for updates or extensions
- Set fundraising strategy and goals with University Advancement
  - Work with UA to reset CAS Advisory Council (CASAC) giving
  - Add new CASAC members
  - Fundraise for priorities: hiring and retaining a diverse faculty (startups and retention; equipment); student-centered events
  - Develop fundraising plan

### **Cura Personalis**

- Develop effective mentoring programs across career stages
  - AY 2022-2023:
    - Identify effective mentors to serve as pod leaders for new faculty

- Offer faculty mentoring pods to years 1-3 full-time faculty, building on the work of CAS Dean's Faculty Fellows
- Create mentor-mentee expectations document to guide work
- Hold themed sessions on career development for early career faculty including reappointment, tenure, and promotion guidance; networking; time management (Evaluate sessions).
- Within 5 years, build a rotating menu of sessions and activities to support career development and community (retention); begin offering similar sessions for mid-career, seasoned professionals, mothers, etc...

### **Building Inclusive Community**

- Continued work to create inclusive and healthy work environments:
  - IDEAS in Action will continue to identify projects and timelines each year and will provide updates on [the website](#).
  - A group of CAS faculty/staff will be working on ways to support healthy workplaces with workshops on countering academic harassment and bullying in collaboration with Organizational Development and ODEI starting in Fall 2022, building on work started in Spring 2022. This work will help us live the mission of our Catholic, Jesuit, humanistic mission through our interactions with each other and with our students.
  - CAS dean's office will disseminate samples/templates of community agreements and by-laws to department chairs in Summer 2022 as a continuation of our work in AY 2021-2022; goal is for all CAS departments to have one or both of these documents by May 15, 2024.

### **Challenges and Opportunities**

- Fiscal management: With the aid of my Sr. Budget and Personnel Officer (Gene Duenas), we conducted our business responsibly.
  - Yet, his workload is crushing, especially when personnel (HR and Provost Office) and financial (VP for Finance) changes or timelines hit at the same time. He has only one assistant.
  - Waning operational funds during a time of personnel growth is a challenge. We have had to rely on a salary contingency fund that is not replenished to offer competitive salaries as well as restricted funds to support competitive startup and retention packages and promote professional development such as the CAS Dean's Faculty Fellow program. We anticipate that we will spend down our salary contingency this coming year. Raising our grant writing and fundraising profiles to continue to support our work will be key but we cannot supplement salary offers with these funds.
- Diversity resistance: Those faculty/staff who do not see the value of diversity make it difficult for their peers to do their work to create a more inclusive community.
- Time: Faculty and staff are less willing to invest time in service to accomplish strategic goals unless it aligns with their values and they are given permission to reduce other service (or receive compensation). This is a healthy challenge we face as a community.

**Annual Report 2021-2022**  
**College of Arts and Sciences**  
**Appendix A: Student Data**

	<b>Fall 2021</b>	<b>Spring 2022</b>
<b>Majors</b>	1267	2351
<b>Minors</b>	1154	1272
<b>Post-Bacc &amp; Masters Level</b>	48	42
<b>Graduates</b>		414



# FIRST DESTINATION SURVEY REPORT

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CLASS OF  
2020-2021





## Top Employers

1. Jesuit Volunteer Corps — 10
2. AmeriCorps / Fast Enterprises / ScribeAmerica (three-way tie) — 4
3. Gonzaga University / Seattle Children's Hospital / United States Armed Forces (two-way tie) — 3

*Subsequent employers not reported to protect student anonymity*

Average Salary  
**\$48,844**

*Based on 49 Respondents*

## Top Cities

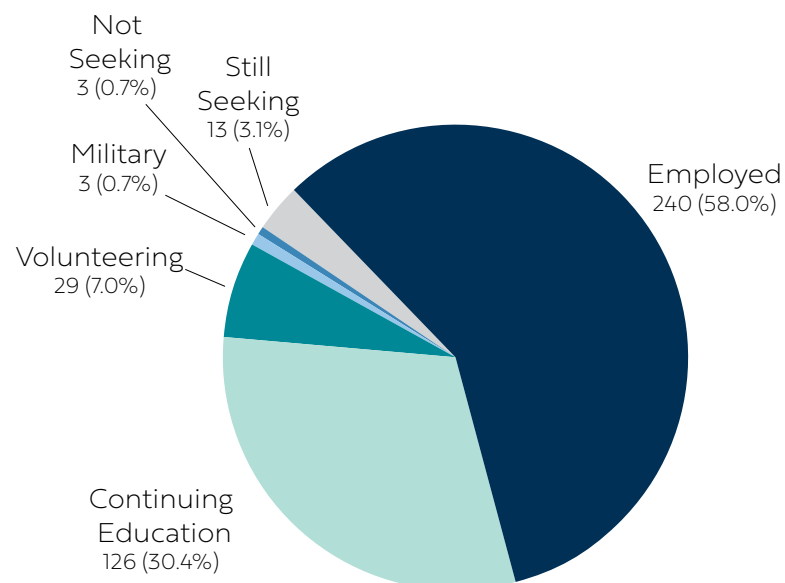
1. Spokane, WA — 91
2. Seattle, WA — 77
3. Los Angeles, CA / Portland, OR (two-way tie) — 18
4. San Francisco, CA — 14
5. Denver, CO — 13

# College of Arts & Sciences

Undergraduates

Success Rate  
**96.9%**

*Based on 414 Respondents*







# Gonzaga University Class of 2020-2021

## Undergraduates - Outcomes by School / College and Major

2020-2021 Undergraduates	# of Graduates	# of Respondents	% Knowledge Rate	# Employed	% Employed	# Continuing Education	% Continuing Education	# Volunteering	% Volunteering	# Military	% Military	# Not Seeking	% Not Seeking	# Still Seeking	% Still Seeking	% Outcomes Success Rate
Gonzaga University	1195	953	79.7%	640	67.2%	221	23.2%	32	3.4%	14	1.5%	6	0.6%	40	4.2%	95.8%
College of Arts and Sciences	541	414	76.5%	240	58.0%	126	30.4%	29	7.0%	3	0.7%	3	0.7%	13	3.1%	96.9%
Applied Mathematics	7	5	71.4%	5	100%	0	–	0	–	0	–	0	–	0	–	100%
Art	4	4	100%	2	50.0%	1	25.0%	0	–	0	–	0	–	1	25.0%	75.0%
Biochemistry	17	16	94.1%	9	56.3%	5	31.3%	2	12.5%	0	–	0	–	0	–	100%
Biology	88	66	75.0%	36	54.5%	23	34.8%	4	6.1%	0	–	1	1.5%	2	3.0%	97.0%
Broadcast and Electronic Media	15	12	80.0%	7	58.3%	3	25.0%	1	8.3%	0	–	0	–	1	8.3%	91.7%
Chemistry	7	7	100%	2	28.6%	5	71.4%	0	–	0	–	0	–	0	–	100%
Classical Civilizations	2	1	50.0%	1	100%	0	–	0	–	0	–	0	–	0	–	100%
Communication Studies	39	31	79.5%	17	54.8%	9	29.0%	1	3.2%	0	–	0	–	4	12.9%	87.1%
Computer Science & Computational Thinking	17	12	70.6%	9	75.0%	1	8.3%	0	–	0	–	0	–	2	16.7%	83.3%
Criminal Justice	18	11	61.1%	5	45.5%	2	18.2%	2	18.2%	1	9.1%	0	–	1	9.1%	90.9%
Criminology	4	3	75.0%	0	–	2	66.7%	1	33.3%	0	–	0	–	0	–	100%



2020-2021 Undergraduates	# of Graduates	# of Respondents	% Knowledge Rate	# Employed	% Employed	# Continuing Education	% Continuing Education	# Volunteering	% Volunteering	# Military	% Military	# Not Seeking	% Not Seeking	# Still Seeking	% Still Seeking	% Outcomes Success Rate
Dance	3	2	66.7%	2	100%	0	–	0	–	0	–	0	–	0	–	100%
Economics	32	25	78.1%	21	84.0%	3	12.0%	1	4.0%	0	–	0	–	0	–	100%
English	29	22	75.9%	14	63.6%	5	22.7%	2	9.1%	0	–	1	4.5%	0	–	100%
Environmental Studies	24	19	79.2%	14	73.7%	3	15.8%	2	10.5%	0	–	0	–	0	–	100%
French	2	2	100%	0	–	2	100%	0	–	0	–	0	–	0	–	100%
History	15	11	73.3%	2	18.2%	8	72.7%	0	–	0	–	0	–	1	9.1%	90.9%
International Studies - Asian Studies	1	1	100%	1	100%	0	–	0	–	0	–	0	–	0	–	100%
International Studies - International Relations	14	11	78.6%	8	72.7%	2	18.2%	1	9.1%	0	–	0	–	0	–	100%
Journalism	5	4	80.0%	2	50.0%	2	50.0%	0	–	0	–	0	–	0	–	100%
Math-Computer Science	2	2	100%	2	100%	0	–	0	–	0	–	0	–	0	–	100%
Mathematics	13	13	100%	8	61.5%	3	23.1%	0	–	1	7.7%	1	7.7%	0	–	100%
Music	4	3	75.0%	1	33.3%	2	66.7%	0	–	0	–	0	–	0	–	100%
Philosophy	3	2	66.7%	0	–	1	50.0%	0	–	1	50.0%	0	–	0	–	100%
Physics	3	2	66.7%	1	50.0%	1	50.0%	0	–	0	–	0	–	0	–	100%
Political Science	43	28	65.1%	17	60.7%	10	35.7%	1	3.6%	0	–	0	–	0	–	100%
Psychology	79	55	69.6%	28	50.9%	23	41.8%	3	5.5%	0	–	0	–	1	1.8%	98.2%



2020-2021 Undergraduates	# of Graduates	# of Respondents	% Knowledge Rate	# Employed	% Employed	# Continuing Education	% Continuing Education	# Volunteering	% Volunteering	# Military	% Military	# Not Seeking	% Not Seeking	# Still Seeking	% Still Seeking	% Outcomes Success Rate
Public Relations	19	15	78.9%	11	73.3%	3	20.0%	1	6.7%	0	–	0	–	0	–	100%
Religious Studies	4	3	75.0%	1	33.3%	1	33.3%	1	33.3%	0	–	0	–	0	–	100%
Sociology	22	21	95.5%	10	47.6%	5	23.8%	6	28.6%	0	–	0	–	0	–	100%
Spanish	4	4	100.0%	3	75.0%	1	25.0%	0	–	0	–	0	–	0	–	100%
Theatre Arts	2	1	50.0%	1	100%	0	–	0	–	0	–	0	–	0	–	100%
<b>School of Business Administration</b>	<b>297</b>	<b>232</b>	<b>78.1%</b>	<b>168</b>	<b>72.4%</b>	<b>53</b>	<b>22.8%</b>	<b>1</b>	<b>0.4%</b>	<b>3</b>	<b>1.3%</b>	<b>0</b>	<b>–</b>	<b>7</b>	<b>3.0%</b>	<b>97.0%</b>
Accounting	65	58	89.2%	26	44.8%	32	55.2%	0	–	0	–	0	–	0	–	100%
Business Administration	232	174	75.0%	142	81.6%	21	12.1%	1	0.6%	3	1.7%	0	–	7	4.0%	96.0%
<b>School of Education</b>	<b>51</b>	<b>30</b>	<b>58.8%</b>	<b>18</b>	<b>60.0%</b>	<b>11</b>	<b>36.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>–</b>	<b>0</b>	<b>–</b>	<b>1</b>	<b>3.3%</b>	<b>96.7%</b>
Communication, Culture, & Language in Education	1	1	100%	1	100%	0	–	0	–	0	–	0	–	0	–	100%
Kinesiology and Physical Education	8	5	62.5%	2	40.0%	2	40.0%	0	–	0	–	0	–	1	20.0%	80.0%
Special Education	18	10	55.6%	6	60.0%	4	40.0%	0	–	0	–	0	–	0	–	100%
Sport Management	24	14	58.3%	9	64.3%	5	35.7%	0	–	0	–	0	–	0	–	100%
<b>School of Engineering &amp; Applied Science</b>	<b>179</b>	<b>178</b>	<b>99.4%</b>	<b>130</b>	<b>73.0%</b>	<b>18</b>	<b>10.1%</b>	<b>2</b>	<b>1.1%</b>	<b>6</b>	<b>3.4%</b>	<b>3</b>	<b>1.7%</b>	<b>19</b>	<b>10.7%</b>	<b>89.3%</b>
Civil Engineering	38	38	100%	31	81.6%	4	10.5%	0	–	1	2.6%	1	2.6%	1	2.6%	97.4%
Computer Engineering	13	13	100%	10	76.9%	0	–	0	–	1	7.7%	0	–	2	15.4%	84.6%



# College of Arts & Sciences

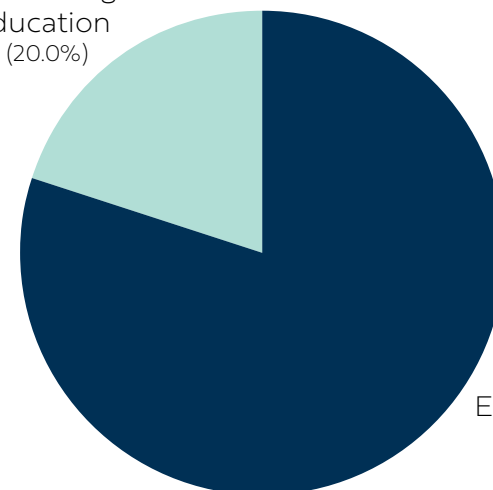
Graduates

## Success Rate

# 100%

*Based on 5 Respondents*

Continuing  
Education  
1 (20.0%)



Employed  
4 (80.0%)



*Due to small class size, top cities, organizations, and average salary are not reported to protect student anonymity.*



# Gonzaga University Class of 2020-2021

## Graduates - Outcomes by School / College and Major

AY 2020-2021 Graduates	# of Graduates	# of Respondents	% Knowledge Rate	# Employed	% Employed	# Continuing Education	% Continuing Education	# Volunteering	% Volunteering	# Military	% Military	# Not Seeking	% Not Seeking	# Still Seeking	% Still Seeking	% Outcomes Success Rate
<b>Gonzaga University</b>	<b>211</b>	<b>188</b>	<b>89.1%</b>	<b>178</b>	<b>94.7%</b>	<b>4</b>	<b>2.1%</b>	<b>1</b>	<b>0.5%</b>	<b>1</b>	<b>0.5%</b>	<b>1</b>	<b>0.5%</b>	<b>3</b>	<b>1.6%</b>	<b>98.4%</b>
<b>College of Arts and Sciences</b>	<b>5</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>80.0%</b>	<b>1</b>	<b>20.0%</b>	<b>0</b>	<b>–</b>	<b>0</b>	<b>–</b>	<b>0</b>	<b>–</b>	<b>0</b>	<b>–</b>	<b>80.0%</b>
Philosophy	1	1	100%	0	–	1	100%	0	–	0	–	0	–	0	–	100%
Theology and Leadership	4	4	100%	4	100%	0	–	0	–	0	–	0	–	0	–	100%
<b>School of Business Administration</b>	<b>63</b>	<b>57</b>	<b>90.5%</b>	<b>53</b>	<b>93.0%</b>	<b>2</b>	<b>3.5%</b>	<b>0</b>	<b>–</b>	<b>1</b>	<b>1.8%</b>	<b>0</b>	<b>–</b>	<b>1</b>	<b>1.8%</b>	<b>98.2%</b>
Accountancy	14	14	100%	13	92.9%	1	7.1%	0	–	0	–	0	–	0	–	100%
Business Administration	32	27	84.4%	24	88.9%	1	3.7%	0	–	1	3.7%	0	–	1	3.7%	96.3%
Taxation	17	16	94.1%	16	100.0%	0	–	0	–	0	–	0	–	0	–	100%
<b>School of Education</b>	<b>52</b>	<b>45</b>	<b>86.5%</b>	<b>41</b>	<b>91.1%</b>	<b>1</b>	<b>2.2%</b>	<b>1</b>	<b>2.2%</b>	<b>0</b>	<b>–</b>	<b>1</b>	<b>2.2%</b>	<b>1</b>	<b>2.2%</b>	<b>97.8%</b>
Clinical Mental Health Counseling	8	7	87.5%	6	85.7%	0	–	0	–	0	–	1	14.3%	0	–	100%
Counseling	1	1	100%	1	100%	0	–	0	–	0	–	0	–	0	–	100%
Educational Leadership	8	8	100%	8	100%	0	–	0	–	0	–	0	–	0	–	100%
Initial Teaching	9	8	88.9%	8	100%	0	–	0	–	0	–	0	–	0	–	100%

**Annual Report 2021-2022**  
**College of Arts and Sciences**  
**Appendix C: Curriculum Changes**

**New Program Approvals:**

Health Equity

New minor: Health Equity.

Addition of HEAL course prefix and cross-listing of 17 courses.

Mathematics

New Applied Math concentrations: Environmental Sciences and Statistics.

New Statistics minor.

Theatre and Dance

Dance major and minor restructured to follow program review recommendations. New DANC course prefix implemented.

**New Course Approvals:**

CRIM Criminal Violence

CRIM Street Gangs

CRES Intro Latina/o/x Studies

CRES Queering Latindades

CRES (Re)Producing Race and Family

ENGL Film Form

ENGL Film History

HIST Russia-Nation, State, Empire

HIST Historical Foundations

JOUR Documentary History and Analysis

MATH Applied Linear Algebra

MATH Applied Statistical Models

MATH Experimental Design

MATH Chaos & Discrete Dynamical Systems

MUSC Wind Symphony

NTAS History Plays: Fact, Fiction, Story

PSYC Cognitive Neuroscience

SOCI Sociology of Reproduction

SOSJ Community Organizing for Health Equity

SPAN Representing the Rainforest

SPAN Veins of Gold

SPAN Imagining Colombia

VART Intro to Filmmaking

VART Art Fusion

WGST Feminism and Science

WGST Transnational Feminisms

**Annual Report 2021-2022**  
**College of Arts and Sciences**  
**Appendix D: Faculty Scholarly Activities**

**Art Department**

**Honors & Awards**

Lopez Schindler, L.

Won a rare solo exhibition in a competition to exhibit in the Chase Gallery in Spokane City Hall.  
Selection made by a jury with peers and community stakeholders.

Manoguerra, P. (2021, September).

WA Museum Association Award of Publication of Excellence for 'A Grand Tour: Images of Italy from the Permanent Collection of the Jundt Art Museum'.

**Grants**

McCormick, M. (2021).

Sundance Preservation Fund

\$2,500

The Sundance Institute

**Performing Arts Events & Exhibits**

*National*

McCormick, M. (2021, January).

Sundance Film Festival. Park City, UT.

Zambrano, R. (2022, March).

In collaboration with Mary Farrell. *Bridges no Borders*. Dark Horse Art Bar. Madison, WI.

**Performing Arts Events & Exhibits**

*Regional*

Zambrano, R. (2021, November).

*Dancing Devils of Nane*. Gallery One. Ellensburg, WA.

**Performing Arts Events & Exhibits**

*Local*

Manoguerra, P. (2021, May-August).

*Seven Years of Acquisitions 2013-2020*. Jundt Art Museum. Spokane, WA

Manoguerra, P. (2021, August-December).

*From the Collection: Art in the 19th Century*. Jundt Art Museum. Spokane, WA

Manoguerra, P. (2022, January-May).

*The Bible in Art: Works from the Permanent Collection*. Jundt Art Museum. Spokane, WA

Schindler, L. (2021, November-December).

In collaboration with Wagner, C., Kalin, P., Vaughn, A. *New Faculty Show*. Gonzaga University Urban Art Center. Spokane, WA.

Schindler, L. (2022, May).

*Accidental Intimacy*. Saranac Artist Projects. Spokane, WA.

Schindler, L. (2022, January).  
*Presencing*. Saranac Artist Projects. Spokane, WA.

Zambrano, R. (2022, April).  
In collaboration with GU printmaking studio. *The Annual Spokane Print Fest*. Spokane, WA.

Zambrano, R. (2022, April).  
In collaboration with Farrell, M. Sie7e Printers & Mary Farrell. *Saranac Art Projects*. Spokane, WA.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Schindler, L. (2021, September).  
I taught a bookmaking course for children during the Festival for the Center for Children's Book Arts.

### **Biology Department**

#### **Grants**

Diaz-Martinez, L. (2022 February).  
Identifying Novel Roles for Three Understudied Essential Genes \$93,970  
MJ Murdock Charitable Trust

Hayes, S. (2021, June-December).  
WA Dept. of Fish & Wildlife Brood Survey \$6,316

Staub, N. (2021-2022).  
McDonald Work Study Grant \$33,124

#### **Publications**

Bancroft, B. (2022).  
In collaboration with Luoma-Tasker, B., McIntyre-Honebein, K., Erickson, A., Misslin, J., Hurst, P., Cooney, S., Riley, S., Griffith, S. "Effects of elevated temperature, reduced hydroperiod, and invasive bullfrog larvae on Pacific chorus frog larvae." *PLoS ONE*, 17/3 (2022): e0265345.  
Refereed/Peer Reviewed.

Diaz-Martinez, L. (2021).  
In collaboration with Hernandez, A., D'Arcy, C., Corral, B., Esparza, D., Rosenberg, M., Olimpo, J. "Current Approaches for Integrating Ethics and Responsible Conduct of Research (E/RCR) Education into Course-based Undergraduate Research Experiences: A National Assessment." *Cell Biology Education-Life Science Education*, 20/3 (2021): ar38. Refereed/Peer Reviewed.

Diaz-Martinez, L. (2022).  
In collaboration with Battaglia, S., Echegoyen, L. "Institution-wide analysis of academic outcomes associated with participation in undergraduate research: comparison of different research modalities." *SPUR*, 6 (2022). Refereed/Peer Reviewed.

Poxleitner, M. (2022).  
In collaboration with Hoag, T., DeKlotz, J., Steel, B., Ettinger, W., Butela, K., Anders, K. "Genome Sequences of Microbacterium foliorum Bacteriophages StrawberryJamm, Quammi, Teehee, and Casend." *Microbiology Resource Announcements* April (2022). DOI: <https://doi.org/10.1128/mra.00185-22>.



Staub, N. (2021).

In collaboration with Bauer, A. "Historical Perspective: Marvalee Hendricks Wake." *Ichthyology and Herpetology*, 109/4 (2021): 1077-1984. Refereed/Peer Reviewed.

Staub, N. (2021).

In collaboration with Marks, S., Sessions, S. "Scientists and Salamanders: A tribute to David B. Wake, Mentor Extraordinaire." *Herpetological Review* 52/3 (2021): 696-703. Refereed/Peer Reviewed.

### **Presentations & Public Lectures**

Bertagnolli, M. (2021, November).

*ASCEND: Advancing STEM Careers By Empowering Network Development*. International Conference on Hate Studies. Spokane, WA. Virtual presentation.

### **Professional Service, Leadership and Consulting** (service to your discipline & community partners, etc.)

Bertagnolli, M. (2022, February).

Lead External Reviewer-Biology Department Program Review. Creighton University. Virtual.

Bertagnolli, M. (2021, October).

Planned and facilitated full-day virtual meetings for grant participants in three ASCEND Regional Meetings for faculty participants and as a group for administrator participants. Sponsored by National Science Foundation ADVANCE Partnership grant - Advancing STEM Careers by Empowering Network Development (ASCEND). I am a Co-PI (co-principle investigator) on the grant and a member of the Steering Committee for the ASCEND project. Virtual.

Bertagnolli, M. (2021, September).

Developed and led workshop for Institute of Translational Health Sciences Career Development Series. When and How to Say No with Confidence. Virtual.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Bertagnolli, M. (2021-2022).

Helped develop the McKinstry Fellows Research Program with UW-GU Regional Health Partnership.

## **Chemistry & Biochemistry Department**

### **Honors & Awards**

Shepherd, J. (2021-2023).

O'Leary Scholar Award

Shepherd, J. (2021-2022).

Faculty Award for Professional Contributions (tenured category)

### **Publications**

Gidofalvi, G.. (2021).

In collaboration with numerous co-authors. "Software for the frontiers of quantum chemistry: An overview of developments in the Q-Chem 5 package." *Journal of Chemical Physics* 155/8 (2021): 084801. Refereed/Peer Reviewed.

## **Presentations & Public Lectures**

### *National*

Shepherd, J. (2022, February).

In collaboration with Godfrey, A., Chambers, L. *Characterization of RquA: A novel enzyme used in microbial rhodoquinone biosynthesis*. UCLA Graduate Seminar Series in Biochemistry, Molecular and Structural Biology. UCLA Department of Chemistry and Biochemistry. Los Angeles, CA. Lecture.

## **Presentations & Public Lectures**

### *Regional*

Bailey, W. (2022, April).

In collaboration with Jellison, A., Dillinger, S. *Late Transition Metal Complexes for Oxidative Transformations*. Thompson Hall Seminar. University of Puget Sound. Tacoma, WA. Lecture.

## **Professional Service, Leadership and Consulting**

*(service to your discipline & community partners, etc.)*

Shepherd, J. (2022, March-April).

Served as an external reviewer for the Chemistry and Biochemistry Department's academic program review at Loyola Marymount University, Los Angeles, CA. This involved a thorough evaluation of the Dept. self-study, curriculum, assessment plan, facilities, budget, RPT process, faculty teaching, advising & scholarship, and student achievements. A written report was submitted following individual meetings with all Dept. faculty, administrators and students.

## **Teaching Innovations**

Wilson, B.

Video tutorials for organic chemistry lecture that supplement the in-person lecture material for further understanding of important topics. In CHEM 455, Advanced Transition Metals, the application of classroom knowledge to published inorganic research articles wherein students are asked advanced questions to apply lecture topics to real world results, comment on, and discuss those results in the context of environmental impact and health/medicine.

## **Sustainability - Teaching & Scholarship**

Wilson, B.

Video tutorials In CHEM 455, Advanced Transition Metals, we discuss catalysis, a key part of green chemistry, it's impact on the environment, where we source our metals and the political/socioeconomic implications of how we get our chemicals.

## **Classical Civilizations Department**

### **Performing Arts Events & Exhibits**

#### *Regional*

Pistone, A. (2022, April).

In collaboration with Neely, D., Wilde, A., *Pacific Northwest Medea Symposium: Immigrant Women from Ancient Greece to Modern America*. Kimball Theatre (Whitman College), Walla Walla, WA.

## **Presentations & Public Lectures**

Pistone, A. (2022, May).

*Feminism is for Every Body: Meeting Resistance to Feminist Pedagogy in the Classroom. Feminism and Classics*. Panel.

Pistone, A. (2022, January).  
*Bodies in Chairs: How to Think Inclusively about Student Welfare in Digital and Blended Learning*. Society for Classical Studies Annual Meeting. Workshop.

Pistone, A. (2022, January).  
*Online Tragedy in a Tragic Time*. Society for Classical Studies Annual Meeting. Panel.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Pistone, A. (2022, April).  
Pacific Northwest Medea Symposium with Whitman College and University of Washington.

### **Professional Service, Leadership and Consulting** *(service to your discipline & community partners, etc.)*

Pistone, A.  
Professional Ethics Committee. Society for Classical Studies.

Pistone, A.  
Committee on Diversity and Inclusion. Outreach Prize Committee. Society for Classical Studies.

## **Communication Studies Department**

### **Honors & Awards**

Crandall, H. (2022, April).  
Inducted into Alpha Sigma Nu.

Osborne, T. (2022, April).  
Exemplary Faculty Open Award (NTT category)

### **Grants**

Click, M. (2021).  
Gonzaga University Research Council \$2,200

### **Performing Arts Events & Exhibits** *International*

Osborne, T. (2021, Fall).  
*100 Days of Dante "Canto XII - Inferno"*. Baylor University's Honors online international access website. Video exegesis.

Osborne, T. (2021, Fall).  
*100 Days of Dante "Canto VI - Purgatory"*. Baylor University's Honors online international access website. Video exegesis.

### **Publications**

Gordon, J. (2021, December).  
"Recrafting Democracy. Composing an "Agon" and "Lettering a Public": Democracy Between Binaries?" *Journal of the Scholarship of Teaching and Learning* 21/4 (2021): 134-150.  
<https://doi.org/10.14434/josotl.v21i4.32760>. Refereed/Peer Reviewed.

Gordon, J. (2022).  
In collaboration with Mattson, L. "Becoming Mutant: Metamorphoses for a Waterworld".  
*Environmental Humanities* 14/1 (2022): 29-48. Refereed/Peer Reviewed.

Gordon, J. (2021).

"Of Fowl Feet, Beak, and Street. Eyes on the Ground in Ybor City," in *Animals in the City*, Reese, L (Ed.). Philadelphia: Routledge (2021): 75-91. <https://www.routledge.com/Animals-in-the-City/Reese/p/book/9780367209599>

Osborne, T. (2022).

Review of *Speech Freedom on Campus: Past, Present, and Future*. Russomanno, J. (Ed.). Communication Research Trends 41/2 (2022): 23-26.

Petruska, K. (2021).

Review of *Television at Work: Industrial Media and American Labor* by Hughes, K. Media Industries Journal 8/1 University of Michigan Publishing (2021).<https://journals.publishing.umich.edu/mij/article/id/1259/>

Schmitt, C.R. (2022).

"Embodied Activisms: Performative Expressions of Political and Social Action," in *Visual Disruptions as Embodied Activism: Leisure Spectacle Demonstration*. Philadelphia: Lexington (2022): 55-79.

Schmitt, C.R. (2022).

"The Handbook of International Trends in Environmental Communication," in *Rhetorical Approaches in Environmental Communication*. New York: Routledge (2022): 70-87.

Schmitt, C.R. (2021).

In collaboration with Montesi, M., Yoder, C. "Coming Together & Coming Apart on the Snake River: Embodiment, Protest, and Identity at the Niimípuu River Rendezvous." *The Northwest Journal of Communication*: 49/1 (2021): 35-65. Refereed/Peer Reviewed.

### **Presentations & Public Lectures**

Click, M. (2022, May).

*Meet the Editors*. International Communication Association. Paris, France. Panel.

Click, M. (2022, April).

*Watching with a guilty conscience: Exploring media audiences' relationships to guilty pleasures*. Society for Cinema and Media Studies. Virtual. Paper/Panel Presentation.

Crandall, H. (2022, April).

*What does "The Common Good" mean?* NCA Instructional and Forensics Division. Northwest Communication Association Annual Conference. Coeur d'Alene, ID. Panel.

Crandall, H. (2022, April).

*Academic Distancing: Leading through the lingering pandemic*. NCA Instructional and Forensics Division. Northwest Communication Association Annual Conference. Coeur d'Alene, ID. Workshop.

Crandall, H. (2021, November).

In collaboration with Cunningham, C. *Young, Naïve, and Hysterical: Paternalistic Barriers (and Barrier-Breakers) in Environmental Advocacy*. Environmental Communication Division of the National Communication Association. Seattle, WA. Paper.

Frapplier, G. (2021, November).

*Transforming Debate for Educational Renewal: Reasons for and Practices of Pacific Northwest Debate*. National Communication Association Conference. Seattle, WA. Panel Lecture.

Gordon, J. (2022, February).  
*A Fowl Republic of Noise*. The Animal Turn Podcast. Spokane, WA. Public presentation.

Gordon, J. (2022, February).  
*Of Fowl Feet, Beaks, & Streets. Chicken Rhetoric and the Struggle Over Ybor City's Public Ecology*. Department of Communication Studies. Spokane, WA. Faculty Lecture.

Gordon, J. (2022, February).  
*Sage Brush Sounds and Gopher Scream. Amplifying Ag Animality*. Western States Communication Association Conference. Portland, OR. Panel.

Gordon, J. (2022, January).  
In collaboration with Mora, J. *The Rise of the Wolf: Cultivating a Critical-Cultural Orientation Through Deep Play, Democracy, and Deliberation*. Western States Communication Association Conference. Portland, OR. Workshop.

