

GONZAGA

2021

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A photograph of graduates in purple and black regalia sitting on white chairs on a green field. The graduates are wearing black face masks. The background shows a building and trees under a cloudy sky.

ON THE COVER & THIS PAGE:

Gonzaga's 128th commencement reflected the reality of life in a pandemic. Five outdoor ceremonies (including the Law School graduation shown here) took place at Mead School District's Union Stadium.

Cover by Zack Berlat ('11)

Inside by Matt Replier ('20)

UPDATE YOUR RECORD

Send your alumni news, change of address and updated contact information to us:
gonzaga.edu/alumninews
or email gonzaga@gonzaga.edu.

TALK WITH US

Have a response or a story suggestion?
Email editor@gonzaga.edu.



Online: gonzaga.edu/magazine



INCLUSIVE INDEED

I was happy to read in the Spring 2021 issue that Gonzaga is committed to supporting an inclusive and nondiscriminatory environment. With this news, I have just resubmitted my wedding announcement. I look forward to sharing the joy of my marriage with my Gonzaga community as I have celebrated the marriages of so many other alumni over the years.

Joe McDermott ('89)
Seattle

INSPIRED GIFT

I am sending you an original oil painting I recently completed, entitled "The Gonzaga Story." It is like a drawing I made 60 or 70 years ago when I was assistant director of public relations at Gonzaga. My boss was my mentor and close friend, Fr. Arthur Dussault, S.J.; he asked me to draw it for a viewbook for prospective students. Now that I have passed my 96th birthday, I felt I should send the painting to President McCulloh, for whatever you would like to do with it.

Joe Adams ('49)
Sherwood, Ore.

Joe, How thoughtful! We appreciate the gesture and wish you a belated happy birthday. - Editor

ROCKING THE PLANET

Alumni on LinkedIn responded to this photo from the 2021 "Rock the Planet" concert with memories of campus bands from days gone by. Here are a few samples:

"I remember playing guitar as a member of the Jesuit Scholastic Band, The Bea Pigs, covering Rolling Stones' songs."
- John Mihalik ('78)

"Pure Prairie League, Mission Mountain Band"
- Joseph McDaniel ('84)

"McFurious, a student band hailing from Roncolli, and The Stairwells doing a cappella concerts in the Crosby stairwell."
- Emily (O'Brien) Jasiak ('98)



G

SUMMER 2021
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Gonzaga Magazine is an opportunity for alumni, parents and friends to stay connected to one another and to the University's Mission. We are dedicated to building community with our readers through authentic storytelling and beautiful images. This publication is our gift to you. If you would like to help offset the costs, please consider a donation to the Fund for Gonzaga at gonzaga.edu/give.

The opinions expressed do not always represent the views of the administration, but are intended to foster open dialogue and lifelong learning in the Jesuit tradition.

We welcome your feedback.
Email editor@gonzaga.edu.



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Wrestling with Identity

Across our land, institutions and congregations and individuals are grappling with issues of identity. Churches of many denominations are asking how they can remain relevant in times of social unrest. Many Catholic individuals and parishes struggle with challenging teachings of the Church. In an era rife with racial, class and gender wars, we face the news and ask ourselves: Who am I and what do I believe?

Embedded deep within the hundreds of comments on our recent magazine reader survey were similar sentiments. Some of Gonzaga's friends believe the university has become "too leftist," or "lost its Catholic roots," while others encourage us to "be more progressive," and address more of the topics that often align more with "liberal" perspectives. Can we just "stop all the social justice commentary"? Can we be "inclusive without being too inclusive"?

While I have been at Gonzaga for only six years, I have worked in Catholic organizations in the Inland Northwest for more than 20, and the challenge is the same: An institution can be "too Catholic" and "not Catholic enough" at the same time. Is this not a perfect representation of the literal meaning of the word "catholic" itself, "universal"?

As Gonzaga Magazine's editor, it is my duty – and my great pleasure – to help produce a publication that reflects the university's values and to do so with integrity. So ...

- How will we include the challenges sometimes inherent in Catholic beliefs? We will continue to follow the guidance of Jesuits and staff deeply meshed in mission formation.
- Will we address political topics representing varying viewpoints? We'll aim to present these in the form of academic inquiry and leave our readers to use their own critical thinking.
- Will we change our focus on issues related to diversity (race, gender and other)? Based on the commitment of President Thayne McCulloh to invest more in the university's diversity, equity and inclusion (DEI) efforts, it's reasonable to expect our related magazine content to go deeper.



"Inspiration, Joy, and Memory"
- Suzanne Ostersmith, MFA
Associate professor and director of dance.

We want this publication to continue to be a connection. A tight bond between people who were students together back in the day; a lifeline between parents and current students; a link between alumni and an institution that helped them form their own identities; a tie between constituents and a university they've decided deserves their support. For all the survey comments that challenged the magazine's direction, multitudes more expressed the value of this connection. Some said the magazine "brings me home," or "keeps me connected to a place I hold dear." I couldn't be more pleased to hear those words, and to keep dreaming up ways to strengthen the tie that binds.

Let's continue our journey together – when we disagree, when we misunderstand, when we think things could be done differently, as well as during the moments of inspiration, joy and memory. Ultimately, after all, we are all connected to this university, and this shared element of our identities can be enough to bridge the divides, or at the very least, a reminder that we're all in a continual process of formation.

Ad Majorem Dei Gloriam. For the greater glory of God.

Kate Vanskike, Editor
editor@gonzaga.edu

»» Thank you to all who provided feedback through the reader survey. See more detailed results on page 4.

What You Said

In 2020, our **50,000 alumni, parents and constituents who receive Gonzaga Magazine had the opportunity to complete a reader survey**, facilitated by CASE (Council for the Advancement and Support of Education). **700+ participants** provided ample food for thought, through data and an impressive number of free-form comments. We appreciate the insights!

Topics for Discussion

The overwhelming majority of open-field comments centered on these areas, both specific to the magazine, and more broadly representative of Gonzaga itself:

- Political bias
- Diversity & social justice
- Catholic/Jesuit mission

The Data

76% prefer reading our magazine in print vs. online; some even asked for more frequent or longer issues

70% read every issue

69% read all or most of each issue

GU readers' rate of engagement is **higher than the 208 other schools benchmarked in this survey**, on 8 of 10 measures. Engagement examples include recommending the school to a potential student, making a donation, sharing feedback with the editor, visiting the magazine's website, and sharing an article or issue with others.

Wanting More

Themes that emerged from open-field comments showed a strong desire for more content on these aspects of university life:

- STEM, research
- Student life, especially community engagement
- Campus changes, buildings and history

"Be more progressive. History will not look well upon a hesitancy toward justice."