Morehouse, K. (2022, April).  
In collaboration with Crandall, H. *Lightning Pedagogies*. Northwest Communication Association Conference. Coeur d'Alene, ID. Panel.

Osborne, T. (2021, November).  
*The Lie as a Form of Hatred*. Sixth Gonzaga International Conference on Hate Studies: Challenging Hate and Inspiring Hope. Gonzaga Institute of Hate Studies. Spokane, WA. Lecture.

Petruska, K. (2022, April).  
*The Illusion of Control: Parents, Kids Content, and Streaming Media*. Society for Cinema and Media Studies. Virtual. Panel.

Schmitt, C.R. (2021, June).  
*Agency in the Wild via the #TrashTag Campaign*. 16th Biennial Conference of Communication and Environment. International Environmental Communication Association. Virtual, WA. Original Research/Criticism Presentation.

Schmitt, C.R. (2021, November).  
*An Ecomodernist Man-ifesto: Patronizing Topoi in Ecomodernist Discourse*. Annual Convention of the National Communication Association. Seattle, WA. Original Research/Criticism Presentation.

Schmitt, C.R. (2021, June).  
*Ecomodernism & Paternalism: Ageist & Sexist Undercurrents in Michael Shellenberger's Apocalypse Never*. 16th Biennial Conference of Communication and Environment. International Environmental Communication Association. Virtual, WA. Original Research/Criticism Presentation.

Schmitt, C.R. (2022, February).  
*Embodied Solidarity & #IRunWithMaud: A Case for Physical Peril, Prosthetic Experience, and Humanist Transcorporeality*. Western States Communication Association Conference. Portland, OR. Original Research/Criticism Presentation.

Schmitt, C.R. (2021, October).  
*Folk(less) Lore: Theorizing Expression and Transmission in Absence of Contact*. American Folklore Society Meeting. Harrisburg, PA. Original Research/Criticism Presentation.

Schmitt, C.R. (2021, November).

*Renewing Revelry: A Roundtable on Comedy Studies in Challenging Times*. Annual Convention of the National Communication Association. Seattle, WA. Round Table Discussion.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Osborne, T.

College in the High School. Gonzaga Prep High School.

### **Professional Service, Leadership and Consulting**

*(service to your discipline & community partners, etc.)*

Crandall, H. (2021-2022).

Editor of the Book Review section of Communication Research Trends. Center for Communication And Culture.

Gordon, J. (2021, October).

White Male Allyship. Gonzaga University Unity Multicultural Education Center. Spokane, WA.

Took part in a discussion about white male allyship at Gonzaga University.

Schmitt, C.

Co-Editor, Western Journal of Communication, for Western States Communication Association.

### **Teaching Innovations**

Gordon, J. (2021, Fall).

During the Fall 2021 semester, I incorporated an "un-grading" model of assessment in an upper-division Communication Studies course. Doing so attempted to foreground the learning process, comment and feedback, and dialogic practices of assessment.

Gordon, J. (2021).

In a course redesign, I attempted to reimagine and reconstruct the form of the "syllabus." Taking up the form of collage and the zine, I created a "syllazine" - as a way to model and perform a text that embodied the course focus on counter-publics.

Gordon, J. (2021).

Featuring the relationship between communication studies and sound studies, a Fall 2021 upper division course incorporated theories and practices of creating sound art/essays to explore how sound shapes meaning, power, and identity at Gonzaga. Students applied theories and practiced the production of sound essays to amplify how GU is formed by everyday sonic encounters.

### **Sustainability - Teaching & Scholarship**

Crandall, H.

Student Sustainability Leadership Program – overseeing 30 zero credit internships Small Group Communication Workshop for their January 2022 retreat.

Crandall, H.

The Climate Girl Effect - Talk delivered for the Center for Climate, Society, and the Environment.

Gordon, J. (2022, Spring).

Two essays and a book chapter focus on ecological related themes and questions of how ecological relations are, and might be, constructed. Additionally, I taught an Environmental Ethics course in the Spring of 2022, while a colleague in Environmental Studies was on sabbatical.

## **Critical Race and Ethnic Studies Department**

### **Honors & Awards**

Calafell, B. (2021).

Distinguished Scholar Award, Western States Communication Association

Calafell, B. (2021).

Distinguished Scholar Award, Critical and Cultural Studies, National Communication Association

Calafell, B. (2021).

Distinguished Scholar Award, International and Intercultural Communication Division, National Communication Association

### **Publications**

Calafell, B. (2021).

In collaboration with Harrington, K. " 'She Ain't Gonna Break': Theorizing the Living Dead Girl, Life, and Non-Life in The Devil's Rejects." *Monsters in Performance: Essays on the Aesthetics of Social Disqualification* (2021): 185-195. Refereed/Peer Reviewed.

Dame-Griff, E.C. (2021).

In collaboration with co-author Herndon, A. "Where is She? Pandemic Teaching, Freedom, and Bodies on Zoom." *Survive and Thrive: A Journal for Medical Humanities and Narrative as Medicine* 9/1 (2021): Article 24. Refereed/Peer Reviewed.

Dame-Griff, E.C. (2022).

"What Do we Mean when we Say 'Latinx?': Definitional Power, the Limits of Inclusivity, and the (Un)Constitution of an Identity Category," *Journal of International and Intercultural Communication* 15/2 (2022): 119-131. Refereed/Peer Reviewed.

### **Presentations & Public Lectures**

Dame-Griff, E.C. (2022, March-April).

*Intersectionality 101 for Leaders*. Payne Center for Leadership Development. Spokane, WA. Lecture/Workshop.

Dame-Griff, E.C. (2021, September).

*Fears of the (Fat) Other*. Fat Studies Massive Online Open Offering. Centre for Fat Liberation & Scholarship. Lecture/Workshop.

Dame-Griff, E.C. (2022, January).

*Those Most Marginalized: Latinx and the Limits of Inclusivity Language*. Sandra L. Faulkner, Bowling Green State University. Bowling Green, KY. Lecture/Discussion.

Dame-Griff, E.C. (2022, April).

*Colorblindness and Race: Not Actually a Good Thing*. GEL, Gonzaga University. Spokane, WA. Lecture.

Dame-Griff, E.C. (2022, March)

In collaboration with Kwenda, R. *Queer or Gender Diverse Affinity Group*. Social Justice Peer Educators. Workshop.

### **Co-Curricular Activities Sponsored by Department**

Dame-Griff, E.C.

CRES Oral History and Organizing Digital Archive (CRES-OH/ODA) with Digital Humanities.

**Professional Service, Leadership and Consulting**  
(service to your discipline & community partners, etc.)

Dame-Griff, E.C.

Act Six Advisory Board Member. Act Six Scholarship. Advisory Board member, attend regular meetings, facilitate Act Six Faculty Discussion with Shannon Dunn (February 2022), provide feedback on scholars.

Dame-Griff, E.C.

Editorial Board Member, Journal of International and Intercultural Communication. Journal of International and Intercultural Communication. Serve as editorial board member, act as reviewer for articles relevant to my field/specialties/interest.

Dame-Griff, E.C.

Internship Coordinator. Developing internships for CRES students, supervising internship students.

Dame-Griff, E.C. (2022, April).

Film Screening Organizer, "Nelly Queen: The Life and Times of Jose Sarria". CRES, Lincoln LGBTQ+ Resource Center. Spokane, WA. Worked with Matthew Barcus to: bring film and film makers to campus, introduce the film, hold discussion afterward.

Dame-Griff, E.C.

Centre for Fat Liberation and Scholarship, Faculty Fellow. Centre for Fat Liberation and Scholarship. Attend monthly faculty meetings, work with graduate students in the field of Fat Studies, hold regular office hours.

Dame-Griff, E.C. (2022, April).

Lavender Graduation Commencement Speaker. Lincoln LGBTQ+ Resource Center.

Dame-Griff, E.C.

GEL Weekend Academic Fair. Resource fair for students and parents.

Dame-Griff, E.C. (2022, March).

Faculty/Staff Panel, Diversity, Equity, and Inclusion Virtual Preview Day. Gonzaga Admissions. Panel participant.

Dame-Griff, E.C. (2022, April).

CRES Workshops: Course Proposal; Assessment. Provide workshops for the department on the course proposal process and the assessment process.

Dame-Griff, E.C. (2022, March).

Soup for the Soul. UMEC. Made soup and attended UMEC Soup for the Soul event, co-sponsored with CRES.

Dame-Griff, E.C.

Faculty Senate DEI Subcommittee Member. Attend meetings, offer feedback regarding DEI issues on campus.

**Teaching Innovations**

Dame-Griff, E.C.

Developed CRES Internship (CRES 497). In Fall 2021, the internship focused on archiving born-digital materials relating to the early development of CRES. In Spring 2022, the internship focused on gathering Oral Histories from early CRES organizers.



Dame-Griff, E.C.

CRES 390: Independent Study, Hawaiian Sovereignty: A course focused on the role of Hawaiian Sovereignty in shaping racial formations, ideologies, and histories of Pacifica peoples in the US.

Dame-Griff, E.C.

CRES 302: Race, Resistance, and Resilience, FA 21: This new course centered the strategies and ideologies of race-based social movements and was developed as a CRES required course.

Dame-Griff, E.C.

CRES 280: Introduction to Latina/o/x Studies: This new course centered Latina/o/x identity and communities and was developed as a CRES elective course in response to student calls for courses with an in-depth focus on particular racial/ethnic groups.

Dame-Griff, E.C.

CRES 380: Queering Latinidades, SP 22: This new course centered queer Latina/o/x history and organizing and was developed as a CRES elective course, in response to student calls for courses with LGBTQ+ focus.

Dame-Griff, E.C.

CRES 380: Race and Reproduction, SP 22: This new course examines reproduction and family-building through lenses of race and gender and was developed as a CRES elective course.

Dame-Griff, E.C.

Podcast Lab: Over the last AY, I have developed 3 final projects using the podcast lab. For their final projects, students create podcasts and resource lists on a topic of their choice.

## **English Department**

### **Honors & Awards**

Dodd, J. (2022, April).

Community-Engaged Learning Faculty of the Year.

### **Grants**

Roden, K. (2022, January-December).

"Finding Our Way: Fostering a Sense of Place for Underrepresented Communities".

\$29,329

National Endowment for the Humanities' Office of Digital Humanities, Digital Projects for the Public

### **Publications**

Dodd, J. (2021).

"Southern African near futures: black-tech, ambivalence, and speculation in Namwali Serpell's *The Old Drift* and Masande Ntshanga's *Triangulum*." *African Literature Today* 39 (2021): 31-42. Refereed/Peer Reviewed.

Easterling, H. (2022).

"Surging like the Sea: Re-Thinking the Spectacle of the Crowd in Early Modern London." *The London Journal* 47/1 (2022): 36-48. Refereed/Peer Reviewed.

Easterling, H. (2022).

In collaboration with Eliason, J. " 'Mind the Gap': Investigating Faculty Reading Practices" in *Reading Across the Disciplines*. Manarin, K. (Ed.). Bloomington: Indiana University Press (2021): 64-80. <https://iupress.org/9780253058720/reading-across-the-disciplines/>.

Eliason, J. (2022).

In collaboration with Easterling, H. " 'Mind the Gap': Investigating Faculty Reading Practices" in *Reading Across the Disciplines*. Manarin, K. (Ed.). Bloomington: Indiana University Press (2021): 64-80. <https://iupress.org/9780253058720/reading-across-the-disciplines/>.

Eliason, J. (2022, March).

"Running Before It's Gone: Steve Bailey and the Zambezi River." *Out There Outdoors Magazine March-April* (2022): 44-46. [https://issuu.com/snyderzzz/docs/oto\\_marchapril\\_2022](https://issuu.com/snyderzzz/docs/oto_marchapril_2022).

Maucione, J. (2021).

"Anti-capitalism and the Near Future: In Mohsin Hamid's Exit West and Louise Erdrich's The Future Home of the Living God" in *Mobility, Spatiality, and Resistance in Literary and Political Discourse*. Beck, C. (Ed.). Geocriticism and Spatial Literary Studies, Tally, R. (Series Ed). London and New York: Palgrave Macmillan and Springer International Publishing (2021): 257-280. <https://www.springerprofessional.de/en/anti-capitalism-and-the-near-future-in-mohsin-hamid-s-exit-west-/19858768>

Roden, K. (2021).

"When it is Wise to Play the Fool: A Lesson in Servant Leadership, Courtesy of King Lear" in *The King is But a Man: William Shakespeare and 21st Century Culture, Politics, and Leadership*. Bezio, K., Russell, A. (Eds.). Cheltenham, UK: Edward Elgar (2021): 90-108.

### **Presentations & Public Lectures**

#### *National*

Maucione, J. (2022, January).

*Climate Change, Anti-capitalism, and Anti-authoritarianism in Louise Erdrich's The Future Home of the Living God*. Washington, DC. Panel.

### **Presentations & Public Lectures**

#### *Regional*

Marshall, T. (2022, April).

*Poetry and Civic Life*. Humanities Washington, Arts WA, City of Seattle Department of Arts, Hugo Seattle, Seattle Arts and Lectures. Seattle, WA. Panel.

### **Presentations & Public Lectures**

#### *Local*

Maucione, J. (2022, February).

*Imagining the Irrevocable in Toni Morrison's Home and the Work of Tracy Poindexter-Canton*.

Book Discussion: Toni Morrison's Novel, Home. Spokane, WA. Lecture followed by book and art discussion. GUUAC: <https://www.smores.com/qt2n4>.

### **Co-Curricular Activities Sponsored by Department**

Easterling, H. (2022, March).

'What Can You Do with an English Major?' - Alumni Panel 2: Law Careers

Easterling, H.(2022, February).

'What Can You Do with an English Major?' - Alumni Panel 1.

Easterling, H. (2021, November-December).  
Humanities and Career Paths Workshops with History, Modern Languages.

Maucione, J. (2022, March).  
Rena Priest, Poetry Reading and Class Visit with English Department.

Maucione, J. (2021, November).  
Jericho Brown Poetry Reading and Q&A Discussion with English Department.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Eliason, J. (2022, Summer).  
Gonzaga-in-Montana program with Dr. Greg Gordon (Environmental Studies) and GU Outdoors and GU Office of Study Abroad.

Marshall, T. (2022).  
Book contribution/Interdisciplinary Arts: Integrating Dance, Theatre, and visual Arts/includes several of my poems; with Kathleen Jeffs and Suzanne Ostersmith.

Maucione, J. (2022, February).  
Book and Art Discussion Series with Tracy Poindexter-Canton and GU Urban Arts Center.

Maucione, J. (2021, October).  
Literature and Art Discussion with Private Viewing of "Her Words to Life: A Celebration of Black Women's Voices" for ENGL 318 students. In collaboration with Tracy Poindexter-Canton and Shantell Jackson with Terrain Gallery

### **Sustainability - Teaching & Scholarship**

Eliason, J.  
The planning for the Gonzaga-in-Montana program has included the integration of readings and prompts related to environmental and personal sustainability.

### **Environmental Studies & Sciences Department**

#### **Grants**

Gordon, G. (2022, January). NEH Digital Projects Discovery Grant National Endowment for the Humanities	\$29,329
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Henning, B. (2021, August). Climate Literacy Project Office of the Superintendent of Public Instruction	\$100,000
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Henning, B. (2021, November). Gonzaga Climate Center Piedmont Trust	\$10,000
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Isacoff, J. (2021, September). Gonzaga Center for Climate, Society, and the Environment Micro Grant	\$990
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### **Presentations & Public Lectures**

Henning, B. (2021, November).

In collaboration with Traynor, J. *Gonzaga Climate Literacy Project*. Environment, Equity, Economy Conference. Lecture.

Henning, B. (2021, October).

*Telling a New Story about Climate Change*. Ignatian Family Teach-in for Justice. Lecture.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Henning, B.

Climate Literacy Project. Gonzaga Climate Center & Gonzaga School of Education.

### **Sustainability - Teaching & Scholarship**

Gordon, G.

Continue work editing book on rewilding urban rivers.

Isacoff, J.

Supervised Undergraduate Research Assistantship-Climate Source Models.

### **History Department**

#### **Honors & Awards**

Binczewski, J. (2021, October).

Harold Grimm Prize for best journal article in Reformation studies in 2020, awarded by the Sixteenth Century Society for: "Power in Vulnerability: Widows and Priest Holes in the Early Modern English Catholic Community," *British Catholic History* 35/1 (2020): 1-24.

Goldman, A. (2022, January).

The Life Saver Award, a national honor recognizing distinguished service, from the Archaeological Institute of America

Ostendorf, A. (2022, March).

Glenn R. Conrad Award for the best article in Louisiana history, Louisiana Historical Association for "Louisiana Bohemians: Community, Race, and Empire." *Early American Studies* (Fall 2021): 659-698.

Rast, R. (2022, April).

Gonzaga University Faculty Open Award

#### **Grants**

Arnold, L. (2021, December).

Humanities Washington SHARP Grants for Colleges and Universities      \$10,000

Goldman, A. (2022, Spring).

NSF Spatial Archaeometry Research Collaboration Data and Analytics Grant,\$24,636 for "Sinop (Turkey) Regional Archaeological Project."

National Science Foundation Archaeometry, Archaeology Program (BCS#2114235) and the Center for Advanced Spatial Technologies, University of Arkansas

## Publications

Arnold, L. (2021).

In collaboration with Pescaia, M. "Considering the Revolution: Indigenous Histories and Memory" in *Alaska, Hawaii, and the Indigenous Plateau*." *The Public Historian* 43/4 (2021): 7-20. Refereed/Peer Reviewed.

Arnold, L. (2021).

Review of *Rutherford Falls* by Helms, E., Ornelas, S. *Rutherford Falls* (television), Schur, et al. *The Public Historian* 43/4. University of California Press (2021): 115-117.

Arnold, L. (2021, December).

"The Casino, Card and Betting Game Reader. Locating Native American Gambling Traditions" in *Contemporary Indian Casino Gaming*. Johnson, M. (Ed.). New York: Bloomsbury Academic. (2021): 281-293.

Arnold, L. (2021, November).

"Considering the Revolution: Indigenous Histories and Memory" in *Alaska, Hawaii, and the Indigenous Plateau*. University of California Press. *The Public Historian* 43/4 (2021).

Arnold, L. (2021, October).

"Western Lands, Western Voices. Placemaking" in *Public: Building a Native American Studies Program on the Indigenous Columbia Plateau*. Smoak, G. (Ed). Salt Lake City: University of Utah Press (2021): 141-154.

Arnold, L. (2021, Summer).

Review of *From San Francisco Eastward: Victorian Theater in The American West* by Eichin, C. Oregon Historical Society Press. *Oregon Historical Quarterly* 122/2 (2021): 202-203.

Binczewski, J. (2021).

"Widows behaving 'badly': manipulating vulnerability to strengthen the English Catholic Community." *Cambridge University Press Website* Blog Post:  
<https://www.cambridge.org/core/blog/2021/12/03/widows-behaving-badly-manipulating-vulnerability-to-strengthen-the-english-catholic-community/>.

Goldman, A. (2021).

In collaboration with numerous (9) co-authors, "Sinop Kalesi Archaeological Excavations: The 2017 and 2019 Field Seasons" in *The Archaeology of Anatolia: Recent Discoveries (2018-2020)*. Steadman, S., McMahon, G. (Eds.). Cambridge, UK: Cambridge Scholars Publishing (2021): 155-169. <https://www.cambridgescholars.com/product/978-1-5275-7601-8>.

O'Connor, K. (2022, January).

"Embracing democracy in modern Germany: political citizenship and participation." Hughes, M. *Choice* 59/05 (2022): 1871-2000. [/www.choiceconnect.org](http://www.choiceconnect.org).

O'Connor, K. (2021, August).

Review of *The Victory Banner over the Reichstag* by Hicks, J. *Choice* 58/12 (2021).  
<http://choiceconnect.org/review/magprint/223471>.

Ostendorf, A. (2021).

"Louisiana Bohemians: Community, Race, and Empire." *Early American Studies, Fall* (2021): 659-698. Refereed/Peer Reviewed.

Ostendorf, A. (2022, March).  
Review of *The Cashaway Psalmody: Transatlantic Religion and Music in Colonial Carolina* by Marini, S. Journal of American History, March 2022

Ostendorf, A. (2021).  
"Louisianští Romové: Konstrukce rasy v koloniálním Karibiku (Louisiana Romani: Constructing Race in the Colonial Caribbean)." *Romano Dzaniben* 28 (2021): 33-55. Refereed/Peer Reviewed.

Rast, R. (2022).  
Review of *Echoes of Exclusion and Resistance: Voices From the Hanford Region*. Bauman, R., Franklin, R. (Eds.). Pacific Historical Review 91/Winter 2022: 135-136.

### **Presentations & Public Lectures**

#### *International*

Goldman, A. (2022, March).  
*Helmets from the Sea*. Intercollegiate Center of Classical Studies/Duke University in Rome. Rome, Italy. Lecture.

Ostendorf, A. (2021, September).  
*Responding to the State: Uncovering Romani Agency in Early Modern and Colonial Atlantic Worlds*. Gypsy Lore Society Annual Meeting and Conference on Gypsy/Roma Studies. Prague, Czech Republic. Panel.

Ostendorf, A. (2021, September).  
*The Global Future of the Gypsy Lore Society: A View from the Americas*. Gypsy Lore Society Annual Meeting and Conference on Gypsy/Roma Studies. Prague, Czech Republic. Roundtable.

### **Presentations & Public Lectures**

#### *National*

Binczewski, J. (2021, October).  
"Laughing, Writing, Acting, Becoming: Women's Voices in Early Modern Europe." Sixteenth Century Society and Conference. San Diego, CA. Conference Panel Chair.

Binczewski, J. (2021, October).  
*Remembering Anne Howard: Mismatched Portraits and a Missing Chapter*. Sixteenth Century Society and Conference. San Diego, CA. Conference Paper on a Panel.

Ostendorf, A. (2022, May).  
*The Transatlantic French Colonial Bohemian/(Romani) Diaspora*. French Colonial Historical Society Conference. Charleston, SC. Panel.

Rast, R. (2022, April).  
*American Latino Heritage Initiative Retrospective*. Latinos in Heritage Conservation Biennial Conference. Latinos in Heritage Conservation with Historic Denver, Inc. Denver, CO. Roundtable.

### **Presentations & Public Lectures**

#### *Regional*

Arnold, L. (2022, April).  
*The Resonance of Wagering: Native American Gambling and Tradition*. Whitman College. Walla Walla, WA. Paper.

## **Presentations & Public Lectures**

### *Local*

O'Connor, K. (2022, April).

"War in Ukraine: History and Myth." Gonzaga Guild. Spokane, WA. Overview of Putin's aims and the misinformation surrounding the current war in Ukraine.

## **Presentations & Public Lectures**

### *Virtual*

Arnold, L. (2022, April).

*Native Women Write: Activism in Print and on Stage*. Organization of American Historians Conference. Virtual. Paper.

Binczewski, J. (2022, March).

*Femme Sole: Catholic Widows in the English Catholic Community*. Pacific Coast Conference on British Studies. Zoom. Conference Paper on a Panel.

Ostendorf, A. (2021, July).

*The Legacy of Racism and the Ethics of Yoga*. Iyengar Yoga National Association of the United States. Online. Lecture.

Rast, R. (2021, June).

*Reframing Integrity*. California Preservation Foundation Annual Conference. Virtual. Panel.

## **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Goldman, A. (2022, Spring).

National Science Foundation Spatial Archaeometry Research Collaboration Data and Analytics Grant with the University of Arkansas.

Rast, R. (2021-2022).

M.A. Committee. Historic Preservation Program, School of Architecture and Environment, University of Oregon

## **Professional Service, Leadership and Consulting**

*(service to your discipline & community partners, etc.)*

Arnold, L. (2021-2022).

Lead Exhibit Team, "Creating Together." High Desert Museum. Bend, OR. Lead exhibit team for redesign of permanent exhibit.

Arnold, L. (2021-2022)

"Remapping the High Desert." High Desert Museum. Bend, OR. Member of team on start-up grant for a digital exhibit of the high desert region.

Arnold, L. (2021-2022).

Sand Creek Massacre Exhibition. History Colorado Museum. Denver, CO. Subject matter consultant on comparative Native content for exhibition.

Arnold, L. (2021-2022).

Trustee, Museum of Arts and Culture. Spokane, WA. Board of Trustees member.

Arnold, L. (2021-2022).

Board Member, Salish School of Spokane. Spokane, WA.

Arnold, L. (2021-2022).  
Washington State Historical Society (WSHS) Monument Review Committee. Olympia, WA.  
Member of committee reviewing monuments throughout the state in consideration of their content, contribution, and representation of history.

Arnold, L. (2021-2022).  
Advisory Board, NHPRC-Mellon Start-Up Grants for Collaborative Digital Editions in African American, Asian American, Hispanic American, and Native American History. National Historical Publications and Records Commission (NHPRC) of the National Archives and Records Administration. Washington, DC. Advisory board member for new Mellon funded initiative.

Arnold, L. (2021-2022).  
AHA-SHARP Grants. American Historical Association. Washington, DC. Review panelist for CARES Act SHARP funding.

Arnold, L. (2021-2022).  
National Endowment for the Humanities - Mellon Fellowships for Digital Publications. Washington, DC. Review panelist for NEH digital awards.

Schlimgen, V. (2022-2025).  
American Historical Association-Pacific Coast Branch. Nominating Committee. Western US states and Canadian Provinces. Elected member of the nominations committee for professional service positions with the AHA-PCB.

Schlimgen, V. (2021-2022).  
Community Advisory Council. Historic consultant with Community Advisory Council advocating for the removal of a statue from downtown Spokane, WA.

### **Teaching Innovations**

Binczewski, J.  
Creation of hands-on history experiment in the class. This project required students to engage in paleography and read seventeenth-century recipes for medical remedies and then re-create them with easy to find ingredients (the did not eat them!). It encouraged students to consider the lived experience of early modern women in regard to gender, medicine, and disease.

Binczewski, J.  
I created a mock witch trial that assigned roles to students in the class. They were given a character, along with a synopsis of their historical context, and then they were encouraged to think through their potential motivations for rooting out a witch in an early modern English village. No one was assigned the role of a witch, yet the class (based on primary source analysis of early modern witch trials), decided to condemn two women as witches. This experience illustrated for the students how the notion of witchcraft was pervasive, and that these ideas led to grave actions. The entirety of the experience was founded in primary source analysis and scholarly secondary sources.

Schlimgen, V.  
Participant in the Equity-Minded Teaching Co-Lab, sponsored by the CTA

Schlimgen, V.  
Created a new introductory history course that integrated new pedagogical approaches in equity-mindedness, assignment design, and framing.



Weiskopf, J.

This academic year, my HIST 343 and HIST 344 used Foliotek as a method to create online exhibits showing course learning.

Weiskopf, J.

My HIST 193 course is using a Reacting to the Past long-form role playing game on the Rwandan genocide.

## **Integrated Media Department**

### **Presentations & Public Lectures**

McMahon, C. (2021, October).

*Building Confidence in Public Speaking*. Women in Leadership Certificate Program. School of Professional Studies - Gonzaga University. Spokane, WA. Zoom training session.

### **Teaching Innovations**

McMahon, C.

I added a podcast assignment to my Public Relations Speech Writing and Delivery curriculum.

### **Sustainability - Teaching & Scholarship**

McMahon, C.

Completed the Career Kindler Program through Career and Professional Development.

## **Mathematics Department**

### **Honors & Awards**

Alsaker, M. (2022, April).

Alphonse A. & Geraldine F. Arnold Distinguished Professorship

### **Grants**

Alsaker, M. (2021, July).

Robert and Claire McDonald Work Award \$4,368

Ghrist, M. (2021, July).

McDonald Student Work Award \$2,184

Hogle, E. (2021, August).

Building the Foundation for Noyce Master Teaching Fellowships in Mathematics \$70,535

National Science Foundation

McKenzie, T. (2021, July).

McDonald Work Award \$2,184

Overbay, S. (2021, July).

Robert and Claire McDonald Work Award \$2,184

Whitlatch, H. (2021, July).

Robert and Claire McDonald Work Award \$4,368

## Publications

Alsaker, M. (2022).

In collaboration with Bladow, B., Campbell, S., Kar, E., "Automated Filtering in the Nonlinear Fourier Domain of Systematic Artifacts in 2D Electrical Impedance Tomography." *Inverse Problems & Imaging* 13/3 (2022): 647-671. Refereed/Peer Reviewed.

Alsaker, M. (2021).

In collaboration with Cardenas, D., Furuie, S., Mueller, J. "Complementary use of priors for pulmonary imaging with electrical impedance and ultrasound computed tomography." *Journal of Computational and Applied Mathematics*, vol. 395 (2021): Article 113591. Refereed/Peer Reviewed.

Dichone, B. (2021, November).

In collaboration with Wollkind, D. "Pulling Rabbits Out of Hats. Using Mathematical Modeling in the Material, Biophysical, Fluid Mechanical, and Chemical Sciences." CRC Press (2021): 554 pages. <https://www.routledge.com/Pulling-Rabbits-Out-of-Hats-Using-Mathematical-Modeling-in-the-Material/Wollkind-Dichone/p/book/9781032047874>

McKenzie, T. (2022).

In collaboration with Overbay, S. "Subhamiltonian toroidal graphs." *Afrika Matematika* 33/62 (2022): 1-7. Refereed/Peer Reviewed.

Shultis, K. (2021).

In collaboration with Thompson, P. "Reducibility of parameter ideals in low powers of the maximal ideal." *Contemporary Mathematics Series* 773 (2021): 181-193. Refereed/Peer Reviewed.

Whitlatch, H. (2022).

In collaboration with Cooper, J., Hanna, E. "Positive-Definite Matrices over Finite Fields." *math.co* <https://arxiv.org/abs/2202.04012v1> (2022) <https://doi.org/10.48550/arXiv.2202.04012>.

## Presentations & Public Lectures

### *International*

Alsaker, M. (2022, May).

*Ultrasound Data as a Prior in Thoracic Imaging with Electrical Impedance Tomography.* Inverse Problems: Modelling and Simulation. The Eurasian Association on Inverse Problems. Mellieha, Malta. Invited Mini-symposium Lecture.

## Presentations & Public Lectures

### *National*

McKenzie, T. (2022, March).

*Deques on a Torus.* 53rd Southeastern International Conference on Combinatorics, Graph Theory and Computing. Florida Atlantic University. Boca Raton, FL. Lecture.

## Presentations & Public Lectures

### *Regional*

Kearney, K. (2022, April).

*Knots Related by Knotoids.* Pacific Northwest-Mathematical Association of America Sectional Meeting. Bellingham, WA. Conference talk.

## **Presentations & Public Lectures**

### *Local*

Alsaker, M. (2021, November).

*Inventing the Future of Medical Imaging with Mathematics*. Gonzaga University Math Seminar Series. Gonzaga University Department of Mathematics. Spokane, WA. Local Seminar Talk.

Hogle, E. (2021, October).

*A taste of equivariant topology*. Gonzaga Math Colloquium. Spokane, WA. Lecture.

## **Presentations & Public Lectures**

### *Virtual*

Alsaker, M. (2022, January).

*Advancements in Direct Methods for Electrical Impedance Tomography*. Seminario Internacional de Matematica. Universidade Federal da Bahia / Gonzaga University / Imperial College London. Virtual. Invited seminar lecture.

Alsaker, M. (2022, March).

In collaboration with Linthacum, N., Winiecki, L., McKenzie, T. *A Machine Learning Prior for Electrical Impedance Tomography*. Society for Industrial and Applied Mathematics Conference on Imaging Science. Virtual. Invited Mini-symposium Lecture.

Alsaker, M. (2021, October).

*Recent Advances in D-bar Methods for Electrical Impedance Tomography*. Arizona State University National Science Foundation Research Training Group Mathematics Seminar. Virtual. Invited Seminar Talk.

Alsaker, M. (2021, July).

*Pulmonary Imaging with Combined Ultrasound and Electrical Impedance Tomography Data*. Society for Industrial and Applied Mathematics Annual Meeting. Virtual. Invited Mini-symposium Lecture.

Ghrist, M. (2021, July).

*Experimental Estimation of a Sequence's Order of Convergence*. Society of Industrial and Applied Mathematics Annual Meeting. Virtual. Lecture.

Ghrist, M. (2021, June).

*Rethinking Assessment in the Age of Remote and Hybrid Instruction*. Pacific Northwest-Mathematical Association of America Meeting. Virtual. Lecture.

Overbay, S. (

In collaboration with McKenzie, T. *Subhamiltonian Toroidal Graphs*. 53rd Southeastern International Conference on Combinatorics, Graph Theory & Computing. Florida Atlantic University. Boca Raton, FL. Virtual. Contributed talk.

Stover, J. (2022, February).

*Grappling with the concept of space*. Bhaktivedanta Institute for Higher Studies (BIHS). Cosmology workshop. Virtual. Oral presentation.

## **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Ghrist, M.

Society of Industrial and Applied Mathematics Student Chapters with Eastern Washington University.

**Professional Service, Leadership and Consulting**  
(service to your discipline & community partners, etc.)

Ghrist, M.

Pi Mu Epsilon national Secretary-Treasurer. Responsible for all bill-paying, processing grants, new applications, and incoming funds, filing taxes, and much more.

Kearney, K.

Pacific Northwest-Mathematical Association of America. I edit the newsletter for our MAA section and serve as a member of the executive committee.

Overbay, S.

Missouri Journal of Mathematical Sciences (MJMS), University of Central Missouri. Warrensburg, MO. Number Theory Editor for MJMS.

**Teaching Innovations**

Axon, L.

I incorporated a series of self-reflection writing assignments in Math 499. This included a mathematical autobiography, a connections/future essay, and self-assessments that I used to determine grades.

Axon, L.

I continued to teach Math 301 with a WE designation. Some of the writing involved having students read and reflect on a revised selection of articles to include a more diverse set of mathematical experiences.

Ghrist, M.

In my MATH 496 and HONS 432 courses, I implemented mission-based student-centered grading. Students were given learning outcomes for the course (and sub-bullets), to include "engage in reflective and critical thought" (from the GU Mission Statement) and were required to self-assess their achievements, plus propose their grades (midterm and final) in the course.

Kearney, K.

I created a new First Year Seminar course on Knitting.

**Sustainability - Teaching & Scholarship**

Ghrist, M.

In MATH 258 (Fall 2021), Calculus 2, one of their Application (writing) Assignments focused on modeled carbon capture and storage, including relevant readings on the subject.

Ghrist, M.

In all of my courses, I regularly share articles about applications of the mathematics that they are learning to the real world. (I do this at least weekly.) At least one-third of these articles are related to sustainability issues.

Kearney, K.

In our first year seminar class we had several discussions about the ecological impacts of yarn and fiber production, and about the dying of fibers that go into making clothing. We also talked about how knitting has been used as a way to promote awareness of climate change through the tempestry project.

## Modern Languages and Literature Department

### Honors & Awards

Garcia-Torvisco, L. (2022, Spring).  
Northwest Visiting Professor in Granada (Spain) for ILACA (Independent Liberal Arts College Abroad).

Haaland, T. (2021-2022)  
Sabbatical, Gonzaga University

Zammarchi, E. (2021, December).  
Dean's Faculty Development Fund

### Publications

Boyer, B. (2022, April).  
"Explorons L'Étranger d'Albert Camus: Édition de l'étudiant." Jefferson, NC: McFarland & Company (2022): 180 pages. <https://mcfarlandbooks.com/product/explorons-letranger-dalbert-camus-edition-de-letudiant/>.

Boyer, B. (2022 April).  
"Explorons L'Étranger d'Albert Camus: Édition de l'enseignant." Jefferson, NC: McFarland & Company (2022): 180 pages. <https://mcfarlandbooks.com/product/explorons-letranger-dalbert-camus-edition-de-lenseignant/>.

Marquis, R. (2022).  
Marquis, R. translator of the novel; author of the "Introduction" (translation of Angelina Muñiz-Huberman's novel in Spanish). *Enchanted Dulcinea*. Lanham, MD: Lexington Books (2022): 176 pages. <https://rowman.com/ISBN/9781793634832/Enchanted-Dulcinea>.

Zammarchi, E. (2022, January).  
" 'If I see a black dot, I shoot it on sight!': Italian rap between anti-and neo-fascisms." *Global Hip Hop Studies* 1/2 (2022): 293-312. Refereed/Peer Reviewed.

Zammarchi, E. (2021).  
"Sherlock Holmes in Abyssinia: Subversion of Colonial Power in Carlo Lucarelli's *Albergo Italia* and *Il tempo delle iene*." *From the European South* 9 (2021): 141-154. Refereed/Peer Reviewed.

Zammarchi, E. (2021).  
In collaboration with Clò, C. " 'Stran(i)ero nella mia nazione': Hip-Hop from Southern Alie-Nation to Afro-Italian Nation-Hood" in *Contemporary Italian Diversity in Critical and Fictional Narratives*, Graziella Parati, Marie Orton, Ron Kubati (Eds.). Farleigh Dickinson University Press (2021): 23-41. <https://rowman.com/ISBN/9781683933144/Contemporary-Italian-Diversity-in-Critical-and-Fictional-Narratives>.

### Presentations & Public Lectures

#### International

Garcia-Torvisco, L. (2021, October).  
"El hombre fuerte en dos documentales norteros recientes" ("The Strong Man in Recent Mexican Documentaries"). *Il Coloquio Internacional Palimpsestos: Perspectivas críticas del Norte de México: "Amigo-Enemigo. Las franjas invisibles del espacio público"*. Department of Philosophy and Humanities (Autonomous University of Chihuahua, Mexico)/"Academic Institution 219-Studies of Literature, Art, and Culture" (University of San Nicolás Hidalgo, Michoacán, Mexico)/"International Research Group on Violence" (Department of Humanities,

University of Playa Ancha, Chile)/"Ibero-American Research Center of Mainz-Germersheim-Leipzig" (CIII/Germany). Chihuahua, Mexico. Book Presentation, Conference.

Zammarchi, E. (2022, May).

Workers of Romagna, Unite! An Analysis of Valerio Evangelisti's *Il sole dell'avvenire*. American Association for Italian Studies - Annual conference. Bologna, Italy. Participation in a panel.

Zammarchi, E.(2021, October).

From Spaghetti Funk to 'Difendi Roma': Regional Dialects and Right-Wing Nationalism in Italian Rap. XXXVII Romanistentag - Europe between regionalism and globalization. Augsburg, Germany. Conference presentation.

### **Presentations & Public Lectures**

#### *National*

Isabelli, C. (2021, September).

*Assessing Transcultural Competence – Lessons Learned*. World Language Center Orientation Workshop. Northeastern University. Boston, MA. Invited.

Isabelli, C. (2022, March).

Contexts of co-constructions. Research and Teaching Symposium in Celebration of Dale A. Koike. University of Texas at Austin. Austin, TX. Lecture.

### **Presentations & Public Lectures**

#### *Local*

Haaland, T. (2022, February).

*"Un cielo stellato sopra il cielo di Roma" (Giulio Base, 2021)*. Spokane Jewish Cultural Film Festival. Spokane Area Jewish Family Services. Invited Introduction and facilitation of post-screening discussion.

Zammarchi, E. (2021, October).

It-Hop: A Brief History of Hip-Hop Culture in Italy. Guest lecture for Dr. Jadrian Tarver's First Year Seminar in Social Justice and Music. Spokane, WA. Guest lecture.

Zammarchi, E. (2021, October).

It-Hop: A Brief History of Hip-Hop Culture in Italy. Guest lecture for the Gonzaga Florence Scholars Cohort. Gonzaga University. Spokane, WA. Guest lecture.

### **Presentations & Public Lectures**

#### *Virtual*

Boyer, B. (2021, July).

*Nouveaux regards sur les structures grammaticales: Quelques strategies efficaces pour optimiser les competences linguistiques dans la classe de FLE*. Congres Mondial des Professeurs de Francais. FIPF (Federation Internationale des Professeurs de Francais). Hammamet, Tunisia. Virtual. Paper presentation.

Boyer, B. (2021, June).

*Résistance et transgression dans le cinéma du Maghreb: L'Autre Monde, Making of/Kamikaze, et Mort à vendre*. CIEF (Congres International des Etudes Francophones). University of Madeira. Madeira Island, Portugal. Virtual. Paper presentation.

Haaland, T. (2022, April-June).

Italian Neorealism. Hekayat Al Cinema. Al Araby TV (TV program episode devoted to Italian neorealism). Noon Films. London, UK. Zoom interview to be integrated into the episode.

Isabelli, C. (2021, June).

*Data and Advocacy*. MLA Academic Program Services Leadership Institute – Why Humanities Now. Modern Language Association & Association of Departments of Foreign Languages. Virtual. Workshop.

Isabelli, C. (2021, November).

Assessing Intercultural Communication. American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention. Virtual. Lecture.

Garcia-Torvisco, L. (2021, July).

"Nostalgia de un cuerpo/corpus sano en Todo comenzó por el fin (Luis Ospina, 2015)" ("Nostalgia for a Healthy Body/Corpus in Luis Ospina's It All Started at the End [2015]"). XLIII Congreso del Instituto Internacional de Literatura Iberoamericana. IILI (International Institute of Ibero-American Literature). Reims, France. Virtual. Academic Conference Presentation.

Zammarchi, E. (2022, March).

Roundtable on second generation Italians, activism, and social justice. Symposium "Borders, Captivity, and Memory in Transnational Italy and the Mediterranean.". Central New York Humanities Corridor. Virtual. Participation in a roundtable.

### **Co-Curricular Activities Sponsored by Department**

Haaland, T. (2022, April).

Alumni and Staff Panel: Language Proficiency and Cultural Competence as Career Enhancers with Modern Languages & Literature, Dr. B. Semple.

Haaland, T. (2021, December).

Alumni and Faculty Panel (zoom):Applying to Graduate School: What to Expect, How to Prepare with Modern Languages & Literature, Dr. B. Semple.

Semple, B. (2022, March).

Forum: Language Proficiency and Cultural Competence as Career Enhancers with International Studies.

Semple, B. (2021, December).

Forum: Applying to Graduate School: What to expect, how to prepare with International Studies.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Colón, R. (2021, Fall).

ELLO STEM Conversation Cards Translations (translation of early learning STEM conversation cards to Spanish), with ELLO (Everyday Learning and Language Opportunities) & Greater Spokane.

Marquis, R. (2021-2022).

Jewish Studies at Gonzaga with Elizabeth Goldstein, Religious Studies.

### **Professional Service, Leadership and Consulting**

*(service to your discipline & community partners, etc.)*

Isabelli, C. (2021, December).

Board Member. American Association of University Supervisors, Coordinators, and Directors of Language Programs. Virtual. Spanish section convener to promote, improve, and strengthen foreign language and second language instruction in the US.

Isabelli, C. (2022, January).  
Academic Director, Center For Global Engagement - Gonzaga University. Spokane, WA.  
Facilitate the ongoing development of academic and intellectual focus in Gonzaga's global engagement initiatives and priorities.

Garcia-Torvisco, L. (2021, July).  
Session 15. XLIII Congreso del Instituto Internacional de Literatura Iberoamericana (XLIII Congress of IILLI). IILLI (International Institute of Iberoamerican Literature) at University of Reims Champagne-Ardenne. Reims, France. Virtual. Session Discussant.

Garcia-Torvisco, L. (2021-2022).  
Journal "Sociedad Española de Estudios de la Comunicación Iberoamericana" ("Journal of Spanish Society of Ibero-American Communication"). University Complutense. Madrid, Spain.  
Member Scientific and Honor Board.

Garcia-Torvisco, L. (2021-2022).  
Vivat Academia. Revista de Comunicación ("Vivat Academia. Journal of Communication").  
University Complutense. Madrid, Spain. Member Editorial Board.

### **Teaching Innovations**

Marquis, R.  
CTA sponsored Co-Lab for integrating DEI work in our teaching. I have been developing and using contract grading this semester. Since the pandemic, I also use Zoom and class recordings to support inclusive teaching practices.

Semple, B.  
To integrate language and culture, a final project in French 102 consisted of student posters relating the biographies of contemporary or historical Francophone people. Posters were displayed as an exhibit during the final exam period for the class.

### **Music Department**

#### **Honors and Awards**

Hekmatpanah, K. (2021, December).  
Speaker Series Award

Hekmatpanah, K. (2021, December).  
Dean's Discretionary Fund: "Video Editing and Formatting Past Gonzaga Symphony Orchestra Concerts for Broadcast on YouTube and/or Vimeo"

#### **Performing Arts Events & Exhibits**

Hekmatpanah, K. (2022, March).  
In collaboration with Moody, J., Carper, N., Brummett, J. *Chamber Music at Gonzaga*. Spokane, WA.

Hekmatpanah, K. (2022, March).  
In collaboration with Moody, J., Carper, N., Howard-Philips, A., Philips, C., Li, S., Spittal, R. *Composition Recital*. Myrtle Woldson Performing Arts Center. Spokane, WA.

Hekmatpanah, K. (2022, March).  
*American Choral Directors Association*. Myrtle Woldson Performing Arts Center. Spokane, WA.



Hekmatpanah, K. (2021, June).  
In collaboration with Li, S., Ostersmith, S., and Gonzaga Dance Students. *Pay the Price; Collaborative Performance* with Gonzaga Dance, Gonzaga-in-Florence and Gonzaga Law School. Santa Croce Cathedral. Florence, Italy.

Spittal, R. (2022, May).  
*Composer/Conductor Residency including Performances of Several Compositions*. University of New Mexico. Albuquerque, NM.

Spittal, R. (2022, March).  
*Composer/Conductor Residency including performance of composition "Blue Allusions"*. Jordan Hall, New England Conservatory of Music. Boston, MA.

Spittal, R. (2022, March).  
In collaboration with Li, S., GU Composition Students. *Performance of "Canon 423"* at Gonzaga. Spokane, WA.

Spittal, R. (2022, January).  
*Performance of composition "Pacem"* by Music Without Borders Ensemble. Symphony Hall. Luxembourg.

Spittal, R. (2021, November).  
*Performance of composition "Blue Allusions"* by University of Michigan Chamber Winds. Ann Arbor, MI.

Spittal, R. (2021, November).  
*Performance of composition "Winsome Variations"* by Univ of Michigan Chamber Winds by University of Michigan Chamber Winds. Ann Arbor, MI.

### **Presentations & Public Lectures**

Loeffler, E. (2022, February).  
*Mountain Geist: Swiss Alpine Body and Song, 1700-1900*. Public lecture in partial fulfillment for a PhD at the University of Oregon. Eugene, OR. Remote. Lecture.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Hekmatpanah, K. (2021-2022).  
Orchestral Musician, Spokane Symphony Orchestra.

Hekmatpanah, K. (2021-2022).  
Music Director, Project Joy Orchestra.

### **Professional Service, Leadership and Consulting** (service to your discipline & community partners, etc.)

Hekmatpanah, K. (2022, April).  
Academic Honors Convocation. Gonzaga University. Spokane, WA. Provide Ceremonial Music for Convocation.

Hekmatpanah, K. (2022, March).  
Great Falls High School Chamber Orchestra. Great Falls Montana High School. Spokane, WA. Clinic for High School Orchestra.

Hekmatpanah, K. (2022, March).  
NEMEA Large Group Festival Adjudication. Washington Music Educators Association. Spokane Valley, WA. Adjudicator for Large Instrumental Ensembles - all levels.

Hekmatpanah, K. (2021, December).  
Russian Music Competition. Russian Chamber Music Foundation. Seattle, WA. Judge for Instrumental (non-piano) and Vocal Competition - all levels.

Hekmatpanah, K. (2021, December).  
Whitworth Concerto/Aria Competition. Whitworth University. Spokane, WA. Judge for Whitworth Symphony Concerto Competition.

### **Teaching Innovations**

Hekmatpanah, K.  
PowerPoint Slides added to Blackboard from lectures in Music in the Humanities Courses. PowerPoint slides include my audio commentary. This enhanced students' learning of material, reinforced lecture material, and aided students who missed classes because of COVID and other related matters.

Hekmatpanah, K.  
Added multiple videos of past performances of the Gonzaga Symphony Orchestra to the orchestra's YouTube website. This gave students an opportunity to view their previous performances for learning purposes. It also gives visibility to the orchestra and raises the profile of the ensemble. Family members of the orchestra who couldn't attend performances, or alumni of the orchestra, can view them. It is also helpful in recruiting prospective students.

Hekmatpanah, K.  
Development of Gonzaga Orchestra's website, Facebook and Instagram pages. This gives the orchestra a more public profile, aids in ticket sales and promotion. It also aids in recruiting potential students.

### **Philosophy Department**

#### **Publications**

Bradley, D. (2022).  
"Rediscovering Shared Meaning: Rebuilding Shared Experiences and Shared Stories." *Charter*, vol 12 (2022): 12

Bradley, D. (2021).  
"From the Strange to the Near: A reply to Babich's "Posthumanism, Transhumanism, and Heidegger"." *Gatherings: The Heidegger Circle Annual*, vol 11 (2021). Refereed/Peer Reviewed.

Bradley, D. (2021).  
"The Fruit of the Vine... and the Work of Human Hands: Latour's 'Catholic' Environmental Philosophy." *Satya Nilayam: Chennai Journal of Intercultural Philosophy*, vol 32 (2021): 20. Refereed/Peer Reviewed.

Bradley, D. (2021).  
"Called by Beauty: Paul Ricoeur's (Late) Liturgical Turn." *Religions* 12/10 (2021): 13. Refereed/Peer Reviewed.

Braune, J. (2021).  
"Fascism and Eluded Truths." *Free Associations: Psychoanalysis and Culture, Media, Groups, Politics*, vol 84 (2021): 85-95. Refereed/Peer Reviewed.

Braune, J. (2021).  
Review of *Love and Politics: Persistent Human Desires as a Foundation for Liberation* by Nicholas, J. Marx & Philosophy Review of Books.

[https://marxandphilosophy.org.uk/reviews/19834\\_love-and-politics-persistent-human-desires-as-a-foundation-for-liberation-by-joan-braune-reviewed-by-joan-braune/](https://marxandphilosophy.org.uk/reviews/19834_love-and-politics-persistent-human-desires-as-a-foundation-for-liberation-by-joan-braune-reviewed-by-joan-braune/).

Ciaffa, J. (2021).

"The Ethics of Unilateral Do-Not-Resuscitate Orders for COVID-19 Patients." *Journal of Law, Medicine, and Ethics* 49/4 (2021): 633-640. Refereed/Peer Reviewed.

Henning, B. (2021).

"The Harvard Lectures, 1925–1927, General Metaphysical Problems of Science." Henning, Petek, and Lucas (Eds.). Edinburgh: Edinburgh University Press. (2021)

<https://edinburghuniversitypress.com/book-the-harvard-lectures-of-alfred-north-whitehead-1925-1927.html>.

Howard, M. (2022).

In collaboration with Parks, J. Lonely Deaths: Dying in Nursing Homes During COVID-19. *International Journal of Feminist Approaches to Bioethics* 15/1 (2022): 135-137.

Howard, M. (2021).

In collaboration with Arango, A. Re-Envisioning the Philosophy Classroom Through Metaphors. *Teaching Philosophy* 44/2 (2021): 121-144. Refereed/Peer Reviewed.

Howard, M. (2021).

In collaboration with Kohlmeier, P. Liability in the Time of Coronavirus: The Ethical Necessity of Expanding Legal Protections to Healthcare Workers During the COVID-19 Pandemic. *Issues in Law and Medicine* 36/2 (2021): 3-31. Refereed/Peer Reviewed.

Lassiter, C. (2022).

Could a Robot Flirt? 4E Cognition, Reactive Attitudes, and Robot Autonomy. *AI & Society*, vol 37 (2022): 675-686. Refereed/Peer Reviewed.

Lassiter, C. (2022).

Empowering Biosemiotics. *Revista Italiana di Filosofia del Linguaggio* 15 (2022). Refereed/Peer Reviewed.

Lassiter, C. (2021).

In collaboration with Vukov, J. In search of an ontology for 4E theories: from new mechanism to causal powers realism. *Synthese*, vol 199 (2021): 9785–9808. Refereed/Peer Reviewed.

Lassiter, C. (2021).

A rational Belief Convergence. *Synthese*, vol 198 (2021): 6329-6350. Refereed/Peer Reviewed.

Lassiter, C. (2021).

Particularized conversational implicatures and miraculous communication. *Language Sciences* 86. Refereed/Peer Reviewed.

Maccarone, E. (2022).

"Listen Up! The Case for an Ethical Practice of Listening," in *The Crisis in American Democracy*. Leland Harper (Ed.). Wilmington, DE: Vernon Press. (2022): Chapter 3.

Tritten, T. (2021).

"Xavier Tilliette on Revelation as the Measure of Reason: Toward a Christological Philosophy." *Kabiri* 3 (2021): 171-131. Refereed/Peer Reviewed.

Tritten, T. (2021).  
Review of *The Philosophical Foundations of the Late Schelling: The Turn to the Positive* by McGrath, S. The Review of Metaphysics 75/2 (2021): 388-390.

Turnbull, G. (2021).  
"Dinosaurs and Reasonable Disagreement." *Journal of Philosophical Research* 46 (2021).  
Refereed/Peer Reviewed.

Turnbull, G. (2021).  
"The Relativity of Theory by Moti Mizrahi: Pandemics and Pathogens: What's at Stake in the Debate Over Scientific Realism." *Studies in History and Philosophy of Science* 87 (2021): 168-169. Refereed/Peer Reviewed.

Turnbull, G. (2021).  
"Religious Disagreement is Not Unique" in *Religious Disagreement and Pluralism*. Benton, M., Kvanvig, J. (Eds.). New York: Oxford University Press (2021): 90-106.

### **Presentations & Public Lectures**

#### *International*

Arango, A. (2022, March).  
*Afro-Latinidad in an Anticolonial Key as Crucial for an Account of Latinidad in The U.S.* Latinx Philosophy Conference. Temple University. Online. Lecture.

Arango, A. (2022, March).  
*Social Identities as Social Affordances.* Critical Social Ontology Workshop. Saint Louis University. Online. Lecture.

Arango, A. (2021, November).  
*Augustine on the Objects of Perception: Lessons for the Contemporary Debate on Perceptual Normativity.* Northwest Philosophy Conference. Portland State University. Portland, OR. Lecture.

Arango, A. (2021, November).  
*Neither Race nor Ethnicity: Latinidad as a Social Affordance.* Northwest Philosophy Conference. Portland State University. Portland, OR. Lecture.

### **Presentations & Public Lectures**

#### *International*

Braune, J. (2022, April).  
*It's Not All Accelerationism: Characterological Differences Between Far-Right Catastrophism and Leftist Revolutionism.* American Philosophical Association Pacific Conference. Vancouver, BC, Canada. Paper.

Lassiter, C. (2022, May).  
In collaboration with Baumgaertner, B. *Precedence and Shared Reflective Equilibrium.* Reflective Equilibrium – 51 Years after A Theory of Justice. University of Basel. Basel, Switzerland. Lecture.

Lassiter, C. (2021, October).  
*Reading the Signs: From Dyadic to Triadic Views of Identifying Experts.* Fall Symposium. Centre for Human Interactivity, University of Southern Denmark. Odense, Denmark. Lecture.

## **Presentations & Public Lectures**

### *National*

Arango, A. (2021, August).

*Neither Race nor Ethnicity: Latinidad as a Social Affordance*. International Social Ontology Society Conference. San Diego, CA. Lecture.

Bradley, D. (2021, November).

*How Modern Iconoclasm still infects our understanding of truth*. American Catholic Philosophy Association (ACPA). St. Louis, MO. Paper.

Calhoun, D. (2022, January).

*How (and When) Christianity and Science Came to Be (Thought of as Being) at War with One Another*. "Defend the Faith" Apologetics Conference. New Orleans Baptist Theological Seminary. New Orleans, LA. Plenary lecture.

Henning, B. (2022, May).

*Whitehead, Kalogenesis, & Cosmocentrism*. Astrobiology, Exo-Philosophy, and Cosmic Religion. Whitehead Research Project. Salem, OR. Lecture.

Howard, M. (2022, May).

*Heal Thyself? Spiritual Direction as an Intervention for Moral Injury in the Healing Professions*. Compassionate Care of California Conference. San Francisco, CA. Panel.

Turnbull, G. (2022, May).

*In Defense of Incommunicable Evidence*. Rutgers Religious Epistemology Conference. Rutgers University. Rutgers, NJ. Academic Presentation.

## **Presentations & Public Lectures**

### *Regional*

Lassiter, C. (2021, November).

*Dogmatism and Domination: A Simulation Study*. Institute for Modeling Collaboration and Innovation, University of Idaho. Moscow, ID. Lecture.

Lassiter, C. (2021, November).

*The Miracle of (Shared) Narrow Reflective Equilibrium*. 72nd Annual Northwest Philosophy Conference. Portland State University. Portland, OR. Lecture.

## **Presentations & Public Lectures**

### *Local*

Braune, J. (2021, November).

*Scapegoat and Sword: Uses of the Frankfurt School for Fascists and the Far-Right*. International Conference of Hate Studies. Gonzaga Institute for Hate Studies. Spokane, WA. Paper.

Calhoun, D. (2022, March).

*Philosophical Anthropology and Philosophical Psychology: Kierkegaard and Sartre on the Role of Human Nature in the Self's Project of Self-Definition*. Gonzaga Socratic Club (Human Nature Series). Spokane, WA. Lecture presentation.

## **Presentations & Public Lectures**

### *Virtual*

Braune, J. (2022, April).

*Erich Fromm and Antifascist Strategy*. Erich Fromm's Critical Psychology and Left Strategy. Paper.

Braune, J. (2021, November).  
*Catastrophism, Accelerationism, and Resisting Fascist Creep*. Radical Philosophy Association Annual Conference. Paper.

Braune, J. (2021, October).  
*Author meets critics, Jeffery Nicholas's book Love and Politics: Persistent Human Desires as a Foundation for Liberation*. International Herbert Marcuse Society conference. Panelist.

Braune, J. (2021).  
*Limitations and Ethical Challenges of the Role of Formers as 'Experts' in Hate Group Disengagement*. Network for Critical Research on the Ethics of Researching the Far and Extreme Right.

Braune, J.  
*'Cultural Marxism' as an Antisemitic Conspiracy Theory About the Frankfurt School*. Weeks of Action Against Antisemitism lecture series. Bündnis gegen Antisemitismus Koeln (Alliance Against Antisemitism Cologne, Germany). Virtual. One-hour invited talk, honorarium.

Howard, M. (2022, February).  
*From Theory to Practice: Operationalizing a Regional Triage Team*. Washington State Public Health Association Conference. Panel.

Turnbull, G. (2021, November).  
*Divine Hiddenness as Higher Order Evidence*. Divine Hiddenness: Shifting the Debate. Baylor University/John Templeton Foundation. Waco, TX. Virtual. Academic Presentation.

Maccarone, E. (2022, April).  
*Listening for Understanding: Trust and Trustworthiness in Difficult Conversations*. Great Lakes Philosophy Conference. Siena Heights University. Adrian, MI. Virtual. Paper.

### **Co-Curricular Activities Sponsored by Department**

Bradley, D. (2022, April).  
Gonzaga Postgraduate Philosophy Conference.

Howard, M.  
Ethics Bowl.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Braune, J.  
5-time summer seminar in Critical Theory added to course catalogue, Doctoral Program in Leadership Studies (DPLS).

Braune, J.  
Editorial Board, Journal of Hate Studies. Gonzaga Center for the Study of Hate.

Lassiter, C.  
Modeling reflective equilibrium. Bert Baumgaertner (Philosophy, University of Idaho)

### **Professional Service, Leadership and Consulting** *(service to your discipline & community partners, etc.)*

Arango, A. (2022, February-March).  
Cultural Ignorance and Biases, Awareness, and Ongoing Humility. Office of Diversity, Equity, and Inclusion, Gonzaga University. Spokane, WA. Inclusive Excellence Leadership (IEL) Academy Instructor.

Bradley, D. (2022, April).  
Linking Heaven and Earth: Imagination, the Goodness of Nature, and the Demands of Justice.  
Office of Mission and Ministry; Alpha Sigma Nu. Spokane, WA.

Braune, J. (2022, May).  
"Constructs of Hate: Dissecting Anti-Asian Racism." Washington State Commission on Asian  
Pacific American Affairs. Panel on response to anti-Asian hate.

Braune, J. (2022, February).  
Panelist on Anti-Black Racism and Antisemitism, "Separate Histories, Common Challenges".  
Temple Beth Shalom, Spokane Jewish Family Services. Spokane, WA. Panelist on antisemitism  
and anti-Black racism.

Braune, J. (2021, November).  
Chair, Opening Plenary. Gonzaga Institute for Hate Studies, International Conference of Hate  
Studies.

Jeannot, T.  
Philosophy Department Evaluation Committee; Philosophy Department Graduate Committee;  
Editorial Board, Journal of Hate Studies.

Weidel, T. (2022, April).  
Panel on Political Representation. Pacific Division of the American Philosophical Association.  
Vancouver, BC, Canada. Co-organized a panel on Wendy Salkin's work on Political  
Representation. Co-organizer: Ron Sundstrom (USF). Panelists: Wendy Salkin (Stanford  
University), Alisa Bierria (University of California, Los Angeles), Adam Burgos (Bucknell  
University), Jonathan Kwan (Santa Clara University).

### **Teaching Innovations**

Braune, J.  
Philosophy of Human Nature (PHIL 201): New final project, students went in search of someone  
"wise," had a dialogue based on course concepts, wrote some excellent reflection papers!  
Continuing to develop "conspiracy theory project" from last year in PHIL 101 (Reasoning); great  
student engagement.

Lassiter, C.  
I taught a CIS on social epistemology using computer models of social behavior. Students  
learned to code agent-based models to explore phenomena like polarization and belief spread.

Lassiter, C.  
This semester in Phil 101 Reasoning, I had my students keep a journal of how they were feeling  
about what they were learning and then had them do a "meta-reflection" on their journal entries  
to look at how they might have changed over the course of the semester. It worked very well.

Turnbull, G.  
Reacting to the Past: Active Learning Pedagogy in the first year core classroom.

### **Sustainability - Teaching & Scholarship**

Bradley, D.  
My Human Nature course spent significant time looking at the ways that the question "what is  
the human being?" cannot be answered without asking "what is the place of the human being in  
the natural world?" We read much of the book, Sustainability in the Anthropocene.

Bradley, D.

I organized a talk, "Material Spirituality and the Meaning of Religion" given by Neal DeRoo, Prof of Philosophy, Research Chair, Kings University, Edmonton, AB, Canada.

## **Physics Department**

### **Honors and Awards**

Fritsch, A. (2021, August).

Robert and Rene Glidden Visiting Fellow at Ohio University

### **Publications**

Aver, E. (2021).

In collaboration with Berg, D., Hirschauer, A., Olive, K., Pogge, R., Rogers, N., Salzer, J., Skillman, E. "A comprehensive chemical abundance analysis of the extremely metal poor Leoncino Dwarf galaxy (AGC 198691)." *Monthly Notices of the Royal Astronomical Society* 02 (2021): 373-382. Refereed/Peer Reviewed.

### **Presentations & Public Lectures**

Fritsch, A. (2022, January).

*Nuclear Structure Studies with Time Projection Chambers and Gamma Detectors*. Institute of Nuclear and Particle Physics, Ohio University. Athens, OH. Invited Seminar.

Fritsch, A. (2021, November).

*Nuclear Structure and Nuclear Astrophysics*. Wabash College. Crawfordsville, IN. Invited Seminar.