"It feels like you are honoring the Catholic faith in the right light."

"My friends and I refer to it as 'The Social Justice Quarterly.' We joke about how many times 'social justice,' 'diversity' and 'equity' appear. Those three topics dominate the magazine."

Paper and Sustainability



by Hemlock Printers www.hemlock.com/zero

We are committed to crafting a publication that continues to engage our extended family while also embodying the university's commitment to sustainable practices. In 2018, Marketing & Communications began printing Gonzaga Magazine on **100% recycled, compostable paper**. Starting with the Spring 2021 issue, the magazine is printed using **100% carbon-neutral practices**, meaning that greenhouse gas emissions from the paper lifecycle, the transport and the printing have been offset through investments in energy efficiency and non-fossil-fuel energy technologies. We also selected a slightly lighter paper weight, which reduces not only the print cost, but mailing expenses as well. For readers who prefer to avoid the paper version altogether, content is online at gonzaga.edu/magazine.

Winners!

Congrats to **Alan Brown ('93 J.D.) and Christina Gardner Delsman ('10)**, who won the drawing for a free print from our Gonzaga Photo Store.

You can choose an iconic Gonzaga image for your home or office, too. Go to gonzaga.edu/photos and select "Shop" to download or order prints.

» Chime In

We love Letters to the Editor. We read and reply to each one, and share more broadly when appropriate. Submit yours at editor@gonzaga.edu.

5, 10, 20-year Projections and Reality

Do you recall where you, as a new graduate, thought you'd be in 5, 10 years (or more)? How did that image hold? Share how life unfolded in touching, surprising or funny ways compared to how you thought it might. Email editor@gonzaga.edu and possibly be part of an upcoming feature.

"It is readable, relatable and relevant. I so appreciate the connection to GU. The magazine brings me 'home.' "

"It looks like GU is going down the path of socialism and intolerance to conservative values."

"Take on more diversity on campus and white privilege. These may paint Gonzaga in not-so-great light, but you can't change them if you don't acknowledge them."

"GU has abandoned its Catholic heritage by promoting leftist ideas."

CLASS OF 2021

Congrats, Class of 2021!

- 1,334 bachelor's degrees
- 694 master's degrees
- 146 law degrees
- 79 doctorates





Preston Matossian receives his nursing pin from his mother, Mary Matossian.



August Corppetts, a Spokane native and Act Six Scholar, was one of six exemplary students who received the university's Magis Awards.



President McCulloh gave fist bumps and pins to 24 graduates committing to a year of service with organizations such as Jesuit Volunteer Corps and Teach for America. Shown here is Anna Gade.



Jackie Tanos, M.B.A., daughter of refugee parents from Lebanon, was the student speaker for the graduate ceremony.

Magis Awards

Every year, the university bestows its highest honors, the Magis Awards, on students who have devoted themselves to uplifting the Gonzaga campus and broader community. Congrats to these exemplary Zags:

- Paulina Thurmann** – University Ignatian Award
- Fese Elango** – Sue Weitz Spirit of Gonzaga Award
- August Corppetts** – Gonzaga Award for Solidarity in Action
- Isabelle Picciotti** – St. Aloysius Award for Faith & Service
- Mikaela Schlesinger** – Philomothea Lindberg Loyalty Award
- Taylor Sipila** – Carl Lindberg Loyalty Award



Nearly 150 new J.D.s are prepared to use their Jesuit education for justice.



Center for Climate, Society, and the Environment

An Earth Day Gift

On April 22 – Earth Day 2021 – Jesuit Father General Arturo Sosa, Washington Governor Jay Inslee and representatives of 350.org and the U.S. Climate Action Network joined a livestreamed event launching Gonzaga’s Center for Climate, Society, and the Environment.

The Center’s Founding Director and Chair of Environmental Studies **Brian Henning** says the new endeavor will serve Gonzaga students and the region by advancing innovative, interdisciplinary scholarship, teaching, consulting and capacity-building.

Major areas of emphasis for the Climate Center are urgency, climate literacy, resilience, and a collaborative approach to the challenges. It will serve as a regional resource for municipal, tribal and corporate entities, to address policies and initiatives.

“The growing threat of climate change requires that we do much more in order to prepare our students and our community for the very difficult future that we are creating,” says Henning. “Through the Climate Center, Gonzaga can play an important role in helping our region understand and respond to the challenge of anthropogenic climate change.”

» [Learn more: gonzaga.edu/climatecenter](http://gonzaga.edu/climatecenter)



Clockwise from top left: Reyes, Kelley, Shelton, Sklut

Leadership Changes

President Thayne McCulloh, D.Phil., announced the following leadership changes in May:

Raymond Reyes, Ph.D., who was associate provost and chief diversity officer for 22 of 33 years at Gonzaga, is associate vice president for cultural initiatives.

Robin M. Kelley, Ph.D., associate chief diversity officer since July 2020, promoted to chief diversity officer.

John Sklut, J.D., chief of staff for the past five years, is senior advisor to the president and liaison for external and government relations.

Charlita Shelton, Ph.D., special consultant to the president/COVID-19 compliance officer this past year, is now chief of staff to the president.

An Unpredicted Surge

The May 1 deadline for first-year students to confirm enrollment for the fall delivered a welcome surprise. Despite the ways COVID-19 impacted admission processes – for schools and families alike – a record-breaking number of students committed to becoming Zags.

A Preview of the Class of 2025*

» 1,359 strong, with 60% hailing from out of state

» The strongest academic profile in the last four years, with an average unweighted G.P.A. of 3.7

» Our most racially/ethnically diverse class ever: 30.7% self-identify as students of color

*These numbers may shift right up to the first day of fall classes



Military Friendly

Continuing its mission to provide veterans, their spouses and the military community with the finest choices nationwide for educational opportunities, Military Friendly has named Gonzaga University to its Military Friendly Schools list for the second consecutive year. The list is a guide for veterans and their families to the top educational institutions for the military community and veterans, using data from federal agencies and proprietary survey information from participating organizations. Gonzaga is one of 747 earning the designation.



Up for Debate

Gonzaga's top debate duo qualified for the 2021 National Debate Tournament hosted by Harvard University. Glen Frappier, director of forensics, says Avalyn Hine (a sophomore from Boise) and Molly Martin (a junior from Sacramento) "are among the hardest working teams I've ever coached at Gonzaga."



Moot Point

Gonzaga Law students earned one of the top awards at the National Trademark Moot Court Competition. "Team Practical" (Joe Huston, Josiah Alter and Blake DeVerney) received the award for the Best Brief in the nation after competing against more than 70 teams. "Team Punctual" (Emma Young, Brendan Quilici, Yanni Tsangeos and Danny Ledonne) also advanced to this year's national rounds.