### **Teaching Innovations**

Moore, N.

I experimented with mastery-based grading (and similar) in both upper level (PHYS 464) and introductory (PHYS 102) courses. I would currently judge the basic premise to be both workable and have good outcomes, but further refinement will be needed.

## **Political Science Department**

### **Presentations & Public Lectures**

Taninchev, S. (2022, March).

In collaboration with O'Connor, K., Brunell, L. *War in Ukraine: Q&A Session for Students*. History Matters! History Department and Political Science Department. Spokane, WA. Panel.

Taninchev, S. (2022, March).

In collaboration with Brunell, L., O'Connor, K., Westfield, A. *War in Ukraine: International Law and Refugee Situation*. War in Ukraine: Questions and Answers. Gonzaga History, Military Science, and Political Science Departments. Spokane, WA. Panel.

Taninchev, S. (2021, October).

In collaboration with Sriram, S. *From Refuge to Resilience: An introduction to Political Asylum and Refugee Resettlement*. Fall Family Weekend. Office of Parent and Family Relations. Spokane, WA. Sample Class.

### **Professional Service, Leadership and Consulting** (service to your discipline & community partners, etc.)

Taninchev, S. (2022, May).

Manuscript Review, International Interactions. Peer Review of manuscripts for publication.



Taninchev, S. (2022, April).  
Manuscript Review, International Studies Quarterly. Peer Review of manuscripts for publication.

Taninchev, S. (2022, February).  
Manuscript Reviewer, Journal of Politics. Peer review manuscripts for publication.

Taninchev, S. (2021, October).  
Chair and Discussant, Panel on International Cooperation for Security and Stability. American Political Science Association. Seattle, WA. Chaired and provided comments on papers for a panel on international cooperation in the area of security.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Taninchev, S. (2021, October).  
Planned Fundraiser for Salish School of Spokane with Showing up for Racial Justice (SURJ) Committee, Peace and Justice Action League of Spokane (PJALS).

Taninchev, S. (2021, October).  
United Nations Day Celebration with United Nations Association, Spokane Chapter.

Taninchev, S. (2021, Fall).  
Proposal for an Office of Civil Rights, Equity, and Inclusion for the City of Spokane with Spokane Progress.

## **Psychology Department**

### **Honors and Awards**

Arpin, S. (2022, April).  
Teaching Excellence Award - Tenure Track

### **Publications**

Arpin, S. (2021).  
In collaboration with Tanskanen, J., Mohr, C. "Do loneliness and social isolation predict mortality because of heavy drinking?" *Journal of Social and Clinical Psychology* 40/6 (2021): 508-533. Refereed/Peer Reviewed.

Arpin, S. (2021).  
In collaboration with Mohr, C., Umemoto, S., Rounds, T., Bouleh, P. "Drinking to Cope in the COVID-19 Era: An Investigation Among College Students." *Journal of Studies on Alcohol and Drugs* 82/2 (2021): 178-187. Refereed/Peer Reviewed.

Romanowich, P. (2022).  
In collaboration with Wainwright, K., Crabtree, M. "Associations between impulsivity and self-care adherence in individuals diagnosed with type 2 or pre-diabetes." *PLoS ONE* 17/3 (2022): e0263961. Refereed/Peer Reviewed.

Romanowich, P. (2022).  
In collaboration with Hayashi, Y., Hantula, D. "Predicting intention to take a COVID-19 vaccine in the United States: application and extension of Theory of Planned Behavior." *American Journal of Health Promotion* (2022) Online first: <https://doi.org/10.1177/08901171211062584>. Refereed/Peer Reviewed.

Romanowich, P. (2021).

In collaboration with Chen, Q. "The effects of COVID-19 on test-retest reliability in a behavior measure for impulsivity." *International Journal of Social Research Methodology*. (2021) Online: <https://doi.org/10.1080/13645579.2021.1935821>. Refereed/Peer Reviewed.

Romanowich, P. (2021).

"Sharing personal information is discounted as a function of social distance." *The Psychological Record* (2021) Online: DOI: 10.1007/s40732-021-00494-7. Refereed/Peer Reviewed.

Stivers, A. (2022, January).

In collaboration with numerous (25) co-authors. "Perceptions of emotional functionality: Similarities and differences among dignity, face, and honor cultures." *Journal of Cross-cultural Psychology* 53/3-4 (2022): 263–288. Refereed/Peer Reviewed.

Stivers, A. (2022, January).

In collaboration with numerous (17) co-authors. "Dark triad, social position, and personality: A cross-cultural study." *Journal of Cross-cultural Psychology* 53/3-4 (2022): 380–402. Refereed/Peer Reviewed.

Stivers, A. (2022).

In collaboration with Van Doesum, N., Murphy, R., Gallucci, M., Van Lange, P. Reply to Nielsen et al. "Social mindfulness associated with countries' environmental performance and individual environmental concern." *Proceedings of the National Academy of Sciences* 119/9 (2022). Refereed/Peer Reviewed.

Stivers, A. (2022).

In collaboration with Van Doesum, N., Murphy, R., Gallucci, M., Van Lange, P. Reply to Kamatsu et al. "From local social mindfulness to global sustainability efforts?" *Proceedings of the National Academy of Sciences* 119/4 (2022). Refereed/Peer Reviewed.

Stivers, A. (2021).

In collaboration with Van Doesum, N., Murphy, R., Gallucci, M., Van Lange, P. "Social mindfulness across the globe." *Proceedings of the National Academy of Sciences* 118/35 (2021). Refereed/Peer Reviewed.

Thorne, G. (2021).

"Biological Psychology" Thorne, G. (Ed). self-published test draft for students' review. 16 sections, (2021): 394 pages.

Wurm, L. (2022).

In collaboration with Westbury, C. "Is it you you're looking for? Personal relevance as a principle component of semantics." *The Mental Lexicon* 17/1 (2022): 1-33. Refereed/Peer Reviewed.

### **Presentations & Public Lectures**

#### *National*

Arpin, S. (2022, February).

In collaboration with Smoody, G. Family support promotes student resilience to stress during the COVID-19 pandemic: Buffering effects and explanatory mechanisms. Annual convention for the Society of Personality and Social Psychology. San Francisco, CA. Poster.

Romanowich, P. (2022, May).

The relationship between social discounting for personal information and cybersecurity behaviors. Association for Behavior Analysis International (ABAI). Boston, MA. Symposium lecture.

Romanowich, P. (2022, April).

The role of discounting in maladaptive cybersecurity behaviors. Texas Association for Behavior Analysis (TxABA) Annual Conference. Dallas, TX. Invited lecture.

### **Presentations & Public Lectures**

#### *Regional*

Arpin, S. (2022, April).

In collaboration with Schmidt, A. *COVID Related Stress and Health in Undergraduate Students*. Annual convention for the Western Psychological Association. Portland, OR. Poster.

### **Presentations & Public Lectures**

#### *Local*

Stivers, A. (2021).

In collaboration with Higley, K., Cosola, G. What We Read About and What We Believe: How the Availability of (Neutral) News Media Shapes Political Priorities. Spokane Intercollegiate Research Conference. Gonzaga University. Spokane, WA. Poster.

Stivers, A. (2021).

In collaboration with Durbin, J., Solorio, A. Social Dominance Orientation and Demographic Variables. Spokane Intercollegiate Research Conference. Gonzaga University. Spokane, WA. Poster.

Stivers, A. (2021).

In collaboration with Durbin, J., Guzzo, J., Wentz, A. Cross-Cultural Comparisons of Personality Traits. Spokane Intercollegiate Research Conference. Gonzaga University. Spokane, WA. Poster.

### **Presentations & Public Lectures**

#### *Virtual*

Stivers, A. (2021).

Comparing grit and conscientiousness as predictors of college academic success. Annual Meeting of The Eastern Psychological Association. Virtual. Symposium.

Stivers, A. (2021).

In collaboration with Guzzo, J. The Influence of Hair on Social Judgements. Annual Convention of the American Psychological Association. Virtual. Poster.

### **Co-Curricular Activities Sponsored by Department**

Arpin, S. (2022, March).

Invited talk on loneliness for the Mental Health Speaker Series (annual event hosted by the Psychology Club).

Nelson, M. (2022, February).

Major field test (MFT) information night (PSYC 499: Comprehensive).

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Kretchmar-Hendricks, M. (2021, Fall).

Collaboration between one section of FYS (Coming of Age in a Global Context) with LLC on Global Citizenship.

Medina, A. (2021-2022).

Perpetual partnership with Logan Lidgerwood Head Start.

**Professional Service, Leadership and Consulting**  
(service to your discipline & community partners, etc.)

Medina, A.

Reviewer for North American Journal of Psychology. Florida. Provided detailed reviews for 2 scholarly articles.

**Teaching Innovations**

Kretchmar-Hendricks, M. (2021, Fall).

Applied insights from "Mission-based grading" workshop (summer 2021) to FYS in Fall 2021.

**Religious Studies Department**

**Grants**

Chien, G. (2021, December).

International Education Council Global Engagement Faculty Development Fund, Gonzaga University	\$1,500
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McCruden, K. (2021-2022).

CBA Sabbatical Grant	\$6,500
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Sheveland, J. (2021).

International Conference on Child and Family Maltreatment	\$1,300
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**Publications**

Callahan, R. (2022).

In collaboration with Dalton, L., Mazur, E. "The Bloomsbury Reader" in *The Study of Religion and Popular Culture*. Dalton, Mazur, Callahan (Eds.). London: Bloomsbury (2022).  
<https://www.bloomsbury.com/us/bloomsbury-reader-in-the-study-of-religion-and-popular-culture-9781472509604/>.

Clark, E. (2022).

In collaboration with Lindsey, R. *Digital Humanities and Material Religion: An Introduction*. Clark, Lindsey (Eds.). DeGruyter (2021).  
<https://www.degruyter.com/document/doi/10.1515/9783110608755/html>

Clark, E. (2022).

"Introduction: American Christianities and Stories" in *Handbook of Christianity in the Contemporary United States*. Lamport, M. (Ed.). Rowman & Littlefield Publishers (2022): 1-7.  
<https://rowman.com/ISBN/9781538138809/The-Rowman-and-Littlefield-Handbook-of-Contemporary-Christianity-in-the-United-States>.

Clark, E. (2022).

Review of *Madam C.J. Walker's Gospel of Giving: Black Women's Philanthropy During Jim Crow* by Freeman, T.K. *The Journal of Ecclesiastical History* 73/1 (2022): 208.

Clark, E. (2021).

Review of *Speaking with the Dead in Early America* by Seeman, E. *Journal of Social History* 54/4 (2021): 1243-1245.

Dunn, S. (2021).

"Moral Injury and Tragic Sensibility: Reframing the Iraqi Refugee Crisis." *Journal of Religious Ethics* 49/3 (2021): 462-478. Refereed/Peer Reviewed.

Dunn, S. (2021).

"Identity Politics, Justice, and the Quest for Solidarity." *Soundings: an Interdisciplinary Journal* 104/4 (2021): 281-298. Refereed/Peer Reviewed.

Dunn, S.

Islamophobia: What Christians Should Know (and Do) about Anti-Muslim Discrimination by Duffner, J. US Catholic.

McCruden, K.

Review of *Strangers on the Earth: Philosophy and Rhetoric in Hebrews* by Thompson, J. *Interpretation*, vol 75, issue 4 (2021): 354.

Meyers, J. (2021).

The Nonviolent Apocalypse: Revelation's Nonviolent Resistance Against Rome. Meyers, J. Lanham, MD: Lexington Books / Fortress Academic (2021).  
<https://rowman.com/ISBN/9781978708341/The-Nonviolent-Apocalypse-Revelation's-Nonviolent-Resistance-Against-Rome>.

Meyers, J. (2021, July).

Review of *The Force of Nonviolence: An Ethico-Political Bind* by J. Butler. *Peace & Change* 46/3 (2021): 317-318.

Meyers, J. (2021).

"The Importance of Linguistically Diverse Collections: Decolonizing the Theological Library." *Theological Librarianship* 14/2 (2021): 11-28. Refereed/Peer Reviewed.  
<https://serials.atla.com/theolib/article/view/2889>.

Rindge, M. (2022, February).

Review of *Wisdom Commentary on Qoheleth (Ecclesiastes)* by Wolfe, L. *Horizons: The Journal of the College Theology Society* 48/2 (2022): 547-549.  
<https://www.cambridge.org/core/journals/horizons/article/qoheleth-ecclesiastes-wisdom-commentary-24-by-lisa-michele-wolfe-collegeville-mn-liturgical-press-2020-lxxii-203-pages-3995/68DE4BCFD708D477F04F9BC1C06BD676>

Rindge, M. (2021).

"*Bible and Film: The Basics*." Rindge, M. London: Routledge (2021): 207 + xiii.  
<https://www.routledge.com/Bible-and-Film-The-Basics/Rindge/p/book/9780815392231>.

Rindge, M. (2021).

"Guillermo del Toro's *El laberinto del fauno* (Pan's Labyrinth): Subverting the Cinematic Jesus/Christ Figure." in *The T&T Clark Handbook of Jesus and Film*. Walsh (Ed.). London: Bloomsbury (2021): 237-247. <https://www.bloomsbury.com/us/tt-clark-handbook-of-jesus-and-film-9780567686916/>.

Sheveland, J. (2021).

"Child Sexual Abuse and Indifference: Contemplating a Buddhist-Christian Renovation of Affect." *Blog: Society of Buddhist-Christian Studies*. (2021). <https://www.society-buddhist-christian-studies.org/timely-issues/2021/11/18/child-sexual-abuse-and-indifference-contemplating-a-christian-buddhist-renovation-of-affect>

Sheveland, J. (2021).

"Clergy Sexual Abuse and the Work of Redemption: Gestures Toward a Theology of Accompaniment." *Buddhist-Christian Studies* vol 41 (2021): 71-86. Refereed/Peer Reviewed.

Starbuck, S. (2022, February).

"Lenten Roots of Remembrance and Repentance: Deuteronomy 26:1-11 and Luke 4:1-13." *The Expository Times* 133/5 (2022): 204-212. Refereed/Peer Reviewed.  
<https://doi.org/10.1177%2F00145246211063044>.

Starbuck, S. (2022).

"The Divine Clothing of Adam and Eve and the Hermeneutics of Trauma Recovery," in *Dress Hermeneutics and the Hebrew Bible: Let Your Garments Always be Bright*, LHB/OTS 724. Finitis (Ed.). New York: Bloomsbury/T.&T. Clark. (2022): 81-98.

Tran, D. (2021).

In collaboration with Carey, M. "Learning and Leading Together to Transform the World: Jesuit Higher Education and Ignatian Leadership at the Margins" in *Reimagining Leadership on the Commons: Shifting the Paradigm for a More Ethical, Equitable, and Just World*. Singh, Thompson, Curran (Eds.). Bingley: Emerald (2021).  
<https://books.emeraldinsight.com/page/detail/Reimagining-Leadership-on-the-Commons/?k=9781839095276>.

Vander Schel, K. (2022).

Schleiermacher's Hermeneutics and Historical Meaning in Gadamer's Truth and Method: A Polyphonic Commentary. Nielsen, Lynch (Eds.). Evanston, IL: Northwestern University Press (2022): 103-124.

Vander Schel, K. (2021).

"Schleiermacher's 'Historicism': Historical Criticism and the Modern Study of Theology" in *Theology, History, and the Modern German University*. Vander Schel, DeJonge (Eds.). Tübingen: Mohr Siebeck (2021): 69-88.

## **Presentations & Public Lectures**

### *National*

Brown, K. (2022, April).

In collaboration with McCabe, M., Wheatley, M. 'Our transgressions before you are many, and our sins testify against us' (Is 59:12a): *Re-Imagining Church in Light of Colonization and Catholic Sexual Abuse*. Taking Responsibility: Jesuit Educational Institutions Confront the Causes and Legacy of Clergy Sexual Abuse. Fordham University. New York, NY. Paper and Lecture.

Chien, G. (2022, March).

*Employing A Chinese Ghost Story to Teach the Synchronism of Chinese Religions*. Association for Asian Studies Annual Conference. Honolulu, HI. Panel.

Chien, G. (2022, February).

*A Multisensory and Reflective Buddhist Studies Classroom. Teaching Confucianism, Daoism, and Buddhism*. The National Consortium for Teaching about Asia and The University of Central Arkansas. Conway, AR. Leading workshop, including lecture.

Chien, G. (2022, February).

*Contemplative Pedagogy in a Buddhist Studies Classroom. Teaching Confucianism, Daoism, and Buddhism*. The National Consortium for Teaching about Asia and The University of Central Arkansas. Conway, AR. Lecture.

Chien, G. (2021, November).

*Integrating Resiliency into a Buddhist Meditation Course during the COVID Era*. American Academy of Religion Annual Meeting. San Antonio, TX. Virtual. Panel.

Clark, E. (2021, November).

Mediomania: The Pathological and Religion in North America. American Academy of Religion Annual Meeting. Panel.

Dunn, S. (2022, January).

*On the uses and abuses of Christian Freedom*. Society of Christian Ethics Annual Meeting. Virtual. Paper.

McCabe, M. (2022, April).

In collaboration with Brown, K., Wheatley, M. 'Our transgressions before you are many, and our sins testify against us' (Is 59:12a): Re-Imagining Church in Light of Colonization and Catholic Sexual Abuse. Taking Responsibility: Jesuit Educational Institutions Confront the Causes and Legacy of Clergy Sexual Abuse. Fordham University. New York, NY. Paper and Lecture

Rindge, M. (2022, February).

"High Maintenance". Spokane Jewish Cultural Film Festival. Spokane, WA. Panel/Interview.

Rindge, M. (2022, February).

"Pan's Labyrinth". Epiphany Film Series. St. John's Episcopal Church Spokane, WA. Panel/Lecture.

Sheveland, J. (2021, November).

Fall Flannery Lecture webinar: Challenges in Catholic Identity. Spokane, WA. Zoom webinar.

Sheveland, J. (2022, March).

Flannery Lecture: Challenges in Catholic Identity. Cataldo Hall. Gonzaga University. Spokane, WA.

Sheveland, J. (2021, October).

Conflict and Disagreement over Child Sexual Abuse and Ecclesial Healing. Leuven Encounters in Systematic Theology. Katholiek Universiteit Leuven. Leuven, Belgium. Lecture.

Siebeking, R. (2021, July).

"Converting the Story: Toward a Theory of Narrative Conversion in a Muslim Homily on St. George." International Medieval Sermon Studies Society. León, Spain. Paper presentation.

Starbuck, S. (2022, May).

"Performative Dress as the Visual Center of Psalm 45." Hebrew Bible Research Group on Dress. 2022 Pacific Northwest American Academy of Religion/ Society of Biblical Literature. Virtual Meeting.

Tran, D. (2021, October).

Servant-leadership and Forgiveness: How Leaders Help Heal the Heart of the World. 23rd Annual Meeting of the International Leadership Association. Online. Panel.

Tran, D. (2021, October).

Ethical Leadership on the Commons. 23rd Annual Meeting of the International Leadership Association. Online. Panel.

### **Co-Curricular Activities Sponsored by Department**

Chien, G. (2022, May).

Organizing and presenting at "Anti-Racism and the Classroom" Discussion

Rindge, M. (2022, March).  
Respondent to Gloria Chien's article, "An Exploration of Exorcistic Techniques in A Chinese Ghost Story (1987,)." with Matt Bolton, Film Studies/English.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Callahan, R. (2021, August).  
Co-Facilitator, Presentation to White Identifying Student Group on Leading at a Predominantly White Institution with Kirsten Bohlen, Program Coordinator, Payne Center for Leadership Development.

Chien, G. (2022, April).  
Presenting "Developing Emotional Well-being" for the Providence Caregiver Quarterly Ethics Workshop with Providence Center for Faith & Healing.

Chien, G. (2021, December).  
Giving a talk "What Is Buddhist Mindfulness" for Inland Northwest Unitarian Universalist Community.

Chien, G. (2021, October).  
Five mindfulness sessions for the Women's Employment and Essential Skills Program with The ZoNE and Gonzaga University's Opportunity Northeast Community.

Chien, G. (2021, August).  
Giving a talk "How to Cultivate Focus" with Spokane Public Library.

Chien, G. (2021, August).  
Giving a talk "Return to Your Okay Zone" with Spokane Public Library.

Goldstein, E. (2022, April).  
Shabbat Retreat with Mission and Ministry.

Goldstein, E. (2021, October).  
The Torah Project with Mission and Ministry, Jewish community of Spokane, alumni and parents.

Goldstein, E. (2021-2022).  
Jewish community development-Taize service with Jewish community and Mission and Ministry.

Sheveland, J.  
Review Board, Diocese of Spokane. Catholic Diocese of Spokane.

### **Professional Service, Leadership and Consulting** *(service to your discipline & community partners, etc.)*

Brown, K. (2022, April).  
Ignatian Pedagogy. Gonzaga University, Center for Teaching and Advising. Presentation to GU faculty on Ignatian Pedagogy.

Callahan, R.  
Steering Committee, Critical Theory and Discourses on Religion Unit, American Academy of Religion. American Academy of Religion. Lead program unit of primary professional society of scholars of religion in USA, assess paper proposals and design program unit's sessions at Annual Meeting.



Callahan, R.

Editorial Board, Journal of Appalachian Studies. Editorial board of the official journal of the Appalachian Studies Association; make decisions about publications, budget, editorial shape of journal.

Callahan, R.

Review for the Journal of the American Academy of Religion. Peer reviewer of article submitted to the official journal of the primary professional society for the study of religion in US.

Callahan, R.

Review for the Journal of Appalachian Studies. Peer reviewing of article submission to the official journal of the Appalachian Studies Association.

Callahan, R.

Review for American Religions. American Religions (journal from Indiana University). Peer reviewer of article submitted to the journal American Religions.

Callahan, R.

Review for the Journal of Religion, Media and Digital Culture. Peer reviewer of article submitted to the Journal of Religion, Media, and Digital Culture.

Callahan, R.

Chairperson, IDEAS in Action Curriculum and Course Design Working Group. Gonzaga University College of Arts and Sciences.

Chien, G. (2022, March).

Teaching Asian Religions Through Film. Association for Asian Studies. Honolulu, HI. I was the panel organizer "Teaching Asian Religions Through Film," which proposal was accepted by Association for Asian Studies.

Chien, G. (2021, November).

Business Meeting at Buddhist Pedagogy Seminar. American Academy of Religion. San Antonio, TX. As the co-chair for Buddhist Pedagogy Seminar, I hosted the business meeting and presided at Buddhist Pedagogy Seminar panels on Zoom.

Tran, D. (2021, December).

Reimagining Leadership on the Commons. International Leadership Association. Online. Promotional Webinar.

Tran, D. (2021, June).

Educating In and For a Church That is Global and Ethnically Diverse. Association of Catholic Colleges and Universities. Online. Roundtable discussion for Collegium's Annual Summer Colloquy on Faith and the Intellectual Life, sponsored by the Association of Catholic Colleges and Universities, Washington, D.C.

Rindge, M. (2022).

Paul J. Achtemeier Award for New Testament Scholarship Committee. Society of Biblical Literature. Atlanta, GA. I serve as one of three referees who evaluate submissions for an annual award that SBL gives once each year to a junior scholar.

Rindge, M.

Bible and Film. Society of Biblical Literature. Atlanta, GA. I serve on the Bible and Film steering committee which releases an annual Call for Papers for our annual meeting in November. I

evaluate the papers and help organize our sessions, and preside at two-three sessions each year.

McCruden, K. (2021-2022).

Associate Editor of Catholic Biblical Quarterly. Catholic Biblical Association. Washington, DC. Elected to second term of Associate Editor of Catholic Biblical Quarterly.

### **Teaching Innovations**

Callahan, R.

In my RELI 359 course (Religion and Globalization) in both Fall 2021 and Spring 2022, I introduced a new project called the "Self-Orientation Project." Students take an inventory of the ways that they are connected to global networks through objects and practices in their everyday lives, becoming more aware of their own position within global forces and flows. They then explore how those networks intersect with religion, widely construed, to become aware of how their lives intersect with religion in a global framework and often in ways that they were unaware of and unreflective about. Finally, students wrote reflections on this project and their own (often invisible, often unacknowledged) intersections with global forces that are connected to religious concerns/practices/communities that are not visible to them.

Callahan, R.

In my RELI 356/NTAS 3222 courses (Native American Religions), both Fall 2021 and Spring 2022, students engaged in a new project I call the "Spokane River Awareness Project." Over the course of one week they keep a daily journal noting when, where, and why the Spokane River entered their awareness each day (or if it did not). At the end of the week, they wrote an essay reflecting on their experience and journal entries, connecting them to readings and discussions we were simultaneously having about the historical, spiritual, cultural, and material significance of the Spokane River to Indigenous peoples of the Columbia Plateau. The goal was to have students reflect on the difference of their own awareness of the river and the land on which they reside from that of Indigenous cultures in this space, and to appreciate different ways of knowing and relating to space and place.

Goldstein, E.

Podcast project for new CIS.

Rindge, M.

I created, developed, and taught "Religion and Blackness" (RELI 432) in Spring 2022, a CIS course that is cross-listed with Honors and a Social Justice designated course.

Rindge, M.

I worked on my "Bible and Film" (RELI 302) course so that it is now cross-listed with Honors (HONS 220) and with Film.

### **Sustainability - Teaching & Scholarship**

Callahan, R.

Last summer (2021) I participated in the Cataldo Project. This year, fall and spring semesters, I applied what I learned to both the courses I was teaching (RELI 359, Religion and Globalization, and RELI 356/NTAS 322, Native American Religions) to connect the learning outcomes of those courses with sustainability issues that I'd explored in the Cataldo Project. The two activities I described in the last section of this survey (the "Self-Orientation Project" and the "Spokane River Awareness Project") were designed in the Cataldo Project as teaching innovations to promote learning goals related to sustainability.

Sheveland, J.

2022 Cataldo Project

Starbuck, S.

CIS Proposal: Zags on Wheels: Urban Cycling for Mental, Physical, Spiritual, and Community Stewardship of our Inherited World.

## **Sociology and Criminology Department**

### **Honors & Awards**

Gow, J. (2022, February).

Author Feature and Interview by Diaspora: A Journal of Transnational Studies

<https://zoryaninstitute.org/the-zoryan-institute-bhm-2022/>

Gow, J. (2021, August).

Featured Conference Abstract, "Countering Anti-Blackness with Migrant Solidarity: Linking Black Communities across Racial Struggles in South Florida" at Society for the Study of Social Problems Annual Conference.

[https://www.sssp1.org/index.cfm/m/569/locationSectionId/0/Featured\\_Abstracts](https://www.sssp1.org/index.cfm/m/569/locationSectionId/0/Featured_Abstracts)

Matthews, E. (2021, October).

Kathy Boudin Award for Research and Scholarship

### **Grants**

Gow, J. (2021, November).

Faculty Micro-Grant

\$425

Gonzaga University, Center for Climate, Society, and the Environment

Matthews, E. (2022, May).

Justice Community Opioid Innovation Network Small Grant Award

\$10,000

### **Publications**

Bertotti Metoyer, A.

In collaboration with Morris, J. "Protocol versus Practice: Deviations from Guidelines in Low-Risk Twin Deliveries in the United States." *Birth*, 49 (2021): 147-158. Refereed/Peer Reviewed.

Gow, J. (2021).

Reworking Race, Nation, and Diaspora on the Margins. *Diaspora: a Journal of Transnational Studies*, 21.12 (2021): 209-230. Refereed/Peer Reviewed.

Gow, J. (2021).

Race, Nation, or Community?: Political Strategy and Identity- Making within the Transnational Haitian Diaspora in Miami's 'Little Haiti'. *Journal of Haitian Studies*, 27.1 (2021): 135-156. Refereed/Peer Reviewed.

Matthews, E. (2021).

Peer-focused prison re-entry programs: Which peer characteristics matter most? *Incarceration: An international journal of imprisonment, detention and coercive confinement*. Online.

### **Presentations & Public Lectures**

Bertotti Metoyer, A. (2022, January).

In collaboration with Hannan, J. *Does Insurance Status Influence Maternal Mortality: A Scoping Review*. Western Medical Research Conference. Four societies: the Western Section of the American Federation for Medical Research (WAFMR), Western Society for Pediatric Research (WSPR), Western Association of Physicians/Western Society of Clinical Investigation (WAP/WSCI), and the Western Students and Residents Medical Research Forum (WSMRF). Carmel, CA. Virtual. Poster.

Bruns, A. (2022, April).  
Community Exposure to Gun Homicides and Adolescent Substance Use. Pacific Sociological Association. Sacramento, CA. Lecture.

Gow, J. (2021, August).  
Countering Anti-Blackness with Migrant Solidarity: Linking Black Communities across Racial Struggles in South Florida. Revolutionary Sociology: Truth, Healing, Reparations and Restructuring. Society for the Study of Social Problems Annual Conference. Virtual. Roundtable.

Hayes, W. (2022, April).  
The Return of Spontaneity: Classical Marxism and the Theory of Social Revolution. Pacific Sociological Association Annual Conference. Sacramento, CA. Panel Presentation on Theorizing Capitalist Modernity.

Hayes, W. (2022, April).  
A Prison Tour: State Violence, Ghost Stories, and Democratization. Pacific Sociological Association Annual Conference. Sacramento, CA. Panel Presentation on Politics, State, and Military II.

Johnston, J. (2021).  
In collaboration with Ayers, M., Medina, A. *An Introduction to Critical Service-Learning*. Community Engagement Institute. Partners in Campus Community Engagement (PICCE). Spokane, WA. Panel.

Johnston, J. (2021).  
The Walking School Bus: Critical Service-Learning in Action? Community Engagement Institute. Partners in Campus Community Engagement (PICCE). Spokane, WA. Panel.

Lee, S. (2021, November).  
"You Get Put in Check, the Love Is Still There": Reasons for Staying Gang-Involved. American Society of Criminology. Chicago, IL. Individual paper.

Matthews, E. (2022, March).  
Peer-Focused Prison Reentry Programs: What Challenges Present the Greatest Threat to Effective Implementation? Annual Meeting of the Academy of Criminal Justice Sciences. Las Vegas, NV. Panel.

Matthews, E. (2021, November).  
"Don't call me an inmate:" What should people living behind prison walls be called? Annual Meeting of the American Society of Criminology. Chicago, IL. Panel.

Matthews, E. (2021, November).  
After Abolition: Practical Decarceration Solutions. Annual Meeting of the American Society of Criminology. Chicago, IL. Roundtable.

### **Co-Curricular Activities Sponsored by Department**

Gow, J. (2021, November).  
Post-Grad Preparation Workshop Series. Sociology and Criminology.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Matthews, E.  
Prison Education Project. Airway Heights Correctional Institution.

**Professional Service, Leadership and Consulting**  
(service to your discipline & community partners, etc.)

Bruns, A. (2022, February).

Parallels between the US Systems of Mass Incarceration and Immigrant Detention. Gonzaga Law School. Spokane, WA. Panel presentation at Criminalization of Race through Immigration event (scaffolding event for Michelle Alexander talk).

Lee, S. (2021-2022).

Office of Public Defense Services. Salem, OR. Served as expert consultant on criminal case involving a former Asian gang member. Worked with his public defense attorney and team.

Matthews, E. (2022, April).

Lived Experiences Panel: Navigating Justice Spaces and Identifying Opportunities for Change. George Mason University's Center for Advancing Correctional Excellence. Fairfax, VA. I served on a panel of experts discussing how to chart a course for social justice in corrections.

**Teaching Innovations**

Matthews, E.

In my corrections class, I decided to integrate a research methods-based set of activities and assignments. My students interviewed and surveyed people in the community, transcribed the interviews, coded the interviews, analyzed the interviews using the software program MAXQDA, and wrote up a final report of one of their findings. I had never taught methods as part of a course, but I believe understanding public opinion is an essential element to criminal legal system reform, so I opted to have the students gather their own data, as a way to teach them of the obstacles and support that exist within the community. I also instituted the use of podcasts and documentaries, in place of textbook reading, to ascertain which required content was more effective at improving learning outcomes.