Partners in Racial Equity

This spring, Gonzaga joined the Liberal Arts Colleges Racial Equity Leadership Alliance, which currently has nearly 70 member schools sharing resources for deans, faculty and diversity leaders to improve efforts on their respective campuses. Gonzaga's Chief Diversity Officer Robin Kelley says the alliance provides access to data, strategies, accountability, curriculum support and much more.



Top Notch!

In 2021 reviews of nationally ranked graduate-level academic programs, U.S. News & World Report yielded high marks for Gonzaga:

- **Online Master of Science in Nursing Administration #16** (of 173)
- **Part-time M.B.A. #46** (among 279)



Impact of Exposure to Gun Violence

Angela Bruns, assistant professor of sociology and criminology, is co-principal investigator for a study on the impact of exposure to gun violence on the well-being of adolescents. A \$600,723 grant from the Centers for Disease Control and Prevention allows for research to better inform violence prevention strategies.

»» Stay current on university happenings:
gonzaga.edu/news



Courtesy of University Archives and Special Collections

HUGHES HALL: A Solid Start

BY DALE GOODWIN ('86)

Much has changed for the sciences since 1990, when Gonzaga’s biology and chemistry rosters included four faculty members each, and three in physics. Today, the three sciences have a combined faculty of 50, plus experienced adjunct instructors and additional staff. It’s reflective of the added focus nationwide to address a job market increasingly in need of STEM prowess.

Back then, funding limited equipment and supplies, and faculty set up their own labs while managing full teaching loads. Today, funding through various sources – prominent among them the National Science Foundation, Howard Hughes Medical Institute, National Institute of Health and the M.J. Murdock Charitable Trust – supply a good share of the equipment and quality facilities, while tuition dollars from a constantly growing enrollment in the sciences provide for increased faculty, auxiliary staffing, research and lab coordinators, and funding for student research projects.

“Now we have lab coordinators to help prep every lab. Biology 105 has 12 lab sections in the fall semester alone,” says Professor **Nancy Staub**, who started at Gonzaga in 1991. “As the number of Gonzaga undergraduates grew, the number of biology majors has grown disproportionately, and we just couldn’t manage it without our lab coordinators.”

Former professors **Robert Prusch** and **Peter Pauw** started several outreach programs. The Science In Action! program, started in 2007, now sports its own coordinator and places more than 80 Gonzaga undergraduates in local elementary classrooms each semester. The department has also started programs to promote diversity and inclusivity in STEM, including the Gonzaga Science Scholars Program.

Chemistry Professor **Joanne Smieja**, at GU since 1988, says it used to take new faculty members two years to get their research labs functioning. “Today, they have a start-up package so they can be productive as soon as their contract starts.”

Physics Professor **Eric Kincanon**, approaching his 35th year at GU, remembers when faculty in his department scheduled labs whenever convenient for them, and students could adapt. Now, labs are offered at every available time.

“I was initially concerned about the growth of science programs and what that would mean for our departments and the student experience. I’m happy to say that we in physics have been able to keep our focus on quality teaching and providing service to our students,” Kincanon says.

But there were other growing pains, especially as more women joined the sciences. Staub and Smieja remember carefully planning their restroom visits and putting a sign on the men’s room to use it. Today, there are more women’s restrooms in Hughes.

With help from a \$1 million grant from Murdock and a \$500,000 government Inland Northwest Natural Resources Research Center grant, Hughes underwent major expansion in 2004, expanding and updating labs, classroom space, faculty offices and equipment.

HUGHES HALL	
1961	2021
42,857 s.f.	80,801 s.f.
21 labs	38 labs
6 offices	43 offices



BOLLIER CENTER: Designed to Connect

BY STEPHANIE ROCKWELL, AVP, UNIVERSITY ADVANCEMENT

Opening in fall 2021, Gonzaga's new **John and Joan Bollier Family Center for Integrated Science and Engineering** completes a quadrangle of buildings on campus that takes STEM education to a new level of engagement and real-world preparation.

Today's industries require investment in innovation, research, teaching and academic infrastructure. That's what makes the new facility so critical. Applications for STEM majors are up at Gonzaga, with more students wanting a high-quality education that is distinctly Jesuit, Catholic and humanistic.

Washington STEM estimates that by 2030, nearly 80,000 family-sustaining STEM jobs will be on the table in Washington state, and approximately 60,000 will go unfilled due to a lack of trained, credentialed individuals. Gonzaga is dedicated to addressing this concern.

"The Bollier Center will deepen collaboration across the sciences, engineering and mathematics, and

provide 'collision' spaces for teams from different disciplines to explore innovative projects that support the common good," says College of Arts & Sciences Dean Annmarie Caño.

Highlights include an innovation studio designed for teamwork, a two-story structures lab, materials engineering lab, and expanded computer science classrooms and labs.

"With the benefit of modernized space and equipment, and the exploration of leading-edge contemporary subjects, our students will be increasingly competitive in the global market space," says School of Engineering and Applied Science Dean Karlene Hoo.

And that is exactly why alumni and friends are choosing to give to this project. Troy Aitken ('17) shared, "I am forever grateful for the experiences, lessons and friendships gained along the way of my Gonzaga education. My hope is for the Bollier Center to grow the GU community and campus in a positive way, drawing in good people who want to grow, learn and be creative."

GIVING OPPORTUNITIES

More than 600 alumni, parents and friends of Gonzaga have contributed support for the \$49.7 million project. A group of dedicated Zags offers \$2 million for a matching challenge, making it easier than ever for others to become naming donors.

PLAY A ROLE! NAME A SPACE

\$50,000 names a faculty office and \$100,000+ names other spaces like labs and classrooms.

With the Matching Challenge, a faculty office can be named with a \$25,000 commitment payable over five years.

PROVIDE SUPPORT

Gifts of any amount provide essential tools and technology. Consider a classroom that represents the collective power of giving at all levels.

To be involved, call Stephanie Rockwell at (509) 313-6404 or email rockwell@gonzaga.edu.

» COMING UP IN THE FALL ISSUE:

The Bollier family, some of the 600+ other supporters, and the faculty and students who benefit from this new facility





The Gift of Simple Truths

This year's commencement exercises (a.k.a. "graduations") at Gonzaga were unlike any others in modern memory. Held outdoors in an Astroturf-covered football field while puffy clouds intermittently allowed rays of golden sunshine to warm the attendees, the ceremonies were festive and beautiful yet somewhat solemn: as if the masked graduates, their families and friends, and university colleagues all understood what a privilege it was to cap this enormously challenging, physically restrictive, and emotional year in this way.

As I shared with our graduates, there are things we have all learned in dealing with COVID-19 that we might not have otherwise learned, and there are timeless truths which have been affirmed and become even more obvious. Those who find ways to persist in spite of adversity become stronger and more resilient because of it. Our students – and our faculty and staff – have improvised and discovered new ways of doing things. They coped, reconsidered, evaluated problems from different angles. And in the process, we all have become a bit more wise.

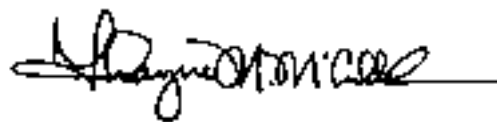
Throughout the past 18 months, we have continued to live out our Catholic, Jesuit and humanistic mission, educating people for lives of leadership and service to the common good. All along the way, our students have taught us some important things too; in particular, they have taught us the importance of community, of family, of human dignity, and of truth. Despite the many challenges of learning via remote technologies, our students understood that building actual community is possible, even when using virtual tools. That family is the nuclear pattern of all loving, powerful communities, and that human dignity is a value worth standing up and fighting for. And our community never lost sight of its fundamental academic purpose: the pursuit of truth, though it may lead to, and through, very uncomfortable, difficult places, and demand a great deal of those who search for it.

Those values guided Gonzaga through a pandemic, just as they will guide future Zags in their endeavors. And as I shared with our graduates, whether you graduated in 2021 or 1941, you carry the hopes and dreams of others with you, that you will make the world a different, better, kinder, more loving place. Regardless of your age and stage in life, I hope you find value in the five "gifts" or pieces of advice I shared with this year's graduates:

- 1) Nurture the people who matter most to you.** Poet Maya Angelou said: "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
- 2) Find a vocation that makes you happy.** Some people sacrifice their happiness for wealth or status. Finding what gives you joy and fulfillment will make you happier, and you'll be better at it.
- 3) Use the superpower education gave you: awareness.** While the world has become a more cynical and distrustful place, we still choose our reactions, whether to tear people down, or build them up; whether to speak up in the face of injustice, or to remain silent. The purpose of higher education is to impart knowledge and awareness. Use it to make the world a better place for others, and it will be a better place for you as well.
- 4) When the going gets tough, keep moving.** There is an uncomfortable degree of uncertainty in life; all it takes is a pandemic to make that clear. Don't let uncertainty become inertia. Do the best you can, keep going, and new doors will open up before you.
- 5) Never forget that you are a beloved creation of God.** Fundamental to the Jesuit way of proceeding is the belief that there is a God, we were created in the image and likeness of God, and God loves each and every one of us, just as we are. Human beings impose a lot of categories and conditions on themselves and each other, but God's love is unconditional. Finding God in all things means to acknowledge that God is present in those around us, and within us as well. When someone challenges your sense of self-worth, remember that you are a God-made miracle of infinite worth.

Friends, alumni, families – those simple truths and timeless gifts are for all of us. Together, we help impact our communities and our world in positive ways. I am eternally grateful to have you involved in that work alongside us at Gonzaga. May God continue to bless us all in the months and years to come.

Sincerely,



Thayne M. McCulloh, D.Phil.
President

Immunity in Community

On Feb. 22, Charlita Shelton, Gonzaga chief of staff to President McCulloh and COVID compliance officer, received a request from the Community Health Association of Spokane (CHAS) to host a vaccination clinic on campus to be held three days later. She said yes, and the Martin Centre's fieldhouse immediately became a maze of stanchions and tables, signs and directions.

CHAS had received an extra federal allotment of 8,700 vaccinations at a time when many in the community had not yet found access to them, with pharmacies and clinics across the city filling their available slots within minutes of announcing availability.

In the first two sessions, 513 Gonzaga volunteers, including faculty, staff and nursing students, devoted more than 5,500 hours to help vaccinate 7,261 people. Over the course of the spring months, additional clinics by CHAS and Providence Health took place in the Martin Centre, providing several thousand more individuals immunity against COVID.

"St. Aloysius was caring for the sick during the plague, cura personalis. We're following his example," Shelton says.





Artistic Inspiration

The Center for Community Engagement, Art Department faculty Laura Truitt and Lenora Lopez-Schindler, and the Logan Neighborhood Council partnered to beautify the Global Neighborhood Thrift building. Located at the corner of Trent Avenue and Hamilton Street, the mural depicts native plants of the region, including arrow leaf, yarrow, camas flower and Ponderosa pines, along the Spokane River. Our gratitude to all who helped it come to life.

**Tell Me Whatever Will Help
Me Lay Hold of the Day**

By Joe Wilkins ('02)

Up through the fire-scar we go,
 & slow, kneeling at the spill creek
 to rinse our bitten necks, dreaming names —
 cat's eye, stardrop, lacy three-leaf —
 for every flower we don't know, shuffling
 one, two steps closer to the cliff's rocky lip
 & by the fear welling in our bellies claiming
 this view ours: I grieve already the hours,
 this one day's measure of blue & bluer yonder,
 & the mountain itself, god's good hand, cupping
 for millennia lake & light, trout & shadow,
 & for please a little bit longer
 my daughter asks us.

Lyrics & Figures

This arts selection reflects the impact of the Pacific Northwest on three creatives. Joe Wilkins, an engineer-turned-poet, resides in Oregon. Jeanne-Marie Osterman, now a New Yorker, was raised in Everett, Washington by a logger-sailor. Jackie Treiber, a Northwest transplant from Kansas, and marketing specialist for Gonzaga's College of Arts and Sciences, provides her art on the next page.

Canyon Creek Logging, 1937

By Jeanne-Marie Osterman ('74)

In a handwritten letter, he tells me how it was
 reeling in the moss-covered giants.
 We didn't have roads or trucks out there.
 We pulled the big cedars in by hand.

With a two-man handsaw the fallers fell the tree.
 Choker-man sets hooks deep into the bark
 then nods to the whistle punk
 to yank the wire
 that signals the yarder man
 to fire up the steam donkey
 that cranks the rig
 that pulls the mainline
 that hauls her in.

An 11 x 17 Xerox of one of the felled behemoths is attached.
 The men perched on top look like ants.
 My dad, third from the left, is only 18.
 No lights, no phone, no hardhats, he's scrawled on the back.
 The water was cold and piped from streams.



© Jackie Treiber
Instagram: jackalannstudios.

A Critical **Eye** on Gender and **Power Dynamics**

The work of women's and gender studies

STORY BY KATE VANSKIKE, with reporting by ALYSSA CINK ('19)

*"So you took women's studies courses?
What on earth are those good for?"*

That was a question asked of Cynthia Stavrianos, Ph.D., in job interviews, noting the mention of women's studies in her cover letter for positions more related to her expertise in political science.