**Theatre and Dance Department**

**Honors & Awards**

Davis, J. (2022, March).

"Best of GradCon" finalist at University of Montana for research into Rogerian instruction methods.

Ostersmith, S. (2021, October).

Spokesman Review Woman of the Year 2021.

**Grants**

Pepiton, C.

U.S. Embassy Grants Program, U.S. Embassy - Oslo, Norway \$4,172

Pepiton, C. (2021).

Gonzaga Univ. College of Arts & Sciences Dean's Faculty Development Fund \$2,700

Stamoolis, L. (2022, May).

IEC Global Engagement Faculty Development Fund \$2,015  
International Education Council (Gonzaga University)

**Performing Arts Events & Exhibits**

Bhatia, A.

*Woman In Black*. National Tour. Charleston, SC; San Francisco, CA.

Bhatia, A.  
*Woman In Black*. The McKittrick Hotel. New York, NY.

Bhatia, A.  
*Dishwasher Dreams*. Writers Theater & Hartford Stage. Chicago, IL; Hartford, CT

Bhatia, A.  
*How the Hell Did I Get Here*. National Tour. Chicago, IL; New York, NY; San Francisco, CA; Pittsburgh, PA.

Bhatia, A.  
*New Golden Age*. Primary Stages. New York, NY.

Bhatia, A.  
*Sound of Music*. Virginia Opera. Norfolk, VA.

Davis, J. (2022, February).  
"Romantic Night at the Museum" - Tenor Solos. Northwest Wildlife Museum. Coeur d'Alene, ID.

Davis, J. (2022, January).  
"Taken Generation" - Playing lead role of Adam. Manny Cantor Center. New York, NY.

Davis, J. (2021, December).  
Handel's Messiah - Tenor Solos. First Presbyterian Church. Spokane, WA.

Ostersmith, S. (2022, Spring).  
Red Repertory Dance Company Tour. Elementary schools in the region. Spokane, WA.  
Directed/Choreographed by CarliAnn Forthun Bruner.

Ostersmith, S. (2022, Spring).  
Blue Repertory Dance Company Tour. Dance studios in the region. Spokane, WA.  
Choreographed and Directed by Sarah Glesk and Pam Erickson.

Ostersmith, S. (2022, February).  
White Repertory Dance Film. Dance as Cura Personalis Film Festival. Spokane, WA.  
Choreographed and Directed by Karla Parbon.

Ostersmith, S. (2021, December).  
Studio Tour. Museum of Arts and Culture. Spokane, WA.

Ostersmith, S. (2021, October).  
Orpheus and Eurydice Choreographer. Inland Northwest Opera at the Fox. Spokane, WA. Four Dance Major Students.

Pepiton, C. (2021, November).  
Koppmoll (Invited Documentary Screening). National Nordic Museum. Seattle, WA.

Pepiton, C. (2022, April).  
Koppmoll (Invited Documentary Screening). UiT: Norway's Arctic University. Tromsø, Troms, Norway.

Pepiton, C. (2022, April).  
Koppmoll (Invited Documentary Screening). Arctic Hotel on Sommarøy. Sommarøy, Troms, Norway.

Pepiton, C. (2022, May).  
Koppmoll (Invited Documentary Screening). Sons of Norway - Portland, OR Chapter

Pepiton, C. (2022, April).  
Climbing Eros (Juried Film Festival Screening). Northwest Film Forum. Seattle, WA.

Pepiton, C. (2022, May).  
Climbing Eros (Invited Documentary Screening w/ Live String Quartet). Magic Lantern Cinema. Spokane, WA.

Pepiton, C. (2022, May).  
Climbing Eros (short film, official selection). Art Video International Film Festival AVIFF Cannes. Cannes, France.

Stamoolis, L. (2021, October).  
In collaboration with Tomar, S., Olsen, C. Orfeo ed Euridice directed by Dan Wallace Milller. Inland Northwest Opera. Spokane, WA.

### **Publications**

Ostersmith, S. (2022, March).  
In collaboration with Jeffs, K. Interdisciplinary Arts: Integrating Dance, Theatre, and Visual Arts. Bentley, B., Seaman, A., Uhrina, M. (Eds.). Champaign, IL: Human Kinetics.

Pepiton, C. (2022, May).  
Forward in Between Artists: Life in Paintings & Prose by Falke, D., Ivy, T. Kalispell: Near Water Press. <https://www.between-artists.com/>.

### **Presentations & Public Lectures**

Pepiton, C. (2022, March).  
Theatre as the Space for the Good Contagion: Method and Problems. Beyond Borders: the Circle in Expansion. Instabili Vaganti (an Italian theatre company) in association with La Mama Umbria International, et al. Based in Rome, Italy but worldwide online. Panel.

### **Co-Curricular Activities Sponsored by Department**

Ostersmith, S. (2022, April).  
Student Music Compositions for Choreography, Blue Repertory Company, and White Repertory Company with the Music Department.

Ostersmith, S. (2021, Fall).  
FYS: Art and Science of Dance with Biology.

Stamoolis, L. (2022, March).  
A Bright Room Called Day with Political Science, History, Religious Studies.

Stamoolis, L. (2022, February).  
The Waiting Room with Communication Studies.

Stamoolis, L. (2021, November).  
The Mystery of Edwin Drood with the Music Department.

### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Davis, J. (2021, Fall).  
Teaching Musical Theatre Performance. Whitworth University.

Ostersmith, S. (2022, January).  
Graduate Pathways and Arts Leadership and Administration Course with School of Leadership Studies.

Ostersmith, S. (2021-2022).  
Dance for Parkinson's with Northwest Parkinson's Foundation.

Ostersmith, S. (2021, Fall).  
ZagDance with District 81 with Longfellow, Logan, Stevens, and Garfield Elementary Schools.

### **Professional Service, Leadership and Consulting** *(service to your discipline & community partners, etc.)*

Ostersmith, S. (2022, January).  
Peer Assessment of Creative Scholarship: Artistic Direction. BYU Department of Dance. Provo, UT. Invited to evaluate the artistic and scholarly merit of junior faculty Keely Song Glenn's artistic direction of BYU Contemporary Dance Concert - A Time To Dream.

### **Teaching Innovations**

Davis, J.  
This year, I've leaned into a Rogerian (or Person-Centered) approach in my classrooms and have gathered data as it pertains to my current work as an instructor - and my future work as a counselor/therapist (I'm enrolled in an M.A. program to become an LCPC).

### **Sustainability - Teaching & Scholarship**

Davis, J.  
My spring semester 2022 has been entirely paperless!

Stamoolis, L.  
I will continue my research on natural dyes in Vancouver, BC, Canada, this summer, through a grant from the IEC.

## **Women's and Gender Studies Department**

### **Honors & Awards**

Rodríguez-Coss, N. (2022, May).  
Faculty Research Award, Gonzaga's Research Council

Rodríguez-Coss, N. (2022, March).  
Gonzaga's Global Engagement Faculty Development Fund

Rodríguez-Coss, N. (2021, December).  
College of Arts & Sciences Dean's Faculty Development Fund

### **Publications**

Rodríguez-Coss, N. (2022).  
In collaboration with Karides, M. Island Feminisms in/on Island Studies: Place, Justice, Movement. *Shima*, 16.1 (2022): 137-142. Refereed/Peer Reviewed.

### **Presentations & Public Lectures**

Diaz, S. (2021, November).  
*The coloniality of Fatness: Epistemologies and Erotics of Fleshiness*. National Women's Studies Association Annual Meeting. Virtual. Paper.



Rodríguez-Coss, N. (2022, April).

*Bodies, Art, And Protest: Puerto Rican Feminists' Disruptive Performances*. The Power of Play: Bodies, Justice & Technology Series, University of Florida. UF Center for Gender, Sexualities and Women's Studies Research, UF Center for Latin American Studies. Gainesville, FL. Professional presentation.

#### **Co-Curricular Activities Sponsored by Department**

Diaz, S. (2022, April).

End of the Line film screening (organized and led).

Diaz, S. (2022, March).

WGST Alumni Panel Discussion (organized and led).

Diaz, S. (2021, October).

Picture a Scientist Film Screening Panel Discussion (Panelist) with Human Physiology.

#### **Cross/Interdisciplinary Collaborations w/other Schools or Community Partners**

Diaz, S. (2022, March-April).

Community of Leaders Spring Training - Two lectures on Intersectionality with Payne Leadership Center.

Rodríguez-Coss, N.

Island Feminisms Project with Marina Karides, University of Hawai'i at Mānoa, Honolulu, HI.

#### **Professional Service, Leadership and Consulting** *(service to your discipline & community partners, etc.)*

Diaz, S.

Chair of Fat Studies Interest Group. National Women's Studies Association.

Rodríguez-Coss, N. (2022, March).

What is intersectionality? Equity, Diversity & Inclusion at Gonzaga. Spokane, WA. Debriefing workshop for the Inclusive Excellence Academy.

Rodríguez-Coss, N. (2022, January).

Using Theater for Institutional Transformation. Equity, Diversity & Inclusion at Gonzaga. Spokane, WA. Workshop for the Inclusive Excellence Academy.

**Annual Report 2021-2022**  
**College of Arts & Sciences**  
**Appendix E: Student Achievements**

**BIOLOGY**

Spokane Intercollegiate Research Conference 2022

Beaulieu, Lily. *Bacillithiol protects against antibiotics that cause cellular oxidation of Bacillus subtilis*. Poster. Faculty Mentor: Dr. Carla Bonilla.

Blankenfeld, Melia. *Investigating the Function of ZNF16 as a Potential Transcription Factor*. Poster. Faculty Mentor: Laura Diaz Martinez.

Boice, Mikelle. *Questing along urban trails in Spokane County: the hunt for pathogenic and endosymbiotic bacteria in ticks*. Poster. Faculty Mentor: Christy Andrade.

Bowyer, Raegan. *Tracking Aeromonas Phage throughout the life cycle of wild and lab-reared Culex mosquitoes*. Poster. Faculty Mentor: Dr. Christy Andrade.

Brandecker, Hayley. *Which Seed Species are Best Able to Germinate and Establish Following Wildfires?* Poster. Faculty Mentor: Dr. Julie Beckstead.

Fuller, Ethan. *Novel DNazymes targeting PD-L1 as potential gene therapy for Immune Checkpoint Blockade*. Poster. Faculty Mentor: Dr. Laura Diaz-Martinez.

Hunter, Emily. *The Effects of Drought on the Hatching Success of Painted Turtles*. Poster. Faculty Mentor: Elizabeth Addis.

Jimenez, Skylar. *The Chemical Legacy Effect of Invasive Tumble Mustard on the Establishment of Native Seeds*. Poster. Faculty Mentor: Dr. Julie Beckstead .

Knutson, Anna. *Correlation Between Population Size and Behavioral Interactions of a Territorial Bee (Anthidium mani)*. Poster. Faculty Mentor: Gary Chang.

LeBlanc, Lillian. *Investigating the Function of ZNF16 as a Potential Transcription Factor*. Poster. Faculty Mentor: Laura Diaz Martinez.

Mawer, Mia. *The Effects of Drought on the Hatching Success of Painted Turtles*. Poster. Faculty Mentor: Elizabeth Addis.

Morton, Jake. *Correlation Between Population Size and Behavioral Interactions of a Territorial Bee (Anthidium mani)*. Poster. Faculty Mentor: Gary Chang.

Myers, Kinzie. *Bacillithiol protects against antibiotics that cause cellular oxidation of Bacillus subtilis*. Poster. Faculty Mentor: Dr. Carla Bonilla.

Rogers, Brooke. *Correlation Between Population Size and Behavioral Interactions of a Territorial Bee (Anthidium mani)*. Poster. Faculty Mentor: Gary Chang.

**CHEMISTRY & BIOCHEMISTRY**

Spokane Intercollegiate Research Conference 2022

Baker, Carrie. *The Effects of Biological Crowding on Catalytic Hammerhead Ribozymes in vitro*. Poster. Faculty Mentor: Dr. Kate Leamy.

Borbridge, A. *The Consequences of Uracil Incorporation on the Activity of Dz10-23*. Poster. Faculty Mentor: Shannen Cravens.

Carson, Paxton. *The Consequences of Uracil Incorporation on the Activity of Dz10-23*. Poster. Faculty Mentor: Shannen Cravens.

Chambers, Lydia. *Determination of Kinetic Characteristics and Factors Required for RquA Function via in Vitro Assays*. Poster. Faculty Mentor: Jennifer Shepherd.

Christian, Lucas. *The effects of halogen identity and position on chalcone crystal structures*. Poster. Faculty Mentor: Matthew Cremeens.

DeCocker, Emily. *The Synthesis and Crystallization of a Bis-Chalcone Drug Target for Glioblastoma*. Poster. Faculty Mentor: Dr. Matthew Cremeens.

Edwards, Makenna. *The effects of halogen identity and position on chalcone crystal structures*. Poster. Faculty Mentor: Matthew Cremeens.

Fuller, Ethan. *Novel DNazymes targeting PD-L1 as potential gene therapy for Immune Checkpoint Blockade*. Poster. Faculty Mentor: Dr. Shannen Cravens.

Hall, Rigel. *Computational Analysis of Non-Coding Functional RNA Adaptation to High Temperatures*. Poster. Faculty Mentor: Dr. Kathleen Leamy.

Hall, Rigel. *Computational Analysis of Non-Coding Functional RNA Adaptation to High Temperatures*. Poster. Faculty Mentor: Dr. Kathleen Leamy.

Hoang, Duc. *Exploring the DNA-Binding Potential of Novel Chalcones Synthesized by Gonzaga Students*. Poster. Faculty Mentor: Dr. Cravens.

Hovancsek, Matthew. *Determining Global Structural Changes to Account for Change in Activity of Dz8-17 and Dz10-23*. Poster. Faculty Mentor: Dr. Shannen Cravens.

Liebergessell, Tashi. *Exploring Capillary Electrophoresis for Ion-Ionophore Affinity Measurements in Lipid Environments*. Poster. Faculty Mentor: Dr. Eric Ross.

Maharramov, Kamil. *The effects of halogen identity and position on chalcone crystal structures*. Poster. Faculty Mentor: Matthew Cremeens.

Nicol, Elise. *Activating Oxygen for Catalysis using Zirconium and Redox Active Ligands*. Poster. Faculty Mentor: Dr. Wilson Bailey.

Patterson, Claire. *Functional RNA Adaptation to Extreme Temperatures*. Poster. Faculty Mentor: Kathleen Leamy.

Rond, Emily. *Assessing Enamel Erosion due to Popular Acidic Drinks using Atomic Force Microscopy*. Poster. Faculty Mentor: Shannen Cravens.

Sebastian, Cassidy. *Investigating the Effects of Uracil Damage on Dz8-17's Therapeutic Potential*. Poster. Faculty Mentor: Dr. Shannen Cravens .

Walker, Sadira. *Optimizing PHA Production: Using BcHMGR in a Bioreactor to Make Acetyl-CoA*. Poster. Faculty Mentor: Jeffrey Watson .

Whitworth, Paloma. *Investigating chalcone binding affinities to bovine serum albumin*. Poster. Faculty Mentor: Matthew Cremeens.

Whitworth, Sophia. *Visualizing RquA in Rhodospirillum rubrum with Fluorescent Tags*. Poster. Faculty Mentor: Jennifer Shepherd.

## COMMUNICATION STUDIES

Molly Martin  
Communication Studies Outstanding Senior Award

Emma Richardson  
Accepted for Morris Fellowship

J. Thomas Kearns  
Recipient of 2021 Goldwater Scholarship

Molly Martin  
Champion of the Lafayette Debates -- an international debate on the topic of the new urban agenda. Also briefed the Prime Minister of Slovenia

J. Thomas Kearns  
"Following Pop Culture Chains of Artificial Intelligence from Alex Garland's *Ex Machina*" (*SIRC*)  
(faculty sponsor: Dr. H. Crandall)

Carolyn Hamm  
(*SIRC*)

#### Carroll Showcase Achievement Awards

Molly Martin  
Aubree Silva  
Carolyn Hamm  
Avier Doss  
J. Thomas Kearns  
Caitlin Shorten

Molly Martin  
Accepted to graduate school at the University of Pittsburgh

Aubree Silva  
MA work in Communication and Leadership Studies at Gonzaga

Abby Woodside  
"Earth Conscious TikTok: A window into the human nature ideology" accepted for presentation at the Northwest Communication Association's annual conference.

Caleb Yoder  
Co-author, "Coming Together and Coming Apart on the Snake River: Embodiment, Protest, and Identity at the Niimiipuu River Rendezvous". Published in the Northwest Journal of Communication.  
Co-authors: Marisa Montessi, alumna and Casey Schmitt, faculty

## **DANCE**

Offered a contract in the Corps de Ballet for Ballet Fantastic  
Brooke Geffrey-Bowler

Accepted and studying at the Steps on Broadway Conservatory, NY  
Ryan Hayes

Internship and research into Eating Disorder Awareness in Dancers  
Maria Carter

Cast in a professional performance of Inland Northwest Opera's production of *Oedipus and Euridice*  
Brooke Geffrey-Bowler

Ryan Hayes  
Alaina Margo  
Maria Scott

Received academic honors from the National Honors Society for Dance Arts

Brooke Geffrey-Bowler  
Hannah Grimes  
Anna Gyure

Award for Academic Excellence and Citizenship Award in Dance Performance

Brooke Geffrey-Bowler

**ENGLISH**

William T. Costello Outstanding Senior English Major Award

Morgan Greene

Anthony T. Wadden and Michael B. Herzog Scholarship

Brianna Covert  
Evangeline Wilder

Michael and Gail Gurian Writing Awards

Poetry Award

Meagan Graves  
Luke Roe  
Abigail Marquez

Fiction Award

Patrick Gillaspie  
Zoe Schinko

Creative Non-Fiction Award

Mary Claire Clark  
Brianna Covert  
Kylie Mizoguchi-Mukai

Franz and Ann Schneider Essay Contest

First-Year Composition Award

Carissa "Cassi" Halili (instructor: Heath Herrick)  
Kellyn Pattee (two awards) (instructor: Josh Anthony)

First-Year Literature Award

Lucy Brunelli (instructor: Brian Cooney)  
Emmett Leone-Woods (instructor: Mike Pringle)  
Ryan Tyndall (instructor: J.D. Thayer)

Morris Fellows, Summer 2022

Delaney Sousa (faculty mentor: Katey Roden)  
Evangeline Wilder (faculty mentor: Ann Ciasullo)

Sigma Tau Delta English Honor Society: Graduating Seniors

Alicea Alford  
Grace Bittel  
Asha Douglas  
Peter Jonas  
Matthew Laramie  
Sydney Weathers

Spokane Intercollegiate Research Conference 2022

ENGLISH AND WOMEN'S & GENDER STUDIES.

Gonzales, Ben. *Dreadlocks: The Critical Role of Interpellation in Gentrification*. Oral. Faculty Mentor: Ann Ciasullo.

**ENVIRONMENTAL STUDIES**

Spokane Intercollegiate Research Conference 2022

Aenlle-Rocha, Caitlin. *Beyond Land Acknowledgements: Ethnobotanical Knowledge of the Indigenous Communities in Spokane, WA*. Poster. Faculty Mentor: Greg Gordon .

Berry, Nina. *Beyond Land Acknowledgements: Ethnobotanical Knowledge of the Indigenous Communities in Spokane, WA*. Poster. Faculty Mentor: Greg Gordon .

Calabro, Kassie. *Multi-Criteria Assessment for Spokane Sustainability Action Plan*. Poster. Faculty Mentor: Greg Gordon.

Camacho-Light, Corey. *Multi-Criteria Assessment for Spokane Sustainability Action Plan*. Poster. Faculty Mentor: Greg Gordon.

Carr, Delaney. *Multi-Criteria Assessment for Spokane Sustainability Action Plan*. Poster. Faculty Mentor: Greg Gordon.

Lord, Hannah. *Spokane River Interpretive Signs*. Poster. Faculty Mentor: Greg Gordon.

McDermott, Delaney. *Spokane River Interpretive Signs*. Poster. Faculty Mentor: Greg Gordon.

Ravin, Joe. *Beyond Land Acknowledgements: Ethnobotanical Knowledge of the Indigenous Communities in Spokane, WA*. Poster. Faculty Mentor: Greg Gordon .

Scholes, Anthony. *Spokane River Interpretive Signs*. Poster. Faculty Mentor: Greg Gordon.

Wright, Emily. *Pond Warming and the Impact on Larval Salamanders*. Poster. Faculty Mentor: Betsy Bancroft.

Cruz, Jordan. *Envisioning a Future for the Spokane River?* Poster. Faculty Mentor: Greg Gordon.

Gustafson, Kathrine. *Place Based Environmental Elementary Education*. Poster. Faculty Mentor: Greg Gordon.

Morris, Thomas. *Place Based Environmental Elementary Education*. Poster. Faculty Mentor: Greg Gordon.

Parks, Maureen. *Envisioning a Future for the Spokane River?* Poster. Faculty Mentor: Greg Gordon.

Retynolds, Dillon. *Place Based Environmental Elementary Education*. Poster. Faculty Mentor: Greg Gordon.

Wright, Emily. *Envisioning a Future for the Spokane River?* Poster. Faculty Mentor: Greg Gordon.

## HISTORY

### Awards

Mary Cate Babcock, Phi Alpha Theta, History Honor Society Award

### Conferences

Presented at Phi Alpha Theta, History Honor Society Conference:

Emma Raker, *Trauma and Triumph: Inspiration from Polio Survivors*.

Jack Reuter, *Populism and Peace? How the People's Democracy Failed to Cement itself in Northern Irish Politics*.

Luke Lambert, *Ergyng to Archenfield: National Identity in an Early Medieval Borderland*.

Mary-Cate Babcock, *"Force in Unity:" The Rainbow Coalition and its Legacy in Radical Politics*.

Presented at International Congress for Medieval Studies Conference (online)

Luke Lambert, *Ergyng to Archenfield: National Identity in an Early Medieval Borderland*.

### Exhibits

Jonathan Hayes, *Commercializing the Bible in Reformation-Era Germany*, Gonzaga Special Collections Exhibit, and online at [researchguides.gonzaga.edu/early\\_german\\_bibles](http://researchguides.gonzaga.edu/early_german_bibles).

### Spokane Intercollegiate Research Conference 2022

Lewis, Olivia. *Mary and Elizabeth: The Powers of Male Manipulation*. Oral. Faculty Mentor: Richard Goodrich.

### Internships

Bridget Wilson, summer education intern at the Holocaust Center for Humanity in Seattle

### Graduate School Acceptance

Mary Cate Babcock, Museum Studies MA program, University of Cork, Ireland

Sebastian Campos, History MA program, Arizona State

## INTEGRATED MEDIA

### Graduate Plans

Maggie Ballard

CVS Health / Digital Software Development Project / Scottsdale, AZ

Reid Benson

Halo Service Solutions Software / Bellingham, WA

Sydney Bernardo

Edelman Public Relations / Seattle, Healthcare Team

Kendsy Carmichael

Revolution Public Relations / Seattle

Robert Flores

KHQ / NBC Spokane, Morning News Producer

Kaela Fukano  
Griffis Residential Property Management / Marketing and Communications Specialist / Denver, CO

Ursula Hood  
KXLY / ABC Spokane Good Morning Northwest Producer

Devan Iyomasa  
Desautel Hege Public Relations / Spokane

Ethan McReynolds  
News Reporter KOBI / NBC Medford, OR

Luke Modugno  
AdOps Digital Marketing / Spokane

Allie Noland  
Edible (Magazine) Inland Northwest

Claire Oliverio  
Blue Zone Marketing / Creative Manager / Coeur d' Alene, ID

Natalie Rieth  
Syracuse University Newhouse School of Journalism Graduate Program

Charlotte Romero  
Hagadone Media Group / Social Media Specialist / Coeur d' Alene ID

Vincent Saglimbeni  
KXLY / ABC Spokane News Reporter

Anne Sampson  
PitchBook Data / Seattle, Data Operations Team

Benjamin Shilling  
Producer KMIR / NBC Palm Springs, CA

Nate Simon  
AdOps Digital Marketing / Spokane

Tori Stutzman  
PMG Digital Graduate Leadership Program / Dallas, TX

Cameron Weaver  
Borne Brands / Organic Media Marketing Specialist / Scottsdale, AZ

## **MATHEMATICS**

### Awards

William and Elizabeth Carsrud Mathematics Award  
Fisher Ng



Outstanding Junior in Mathematics Award  
Ben Lombardi

Mathematics Department Service Award  
Kira Schwander and Alex McCurdy

Mathematics Department Underclassman Award  
Devyn Schaefer

SIAM Student Chapter Certificate of recognition  
Kira Schwander

Poster Award (2nd place), PNW-SIAM Conference, Vancouver, WA, May 2022  
Ben Lombardi

Outstanding Poster Award, Pacific Inland Mathematics Undergraduate Conference (PIMUC), Washington State University, Pullman, WA, April 9, 2022  
Sara Jane Lynn and Max Pansegrau

Outstanding Oral Presentation Award, Pacific Inland Mathematics Undergraduate Conference (PIMUC), Washington State University, Pullman, WA, April 9, 2022  
Luke Martin

#### Presentations

Mia Brasil and Payton Burks, *Model Selection for Zero-inflated Negative-binomial Regression Models*, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisor: Abdulla Mamun

Hannah Cole, *Killer Whale Population Dynamics*, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisor: Rick Cangelosi

Naomi Halbersleben and Wenshen Wang, *Maximizing Components on a Mosaic Knot Part 2*, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisors: Eric Hogle, Kate Kearney, Vesta Coufal

Nick Linthacum, *Mobius Book Embeddings of Graphs with Applications to Delivery Systems*, Math Colloquium, Gonzaga University, Spokane, WA, December 3, 2022. Faculty research advisors: Shannon Overbay and Thomas McKenzie

Nick Linthacum, *Mobius Book Embeddings of Graphs with Applications to Delivery Systems*, Joint Mathematics Meetings (JMM), April 7, 2022 (virtual) . Faculty research advisors: Shannon Overbay and Thomas McKenzie

Ben Lombardi, *Stability of Explicit Free Parameter Multistep Methods for Second-Order ODE's*, Poster, Pacific Inland Mathematics Undergraduate Conference (PIMUC), Washington State University, Pullman, WA, April 9, 2022. Faculty research advisor: Michelle Ghrist

Ben Lombardi, *Stability of Explicit Free Parameter Multistep Methods for Second-Order ODE's*, Math 360, Gonzaga University, March 25, 2022. Faculty research advisor: Michelle Ghrist

Ben Lombardi, *Stability of Explicit Free Parameter Multistep Methods for Second-Order ODE's*, Poster, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisor: Michelle Ghrist

Ben Lombardi, *Stability of Explicit Free Parameter Multistep Methods for Second-Order ODE's*, Poster, PNW-SIAM Conference, Vancouver, WA, May 2022. Faculty research advisor: Michelle Ghrist

Sara Jane Lynn and Max Pansegrau, *Modelling Motion of Trees in the Wind*, Poster, Pacific Inland Mathematics Undergraduate Conference (PIMUC), Washington State University, Pullman, WA, April 9, 2022 \*received an award. Faculty research advisor: Michelle Ghrist

Luke Martin, *Mobius Book Embeddings*, 53rd Southeastern International Conference on Combinatorics, Graph Theory & Computing, Florida Atlantic University, Boca Raton, FL, March 7, 2022. Faculty research advisors: Shannon Overbay and Thomas McKenzie

Luke Martin, Lina Ai Tan, Shannon Overbay and Thomas McKenzie, *Book Embeddings, Torus Books, Mobius Books, and Edge Bounds*, Math 360, Gonzaga University, March 25, 2022. Faculty research advisors: Shannon Overbay and Thomas McKenzie

Luke Martin, *Mobius Book Embeddings*, Pacific Inland Mathematics Undergraduate Conference (PIMUC), Washington State University, Pullman, WA, April 9, 2022 \*received an award. Faculty research advisors: Shannon Overbay and Thomas McKenzie

Lucas Ogilvie, Katherine Robbins, Leon Garcia-Camargo and Alexis Ashford, *Topological Data Analysis*, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisor: Eric Hogle

Max Pansegrau and Sara Jane Lynn, *Modelling Motion of Trees in the Wind*, Poster, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisor: Michelle Ghrist

Matt Rhilinger, *Analyzing Störmer-Cowell Predictor-Corrector Methods*, Poster, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisor: Michelle Ghrist

Matt Rhilinger, *Analyzing Störmer-Cowell Predictor-Corrector Methods*, Math 360, Gonzaga University, March 25, 2022. Faculty research advisor: Michelle Ghrist

Matt Rhilinger, *Analyzing Störmer-Cowell Predictor-Corrector Methods*, Poster, Pacific Inland Mathematics Undergraduate Conference (PIMUC), Washington State University, Pullman, WA, April 9, 2022. Faculty research advisor: Michelle Ghrist

Lin Ai Tan, *Cylinder, Torus, and Mobius Book Embeddings of Graphs*, Math Colloquium, Gonzaga University, Spokane, WA, December 3, 2022. Faculty research advisors: Shannon Overbay and Thomas McKenzie

Lin Ai Tan, *Cylinder, Torus, and Mobius Book Embeddings of Graphs*, Joint Mathematics Meetings (JMM), April 7, 2022 (virtual) . Faculty research advisors: Shannon Overbay and Thomas McKenzie

Lin Ai Tan, *Cylinder, Torus, and Mobius Book Embeddings of Graphs*, Pacific Inland Mathematics Undergraduate Conference (PIMUC), Washington State University, Pullman, WA, April 9, 2022. Faculty research advisors: Shannon Overbay and Thomas McKenzie

Simone Treille and Nathan Bina, *Maximizing Components on a Mosaic Knot Part 1*, Spokane Intercollegiate Research Conference, Whitworth University, 23 April 2022. Faculty research advisors: Eric Hogle, Kate Kearney, Vesta Coufal

#### Awarded Activities

Morris Fellow working with Michelle Ghrist starting May 2022  
Ben Lombardi

Texas State University REU program, Summer 2022  
Luke Martin

Smart Cities REU at University of Nevada, Las Vegas, Summer 2022  
Naomi Halbersleben

Central Washington University REU program, Summer 2021  
Austin Biondi

Polymath Jr. Research Program, Summer 2021  
Alex McCurdy

#### Mathematics Department Sponsored Student Clubs & Activities

William Lowell Putnam Mathematical Competition

(3 students took the exam and one scored 4, which is quite an accomplishment!)

Gonzaga University Society for Women in Mathematics

Pi Mu Epsilon Mathematical Honors Society

Society for Industrial and Applied Math (SIAM)

Math Colloquium

Math Learning Center

Activities put on hold due to the pandemic include:

Math Club, Saturday Mathematics Tutoring Outreach Program, Actuarial Club and exam preparation.

## **MODERN LANGUAGES & LITERATURE**

#### Martin Blum Prize Scholarship for excellence in French

Grace Colburn, '24. Honors Program; major in International Relations and French

#### Master in Public Affairs program full tuition coverage

University of Texas at Austin

Awarded tuition for next year, after participating in VCAC (Virginia College Advising Corps), a joint venture of the University of Virginia and AmeriCorps

Mauliola Harley Gonsalves, '20. Major in International Relations; minor in French and Public Relations

#### TAPIF program in France next year

Cora Kim, '22. Honors Program; major in History and French; minor in Political Science

Sophie Storz, '22. Major in Biology; minor in French and Chemistry

\$2900 scholarship from the Phi Sigma Iota Foreign Language Honor Society

to pursue a research project on refugees in Denmark and France

Alexander Porada, December '22. Major in Criminology, French, and International Relations

\$1000 scholarship in the World Languages category from the Spokane Scholars Foundation

Madeleine Saint James

Nominated for a Fulbright Teaching Assistantship in Saxony, Germany for 2022/23

Meghan Kunz

Meghan is the first Whitworth student to finish a minor in German through the Gonzaga-Whitworth Classroom Exchange program, and graduated from Whitworth with a major in history and a minor in German in spring 2021.