"I recognized that they were ribbing me, but it gave me a great opportunity to tell them about the very valuable critical thinking skills I learned," Stavrianos says. "I actually ended up getting my first job with an employer who began the interview that way."

Stavrianos is chair of the women's and gender studies (WGST) department, while serving as associate professor of political science. She's representative of the many faculty members who teach in WGST but represent other disciplines, such as English, sociology and religious studies. There are also two full-time faculty members trained specifically in women's and gender studies; they hope to expand the minor to a major as interest from students fuels further development, says Stavrianos.

Design by Tracy Martin.
*Except Crenshaw, all women in photos
are faculty members who teach
Women's and Gender Studies courses*





Kimberlé Crenshaw, J.D.
Famed scholar who developed the theory of intersectionality, Crenshaw specializes in race and gender issues. Her 2019 lecture at Gonzaga was a highlight for Women's and Gender Studies faculty and students.



Noralis Rodríguez-Coss, Ph.D.

**Carolyn
Cunningham,
Ph.D.**

**Cynthia
Stavrianos,
Ph.D.**

The Elephant in the Room **(Is this about feminism?)**

It's possible that few academic fields raise more eyebrows or draw more immediate criticism than that of women's and gender studies. It immediately conjures that oft-hated "f" word: feminism. So before taking this raft too far down the proverbial stream, let's clarify. The old notion that feminism is for bitter women who hate men is just that – an old notion. In simplified terms, feminist theory seeks to understand gender inequity and the power dynamics that create it.

As an academic field, women's studies draws in many subjects to examine women's lives and experiences in social and cultural constructs. It looks at systems of power and privilege, and the natural overlaps with race and class (intersectionality). As the

popularity of women's studies grew, so did the understanding that gender was more complex than merely a marker dividing people into groups. And thus, women's studies at many institutions morphed into women's and gender studies.

At Gonzaga, the Women's and Gender Studies mission is to "employ critical feminist theories and methodologies to foster transformative understanding of the intersections of socially defined identities" and to "foster an ethical and intellectual commitment to dismantle sexism, heterosexism, and other dimensions of intersecting oppressions such as racism and classism."

Three Career Paths: One Critical Foundation

BY ALYSSA CINK ('20)

Three alumni share how their women's and gender studies minor benefits their careers.

Capstone Examples

- » Madison Schultz ('20) created a framework for an online alumnae/i network to keep WGST graduates connected to one another and the department, for career mentoring, continued literacy in the field, and personal connection. Her project was so impressive that funding was secured to take it from concept to reality.
- » Seniors conducted a focus group – dubbed a “Soup-osium” – to gather with current minors for a meal and solicit suggestions for the department. One interesting finding was how many students knew before they arrived at GU that they wanted to pursue women's and gender studies. As a result, the seniors engaged with the Office of Admission to learn how to connect with prospective students and play a role in helping students choose a Gonzaga education.

Growing Popularity of Women's and Gender Studies and Careers

300% increase since 1990

in the growth of women's and gender studies degrees in the U.S. In 2015, more than 2,000 degrees were conferred.

(National Center for Education Statistics)

The Educator: Christina (Iatridis) Pirzada ('13)

Women role models always inspired Christina (Iatridis) Pirzada: her mother and sisters, authors, athletes, politicians and especially pilots. During her first two years at Gonzaga, Pirzada had a double major in English and psychology, and gravitated toward classes that engaged with the topics of gender and power dynamics. She “stumbled into” the WGST minor as a result. The more formalized studies trained her to recognize gender dynamics and to respond more purposefully, she says.

“It’s a constant lens that once you try on, you never want to take off,” Pirzada says.

That lens became especially meaningful after she earned her master’s in education. As a teacher, school administrator and now a project manager at an education technology company, her women’s and gender studies helped her mentor students, challenge their assumptions about feminism and guide their consideration of identities reflected in the literature they read.

“It was immediately helpful in deciding what kind of teacher I wanted to be, and what kind of students I hoped would leave my classroom,” she says. In her current role in tech, there’s great pride in selecting content that K-12 students all over the country read on a daily basis.

The WGST lens, Pirzada says, provides perspective that “has helped me navigate workplace dynamics and inspire conversations.” It has impacted her hiring practices, too. “We’re not homogeneously picking candidates for certain positions that might historically be pretty gendered.”

The Computer Scientist: Luke Johnson ('17)

It’s true: When Luke Johnson registered for a literature course called “Sex and Power,” taught by Ann Ciasullo, professor and former department chair, he worried that feminist courses may not be welcoming to male students. Those fears were dispelled as he participated in a feminist critique of masculinity in “The Sun Also Rises” and class conversations about race and gender that he describes as vulnerable and authentic.

“My computer classes were predominantly male, almost entirely white, and didn’t really talk about people. It was refreshing to take a step back from the technical discipline and think about the world I was living in,” he says.

Historically male-dominated, the computer science field has been criticized for the “toxic elements of their masculine space,” says Johnson. And that’s why he’s quick to recommend that everyone in tech take classes in women’s and gender studies.



**Ann Ciasullo,
Ph.D. ('92)**

Sara Díaz, Ph.D.

**Kristina
Morehouse, M.S.**

Students formally declaring the minor at Gonzaga increased from 18 in 2011 to 46 in 2019, a **150% increase over eight years.**

“Just being able to fight any amount of prejudice on the inside is really important,” he notes. It’s a mindset that has earned him a reputation for advancing equity in higher education, and even earned him a fellowship during graduate studies.

As a Ph.D. student in cryptography (specifically biometric authentication), Johnson’s peers were mostly male in a culture largely focused on the individual. He helped to create community by organizing gatherings for people, and also started mentoring high school students.

“Having a critical analysis of both gender and race – which come together a lot in women’s and gender studies – meant that I could be a better mentor to the kids I serve,” Johnson says. “I can be a better Ph.D. candidate to my adviser, I can be a better cohort mate in my education class. There are a lot of things that benefit from recognizing the institutions of gender and the linked oppression with other marginalized identities.”

“The women’s and gender studies minor is useful for many reasons, but one of them is its capacity to build empathy. You ask, ‘Who’s not at the table? How are we excluding people?’ I think that empathy can come from the study of oppression.”

The Career Recruiter: Austin Caswell ('17)

Austin Caswell pursued the WGST minor while double majoring in criminal justice and philosophy. In his first course with Associate Professor Sara Díaz, he sought better understanding his place in the world. What stayed with him the most, he says, was the language he gained for describing his own experiences, and for understanding the complexities of identity. He learned to ask more perceptive questions when approaching challenges without easy solutions.

“My first job out of college was as an admissions counselor for a small university, and women’s and gender studies was the best prep for that job. It gave me the toolkit to be able to work with diverse populations and to see other people’s perspectives with more ease,” says Caswell.