Spanish award for her excellent work in academics and commitment to learning languages

Finalist for a Fulbright award and waitlisted for the ETA in Uruguay

Maren Beauchamp. A senior, majoring in Spanish and Communications, with a minor in Italian. Has spent time abroad in Spain and Italy, as well as having worked as a language instructor in both Spanish and Italian at Concordia Language Villages. She is writing her capstone paper in Communications on Chilean author, Pedro Lemebel, and is interested in researching LGBTQ+ authors in the Southern Cone. She has also earned her TESOL certificate and teaches English to non-native speakers through the Gonzaga ESL Community Outreach program in Spokane. After graduation, Maren is also considering a position in the Peace Corps in Colombia and the Language and Culture Assistants Program in Spain.

Spokane Intercollegiate Research Conference 2022

Terry, Gabriel. *Spanish in the US: Spanish-speakers in the American Education System*. Poster. Faculty Mentor: Christina Isabelli.

Beauchamp, Maren. *The Impact of Census Translations: Spanish in the US*. Oral. Faculty Mentor: Christina Isabelli.

Boatright, Streeter. *Experiences of a Bilingual Family: A Case Study*. Oral. Faculty Mentor: Christina Isabelli.

Fluker, Sydney. *Spanish in the US: Bilingual Maintenance After Dual Immersion Programs*. Oral. Faculty Mentor: Christina Isabelli.

George, Ángela. *La Frontera Within*. Oral. Faculty Mentor: Christina Isabelli.

Kellen, Kate. *Spanish in the United States: Different Generational Opinions on Maintaining Native Languages*. Oral. Faculty Mentor: Christina Isabelli.

Maurice, Lina. *Heritage Language Learners in the Gonzaga University Spanish Program*. Oral. Faculty Mentor: Dr. Christina Isabelli.

Oen, Dawson. *The Maintenance of Euskera in Northern Spain*. Oral. Faculty Mentor: Christina Isabelli.

Pfeifer, Ella. *Spanish in the US: The Context and Practice of Bilingual Education in Hennepin County, MN*. Oral. Faculty Mentor: Christina Isabelli.

Sauve, Bradley. *Spanish in the U.S.: Medical Policies and the Spanish Speaking Community*. Oral. Faculty Mentor: Christina Isabelli.

Trejo Lugo, Anayeli. *Spanish language attitudes and maintenance in Douglas County, WA*. Oral. Faculty Mentor: Christina Isabelli.

## PHYSICS

### Outstanding Physics Major

Logan Bayer  
Lauren Fisher

### Outstanding Teaching Assistant

Logan Bayer  
Lauren Fisher  
Megan Hill  
Emily Johansen  
Austin Rambo

### Gonzaga Science Research Program (GSRP) – Summer 2021 Research Assistantship

Working with Dr. Aver on “*Determining the Primordial Helium Abundance using the Sloan Digital Sky Survey*”

Logan Bayer  
Brendan McDaid

Working with Dr. Fritsch on “*Experimental Nuclear Research*”

Ethan Bailes  
Matthew Bair  
Austin Rambo

### CURCI Undergraduate Research Showcase (October 9, 2021) Research Presentations

Logan Bayer & Brendan McDaid, *Determining the Primordial Helium Abundance Using the Sloan Digital Sky Survey*. Faculty mentor: Dr. Aver.

Ethan Bailes & Matthew Bair, *Proton Energy Dampening Framework (PEDF)*. Faculty mentor: Dr. Fritsch.

Austin Rambo, *Gamma Ray Detection and Time Projection Chamber Simulations Using Geant4*. Faculty mentor: Dr. Fritsch.

### Murdock College Science Research Conference, Vancouver, WA, co-host Willamette University

Ethan Bailes & Matthew Bair, *Proton Energy Dampening Framework (PEDF) for a Time Projection Chamber*. Faculty mentor: Dr. Fritsch.

### Graduate School Admission

Logan Bayer – Georgetown University, Physics PhD program  
Austin Rambo – Ohio University, Physics PhD program

## POLITICAL SCIENCE

### Northwest Model United Nations Conference, Portland, OR (February 2022)

Gonzaga University Model United Nations (GUMUN) students did a wonderful job representing China, the United Arab Emirates, Bangladesh, and Australia at the Northwest Model United Nations Conference in Portland, OR, February 18-20, 2022.

Gonzaga won a Distinguished Delegation Award and three individual delegates won individual awards as follows:

Outstanding Delegate in the Security Council, representing China

Ariana Chin

Distinguished Delegate in the Security Council, representing the United Arab Emirates

Kate Kellen

Distinguished Delegate in the General Assembly, representing the United Arab Emirates

Colby VerHoeven

National Model United Nations Conference, New York, NY (April 2022)

Gonzaga won an Outstanding Delegation Award for their representation of Afghanistan on 10 committees, and three students also won individual awards:

Peer Award for Outstanding Delegate in Committee for her representation of Afghanistan in the International Organization for Migration

Kate Kellen

Outstanding Position Paper Award for his paper representing Afghanistan in the United Nations Educational, Scientific and Cultural Organizations (UNESCO)

Liam McKorkle

Outstanding Position Paper Award for her paper representing Afghanistan in the International Atomic Energy Agency (IAEA)

Morgan Williams

## **PSYCHOLOGY**

Majors entering graduate programs in Fall of 2022

Alexis Adams: Master's in School Counseling, Messiah University

Kira Dean: Master's in Global Crime, University of Edenborough, Scotland

Emily Goldberg: Ph.D. In Clinical Psychology at University of Nebraska, Lincoln

Divine Kickingbird (graduated in 2000): entering Law School at University of Arizona.

Hannah Niblock: Master's in School Psychology, Gonzaga University

Ally Schmidt: Master's in Teaching, Gonzaga University

Karina Smith: Master's in Clinical Mental Health Counseling, Gonzaga University

Kaylinn Thieschafer-Ritchie: Master's in School Psychology, Gonzaga University

Conner Trewet: Master's in Clinical Mental Health Counseling, Walden University

Senior majors entering competitive service positions

Kyle Burke: Project leader for Christ in the City, Boston, MA

Olivia Grob: Jesuit Volunteer Corps, Portland, OR

Scholarships and Research Programs

Ashlyn Kovacevich, research assistant for the Sleep and Performance Research Center, WSU

### Student Conference Acceptances

Kara Borjeson, *Social discounting for personal information & phishing susceptibility*. (Presented at SIRC)

Georgia Cosola, *How the availability of news articles affect political attitudes*. (Poster presented at SIRC)

Julia Durbin, *A trait approach to understanding mental health help-seeking*. (Poster presented at SIRC)

Jackson Guzzo, *The influence of hair on social judgments*. (Poster presented at SIRC)

Tyler Harris, *Diabetes stigma explored through social discounting*. (Presented at SIRC)

Nick Nelson, *Framing effects on social discounting tasks*. (Presented at SIRC)

Mason Pritchard, *Visual segmentation using automatic and semi-automatic extraction techniques*. (Presented at SIRC)

Alex Schmidt, *COVID-related stress and health in undergraduate college students*. (Poster presented at WPA)

Gillian Smoody, *Family social support promotes student resilience to stress during the COVID-19 pandemic: Buffering effects and explanatory mechanisms*. (Poster presented at SPSP)

Amara Wentz & Ari Wilson, *Personality and willingness to travel*. (Oral presentation at SIRC)

### Sponsored Clubs:

Psychology Club (Dr. Laura Anaya)

Psi Chi National Honor Society (Dr. Alex Bies)

## **RELIGIOUS STUDIES**

### Flannery Award for Excellence in Religious Studies, April 2022

Emily Smedley

Anasofia Gutierrez '22; psychology major, religious studies minor, women's and gender studies minor

Participant in "Building Bridges" Zoom conversation with Pope Francis on February 24, 2022

Also named "Washingtonian of the Day" by Governor Inslee on February 28, 2022

Shyh Saenz '23; communication studies major

Participant in "Building Bridges" Zoom conversation with Pope Francis on February 24, 2022

## **SOCIOLOGY & CRIMINOLOGY**

### Spokane Intercollegiate Research Conference 2022

Wood, Emma. *Burritos for the People: Anti-Racist Activism in Spokane, Washington*. Oral.

Faculty Mentor: Dr. Jamella Gow.

**Annual Report 2021-2022**  
**College of Arts & Sciences**  
**Appendix F: Honor Societies & Sponsored Student Clubs**

**Art**

*McCormick, M.* Advisor, GU Photography Club

**Biology**

*Diaz-Martinez, L.* Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)

**Chemistry/Biochemistry**

*Staub, N.* Science in Action!

*Stover, J.* Science in Action!

**Classical Civilizations**

*Pistone, A.* Classics Club  
 Eta Sigma Phi

**Communication Studies**

*Morehouse, K.* Lambda Pi Eta Honor Society

*Osborne, T.* Alliance for Gun Responsibility Chapter Team at Gonzaga

**English**

*Bolton, M.* Sigma Tau Delta

**Integrated Media**

*McCormick, M.* GU Student Photography Club

**Mathematics**

*Dichone, B.* Pi Mu Epsilon (Mathematical Honors Society)

*Ghrist, M.* SIAM Student Chapter - Society of Industrial and Applied Mathematics

**Modern Languages & Literature**

*Marquis, R.* Phi Sigma Iota, International Honor Society: Study of Foreign Languages/Cultures

*Semple, B.* Phi Sigma Iota, International Honor Society: Study of Foreign Languages/Cultures

*Zammarchi, E.* Italian Club

**Philosophy**

*Bradley, B.* Alpha Sigma Nu

*Braune, J.* Philosophy of Law Club

**Physics**

*Moore, N.* Society of Physics Students

**Political Science**

*Stavrianos, C.* Alpha Beta Xi Chapter of the Pi Sigma Alpha Political Science Honor Society

*Taninchev, S.* GU Model United Nations, Pi Sigma Alpha Political Science Honor Society



**Religious Studies**

*Starbuck, S.*                      Gonzaga Cycling Club

**Theatre & Dance**

*Ostersmith, S.*                      Dance Arts National Honors Society

**Women's & Gender Studies**

*Rodríguez-Coss, N.*              National Women's Studies Association

**Annual Report 2021-2022**  
**College of Arts Sciences**  
**Appendix G: External Funding**

NEWLY AWARDED IN FY 2022										
Faculty	Title	Funder	Start Date	End Date	Submission Date	Direct Costs	Indirect Costs	Award Amount	Indirect Percentage	
Laurie Arnold	Plateau Families Healing from COVID-19 through Canoe Journeys	Humanities Washington	12/15/2021	12/14/2022	11/4/2022	10,000	-	10,000	0%	
Julie Beckstead	Undergraduate Training in Applied Seed Microbiology for Regenerative Agriculture and Habitat Restoration in the Inland Northwest	USDA NIFA	1/1/2022	4/14/2025	7/23/2020	93,305	12,734	106,039	29%	
Eric Hogle	Bldg. the Foundation for Noyce Master Teaching Fellows in Math - Subaward	National Science Foundation	10/1/2021	9/30/2022	8/21/2020	4,930	1,430	6,360	29%	
Katy Roden	Finding Our Way: Fostering a Sense of Place for Underrepresented Communities	National Endowment for the Humanities	3/1/2022	2/28/2023	6/9/2021	22,736	6,593	29,329	29%	
AWARDED - ACTIVE										
Faculty	Title	Funder	Start Date	End Date	Submission Date	Direct Costs	Indirect Costs	Award Amount	Indirect Percentage	
Christy Andrade	Investigating Diversity of Aeromonas phage in wild mosquitoes: How does the community of phage change throughout the mosquito lifecycle?	Murdock	2/22/2018	8/31/2022	10/1/2017	59,038	-	59,038	0%	
Wilson Bailey	Aminoxide ligards to cooperatively support transition metal catalized oxidenting	Murdock	5/1/2020	4/1/2023	10/1/2019	59,523	-	59,523	0%	
Maria Bertagnolli	ASCEND: Advancing STEM Careers by Empowering Network Development	National Science Foundation	4/15/2021	9/30/2024	5/22/2019	11,800	3,186	14,986	29%	
Angela Bruns	Prevalence of community gun violence exposure and consequences for adolescent well-being; identifying sources of heterogeneity to disrupt the cycle of violence	CDC (via UC Davis)	9/30/2020	9/29/2022	5/12/2020	64,388	18,673	83,061	29%	
Shannen Lee Cravens Khare	Thermodynamic and structural specificity of Parkin's transcription factor activity	Murdock	3/7/2019	9/1/2023	10/1/2018	57,917	-	57,917	0%	
Laura Diaz-Martinez	Identifying novel roles for three understudied essential genes	Murdock	4/1/2021	4/30/2024	10/1/2020	70,000	-	70,000	0%	
Laura Diaz-Martinez	RCN-UBE: Ethics Network for Course-based Opportunities in Undergraduate Research: Phase II	National Science Foundation	9/1/2019	8/31/2023	9/30/2019	29,588	8,581	38,169	29%	
Kathleen Leamy	Investigating Functionial RNA Adaption to Extreme Environments	Murdock	3/7/2019	9/1/2023	10/1/2018	59,780	-	59,780	0%	
Masaomi Matsumoto	Structure and Thermodynamis of cucurbit uril-peptide complexes: Toward the development of on-demand supramolecular porotein dimerization domains	Murdock	5/1/2020	4/1/2023	10/1/2019	60,000	-	60,000	0%	
Charles Pepiton	Without Them I Am Lost: Storytelling as Survival	US Embassy - Oslo Grants Program	2/1/2021	8/31/2022	7/29/2020	4,172	-	4,172	0%	
Jennifer Shepherd	Rhodoquinone biosynthesis as an unorthodox treatment for microbial infection and oxygen deprivation	Dalhousie University	3/29/2019	3/28/2023	2/14/2019	66,756	-	66,756	0%	
Brook Swanson	Collaborative Research: Multimodal Signaling in Rhinoceros Beetles	National Science Foundation	6/1/2020	5/31/2024	12/20/2019	218,176	27,999	246,175	10%	
AWARDED - NOT STARTED										
Faculty	Title	Funder	Start Date	End Date	Submission Date	Direct Costs	Indirect Costs	Projected Award	Indirect Percentage	
Jens Hegg (new faculty, fall 2022)	Startup Grant for New Faculty - BIOL	Murdock	9/1/2022	8/30/2024	8/1/2021	25,000		25,000	0%	
AWARDED - COMPLETE (within last three months)										
Faculty	Title	Funder	Start Date	End Date	Submission Date	Direct Costs	Indirect Costs	Award Amount	Indirect Percentage	
Laura Diaz-Martinez	Startup grant	Murdock	9/1/2019	5/31/2022	8/1/2018	30,000		30,000	0%	
John Orcutt	Startup Grant	Murdock	9/1/2019	5/31/2022	8/1/2018	30,000	-	30,000	0%	

SUBMITTED TO SPONSOR - PENDING									
Faculty	Title	Funder	Start Date	End Date	Submission Date	Direct Costs	Indirect Costs	Total grant request	Indirect Percentage
Alejandro Arango	Reconsidering Latinidad: A Social Identity Beyond Race and Ethnicity	National Endowment for the Humanities	10/1/2022	9/30/2025	12/1/2021	63,076	18,292	81,368	29%
Erik Aver	Collaborative Research: A Precision Measurement of the Primordial Helium Abundance	National Science Foundation	9/1/2022	8/31/2025	11/15/2021	158,680	46,017	204,697	29%
Betsy Bancroft	RoL:EN: The Scaling of Resilience-Emerging freshwater networks under variable climate regimes	National Science Foundation	1/1/2023	12/31/2028	3/1/2022	723,944	209,944	933,888	29%
David Cleary	S-STEM support for low income students	National Science Foundation	10/1/2022	9/30/2028	2/1/2022	1,413,406	84,612	1,498,018	29%
Melissa Click	For shame: Digital media	National Endowment for the Humanities	1/1/2023	7/31/2023	4/13/2022	35,000	-	35,000	0%
Shannen Lee Cravens Khare	Nanoscale Characterization of Early Enamel Degradation by Recent Dietary Trends	National Institute of Dental and Craniofacial Research	9/1/2022	8/31/2024	1/25/2022	200,000	41,678	241,678	29%
Shannen Lee Cravens Khare	Impact of DNA Damage on the Catalytic Activity of Structurally Diverse, RNA-Targeting DNazymes	Research Corporation Cottrell Scholars Award	3/1/2022	2/28/2025	7/1/2021	100,000	-	100,000	0%
Adam Fritsch	Experimental Nuclear Level Density Studies	National Science Foundation	5/1/2022	4/30/2025	12/7/2021	149,004	43,211	192,215	29%
Jens Hegg (new faculty, fall 2022)	Understanding largetooth sawfish movement, migration, and ontogeny	Save Our Seas Foundation	5/1/2023	4/30/2025	5/16/2022	55,832	-	55,832	0%
Melinda Howard	Collaborative Research: NSF INCLUDES Alliance: WiSEN	National Science Foundation	7/1/2022	6/30/2027	1/25/2022	258,312	70,560	328,872	29%
NOT SELECTED FOR FUNDING									
Faculty	Title	Funder	Start Date	End Date	Submission Date	Direct Costs	Indirect Costs	Award Amount	Indirect Percentage
Christian Fink	Background activity on intracranial EEG as a localizing biomarker of epileptogenic tissue	National Institutes of Health	7/1/2022	6/30/2027	11/5/2021	158,572	45,986	204,558	29%
Md Abdulla Al Mamun	Model Selection in Bivariate Negaive Binomial Regression Model	National Science Foundation	1/3/2022	8/31/2022	11/15/2021	5,250	-	5,250	0%

**Annual Report 2021-2022**  
**College of Arts and Sciences**  
**Appendix H: Fund 1000 Career Development Funding**

**Travel and Cura Personalis Funds**

<b>Faculty Type</b>	<b>Total # of Faculty/Staff</b>	<b>Total Amount</b>	<b>Average amount</b>
Tenured	52	\$ 27,238.93	\$ 523.83
Tenure-Track	38	\$ 27,078.94	\$ 712.60
Non-Tenured	15	\$ 10,490.66	\$ 699.38
Staff	6	\$ 1,624.16	\$ 270.69
<b>Grand Totals</b>	111	\$ 66,432.69	\$ 598.49

**Types of Activities**

Memberships  
Registrations  
Writing Retreats  
Manuscript/video editing  
Conference and workshop attendance  
Research travel

**Professional Development Funds**

Tenure-Track faculty receive \$350 a year during their probationary years.

	<b>Total # of Faculty</b>	<b>Total amount</b>	<b>Average amount</b>
Tenure-Track	64	\$ 11,013.31	\$ 172.08

**Other Activities**

	<b>Total # of Faculty/Staff</b>	<b>Total amount</b>	<b>Average amount</b>
Tenured	3	\$ 4,900.28	\$ 1,633.43
Tenure-Track	12	\$ 11,251.97	\$ 937.66
Non-Tenured	1	\$ 475.32	\$ 475.32

**Types of Activities**

Search Advocate Workshops  
Faculty Development Workshops  
Coaching Sessions  
Research Trips

**Annual Report 2021-2022**  
**College of Arts Sciences**  
**Appendix I: Dean's Funds Awards**

DEAN'S FACULTY DEVELOPMENT FUND							
						REQUESTED	AWARDED
Name(s)	Dept	Dates of Proposal	Title of Proposal	Budget	Additional Funding Sources	2021-2022	2021-2022
Ann Ciasullo	ENGL	September & October 2021	Research for Book Project on "The Outsiders," part of Routledge's "Cinema and Youth Culture" Series	Travel package: \$672.86 Per Diem: \$165 Bowling Green Fees: \$147.96	N/A	\$985.82	\$985.82
Charlie Pepiton	THEA	Feb-22	Bird Signs - short narrative film	Travel/Car Rental: \$1,100 Travel/Gas: \$300 Hotel/VRBO: \$1,300	Square Top Theatre: \$10,000 (awarded) GU CCSEn MicroGrant: \$1,000 (requested)	\$2,700.00	\$2,700.00
Marianne Poxleitner	BIOL	AY21-22	Publication of Genome Announcement	Publication Fee: \$1,050	N/A	\$1,050.00	\$1,050.00
Noralis Rodriguez-Coss	WGST	October 2021 & January 2022	Discourses of Complicit Denial and their relationship to gender-based violence in Puerto Rico	Data Analysis: \$500	N/A	\$500.00	\$500.00
Veta Schlimgen	HIST	AY21-22	Alumni Advice Project	Honoraria: \$1,000	N/A	\$1,000.00	\$0.00
Lee Wurm	PSYC	AY21-22	New Research Opportunities for Psychology Majors	Computer: \$741.83 Headphones: \$318 Microphone: \$149	N/A	\$1,208.83	\$1,208.83
Enrico Zammarchi	MDLA	December 2021/ January 2022	The Movement for the Autonomy of the Romagna: A Transhistorical Analysis	Airfare: \$850 Meals: \$300	N/A	\$1,150.00	\$1,150.00
				<b>TOTAL</b>		<b>\$8,594.65</b>	<b>\$ 7,594.65</b>

SPECIAL PROJECTS - DEAN'S DISCRETIONARY FUND							
						REQUESTED	AWARDED
Name(s)	Dept	Dates of Proposal	Title of Proposal	Budget	Additional Funding Sources	2021-2022	2021-2022
Maria Howard	PHIL	Nov-21	Ethics Bowl	Registration: \$175 Activity Materials: \$164 Meals: \$350	N/A	\$690.00	\$690.00
Shuying Li***	MUSC	June 6-12, 2022	Operation Opera Festival	Guest Accomodations: \$5,000	N/A	\$5,000.00	\$5,000.00
Shalon Parker	ART	February & March 2022	BIPOC Artist Exhibits at GUUAC	Honoraria: \$800 Workshop Materials: \$200	Kreielsheimer Fund: \$1,750 NTAS Program: \$200	\$1,000.00	\$1,000.00
Veta Schlimgen	HIST	AY21-22	Alumni Advice Project	Honoraria: \$1,000	N/A	\$1,000.00	\$1,000.00
Kevin Hekmatpanah	MUSC	Winter 21-22	Video Editing and Formatting Past Gonzaga Symphony Orchestra Concerts for Broadcast on YouTube and/or Vimeo	Video Editing Services: \$2,700	N/A	\$2,700.00	\$2,000.00
				<b>TOTAL</b>		<b>\$10,390.00</b>	<b>\$9,690.00</b>

\*\*\*Funded by Dean's Excellence Fund due to timing of event

—+ [June 16, 2022] +—

# Office of University Advancement

## FY22 Fundraising Totals

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# University Fundraising (Cash Received)

Fiscal Year-to-Date Comparison				
FY	2022		2021	
Fund Type	# Donors	\$ Received	# Donors	\$ Received
Annual Fund	5667	\$2,629,110	6233	\$3,321,379
Other Unrestricted	4	\$82,888	22	\$215,701
Restricted	4230	\$19,108,621	4755	\$13,227,676
Endowment	1229	\$14,772,838	946	\$6,742,221
Buildings/Equipment	274	\$9,598,710	356	\$4,335,390
<b>Total</b>	<b>10216</b>	<b>\$46,192,167</b>	<b>10817</b>	<b>\$27,842,367</b>

# College of Arts & Sciences

Fiscal Year-to-Date Comparison				
FY	2022		2021	
Fund Type	# Donors	\$ Received	# Donors	\$ Received
CAS Excellence Fund	80	\$59,307	7	\$3,575
Restricted	357	\$789,901	457	\$788,073
Endowment	196	\$5,247,748	151	\$467,871
Buildings/Equipment	2	\$11,520	2	\$145
<b>Total</b>	<b>594</b>	<b>\$6,108,476</b>	<b>602</b>	<b>\$1,259,664</b>

Fiscal Year-to-Date Comparison				
FY	2022		2021	
Donor Affiliation	# Donors	\$ Received	# Donors	\$ Received
Alumni	302	\$1,086,411	260	\$323,705
Parents	107	\$763,289	128	\$70,822
Friends	145	\$3,969,543	182	\$645,614
Firms	21	\$59,749	16	\$44,129
Foundations	10	\$170,341	9	\$140,955
Other Organizations	9	\$59,142	7	\$34,438
<b>Total</b>	<b>594</b>	<b>\$6,108,476</b>	<b>602</b>	<b>\$1,259,664</b>



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[June 16, 2022]

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Prepared by Cheryl Mitchell  
Sr. Director, Data, Reporting & Analytics  
University Advancement

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# GONZAGA UNIVERSITY

## THE COLLEGE OF ARTS AND SCIENCES

### REVISED STRATEGIC PLAN: VISION 2024

#### MISSION

The College of Arts and Sciences lives our Jesuit, Catholic, and humanistic character by providing learning experiences that transform our students, faculty, and staff.

We do so by:

- encouraging a critical self-reflection on life, faith, and knowledge
- engaging with meaningful problems in our local and global communities
- pursuing the cause of social justice
- fostering scholarly inquiry, creativity, and collaboration

The College develops women and men for others, ready to face the intellectual, vocational, and spiritual challenges of today and tomorrow.

# VISION

**ENGAGE in holistic, active learning that builds meaningful and practical knowledge and a passion for scholarly inquiry by:<sup>1,2</sup>**

**Promoting a culture of rigorous and deep learning through the collaboration of students and faculty in research and application by:<sup>3</sup>**

*Developing and supporting various forms of undergraduate research and creative inquiry:*

- Increase long-term funding to support the Center for Undergraduate Research and Creative Inquiry through grants and endowments, including funding to continue support for undergraduate research in the Humanities.
- Through CURCI, develop opportunities for faculty to learn effective approaches to incorporate undergraduate research in courses.
- Work with the Office of Sponsored Research and Programs to provide assistance to faculty for writing grants to support research with undergraduates and faculty and equipment needs.
- Develop opportunities for faculty to learn Digital Humanities methodologies and/or tools to develop digital projects grounded in undergraduate research experiences.

**Creating opportunities for students and faculty to apply concepts inside and outside the classroom through active learning and professional pursuits by:**

*Promoting experiential learning:<sup>4</sup>*

- Collaborate with external organizations to increase internship, place-based and service learning, and research opportunities.

*Adapting and developing courses to increase engaged learning in the classroom:*

- Have the Teaching Innovation Task Force partner with the CTA to create opportunities for faculty to learn how to make students active participants in learning activities.
- Set and maintain class size caps that support the use of engaged pedagogy.
- Identify improvements in classrooms and labs that are needed to promote engaged learning.

*Expanding funding for the Dean's Faculty Development Fund to promote innovative initiatives in teaching and research, possibly administered through CURCI.*

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<sup>1</sup> Strategic Plan Commitment 2: Animate Academic Excellence across the Institution

<sup>2</sup> Strategic Plan Commitment 3, Goal 10: Ensure that all students are afforded structured opportunities to engage in High-Impact Educational Practices.

<sup>3</sup> Strategic Plan Commitment 2, Goal 2: 40% of all undergraduate students engage in student or student-faculty research during their time at Gonzaga.

<sup>4</sup> Strategic Plan Commitment 3, Goal 4: 80% of undergraduate students will engage in and reflect upon their internship, cooperative education, social entrepreneurship, or social enterprise during their time at Gonzaga.

**Supporting the design and implementation of innovative curricula, educational programs and experiences by:**

*Stimulating and supporting innovative teaching and learning techniques, including team teaching, interdisciplinary teaching, and learning communities:*

- Have the Teaching Innovation Task Force recommend forums for Pedagogy Talks (similar to the Dean's Research and Creative Activity Fora) to encourage discussion and sharing of innovative pedagogy amongst faculty.
- Continue to offer support for team teaching and interdisciplinary teaching (e.g. through continuing the Dean's support of the team-teaching proposal, having the Office of Sponsored Research identify grant opportunities, holding interdepartmental workshops, etc.).

*Expanding the use of technology that is demonstrated to improve teaching & learning:*

- Provide faculty with robust, professional training in the use of relevant technology, e.g. through partnering with the CTA and Instructional Design and Development.
- Partner with Foley Library to establish electronic reserves.
- Continue to support the integration of Digital Humanities in the CAS by partnering with Foley Library and the CTA to establish training modules and faculty/library expertise in recognized DH platforms and/or software.

*Developing delivery methods beyond the traditional classroom:*

- Sponsor appropriate institutes, workshops, "in-residence" scholars, arts festivals, conferences, camps, and speakers that support our departments' curricular goals.

*Working with the Office of Sponsored Research and Programs to secure grants for teaching innovation:<sup>5</sup>*

- Develop workshops and opportunities (especially department-specific) to learn about services provided by the Office of Sponsored Research and Programs.
- Support educating faculty about the Office of Sponsored Research and Programs' databases to help them identify funding opportunities.

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<sup>5</sup> Strategic Plan Commitment 2, Goal 3: Regularly secure \$5,000,000 of annual external grant support.

**COLLABORATE locally and globally, promoting whole-person learning through civic and community engagement by:**<sup>6</sup>

**Providing/supporting educational, civic, artistic, and intellectual opportunities in the Inland Northwest by:**<sup>7</sup>

*Supporting innovative collaborative work between Gonzaga and diverse communities in the Spokane area, including local Native American reservations:*

- Continue to pursue engagement with the community through the Center for Public Humanities' series, collaborations, and educational experiences.
- Increase community exposure to Gonzaga's arts, music, theater, dance, and film programs.
- Form an exploratory or Dean's advisory board to identify which communities are ready collaborators and leaders, how best to develop such relationships, and to propose programming relevant to the community.

*Exploring and strengthening connections between faculty and diverse flagship civic organizations in the region (Providence Sacred Heart, Veterans Administration, Catholic Charities, etc.) in order to identify sustainable, mutually beneficial relationships:*

- Work with the Center for Public Humanities, University Advancement, Mission and Ministry, the Center for Community Engagement, and other on-campus partners to develop a plan for examining large-scale, reciprocal relationships with such organizations.

*Actively engaging faculty with the community by promoting the development of place-based courses/scholarship and opportunities for community-engaged learning:*

- Explore opportunities to work outside traditional classroom structures.
- Incentivize development of more programs like Science in Action! and Dance for Parkinsons.
- Support the Center for Public Humanities' efforts to develop place-based, community-engaged learning opportunities.
- Develop Humanities community-engaged learning opportunities in Spokane schools.

*Developing the Myrtle Woldson Performing Arts Center as a cultural hub for the region:*

- Collaborate with the MWPAC Director, Chairs, and University Advancement to secure grant and donor funding for innovative programming.
- Enhance arts leadership in Spokane and the region by hosting festivals and institutes for arts educators and students.

**Teaming with educational, institutional, & professional partners at Gonzaga & around the world to create a global educational experience for our students by:**<sup>8</sup>

*Developing study abroad and place-based opportunities that emphasize experiential learning and inter-cultural experiences:*

- Continue to collaborate with the Center for Global Engagement and Jesuit partners to cultivate local and international community partnerships.
- Work with the Center for Global Engagement to examine data on students' Study Abroad interests and needs.

*Educating faculty on resources that promote global or inter-cultural engagement in the curriculum:*

- Create and incentivize opportunities to prepare faculty to deepen global engagement in the classroom.
- Building on Global Studies courses in the university core, continue to promote global learning across the CAS curriculum so that students have multiple opportunities to gain global competence throughout their education.

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<sup>6</sup> Strategic Plan Commitment 3: Provide an Integrative Jesuit Educational Experience for Our Students

<sup>7</sup> Strategic Plan Commitment 3, Goal 9: Community engagement and community-based partnerships will increase from 9% to 18% and ensure every student who wants a quality civic engagement learning experience will be offered the opportunity.

<sup>8</sup> Strategic Plan Commitment 2, Goal 8: Provide opportunities for all students to engage with diverse cultures and global issues.

*Leveraging the experience and abilities of international students and faculty on campus to support globalization across the curriculum, including developing further opportunities for students to share their experiences gained from living and/or studying abroad.<sup>9</sup>*

- Pursue partnerships with Modern Languages (ELC) and the Center for Global Engagement (international students) to enrich classroom experiences for both native and non-native English speakers, such as through conversation partners.
- Work with student clubs focused on developing intercultural competencies.

#### **Developing and strengthening relationships within the Gonzaga community by:**

*Addressing climate survey-related issues, including workplace and classroom environments:<sup>10</sup>*

- Continue to provide and promote faculty opportunities for developing inclusive pedagogical practices.
- Collaborate with the Office of Mission and Ministry to explore with faculty and staff how the Jesuit context enhances the work of the College.

*Collaborating with the Director of the Regional Health Partnership (RHP) to promote the partnership between GU and the UW School of Medicine.<sup>11</sup>*

- Encourage ongoing CAS involvement in the RHP working groups that are charged with exploring more opportunities for undergraduate research, developing a program in Medical Humanities, and facilitating partnership communication and processes.

*Engaging faculty with current and former students and alumni:*

- Work with Alumni Relations to develop contact lists of former majors and minors to reach out with department news and developments.
- Develop programs for alumni to return to campus to connect with students in similar disciplines to share career paths and embodiment of GU education and mission.

*Enhancing interdependence of offices across campus and breaking down silos:<sup>12</sup>*

- Develop opportunities to discuss, learn about, and collaborate with the work of colleagues in other departments and across academic disciplines.
- Foster communication and creative collaboration with staff in student life offices.
- Foster improved relationships between faculty and staff.
- Develop opportunities for interdepartmental interaction via interdisciplinary programming and project development in the Digital Humanities Initiative.
- Continue to work with other academic units on plans for the Integrated Science and Engineering building and promote the vision of integration and collaboration within and between the CAS and other programs/departments.<sup>13</sup>

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<sup>9</sup> Strategic Plan Commitment 3, Goal 2: 6% of entering undergraduates and 15% of graduate students will be from outside the U.S. and will be integrated into current university systems for stronger international, graduate, and undergraduate student experience and support.

<sup>10</sup> Strategic Plan Commitment 4, Goal 3: Develop a comprehensive “people strategy” focused on capturing current activities and potential opportunities in the areas of professional development, compensation/benefits, work-life balance, respect and appreciation, and workplace environment.

<sup>11</sup> Strategic Plan Commitment 2, Goal 13: Create additional opportunities for development and expansion of the partnership with the University of Washington.

<sup>12</sup> Strategic Plan Commitment 4, Goal 3: Develop a comprehensive “people strategy” focused on capturing current activities and potential opportunities in the areas of professional development, compensation/benefits, work-life balance, respect and appreciation, and workplace environment.

<sup>13</sup> Strategic Plan Commitment 2, Goal 10: Open a Center for Integrated Sciences & Engineering by 2018.

**TRANSFORM our students into women and men for others through critical reflection on faith, culture, and social justice by:<sup>14, 15</sup>**

**Providing opportunities for critical reflection on the roles of faith and reason in society, culture and our students' chosen disciplines by:**

*Sponsoring & funding faculty-driven or student-led talks, panels, film viewings & other events reflecting on topics of faith & reason as well as other issues related to transformation:*

- Partner with the Office of Mission and Ministry to coordinate mutual interest in these events.

*Pursuing meaningful partnerships with local and regional communities of faith:*

- Build on existing connections faculty and staff have with communities of faith with the goal of identifying opportunities for shared projects.

**Developing programs that inspire students to live and work intentionally by:**

*Providing educational opportunities to train advisors in vocational discernment:*

- Work with CTA to include vocational discernment as key element in the Advising Academy.
- Form a committee charged with identifying and recommending good advising strategies for encouraging vocational discernment.

*Collaborating with the Career and Professional Development Center and other entities to support a series of events and learning opportunities related to vocation and career development to enable students to live lives of purpose.<sup>16</sup>*

- Identify and advertise speaker series that focus on the benefit of the core curriculum and the major to one's career path and to meaningful work.
- Identify opportunities to integrate Digital Humanities methodologies and/or projects into Humanities courses so that students develop and can articulate a diverse and marketable set of skills that are visible to potential employers via digital application.

*Educating faculty on Student Development and campus resources, including University Mission and Ministry, the Center for Community Engagement, and the Center for Cura Personalis:*

- Continue and develop relationship with the CTA to devise ways of incorporating introductions to these offices for all CAS faculty, including during New Faculty Orientation or through the Advising Academy.
- Find opportunities to leverage Student Development's expertise on student experiences outside of the classroom to inform faculty.

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<sup>14</sup> Strategic Plan Commitment 1: Foster Responsibility for Shared Mission

<sup>15</sup> Strategic Plan Commitment 3: Provide an Integrative Jesuit Educational Experience for Our Students

<sup>16</sup> Strategic Plan Commitment 4, Goal 2: Strengthen Gonzaga's brand position as a premier Jesuit, liberal arts-based institution as indicated by elevating key factors including academic excellence, career preparedness, and value.

In the Jesuit, Catholic, humanist tradition, cultivating the virtues of social justice and the ability to empathize with others to create a more sustainable, participatory, and equitable world by:

*Broadening opportunities for student engagement in social justice for diverse communities:*

- Charge an exploratory advisory board to the dean with identifying diverse communities in the Spokane area that are ready collaborators and leaders and how to develop such partnerships.
- Develop a unique new university press, comprising an open-access and peer-reviewed press dedicated to scholarship on social justice issues around the globe, and a print and digital publishing house producing texts that examine social justice issues in collaboration with community partners and marginalized communities in the Inland Northwest.

*Create a more inclusive and diverse environment in the College of Arts and Sciences:*<sup>17, 18</sup>

- Develop and implement a diversity and inclusion plan for the College.
- Educate faculty and staff on best practices for promoting inclusivity and the retention and success of students of color.
- Continue faculty development and training opportunities on hiring for diversity and best practices for inclusive cultures within departments.
- Provide support and mentoring for colleagues from under-represented groups.

*Continue to support the development of formal academic opportunities for students to study social justice and sustainability:*

- Support faculty interested in developing courses that explore important issues of faith, justice, and culture.
- Support faculty interested in developing courses or units on environmental/ecological sustainability, and social issues/phenomena related to sustainability.
- Work with the CTA to provide training and support for teaching about social justice.

*Create a committee to consider how to better coordinate the work of existing academic units whose programming focuses on social justice and environmental issues.*<sup>19</sup>

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<sup>17</sup> Strategic Plan Commitment 2, Goal 7: Minimally, 20% of fulltime faculty and staff will comprise employees from racially, ethnically or culturally diverse populations (using federally-defined categories).

<sup>18</sup> Strategic Plan Commitment 2, Goal 8: Provide opportunities for all students to engage with diverse cultures and global issues.

<sup>19</sup> Strategic Plan Commitment 4, Goal 8: Reduce the institution's carbon footprint by 20% (from 2009 levels) through institutional and community member efforts by increasing awareness, efficiency and conservation related to environmental sustainability.



**BUILD on our current strengths and develop new ones through careful stewardship of our human and material resources by:<sup>20, 21</sup>**

**Sustaining and strengthening our capacity to provide an academically excellent education by:<sup>22, 23</sup>**

*Improving space, technology, and infrastructure for instruction, research, and offices:*

- Create a working group to gather suggestions for improving research and teaching spaces.
- Create a CAS Technology Clearinghouse, whereby all technology, software, licenses, etc. used by individual faculty and departments are listed in one central location.

*Training faculty, staff, and administration regarding technology:*

- Continue the Technology and Online Training Taskforce with the charge to (a) identify best practices and (b) organize in-depth, professional trainings.
- Promote CTA programs for the evidence-based integration of relevant technology into the classroom.

*Increasing the number of students receiving post-baccalaureate scholarships and fellowships:<sup>24</sup>*

- Invite Sponsored Research and Fulbright Coordinator, etc. to inform faculty of the role they can play in supporting student applications.

*Enhancing funding to support learning facilities (Myrtle Woldson Performing Arts Center) and initiatives (Digital Humanities, Center for Public Humanities, Center for Undergraduate Research):<sup>25</sup>*

- Continue to work with University Advancement to identify friends of the College as potential donors and potential members of the CAS Advisory Council.

*Working with units inside and outside the College to better tell our story and foster communication:*

- Work with MarCom on reaching out to faculty for stories that make faculty accomplishments transparent to potential donors.
- Continue to invite staff from other units to meetings of chairs and faculty/staff to communicate current information (e.g. Student Development, Center for Career & Professional Development, Budget Officer, etc.).
- Work with MarCom to train faculty on how to submit events to the online University calendar.

**Creating new programs and supporting existing efforts that connect emerging needs to the liberal arts model of education by:<sup>26</sup>**

*Promoting careers in the Arts and Sciences:*

- Work with other units such as the Center for Career and Professional Development and Admissions to promote the liberal arts.
- Sponsor visits by recent graduates to discuss diverse career paths.

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<sup>20</sup> Strategic Plan Commitment 2: Animate Academic Excellence across the Institution

<sup>21</sup> Strategic Plan Commitment 4: Optimize Institutional Stewardship and Sustainability

<sup>22</sup> Strategic Plan Commitment 4, Goal 2: Strengthen Gonzaga's brand position as a premier Jesuit, liberal arts-based institution as indicated by elevating key factors including academic excellence, career preparedness, and value.

<sup>23</sup> Strategic Plan Commitment 4, Goal 9: Enhance renewal and replacement funding for the Physical Plant and Information Technology infrastructure to ensure our learning environments, facilities and grounds remain conducive to carrying out our mission.

<sup>24</sup> Strategic Plan Commitment 2, Goal 1: Implement nationally recognized markers of academically excellent higher education institutions such as Phi Beta Kappa national honor society recognition and an average of four students per year receiving national baccalaureate or post-baccalaureate fellowships (e.g., Rhodes, Marshall, Fulbright scholarships or fellowships).

<sup>25</sup> Strategic Plan Commitment 2, Goal 9: Enhance renewal and replacement funding for the Physical Plant and Information Technology infrastructure to ensure our learning environments, facilities and grounds remain conducive to carrying out our mission.

<sup>26</sup> Strategic Plan Commitment 4, Goal 2: Strengthen Gonzaga's brand position as a premier Jesuit, liberal arts-based institution as indicated by elevating key factors including academic excellence, career preparedness, and value.

*Creating formal occasions for faculty and students to learn about marketing the employment value of Jesuit Education:*

- In addition to the Core Integration Seminars, develop a plan for the creation of an integrated series of opportunities for students to articulate the components and values of Jesuit education.
- Support departments in their efforts to market their programs (through the catalog, website, etc.).

**Investing in the leadership and performance potential of our staff and faculty through meaningful development opportunities by:<sup>27</sup>**

*Strengthening leadership skills of College administrators, department chairs, program directors, and support staff:*

- Continue to support new department chairs' attendance at conferences for department heads.
- Work with HR and other offices to develop training programs for leadership and personnel management, while maintaining an Ignatian perspective.

*Expanding professional development opportunities for staff:*

- Partner with Staff Assembly to ask staff what they need.
- Support on-going training in technology, data collection, management, and analysis, as well as training in matters of mission and/or working with students.

*Supporting professional development for faculty:*

- Continually educate faculty about ongoing and emerging resources for professional development.

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<sup>27</sup> Strategic Plan Commitment 4, Goal 3: Develop a comprehensive “people strategy” focused on capturing current activities and potential opportunities in the areas of professional development, compensation/benefits, work-life balance, respect and appreciation, and workplace environment.

# Annmarie Caño

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**Leadership in sustainable and inclusive culture change that empowers whole-person success. Strengths include: creating and empowering collaborative project teams that accomplish mission-driven outcomes; collaborative engagement across levels, roles, identities, and units; inclusive and innovative professional, career, leadership development and mentoring program development; responsible stewardship of financial and human resources.**

## EDUCATION

Ph.D. Clinical Psychology, Stony Brook University, 1998  
Pre-doctoral Internship, Syracuse VAMC, 1997-1998  
M.A. Psychology, Stony Brook University, 1995  
B.A. Psychology, Princeton University, 1993

## FACULTY POSITIONS

Professor, Department of Psychology, Gonzaga University, 2020-present  
Professor, Department of Psychology, Wayne State University, 2014-2020  
Associate Professor, Department of Psychology, Wayne State University, 2006-2013  
Training Faculty Member, Institute of Gerontology, Wayne State University, 2004-2020  
Assistant Professor, Department of Psychology, Wayne State University, 2001-2005  
Assistant Professor, Department of Psychology, Eastern Michigan University 2000-2001  
Lecturer, Department of Psychology, Wayne State University, 1998-2000

## LEADERSHIP/PROFESSIONAL EXPERIENCE

**Dean of the College of Arts and Sciences, Gonzaga University, July 1, 2020-present**

*Responsibilities:*

- Lead the largest academic unit at the university comprised of 304 faculty and staff who deliver a mission-driven core curriculum to all undergraduates
- Develop innovative curriculum to meet the needs of students, including 2,176 undergraduate majors and 60 graduate students
- Supervise dean's office team including two associate deans, director of operations, sr. budget and personnel officer, web specialist, marketing and communications specialist, and 4 administrative staff
- Manage a budget of approximately \$26 Million
- Set strategic priorities in collaboration with 22 department chairs
- Advance diversity, equity, and inclusion in recruitment, hiring, and retention of faculty, staff, and students
- Collaborate with the Provost's and President's Offices, Student Affairs, Center for Teaching and Advising, Office for Diversity, Equity, and Inclusion, Enrollment Management and other offices to offer high quality academic and professional experiences for students, staff, and faculty
- Build partnerships and collaborations with families, donors, friends, and community members that support our Catholic, Jesuit, and humanistic educational mission

*Key Accomplishments:*

- Effective leadership of a large operation through two years of remote and hybrid work and pandemic-related stress: each year, more than 70% of CAS employees who completed an anonymous survey reported that they agreed or strongly agreed with this statement: "Overall, I am happy with the dean's performance"
- Launched and led new Inclusion, Diversity, and Equity (IDEAS) in Action Council with concrete actions aimed at enhancing curriculum and course design, interactions in and outside of the classroom, faculty/staff recruitment and retention, STEM undergraduate programs: <https://www.gonzaga.edu/college-of-arts-sciences/about/ideas-in-action>
- Instituted equitable hiring practices and tools (guidelines for writing position descriptions, rubrics) and launched new jobs site that articulates College values for recruitment of faculty and staff: <https://www.gonzaga.edu/college-of-arts-sciences/about/cas-jobs>
- Converted travel fund to "cura personalis" ("care for the whole person") career development fund for faculty and staff that is flexible for different career and life stages; and created cura personalis time for staff to pursue professional development opportunities
- Launched new [newsletter](#) and [blog](#) to connect and build engagement with the College
- Created a Healthy Academic Cultures taskforce to address academic harassment and workplace bullying through education and professional development opportunities
- Led advisory council revision of by-laws to enhance diversity in board membership
- Stewarded over \$6 million in new major gifts to departments in fiscal year 2022, a fourfold increase from the prior year

**Associate Provost for Faculty Development and Faculty Success, Wayne State University, July 30, 2018-June 30, 2020**

*Responsibilities:*

- Developed innovative professional, career, and leadership development programming to promote department chair, faculty, and academic staff success
- Created faculty mentoring programs aligned with National Center for Faculty Development and Diversity (NCFDD) institutional membership
- Organized and lead new faculty orientations and department chair trainings
- Led Provost's, President's, and Board of Governors faculty and academic staff award processes
- Managed sabbatical leave selection process
- Served as Provost's Office liaison to the Faculty Affairs Committee of the Academic Senate

*Key Accomplishments:*

- Reinvented faculty orientation to be a more inclusive experience for the diverse needs of tenure-track and tenured faculty, lecturers, and clinical and research faculty through a customizable menu of offerings
- Supported a culture of collaboration and support by offering informal networking opportunities for new faculty (New Faculty Coffee Hour) and department chairs (Chair Chats), 93% of faculty and 100% of chair attendees reported these opportunities were useful
- Designed and launched professional development series to empower faculty and academic staff to support fulfilling career engagement (e.g., parenthood on the tenure-track, building inclusive mentoring networks, the art of authentic self-promotion, writing productivity tools) in AY 2018-2019 with over 375 attendees in the launch year; 98% reported the seminars were useful
- Created and launched Academic Leadership Academy in August 2019, a one-year leadership development program aimed at empowering faculty and academic staff leadership through seminars, mentorship, and a leadership project to improve the faculty, staff, or student experience
- Conceived of and hosted a leadership podcast "EmpowerED to Lead" to break down unit siloes and empower all employees to embrace leadership

- Designed Department Chair Summer Leadership Institute to support departmental leaders in their roles as culture change leaders and developers of their faculty, staff, and students
- More than doubled membership activations in NCFDD to 875 people, increasing the reach and cost effectiveness of this online mentoring tool
- Curated and launched new Faculty Impact e-newsletter in Fall 2019 as a faculty recognition and interdisciplinary collaboration resource
- Created rubrics in collaboration with recognition committees to increase transparency of award selection processes and to reduce impact of implicit gender, racial, and other biases that may limit award access
- Empowered faculty and staff from marginalized groups and their allies by offering academic harassment and bullying seminars and bystander intervention training as well as a Women in Academic Leadership reading group

**Associate Dean, The Graduate School, Wayne State University, August 1, 2015-June 30, 2018**

*Responsibilities:*

- Responsible for graduate enrollment management initiatives (i.e., recruitment, admissions, professional development) for 120 master's and 72 doctoral programs serving over 7,400 domestic and international graduate students
- Strategically allocated graduate scholarship, fellowship, and research assistantship budget of over \$5,000,000
- Created and led professional development programming for graduate students, including doctoral students who are underrepresented in their fields
- Managed approval process for and advise programs on new and revised graduate certificate, Master's, Ph.D., and professional doctorate program proposals including moratoria and discontinuances
- Managed grade and dismissal appeals initiated by Ph.D. students
- Envisioned and emceed innovative programming for signature Graduate School events including Graduate and Postdoctoral Research Symposium, Graduate Open House, and King-Chavez-Parks Visiting Scholar Day
- Created and implemented Graduate School marketing and communications plan including email campaigns and social media outreach about innovative programs and events
- Represented Graduate School in Graduate Employee Organization Committee collective bargaining agreement renegotiations
- Coached a staff of 8 including Director of Graduate Admissions, Ph.D. Office Manager, Master's Office Program Manager, and Graduate Programs Outreach Specialist

*Key Accomplishments:*

- Created and launched competency-based professional development and microcredentialing program that recognizes graduate students' mastery of transferable skillsets with digital badges; attendance at events doubled after instituting microcredentials
- Developed a holistic review toolbox to recruit and admit talented graduate students from diverse backgrounds
- Initiated university-wide 3 Minute Thesis (3MT) annual competition at WSU
- WSU Co-PI of the Michigan NSF Alliance for Graduate Education and the Professoriate (AGEP) program, which provided a community of support to empower doctoral students who are underrepresented in their disciplines to succeed
- Launched a new research program on faculty gatekeeping during the graduate admissions process to inform best practices in graduate education and access to the professoriate
- Cultivated strong interpersonal relationships with diverse stakeholders across campus to promote diversity and inclusion in graduate student recruitment, admissions, and success

**Associate Chair, Department of Psychology, Wayne State University, March 2014-July 2015**

*Responsibilities:*

- Responsible for ensuring effective advising to undergraduate and graduate advising by supervising a staff of 6 undergraduate and graduate advisors and managed advising services for approximately 1,300 psychology majors
- Managed faculty and graduate teaching assistant (GTA) teaching assignments
- Hired and supervised part-time faculty
- Responsible for departmental approval for research protocols prior to IRB submission
- Resolved student grade appeals, disruptive and distressed students, and academic integrity issues
- Recruited faculty to represent the department and university at student recruitment events

*Key Accomplishments:*

- Provided leadership by initiating and implementing first curriculum assessment program for undergraduate and graduate programs, including enlisting faculty, staff, and student stakeholder input and review, identifying overarching themes, and creating a plan for continual program improvement
- Planned and instituted curriculum change with faculty collaboration to require new Research Methods course for undergraduate majors based on assessment results
- Created online repository of departmental materials to facilitate communication with faculty and GTAs and awareness of policies

**Graduate Director, Department of Psychology, Wayne State University, March 2014-July 2015**

*Responsibilities:*

- Provided oversight of the department's Ph.D. program comprising 130 students in four research tracks (Clinical, Industrial/Organizational [I/O], Cognitive-Developmental-Social, and Behavioral and Cognitive Neuroscience)
- Managed the graduate student annual review process
- Led the Graduate Committee to review graduate education policies and admissions
- Served as departmental liaison to the College of Liberal Arts and Sciences and the Graduate School

*Key Accomplishments:*

- Identified a way to provide enhanced GTA supervision and professional development while remaining consistent with the Graduate Employee Organization Committee collective bargaining agreement by overhauling GTA work rules
- Identified a means to save students approximately \$10,000 in tuition costs by changing the Ph.D. candidacy timeline, which was implemented with faculty approval
- Enhanced annual review process to include clear language about expectations and accountability for graduate students

**Chair, Undergraduate Committee, Department of Psychology, Wayne State University, August 2010-July 2013**

*Responsibilities:*

- Led faculty-staff committee in reviewing and recommending revisions to the undergraduate curriculum, advising processes, and undergraduate research mentoring to promote academic success, career development, and sense of belonging
- Provided oversight of \$200,000 scholarship and travel award budget used to support undergraduate majors

*Key Accomplishments:*

- Advanced undergraduate student success in an evidence-based manner by identifying barriers to success and recommending curricula changes that were approved by faculty, including adding prerequisites to ensure mastery of basic skills and knowledge to enhance success in upper-level courses and enhancing the rigor of the honors track

- Created and shared tools to assist faculty members with research mentoring including mentor-mentee contract templates
- Successfully recruited faculty to serve as research mentors

## **LICENSES AND CERTIFICATIONS**

Psychologist, Washington State Department of Health, License #61278763, 2022-present  
 Psychologist, Michigan Board of Psychology, License #6301010844, 2000-present

## **LEADERSHIP IN SCHOLARLY DISCIPLINES**

Editorial Board, *Journal of Pain*, 2011-present  
 Associate Editor, *Health Psychology*, American Psychological Association (APA), 2010-2016  
 Editorial Board, *American Psychologist*, 2016-2021  
 Associate Editor, *Journal of Family Psychology*, APA, 2007-2014  
 Consulting Editor, *Journal of Family Psychology*, 2006, 2015-present  
 Co-editor (with Annette Mahoney), Two special sections on spirituality and religion in family life (October and December), *Journal of Family Psychology*, 2014  
 Co-editor (with Jos Bosch), Special section on disparities in pain, *Health Psychology*, 2013  
 Guest Editor, Special series on couples and pain, *Clinical Journal of Pain*, 2008  
 Co-Chair, Psychosocial Research Special Interest Group, American Pain Society, 2008-2011  
 Co-President, Couples Research and Therapy Special Interest Group in the Association for the Advancement of Behavior Therapy, 2001-2003

## **LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

Association for Jesuit Colleges and Universities Leadership Institute, 2020-2021  
 National Intergroup Dialogue Institute, University of Michigan, 2019  
 Higher Education Resource Services (HERS) Summer Leadership Institute and HERS Luce Program for Women in STEM Leadership, 2017  
 Diversity Scholars Network, National Center for Institutional Diversity, University of Michigan, 2017-present  
 American Psychological Association Leadership Institute for Women in Psychology, 2015-2016  
 Internship in Ignatian Spirituality, Manresa Jesuit Retreat House, Bloomfield Hills, MI, 2008-2010  
 Research Center for Minority Aging Research Scholar, Wayne State University - University of Michigan, 2001-2002

## **SELECTED PROFESSIONAL SERVICE AND MEMBERSHIPS**

Executive Board, Association of Jesuit Colleges and Universities Arts & Sciences Deans, 2022-present  
 External Advisory Board, University of Missouri-St. Louis NSF ADVANCE, 2022-2023  
 Panelist, Association of Jesuit Colleges and Universities Leadership Institute session on Social Justice and Reconciliation, January 11, 2022  
 Planning Committee Member, Promotion, Tenure, & Advancement through the Lens of 2020: The Next Normal, National Academies of Science, Engineering, and Medicine, May – November 2021  
 Panelist, Personal Perspectives of STEM Latinas, (Virtual) NSF INCLUDES Latinas in STEM Symposium, April 8, 2021  
 Panelist, Inaugural Women's Leadership Conference (Virtual), American Psychological Association, Aug 26, 2020  
 Editorial Board, *Spark Magazine*, published by the National Center for Faculty Development and Diversity, 2019-2021  
 Advisory Committee on Faculty Affairs, Association of Public and Land Grant Universities Council on Academic Affairs, 2019-2020  
 Professional Advisory Board, American Chronic Pain Association, 2012-present

Member, American Psychological Association

### **SELECTED UNIVERSITY SERVICE**

Search Committee, Provost and Sr. Vice President, Gonzaga University, 2021-2022  
Strategic Enrollment Plan Steering Committee, Gonzaga University, 2021-2022  
Search Committee, Associate Chief Diversity Officer, Gonzaga University, 2021-2022  
Academic Affairs Strategic Planning Group, Gonzaga University, 2020-2021  
Equity, Inclusion, and Accessibility Working Group, Wayne State University, 2017-2019  
Therapy Supervisor, Wayne State University, 2001-2016  
University Assessment Council, Wayne State University, 2015-2018  
Provost's 3N Committee on Childcare, Wayne State University, 2015-2016

### **SELECTED LEADERSHIP AND SERVICE IN THE COMMUNITY**

Board Member, Humanities Washington, 2021-2023  
Presenter, New Strategies for Couples Coping with Chronic Pain, Work Wellness and Disability Prevention Institute (January 12, 2018)  
Outreach Volunteer, Detroit Waldorf School, Detroit, MI, 2014-2019  
Spiritual Director and Workshop Leader, Manresa Jesuit Retreat House, Bloomfield Hills, MI, 2008-2019  
Board of Directors, KidSpace Montessori School, Detroit, Michigan, 2012  
Michigan Humane Society Volunteer, Detroit, MI, 2002-2008  
Speaker on Healthy Relationships: After Baby Comes Program, Starfish Family Services, Garden City, MI; Northwest Detroit Parents of Twins and Multiples, Livonia, MI, 2000-2002

### **HONORS AND AWARDS**

Fellow, Division 38: Society for Health Psychology, APA, 2016-present  
Fellow, Division 43: Society for Couple and Family Psychology, APA, 2016-present  
Certificate of Excellence in Reviewing, *Journal of Pain*, 2014  
Outstanding Graduate Mentor Award, Wayne State University, 2013  
College of Liberal Arts and Sciences Teaching Award, Wayne State University, 2013  
Outstanding Contributions to Health Psychology Award, Division 38, APA, 2006  
College of Science Teaching Award, Wayne State University, 2004  
World College Award, Eastern Michigan University, 2001  
President's Exceptional Service Award (clinical psychology faculty), Wayne State University, 1998

### **EXTERNAL FUNDING**

National Science Foundation  
Wayne State University Gender Equity Advances Retention in STEM (Wayne GEARS)  
Purpose: To advance retention among women STEM faculty by addressing toxic work environments, work/family/life strains, and hidden workload burdens (NSF ADVANCE Adaptation grant)  
Role: Former Principal Investigator (I served as PI during submission of this proposal, leading conceptualization of the project, working with leads of each sub-project, and heavily involved in writing. I voluntarily relinquished the role when I moved to Gonzaga University to be dean; I was delighted to learn, soon after my move, that the grant was funded)  
Project Duration: July 1, 2021-June 30, 2023  
Direct Costs Awarded: \$1,000,000

Council of Graduate Schools  
Ph.D. Career Pathways Project  
Purpose: To identify career trajectories of cohorts of Ph.D. students in STEM and the Arts and



Humanities

Role: Co-PI until June 30, 2018 (PI: A. Mathur)

Project Duration: August 2017-June 30, 2018

Total Amount Awarded: \$80,000

National Science Foundation

Michigan Alliance for Graduate Education and the Professoriate (AGEP)

Purpose: To increase the number of underrepresented minority Ph.D. students and future faculty in STEM and the Social, Behavioral, and Economic Sciences in an alliance with 4 other public universities in Michigan

Role: Site Co-Principal Investigator

Project Duration: 1/17/2017-2/28/2019

Total Amount Awarded: \$108,000

American Psychological Association

Summer Undergraduate Research Opportunities Program

The Wayne State University-American Psychological Association Summer Scholars Program

Purpose: To increase the diversity of students applying to psychology Ph.D. programs by providing a summer research immersion program for undergraduates in psychology at Wayne State University

Role: Principal Investigator

Project Duration: 5/1/2016-8/31/2016

Total Amount Awarded: \$15,360

NCCIH/NIH (R21)

Preliminary test of an integrative intervention to alleviate chronic pain and improve quality of life in couples

Purpose: To develop and test a mindfulness-based therapy for people with chronic pain and their partners

Role: Principal Investigator

Project Duration: 8/1/2014-7/30/2017

Total Amount Awarded: \$404,951

NICHHD/NIH (R03)

RCT of an Animal-Assisted Intervention for Adjudicated Youth

Purpose: To test the effectiveness of a dog obedience training intervention to affect empathy, self-efficacy, and quality of life in youth residing in juvenile detention centers

Role: Principal Investigator

Project Duration: 1/1/2012-06/30/2015

Total Amount Awarded: \$152,000

NIMH/NIH (K01 Career Development Award for New Minority Faculty)

Title: Depression and Chronic Pain in Marriage

Purpose: To test the extent to which depression in couples is a result of pain and relationship distress

Role: Principal Investigator

Project duration: 8/1/03 - 7/31/09

Total Amount Awarded: \$671,749

Retirement Research Foundation

Title: Building Occupational Therapy Skills and Competencies to Advance Mental Health Practices with Older Adults

Purpose: To create training materials about assessing relationship indicators to assist patients better

Role: Co-Investigator (Principal Investigators: Peter Lichtenberg, Catherine Lysack)

Project duration: 9/1/06 - 8/31/08

Total Amount Awarded: \$264,000

NIMH/NIH (R03)

Title: Marital Functioning, Depression, and Chronic Pain

Purpose: To identify the role of marital distress in depression and chronic pain comorbidity

Role: Principal Investigator

Project duration: 5/15/00 - 8/31/02

Total Amount Awarded: \$141,650

Fund for Scientific Research - Flanders (Belgium)

Title: Antecedents and consequences of partners' helping behaviour in the context of pain: A motivational approach

Purpose: To identify the extent to which motivational models predict helping responses

Role: Consultant (PI: Goubert)

Project Duration: 10/2014-12/2017

## PUBLICATIONS

(Student co-authors indicated with an \*; Note that I began to use Caño in 2019)

### Technical papers

Mathur, A. & **Cano, A.** Portfolio review at Wayne State University. (November 30, 2017).