Now he is a recruiter with older, mid-career individuals, and feels able to connect with them despite the age difference, and to recognize where ageism is present with potential client partners.

“Without question, my gender studies minor is what stuck with me the most and has been the most impactful, post-graduation.”

Lady Gaga and The Big Lebowski: The Gender and Pop Culture Speaker Series

BY ANN CIASULLO, PH.D., FOUNDER AND ORGANIZER

*It began in 2010, with a single student
and a single essay on Lady Gaga.*

Ashley Ruderman ('12) was a sophomore in my upper-division English course "Literary Theory and Cultural Studies," in which students learn how to read texts from a variety of theoretical perspectives. She had written an extraordinarily smart paper in which she applied feminist theory to one of Lady Gaga's videos, "Bad Romance."

One day, I asked her if she'd like to share her work in a public presentation. Lady Gaga was huge at the time, and I had a hunch that an academic talk about her would draw a big audience. On a cold February night that semester, Ruderman presented her scholarship to more than 60 peers, and the discussion that followed the formal presentation was a teacher's dream: lively, engaging, full of energy and excitement.

As the night wrapped up, I realized this opportunity for students to share the intellectual work they create in the classroom, in particular work about popular culture, needed to be an ongoing event. Thus was born the Gender and Pop Culture Speaker Series, co-sponsored by the Women's and Gender Studies and English departments.

The series has hosted more than 50 student presentations on a host of topics related to representations of gender in popular culture, from Beyoncé to Bromance films, from Twilight to Taylor Swift, from Facebook to Friends. The participants

represent a wide range of majors and minors and thus have brought with them myriad disciplinary perspectives: women's and gender studies, English, sociology, psychology, communication studies, philosophy, and even computer science.

The presentation titles have been as creative and engaging as the presentations themselves. How could anyone resist "The Duettes Abide: A Feminist Reading of The Big Lebowski" or "Eminem: The Blackest White Man in Rap"? I know I couldn't, and neither could the audience members.

That's what makes this Series so special: the way it showcases the students' desire to understand more deeply the gendered world in which they live, and the way it invites others to participate in conversations about that world. In the end, I like to think of the Gender and Pop Culture Speaker Series as the mission in action: In a single hour, anyone who attends will witness our students' remarkable and impressive capacities and dispositions for reflective and critical thought with regard to gender representation. I can't wait to see what the next decade brings.



Rae Larsen, Nikelie Windsor, Sara Díaz and Okunyi Chol, at the National Women's Studies Association conference in 2015 where the three students presented work inspired by the Gender and Pop Culture Speaker Series.

Research & Lived Experiences

The two full-time faculty members each explore scholarly pursuits from real-life experiences

Fat Zebra

SARA DÍAZ, PH.D., ASSOCIATE PROFESSOR

Graduate studies: University of Washington

Research: Critiquing the care and treatment of people with disabilities, out of concern for medical bias

What is “Fat Zebra”?

“When you hear hoofbeats, think horses not zebras.” In other words, don’t assume your patient has a rare disease. But zebras exist! Fat Zebra is a research project about how fat people with rare diseases are often overlooked in medicine. It’s fascinating intellectual work that includes real-world problems, and it’s deeply personal. I have Ehlers Danlos syndrome, a genetic disorder that causes joint hypermobility and chronic pain.

How do your health and science studies intersect with feminist studies?

Feminist studies has long been interested in how women’s bodies are pathologized – treated as sick. For example, feminist scholars studying the 19th-century diagnosis of “hysteria” observe how it still operates today as a way of dismissing women’s pain.

How does bias impact medical care?

Until the Women’s Health Movement intervened in the ’60s, most medical research took place on men only. As a result, it often took longer for women to receive a proper diagnosis. The culture we live in shapes everything from the research questions we ask to the conclusions we draw.

How do you relate this to students?

In class, we explore how feminist epistemology (knowledge systems) criticizes the idea that science is always objective. Is there a bias in the scientists’ perspective? In the way they designed their research? These questions are compatible with Ignatian pedagogy.

How do you present women’s and gender studies to someone new to it?

I say, “Here’s a way to look at the world, try it for a semester.” And they usually find it valuable. I’m very intentional about encouraging students to have conversations with their older family members. Often, students learn that even if their mothers aren’t self-described feminists, their values were consistent with feminist values. I encourage centering conversations on human dignity which is core to both Catholic and feminist intellectual traditions.

Island Feminism

NORALIS RODRÍGUEZ-COSS, PH.D., ASSISTANT PROFESSOR

Graduate studies: Southern Connecticut State University and University of Washington

Research: Gender, racial and class inequality and feminist activism in Puerto Rico

What was the impetus for your graduate studies on violence toward women’s bodies?

When I was in college, a very violent crime happened just a few miles from the campus: A woman was tortured and her vagina was burned. It had such an impact on me that I started questioning why this happens to women’s bodies, because there is so much symbolism in burning a vagina, in torturing a woman’s body just for being a woman. There was silence around the topic on campus – I wanted to know why it was so normalized that people were not reacting in the same way that I was.

What does your research hope to clarify about the experiences of women in island cultures?

Historically, colonized islands are articulated as sites of social crisis, spaces in the middle of an endless ocean, suspended away from their relationships to other islands and to other larger land masses. My research focuses on feminist and cultural resistance in Puerto Rico with a goal to advance transnational feminist pedagogies that can articulate inequality in island communities. I am interested in documenting how feminist activists deal with social disparities in alternative ways disassociated from pre-existing agencies of governmental assistance. Their work also shows us how marginalized communities address the centrality of global climate change that influences islands with more urgency than other geographies.

How do you respond when students perceive sexism in their own families?

As soon as students start thinking critically, they analyze their family relationships, questioning how they were raised. I tend to be very clear that parents raise children with the information they knew at the time. I try to also help students see this questioning as a privilege, and they learn they can make a difference moving forward.



**Katey Roden,
Ph.D.**

**Megan
McCabe,
Ph.D.**

Heather Crandall, Ph.D.

Be Involved!

» Join the WGST Alumni Network: facebook.com/groups/guwshtalum

» Stay up to date on events and opportunities: Email wgst@gonzaga.edu



BUILDING ON A CENTURY OF SUCCESS

Story by Dale Goodwin ('86) | Photos by Zack Berlat ('11)

Ken Anderson, Ph.D.
('81, '82 M.B.A.)

From the depths of the Administration Building (now College Hall) basement to its relatively new home in Jepson Center, the School of Business Administration has been up-trending ever since Clarence H. “Bud” Barnes arrived in 1973, with a Ph.D. from Tennessee and a new worldview on business education and research.