### Chapters

- \*Clark, S.M., Leonard, M.T., **Cano, A.**, & \*Pester, B. (2018). Beyond operant theory of observer reinforcement of pain behavior. In Z. Trost, K. Prkachin, T. Vervoort, & K. Karos (Eds.), *Social and Interpersonal Dynamics in Pain: We Do Not Suffer Alone*, pp. 273-293. New York: Springer Publishing.
- \*Tankha, H., Kerns, R.D., & **Cano, A.** (2018). Treating adults with chronic pain and their families: application of an enhanced cognitive-behavioral transactional model. In D.C. Turk & R.J. Gatchel (Eds.), *Psychological Approaches to Pain Management: A Practitioner's Handbook*, pp. 230-249. New York: Guilford Press. ISBN-13: 978-1462528530
- Cano, A.** (2014). Why do spouses respond to pain behaviors the way they do? New directions for research and intervention based on Fordyce's Operant Model. In C.J. Main, F.J. Keefe, M.P. Jensen, J.W.S. Vlaeyen, & K.E. Vowles (Eds.), *Fordyce's Behavioral Methods for Chronic Pain and Illness: Republished with Invited Commentaries* (pp. 276-279). Philadelphia: Wolters Kluwer.
- Wurm, L.H., & **Cano, A.** (2012). Stimulus norming: It is too soon to close down brick-and-mortar labs. In G. Libben, G. Jarema, & C. Westbury (Eds.), *Methodological and Analytic Frontiers in Lexical Research* (pp. 93-104). Amsterdam, Netherlands: John Benjamins Publishing Company. (Note: reprint of Wurm & Cano, 2010 below).
- Cano, A.** & \*Leong, L. (2012). Significant others in the chronicity of pain and disability. In M. Hasenbring, A. Rusu, & D.C. Turk (Eds.), *From Acute to Chronic Back Pain: Risk Factors, Mechanisms, and Clinical Implications*, pp. 341-354. Oxford, UK: Oxford University Press.
- Cano, A.**, \*Heller, J.B., & \*Dixon, C.L. (2011). Couple and family psychotherapeutic approaches to pain management. In M. Ebert and R. Kerns (Eds.), *Behavioral and Psychopharmacological Pain Management*, pp. 236-248. Cambridge, UK: Cambridge University Press. ISBN-13: 978-0521884341.
- Romano, J., **Cano, A.**, & Schmaling, K. (2011). Assessment of couples and families with chronic pain. In D.C. Turk & J. Melzack (Eds.), *Handbook of Pain Assessment, Third Edition*, pp. 98-114. New York: Guilford. ISBN-13: 978-1606239766.
- Cano, A.** & \*Miller, L.R. (2009). Illness, Effects on Relationships. In Harry T. Reis & Susan Sprecher (Eds.), *Encyclopedia of Human Relationships*. Thousand Oaks, CA: Sage.
- O'Leary, K.D. & **Cano, A.** (2001). Marital discord and partner abuse: Correlates and causes of depression. In S.R.H. Beach (Ed.), *Marital and Family Processes in Depression: A Scientific Foundation for Clinical Practice* (pp. 163-182). Washington, D.C.: American Psychological Association.

## Peer-reviewed journal articles

- \*Clark-Sienkiewicz, S.M., **Caño, A.**, Lackman Zeman, L., Lumley, M.A., & Gothe, N. (2021). Development of a multicomponent intervention to initiate health behavior change in primary care: The Kickstart Health Program. *Journal of Clinical Psychology in Medical Settings*, 28, 694-705.
- \*Hernández-Colón, I.R., **Caño, A.**, Wurm, L.H., \*Sanders, G., & \*Nava, J. (2021). Instructional set moderates the effect of GRE on faculty appraisals of applicant competence: A vignette study with implications for holistic review. *Frontiers in Psychology*, section Personality and Social Psychology. <https://doi.org/10.3389/fpsyg.2021.749621>
- Gómez, J.M., **Caño, A.**, & Baltes, B.B. (2021). Who are we missing? Examining the GRE quantitative score as a barrier to admission into psychology doctoral programs for capable ethnic minorities. *Training and Education in Professional Psychology* <https://doi.org/10.1037/tep0000336>
- \*\*\*My co-authors and I received the Association of Psychology Postdoctoral and Internship Centers (APPIC) Training and Education in Professional Psychology Outstanding Contribution Award for this paper in May 2022\*\*\*
- \*Tankha, H., **Caño, A.**, & Dillaway, H. (2020). "Now I have hope": Rebuilding relationships affected by chronic pain. *Families, Systems, and Health*, 38 (1), 51-56. <https://doi.org/10.1037/fsh0000472>
- \*Pester, B.D., **Caño, A.**, Kostecki, A., & Wurm, L.H. (2020). How do I help my partner in pain? Partners' helping behaviors are linked to lower pain and greater perceived validation during an experimental pain task. *Annals of Behavioral Medicine*, 45 (4), 280-290. <https://doi.org/10.1093/abm/kaz047>
- \*Tankha, H., **Caño, A.**, Corley, A.M., Dillaway, H., Lumley, M., & Clark, S.M. (2020). A novel couple-based intervention for chronic pain and relationship distress: A pilot study. *Couple and Family Psychology: Research and Practice*, 9 (1), 13-32. <https://doi.org/10.1037/cfp0000131>
- Mittinty, M.M., Kindt, S., Mittinty, M.N., Bernardes, S., **Cano, A.**, Verhofstadt, L., & Goubert, L. (2019). Dyadic coping in the context of chronic pain: An actor-partner interdependence analysis. *Pain Medicine*, pnz267, <https://doi.org/10.1093/pm/pnz267>
- Mathur, A., Lean, S.F., Maun, C., Walker, N., **Cano, A.**, & Wood, M. (2019). Research ethics in inter- and multi-disciplinary teams: Differences in disciplinary interpretations. *PLOS One*, November 27, 2019, <https://doi.org/10.1371/journal.pone.0225837>
- Mathur, A., **Cano, A.**, Dickson, M.W., Matherly, L.H., Maun, C., & Neale, A.V. (2019). Portfolio review in graduate admissions: Outcomes of a pilot program. *Strategic Enrollment Management Quarterly (SEMQR)*, 7 (1), 7-24.
- \*Szymanski, T., Casey, R.J., **Cano, A.**, Johnson, A.R., Albright, D., & Seivert, N.P. (2018) Dog training intervention with journaling produces social-cognitive change in incarcerated youth. *Frontiers in Veterinary Science*, section Veterinary Humanities and Social Sciences, 11 December 2018, <https://doi.org/10.3389/fvets.2018.00302>
- Mathur, A., Wood, M.E., & **Cano, A.** (2018). Mastery of transferable skills by doctoral scholars: Visualization using doctoral microcredentialing. *Change: The Magazine of Higher Learning*, 50, 38-45.
- Mathur, A., Lean, S.F., Walker, N.V., Kohl, M., Ziyad, M., **Cano, A.**, & Wood, M.E. (2018). Career outcomes for STEM, social and behavioral sciences and education doctoral alumni. *Ageing Science & Mental Health Studies*, 2, 1-33.
- Cano, A.**, Wurm, L.H., \*Nava, J., McIntee, F., & Mathur, A. (2018). Applicant and faculty characteristics in the doctoral admissions process: An experimental vignette study. *Strategic Enrollment Management Quarterly (SEMQR)*, 6 (1), 35-49.
- Mathur, A., **Cano, A.**, Kohl, M., Muthunayake, N., Vaidyanathan, P., Wood, M., & Ziyad, M. (2018). Visualization of gender, race, citizenship and academic performance in association with career outcomes of 15-year biomedical doctoral alumni at a public research university. *PLoS One*, 13, e0197473. <https://doi.org/10.1371/journal.pone.0197473>
- \*Martinez, S.C., **Cano, A.**, Casey, R.J., Johnson, A., \*May, D.K., & Wurm, L.H. (2018). Development of the Bonding with Dog Checklist (BoDC). *Human-Animal Interaction Bulletin*, 6, 32-46.

- \*Seivert, N.P., **Cano, A.**, Casey, R.J., Johnson, A., & \*May, D.K. (2018). Animal-assisted therapy for incarcerated youth: A randomized-controlled trial. *Applied Developmental Science*, 22, 139-153. DOI: <https://doi.org/10.1080/10888691.2016.1234935>
- Cano, A.**, \*Corley, A.M., \*Clark, S.M., & \*Martinez, S.C. (2018). A couple-based psychological treatment for chronic pain and relationship distress. *Cognitive and Behavioral Practice*, 25, 119-134. <https://doi.org/10.1016/j.cbpra.2017.02.003>  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5826564>
- \*Kindt, S., Vansteenkiste, M., **Cano, A.**, & Goubert, L. (2017). When is your partner willing to help you? The role of daily goal conflict and perceived gratitude. *Motivation and Emotion*, 41, 671-682. <https://doi.org/10.1007/s11031-017-9635-5>
- \*May, D.K., Ellis, D., **Cano, A.**, Dekelbab, B. (2017). Improving diabetes related parent-adolescent communication with individualized feedback. *Journal of Pediatric Psychology*, 42, 1114-1122. <https://doi.org/10.1093/jpepsy/jsx070>
- Cano, A.** & Goubert, L. (2017). What's in a name? The case of emotional disclosure of pain-related distress. *Journal of Pain*, 18, 881-888. <https://doi.org/10.1016/j.jpain.2017.01.008>
- \*Clark, S.M., **Cano, A.**, Goubert, L., Vlaeyen, J.W.S., Wurm, L.H., & \*Corley, A.M. (2017). Pain anxiety and its association with pain congruence trajectories during the cold pressor task. *Journal of Pain*, 18, 396-404. <https://doi.org/10.1016/j.jpain.2016.11.013>
- \*Corley, A.M., **Cano, A.**, Goubert, L., Vlaeyen, J.W.S., & Wurm, L.H. (2016). Global and situational relationship satisfaction moderate the effect of threat on pain in couples. *Pain Medicine*, 17, 1664-75. <https://doi.org/10.1093/pm/pnw022>
- \*May, D.K., \*Seivert, N.P., **Cano, A.**, Casey, R.J., & Johnson, A. (2016). Animal-assisted therapy for youth: A systematic methodological critique. *Human-Animal Interaction Bulletin*, 4, 1-18.
- \*Leong, L.E.M., **Cano, A.**, Wurm, L.H., Lumley, M.A., & \*Corley, A.M. (2015). A perspective taking manipulation leads to greater empathy and less pain during the cold pressor task. *Journal of Pain*, 16, 1176-1185. <https://doi.org/10.1016/j.jpain.2015.08.006>
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#### Invited articles

- Cano, A.** & \*Tankha, H. (2018). Spousal criticism and hostility in response to pain: What is the alternative? *Pain*, 159, 1-2. <https://doi.org/10.1097/j.pain.0000000000001045>
- Mahoney, A. & **Cano, A.** (2014). Introduction to the Special Section on Religion and Spirituality in Family Life: Pathways between Relational Spirituality, Family Relationships and Personal Well-being. *Journal of Family Psychology*, 28, 735-738. <https://doi.org/10.1037/fam0000041>
- Mahoney, A. & **Cano, A.** (2014). Introduction to the special section on religion and spirituality in family life: Delving into relational spirituality for couples. *Journal of Family Psychology*, 28, 583-586.  
<https://doi.org/10.1037/fam0000030>

- Cano, A.,** Leonard, M.T., \*Leong, L.M., & \*Castorena, A.M. (2013). Interpersonal communication research in the context of pain: Commentary on Couple perceptions of fibromyalgia symptoms: The role of communication. *Pain*, 154, 2245-2246. <https://doi.org/10.1016/j.pain.2013.08.007>
- Bosch, J.A. & **Cano, A.** (2013). *Health Psychology* special section on disparities in pain. *Health Psychology*, 32, 1115-1116. <https://doi.org/10.1037/hea0000041>
- Cano, A.** (2008) Introduction to the Special Issue on Pain in Couples. *Clinical Journal of Pain*, 24, 651. <https://doi.org/10.1097/ajp.0b013e31817fe450>

### Science Communication Essays, Talks, and Op-Eds

- Bostic, H., **Caño, A.**, Gunzenhauser, B., Maldonado, M., & Press, D. (September 3, 2021). Deans new to Jesuit education find their way together. *Conversations on Jesuit Higher Education*. <http://www.conversationsmagazine.org/web-features/2021/9/3/deans-new-to-jesuit-education-find-their-way-together>
- Caño, A.** (2021). Today's Academic Leaders Must Be Healers. *Inside Higher Education*. (August 12, 2021). <https://www.insidehighered.com/advice/2021/08/12/how-be-healing-leader-during-these-difficult-times-opinion>
- Caño, A.** (2020). Introduction to the series on Access and Gatekeeping in the Academy. National Center for Institutional Diversity. (July 30, 2020). <https://medium.com/national-center-for-institutional-diversity/access-and-gatekeeping-in-the-academy-37a05632654b>
- Caño, A.** (2019). The importance of cultivating leadership skills among faculty and academic staff members. *Inside Higher Education*. (November 22, 2019). <https://www.insidehighered.com/advice/2019/11/22/importance-cultivating-leadership-skills-among-faculty-and-academic-staff-members>
- Cano, A.** (2019). The challenges of the trailing spouse. *Inside Higher Education* (May 24, 2019). <http://www.insidehighered.com/advice/2019/05/24/institutions-should-develop-more-inclusive-practices-dual-career-couples-opinion>
- Cano, A.** (2019). Decision-making. *The Academic Minute* (May 13, 2019). <https://www.insidehighered.com/audio/2019/05/13/decision-making>
- Cano, A.** (2019). Relational flexibility. *The Academic Minute* (April 17, 2019). <http://www.insidehighered.com/audio/2019/04/17/relational-flexibility#.XMCaNnCtdLI.link>
- Cano, A.** (2019). What a 16<sup>th</sup> century mystic can teach us about making good decisions. *The Conversation* (January 18, 2019). <https://theconversation.com/what-a-16th-century-mystic-can-teach-us-about-making-good-decisions-109705>
- Cano, A.** (2018). How to handle the return of a long-lost family member during the holidays. *The Conversation* (December 17, 2018). <https://theconversation.com/how-to-handle-the-return-of-a-long-lost-family-member-during-the-holidays-108593>
- Cano, A.** (2018). The power of academic role models "like me." Essay on mentoring for underrepresented scholars for the National Center for Institutional Diversity. (March 23, 2018). <https://medium.com/national-center-for-institutional-diversity/the-power-of-academic-role-models-like-me-7f4f2c59279d>
- Cano, A.** [Your attention can heal](#). (TEDx Wayne State University, February 1, 2018).
- Cano, A.** (2017). The credibility gap in academe. OpEd on gender bias in higher education published in *Chronicle of Higher Education* (December 6, 2017). <https://www.chronicle.com/article/The-Credibility-Gap-in-Academe/241980?cid=wcontentgrid>

### INVITED TALKS

- Cano, A.** Have you been imposter-ed? How to create inclusive environments for ourselves and others. (Canisius College, March 11, 2022).
- Cano, A.** What it means to be a healing leader. (University of Illinois at Urbana-Champaign Executive Women Leaders Group, December 16, 2021).
- Cano, A.** B.F. Skinner Lecture: Translating behavioral observation research to intervention for couples with chronic pain. (Association for Behavior Analysis International, Chicago, IL, May 25, 2019).

- Cano, A.** Who you are is what you bring: Embracing our identities to promote access and success. (Nevada System of Higher Education Southern Nevada Diversity Summit, Henderson, NV, October 5, 2018).
- Cano, A.** Chronic pain in couples and families: New approaches to pain management (Michigan Psychological Association, East Lansing, MI, April 20, 2018).
- Cano, A.** New strategies for couples coping with chronic pain. (Work Wellness and Disability Prevention Institute webinar, January 12, 2018).
- Cano, A.** Paying and staying for graduate school. (Michigan AGEP Alliance Fall Conference, Michigan State University, East Lansing, MI, October 2017).
- Cano, A.** Partner responses to emotional disclosures of pain-related distress: Thinking outside the operant box. Keynote Address at the European Health Psychology Society conference (Padua, Italy, September 2017).
- Cano, A.** Getting the mentoring you need. (Michigan AGEP Alliance Fall Conference, Michigan State University, East Lansing, MI, October 2016)
- Cano, A.** Emotional validation and invalidation in chronic illness: Conceptualization, measurement, and applications to clinical work. Distinguished Lecture at the Center for Health and Medical Psychology conference (Örebro, Sweden, September 17, 2014).
- Cano, A.** RCT of an animal-assisted intervention for adjudicated youth. Paper presented at the NIH/Mars-Waltham Research Consortium Human-Animal Interaction Research Consortium Meeting (Chicago, IL, July 20, 2013).
- Cano, A.** Talking about pain: Intimacy in couples' pain-related communications. Montreal Symposium on Pain, Communication and Relationships (Montreal, CA, May 15, 2009).
- Cano, A.** What are couples doing when they talk about pain? Faculty of Experimental, Clinical, and Health Psychology, Ghent University (Ghent, Belgium, March 13, 2009).
- Cano, A.** Social interaction in pain: Emotional disclosure and validation. Faculty of Experimental, Clinical, and Health Psychology, Ghent University (Ghent, Belgium, March 11, 2009).
- Cano, A.** The communication of pain and distress in chronic pain. Empathy and Chronic Illness roundtable at the Faculty of Psychology and Educational Sciences, Ghent University (Ghent, Belgium, April 2005).
- Cano, A.** Chronic Pain: The Importance of a Couples Perspective. Paper presented to the Department of Psychology, Case Western Reserve University (Cleveland, OH, November 2004).
- Cano, A.** Psychological Impact of Chronic Pain on Couples. Midwest Pain Society Conference (Chicago, IL, September 11, 2004).
- Cano, A.** Pain catastrophizing in couples. Faculty of Psychology and Educational Sciences, Ghent University (Ghent, Belgium, June 2003).
- Cano, A.** Chronic pain and depression: A couples perspective. Department of Psychology at the University of Iowa (Iowa City, Iowa, January 2003).
- Cano, A.** Major depressive disorder and gender in chronic pain. Department of Medical Psychology at the University of Nijmegen. (Nijmegen, the Netherlands, June 21, 2002).
- Cano, A.** Depression in two samples of chronic pain patients: The role of the marriage. Psychological Research Network on Rheumatic Diseases (Utrecht, the Netherlands, June 7, 2002).
- Cano, A.** Chronic pain in the context of marriage. Department of Medical Psychology at the University Hospital Nijmegen. (Nijmegen, the Netherlands, June 14, 2001).
- Cano, A., \*Mayo, A., & \*Ventimiglia, M.** Racial group differences in coping, pain severity, and disability. Annual conference of the NIA-funded Resource Centers for Minority Aging Research. (San Francisco, CA, April 2006).
- Cano, A.** Mood and anxiety disorders in couples: Should the DSM-V include relational specifiers and diagnoses? Wayne State University Institute of Gerontology. (Detroit, MI, January 2007).

#### **SELECTED PAPER PRESENTATIONS (peer-reviewed)**

- Cano, A.** From lab to clinic: Translating social support and intimacy research to couple-based interventions for chronic pain. To be presented at the International Association for the Study of Pain conference (Boston, MA, September 2018).



- Cano, A.** & Mathur, A. Graduate and postdoctoral professional development to advance equity in the classroom. Equity in the Classroom Conference sponsored by the State of Michigan, the King-Chávez-Parks Initiative, and Gear Up Michigan!. (Southfield, MI, March 20, 2018).
- Cano, A.**, Wurm, L., Nava, J., McIntee, F., & Mathur, A. The doctoral admissions process: The roles of faculty empathy and first-generation college student status in decision-making. Presentation at the AGEP National Conference. (Berkeley, CA, March 16, 2018).
- Cano, A.** Social relationships and pain: Conceptualization, experimental investigations, and clinical applications. Presented at the American Pain Society convention (Palm Springs, CA, May 2015).
- Casey, R., **Cano, A.**, Johnson, A., & \*May, D. Preliminary findings from an RCT on animal assisted intervention with adjudicated youth. International Association of Human-Animal Interaction Organizations (IAHAIO), 13th Triennial Conference (Chicago, July 2013).
- Johnson, A., **Cano, A.**, & Casey, R. When Happy Tales Are Not Enough: The Need for Collaboration and Research in Justifying the Effectiveness of Humane Education Programs. National Humane Education Conference of the Association of Professional Humane Educators (Royal Oak, MI, April 2013).
- \*Leong, L.M. & **Cano, A.** Perceived support entitlement elicits negative reactions from spouses of chronic pain patients. Presented at the biennial World Congress of the International Association for the Study of Pain (Milan, Italy, August 2012).
- Cano, A.**, \*Lutz, J.R., \*Williams, A.M., \*Leonard, M.T., & \*Issner, J.B. Spousal validation and invalidation as potential consequences of pain estimations. Presented at the biennial World Congress of the International Association for the Study of Pain (Montréal, Québec, August 2010).
- Cano, A.**, \*Lutz, J.R., & \*Williams, A.M. Emotional validation in chronic pain couples. Presented at the annual convention of the Association for Behavioral and Cognitive Therapies (San Francisco, CA, November 2010).
- \*Johansen, A.B., **Cano, A.**, \*Vanden Boom, L., & Lumley, M. Building alliance and acceptance through pretherapy video-based training. Presented at the annual British Psychological Society meeting (Brighton, UK, April 2009).
- Lysack, C., Lichtenberg, P., **Cano, A.**, Conti, G., Goldberg, A., Milligan, N., O'Connell, M., Pellerito, J., Pociask, F. & Schepens, S. Integrating mental health into occupational therapy practice with older adults. Paper presented at the Gerontological Society of America (National Harbor, MD, November 2008).

#### **SELECTED POSTER PRESENTATIONS (peer-reviewed)**

- \*Bruinsma, R., \*Corley, A., **Cano, A.**, \*George, H., & \*Kostecki, A. (2017, July). Do responsive and happy partners create a safe space for their partners with chronic pain to disclose? Poster presented at the American Biomedical Research Conference for Minority Students, November 2017, Phoenix, AZ.
- Seivert, N., Casey, R., **Cano, A.**, May, D., & Johnson, A. Maltreatment and Foster Care History of Incarcerated Youth May Predict Their Empathy in Response to Animal Assisted Therapy. Society for Research on Child Development (Austin, TX, April 2017).
- Corley, A., **Cano, A.**, Lumley, M., Kuentzel, J. Patient Experiences in an Integrative Couple Intervention for Chronic Pain. Poster presented at the American Psychological Association (Denver, CO, August 2016).
- Clark, S.M., **Cano, A.**, Goubert, L., Corley, A. Vlaeyen, J. W. S., & Wurm, L. H. Pain related anxiety influences pain severity congruence in couples. Poster presented at the American Psychological Association (Denver, CO, August 2016).
- May, D., Ellis, D., **Cano, A.** Dekelbab, B. (2016, April). *Improved parental communication about diabetes care from a brief individualized feedback*. Poster presented at Society of Pediatric Psychology Annual Conference. Atlanta, GA.

- \*Corley, A.M., **Cano, A.**, Goubert, L., Wurm, L.H., & Vlaeyen, J. The positive effects of relationship quality and interaction on acute pain following a threat manipulation. To be presented at the American Pain Society convention (Palm Springs, CA, May 2015).
- \*Clark, S., **Cano, A.**, Goubert, L., Wurm, L.H., Corley, A.M., & Vlaeyen, J. I feel your pain: the influence of pain catastrophizing and fear priming on pain severity congruence in couples. To be presented at the American Pain Society convention (Palm Springs, CA, May 2015).
- \*Seivert, N., Casey, R., **Cano, A.**, & Johnson, A. Animal-Assisted Therapy for Incarcerated Youth: A Randomized-Controlled Trial. To be presented at the Society for Research on Adolescence meeting (Philadelphia, PA, March 2015).
- \*Williams, A.M. & **Cano, A.** Spousal Mindfulness and Social Support in Couples with Chronic Pain. To be presented at the Society of Behavioral Medicine 35th Annual Meeting & Scientific Sessions (Philadelphia, PA, April 2014).
- \*Cantwell, M., \*Leong, L., **Cano, A.**, & \*Moghaddam, M. Pain stoicism is related to the expression of pain behaviors in women, but not men, during an acute pain task. Presented at the 32<sup>nd</sup> Annual Scientific Meeting of the American Pain Society (New Orleans, Louisiana, May 9, 2013).
- \*Castorena, A.M., **Cano, A.**, & Goubert, L. The role of mindfulness and perceived threat on pain tolerance. Presented at the 32nd Annual Scientific Meeting of the American Pain Society (New Orleans, Louisiana, May 2013).
- \*May, D.K. & **Cano, A.** Community Characteristics and Chronic Pain: Pain is bigger than one's self. Presented at the 32<sup>nd</sup> Annual Scientific Meeting of the American Pain Society (New Orleans, LA, May, 2013).
- \*Leong, L. & **Cano, A.** Empathic behaviors promote emotion regulation and pain tolerance in couples. Poster session presented at the 32nd Annual Scientific Meeting of the American Pain Society (APS) (New Orleans, LA, May 2013).
- \*May, D.K., & **Cano, A.** Animal Assisted Interventions for Youth: A Critical Review. The International Association of Human-Animal Interaction Organizations Triennial International Conference (Chicago, IL, July 2013).
- \*Lambert, D., **Cano, A.**, Casey, R., Johnson, A., & \*May, D.K. The effect of social network on the efficacy of an AAI for troubled youth. The International Association of Human-Animal Interaction Organizations Triennial International Conference (Chicago, IL, July 2013).
- \*Kindt, S., Vansteenkiste, M., Loeys, T., Lauwerier, E., **Cano, A.**, & Goubert, L. With a little help from my partner: On the role of helping motivation and need satisfaction in explaining burnout in partners of patients with chronic pain. The 5<sup>th</sup> International Conference on Self-Determination (Rochester, NY, July 2013).
- \*Miller, L.R. & **Cano, A.** Motivational Interviewing Improves Psychosocial Functioning in Couples Facing Chronic Pain, Association for Psychological Science (Chicago, May 2012).
- \*May, D., Ellis, D.A., **Cano, A.**, Naar-King, S., Cunningham, P.B., Moltz, K.M., & Idalski Carcone, A. Importance of Parental Monitoring and Parental Emotional Support in Adherence and Metabolic Control in Youth with Type 1 Diabetes. Presented at the annual conference of the Association of Psychological Science (Chicago, May 2012).

## **MENTORED STUDENTS (Chaired dissertations/theses)**

### **Graduate Students**

Gavin Sanders, M.A., 2019  
 Shannon Clark, Ph.D., 2019  
 Hallie Tankha, M.A., 2018  
 Bethany Pester, M.A., 2018  
 Angelia Corley, Ph.D., 2018  
 Dana May, Ph.D., 2016  
 Amy Williams, Ph.D., 2014  
 Laura Leong, Ph.D., 2013  
 Aleda Franz, Ph.D., 2011  
 Lisa Miller-Matero, Ph.D., 2011  
 Michelle Leonard, Ph.D., 2008

Ayna Johansen, PhD., 2008  
Gretchen Moran Marsh, Ph.D., 2005  
Jaclyn Heller Issner, M.A., 2005  
Ami Smith, M.A., 2003  
Wanda Heinz, M.A., 2001

### **Undergraduate Students**

Isabelle Rios-Colón, McNair Scholar, 2020  
Rachel Bruinsma, NIH ReBUILDetroit Scholar and McNair Scholar, 2020  
Jennifer Nava, NIH ReBUILDetroit Scholar, 2019  
Jordan Gootee, B.A. Honors, 2019  
Megan Rasaiah, NIH IMSD Scholar, 2018  
Anthony Kostecki, B.A. Honors, 2016  
Shaun Frey, B.A. Honors, 2014  
Danielle Hicks, B.A. Honors, 2014  
Merdijana Kovacevic, B.A. Honors, 2013  
Danielle Lambert, B.A. Honors, 2013  
Matthew Prus, B.A. Honors, 2013  
Michele Cantwell, B.A., 2013  
Kayla Monhollen, B.A. Honors, 2013  
Ashley Brancheau, B.A. Honors, 2011  
Jill Curley Lutz, B.A., 2009  
Andria Znoy, B.A., 2008  
Roquia Draper, B.A. Honors, 2007  
Andrew Forsyth, B.A. Honors, 2007  
Juanita Tookes, B.A. McNair, 2007  
Jody Coppersmith, B.A. Honors, 2007  
Courtney Dixon, B.A. Honors, 2006  
Nikki Brugnone, B.A. McNair, 2006  
Angela Terry, B.A. Honors, 2005  
Amy Miller Puca, B.A. Honors, 2005  
Vanessa Sauerburg, B.A. Honors, 2005  
Najeeba Saafir, B.A. NIMH-COR, 2005  
Nermeen Ezzat El-Nokali, B.A. Honors, 2004  
Michael Hosbach, B.A. Honors, 2003  
Mona Zaban, B.A. Honors, 2003  
Mariana Perinot, B.A. Honors, 2002  
Sara Schaumburger, B.A. NIMH-COR, 2002  
Kristina Adamski, B.A. Honors, 2002  
Jillian Byers, B.A. Honors, 1999

### **SELECTED AWARDS TO MENTORED STUDENTS**

2019 Psychology Distinguished Undergraduate Achievement Scholarship, Wayne State U.: Jordan Gootee  
2019 Stagner Award for Excellence in Research, Department of Psychology, Wayne State U.: Hallie Tankha  
2018 Charles Gdowski Research Award, Department of Psychology, Wayne State U.: Shannon Clark  
2018 National Association of Graduate Admissions Professionals Graduate Student Research Grant: Gavin Sanders  
2017 Blue Cross Blue Shield Foundation of Michigan Student Award: Shannon Clark  
2016 Blue Cross Blue Shield Foundation of Michigan Student Award: Angelia Corley  
2016 Gerald Rosenbaum Clinical Psychology Award, Wayne State University: Angelia Corley

- 2016 Psychology Distinguished Undergraduate Achievement Scholarship, Wayne State University: Anthony Kostecki
- 2016 Undergraduate Poster Award, Department of Psychology, Wayne State U.: Anthony Kostecki
- 2015 Undergraduate Research Award, Wayne State University: Mariela Sanchez
- 2014 Undergraduate Research Award, Wayne State University: Danielle Hicks
- 2014 Undergraduate Research Award, Wayne State University: Shaun Frey
- 2013 Norine Johnson Clinical Psychology Award, Wayne State University: Amy Williams
- 2013 Second Place, Poster Presentations, Undergraduate Research Conference, Wayne State University: Kayla Monhollen
- 2013 Second Place, Poster Presentations, Undergraduate Research Conference, Wayne State University: Merdijana Kovacevic
- 2012 Stagner Award for Excellence in Research, Department of Psychology, Wayne State U.: Lisa Miller
- 2012 Charles Gdowski Research Award, Department of Psychology, Wayne State U.: Laura Leong
- 2010 Charles Gdowski Research Award, Department of Psychology, Wayne State U.: Lisa Miller
- 2010 Honorable Mention, Blue Cross Blue Shield of Michigan Foundation Excellence in Research Award: Lisa Miller
- 2010 Clinical Psychology Poster Award, Wayne State University: Laura Leong
- 2009 Young Investigator Travel Award, American Pain Society: Amy Loree
- 2008 Young Investigator Travel Award, American Pain Society: Jody Coppersmith
- 2007 Young Investigator Travel Award, American Pain Society: Courtney Dixon
- 2007 Stagner Award for Excellence in Research, Department of Psychology, Wayne State University: Michelle Leonard
- 2006 Charles Gdowski Research Award, Department of Psychology, Wayne State U.: Michelle Leonard
- 2006 Blue Cross Blue Shield of Michigan Foundation Student Award: Michelle Leonard
- 2005 Blue Cross Blue Shield of Michigan Foundation Student Award: Gretchen Moran Marsh

## **TEACHING INTERESTS AND EXPERIENCE**

Abnormal/Clinical Psychology; Psychopathology; Health Psychology; Couples and Close Relationships

### *Undergraduate Courses Taught Most Recently:*

Psy 1010, Introduction to Psychology (class sizes = 15 [Honors] - 300), Wayne State University  
 Psy 2300, Psychology of Everyday Living (class size = 50), Wayne State University

### *Graduate Courses Taught Most Recently:*

Psy 7300, Psychopathology (class sizes range from 9 to 12), Wayne State University  
 Psy 7370, Psychotherapy (class sizes range from 9 to 12). Wayne State University  
 Advanced Workshop in Diagnostic Assessment (non-credit workshop on the SCID)  
 Advanced Seminar in Clinical Supervision (non-credit course)