He and Erwin Graue were the only Ph.D.-qualified faculty in the small department, and the two were at opposite ends of the economic spectrum . . . Graue had earned his doctorate in 1928, and world dynamics had changed a little. But they complemented each other and became the foundation of the school’s reputation.

The longest-serving dean in the school’s century-old history, Barnes could see there was a lot of work to do, and he was eager to start. But he never anticipated, nor had the desire, to serve as dean. President Bernard J. Coughlin, S.J., however, had a vision for fortifying the school, and he twisted Barnes’ arm to serve an interim three-year stint as dean, beginning in 1980. Bud’s term lasted 33 years.

As we celebrate the school’s centennial, we look back on some of the turning points in how the School of Business Administration has become one of the country’s most notable.

The Early Days

Gonzaga founded the School of Business in 1921 to help stock a fledgling city with business leaders, bankers, accountants, journalists and professionals in economics, finance and trade. The first formal degree was a bachelor of science in business administration in 1930; the first master’s degree in business administration came in 1961.

Meanwhile, a key milestone in 1946 was the hiring of Dan Brajcich, who had no idea that he would build Gonzaga’s accounting program, almost singlehandedly, which some 70 years later remains the nationally recognized anchor of the school. Brajcich demanded excellence, and his students delivered. He was instrumental in helping many of them start their accounting careers, and they have honored him by supporting an endowed scholarship in his name. Established in 1976 by colleagues and former students, that scholarship now boasts \$3.9 million, the largest endowed aid in the school, thanks to 531 donors.

Through the ‘60s and early ‘70s, the school collaborated on degree offerings with the schools of Engineering and Law, which continue today.

“Probably no one knew when Brajcich and Barnes were hired what might result, but the decision to hire those two has to be on the short list of big milestones in the School’s history,” said Dean Ken Anderson, who has taught at Gonzaga since 1986, served as interim dean 2014-16, and dean since then.

Building the Foundation

When Barnes became dean, he knew gaining credibility required accreditation. He had 17 faculty members and only three or four with doctorates. Accreditation required Ph.Ds. “I had to make a lot of tough changes,” Barnes said. He gave current faculty the chance to take a leave and earn a doctorate, and added several other Ph.Ds. through the 1980s. These are many of the people who contributed to achieving – and maintaining – accreditation: professors Jerry Monks, Don Hackney, Larry Lewis, Kay Carnes, Jim Helgeson, Eddy Birrer, Jason Chen, Wil Terpening, Ken Anderson, Randy Bennett, John Beck, Paul Buller, Scott Bozman, David Elloy, Kent Hickman, Mark Shrader, Scott Hedin, Brian Steverson, Barnes’ longtime assistant to the dean Terry Coombes, and freshman adviser/assessment evaluator Jane Hession.

“I give a lot of credit to Fr. Coughlin, who said, ‘We need to beef up our support for faculty.’ We created the John Aram Chair in Business Ethics and the Erwin Graue Chair in Economics,” Barnes said.

“One Friday afternoon, (Trustee) Jim Jundt stopped by my office. I took him to Maggie’s in the lower COG, bought him a \$5 lunch, and before we got up he agreed to fund a \$1 million chair. I about fell out of my own chair,” Barnes said. Today, the Jundt Chair in Economics brings national and world-renowned economists, exposing Gonzaga students, faculty and community business leaders to the likes of author Alfred Kahn, Nobel Prize-winning economist Milton Friedman, former Federal Reserve Chairman Paul Volcker, and former Chair of the Council of Economic Advisers Christina Romer.

Others joined the effort: the Kinsey Robinson Chair, with funding from Washington Water Power CEO’s grandson; Pigott Chair in Entrepreneurship, thanks to a gift from Mark Pigott; and the Mozilo Chair in Finance, thanks to a gift from its namesake, Angelo Mozilo and family.



Molly Pepper, Ph.D.

Next Need: A Better Building

Barnes recalls his first meeting with Bob Jepson, a new Trustee. Barnes showed off his department in the basement of the Ad Building, which was “abysmal at the time,” Barnes said. “Driving him to the airport that day he said, ‘We have to get you out of there. Let’s build you a building.’”

Through Jepson’s initial pledge and significant financial support from Mert and Jessie Rosauer, and a couple of Jepson’s friends, the building came to fruition in 1987, with 34,000 square feet, including a 175-seat auditorium and spacious computer lab. Thus, the school earned accreditation in 1989.

When Father Robert Spitzer, S.J., became president in 1998, he asked Barnes to become more involved in fundraising, “and that opened the door to more possibilities,” Barnes said.

In the meantime, enrollment in the School of Business grew significantly, and the building they once thought they’d never fill was too small for the expanding educational enterprise.

“We got Ed and Lynn Hogan on board, then Fritz and Jeanie Wolff, who had been a great friend from the get-go,” Barnes said. “Gerard Centioli and Carl and Eloise Pohlad stepped up, and we had an addition built in no time at all.”

The year was 2005, and space nearly doubled in the Jepson Center.

“Our growth parallels that of the university,” Anderson said. “The expanded Jepson Center offered better classroom utilization and space for faculty. Many non-business courses are taught here, as well, and many presentations on every subject imaginable are staged in Wolff Auditorium.” More recently, the school has added the Jack Hemmingson Finance Lab and Shanaman Family Alumni Lobby.

Growth didn’t stop with the enhanced building

Near the turn of the century, when Fr. Spitzer and Barnes developed a relationship with the Hogan family, they established the Hogan Entrepreneurial Leadership Program, a minor connecting entrepreneurial education with service and ethical leadership to prepare students from various majors to build on their interests and abilities to create a positive difference in the world. A New Venture Lab, created by Fred and Leslie Brown, connected entrepreneurial students with like-minded business investors to create new enterprises.

Diversity in programs, facilities and scholarships extended to hires by both Barnes and Anderson. Accounting’s Kay Carnes was the first female faculty member, and soon came administrative assistant Terry Coombes, whom Barnes often said “runs this place.” Jane Hession came in 1983 as director of the MBA program, and in 1987 began directing the school’s freshman advising program, a position she still holds. “That was genius on Bud’s part to start this program, which has become central to our students’ success and the model for other advising efforts across the University,” she said.

Today, women hold in excess of 20 faculty and staff positions.

Another of Barnes’ hires was Molly Pepper, now professor and dean of Undergraduate Programs. In her 17 years, she has distinguished herself with her work on diversity, equity and inclusion endeavors. Her favorite is helping coordinate the Productive Discomfort series, helping faculty to work through biases and improve cultural awareness.

She appreciates the ways Barnes challenged faculty, but always in kind and considerate ways. She attributes great vision and leadership to Anderson. “He has worn so many hats and can see things from different perspectives. It’s hard to rattle him, and believe me, I have tried. He sees the good in people. He will bring the business school to the next level.”

On the National Stage

Anderson lauds the early pioneers of the modern-day School of Business Administration, who came on blind faith in what Barnes painted as his vision for the school. “They came here before accreditation, and believed Gonzaga’s business school was on the rise,” Anderson said. “And they helped make it reality.”

For several years the University’s business and accounting programs have been nationally ranked, as well as its CPA pass rate.

“We want all of our programs to be nationally recognized,” Anderson said.

Enrollment in the school’s undergraduate programs has grown to about 1,400 students, and graduate enrollment is topping out at about 200 students. Of recent Gonzaga freshman classes, business and accounting majors make up about 20-25%, and more transfer in later years of study. The school has nearly 50 full-time faculty.

Anderson especially loves graduations, knowing “that we did a good job of educating these graduates, and preparing them for their futures.”

He also thrives on seeing successful alumni return to share who they are and what they’re doing. “Students hear what is possible with a finance degree or an operations degree or a marketing degree, and they network with others. Those connections are impactful across all our disciplines,” said Anderson.

“We have a faculty who understands and buys into the need for change and improvement. We will continue to push our faculty, staff and students outside the walls of our building to engage with bright business minds in our world, as our people also strive to bring business experts with critical and specific focus back into the classrooms to inspire our

students,” Anderson said. “Our end goal is to serve our students well in education and career preparation.”

Entering the school’s next 100 years, Gonzaga does so with gratitude to those who laid the foundation for one of the University’s greatest success stories, and to those who are carrying success forward in innovative and ethical ways, leading by example.

» Explore More

See a sampling of stories from graduates of the School of Business Administration:

gonzaga.edu/SBA100



Jane Hession
(’72, ’77 M.A.)



Bud Barnes, Ph.D.



Which brings us to men's basketball. While it's impossible to capture in this space all the highlights this group crafted in 2020-21, here are a few:

- Top of the list: Jalen Suggs' 40-foot buzzer-beater over UCLA in the national semifinals, moving GU into its second national championship game in four years
- Joel Ayayi's program-first triple double (12 points, 13 rebounds, 14 assists) at Portland
- TV commentators' constant conversation about Timme's handlebar stache
- Corey Kispert's return for his senior season, and steadying influence
- Fifth Elite Eight, fourth in last six tournaments
- Sixth straight Sweet 16, nation's longest active streak
- 22 straight NCAA Tournaments
- Only NCAA Division I team in history to have five straight 30-win seasons (14 straight 25-win seasons, 24 straight 20-win seasons)
- Ranked first in every AP poll this season; Zags' first top overall seed in NCAA tournament
- Led the nation in scoring offense, field goal percentage, two-point percentage, scoring margin and points in the paint
- Mark Few named Naismith and NABC national Coach of the Year
- See you in November back in The Kennel

HOOPS AND HOMERS

By Dale Goodwin ('86)

Despite the curveball COVID-19 threw at intercollegiate sports this past year, Gonzaga student-athletes and coaches made the best of a beastly pandemic. Here are some highlights.

ATHLETICS DEPARTMENT

Six members named WCC Coach of the Year: Chris Watkins, women's soccer, Mark Few, men's basketball; Mark Machtolf, baseball; Brad Rickel, women's golf; Pat Tyson, men's cross country; Andrew Derrick, women's rowing

BASEBALL

WCC Pitcher of the Year Alek Jacob threw a no-hitter at Pepperdine; team won WCC title, earned No. 2 seed at NAAs

MEN'S CROSS COUNTRY

First time competing in NCAA championships

WOMEN'S ROWING

Team captured sixth-straight WCC title and NCAA Tournament berth; 19th league title overall

WOMEN'S GOLF

Won its first WCC team championship

MEN'S & WOMEN'S TRACK & FIELD

Seven Zags competed at the 2021 NCAA West Preliminary Round; James Mwaura advancing to the men's 5,000- and 10,000-meter national finals

WOMEN'S BASKETBALL:

- First time two Zags named All-American in a season; Jill Townsend, Jenn Wirth both honorable mention
- Who can forget Townsend's WCC Tournament Championship buzzer-beater
- Ranked the entire season, topping out at No. 13
- GU's highest NCAA tournament seed, No. 5

Finding Community in Dorm Life

By Sydney Bernardo ('22)

At Gonzaga, LLCs are not a business distinction – they are “Living and Learning Communities” that help new students find their home while living in campus housing. There are nine to choose from, each with programming spearheaded by resident assistants and faculty with related academic expertise.

The first LLCs, though the term was not yet coined, were the Alliance and Lincoln houses – dubbed “positive choice housing” for residents devoted to not possessing or using alcohol. In 2002, then Dean of Student Services Beth Hellwig-Olson suggested an LLC for engineering students in Dillon and Goller halls. When Marian Hall was acquired in 2006, this outdoor-themed LLC connected students to the beauty of the Inland Northwest through recreational activities. The newest is the Solidarity and Social Justice LLC in Kennedy Apartments, thriving since 2017.

Students who are a part of Living and Learning Communities report higher satisfaction, more meaningful relationships and greater individual development than non-LLC students.

Coughlin’s Learns 2 Lead (L2L) and Cura Personalis are the most popular LLCs year after year.

Meet the LLCs

(All LLC logos were designed by students.)

Engineering and Computer Science

LOCATION: Goller Hall
DEMOGRAPHIC: Students pursuing a degree in engineering or computer science
PERKS: Access to in-hall classroom tutoring
NOTABLE: In 2019, the LLC collected toys and adjusted the mechanics to be more accessible for children with disabilities.

Outdoor Pursuits

LOCATION: Marian Hall
DEMOGRAPHIC: Adventure-seekers bonded by their passion for the outdoors
PERKS: Students go on skiing and camping trips
NOTABLE: Priority access to excursions and Gonzaga Outdoors rental equipment

Learns 2 Lead (L2L)

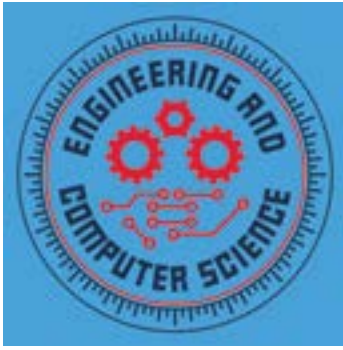
LOCATION: Coughlin Hall (2nd floor)
DEMOGRAPHIC: Young leaders
PERKS: Partnered with the Payne Center for Leadership Development
NOTABLE: Leadership and service opportunities, plus an annual retreat. Alumni of this LLC go on to become active leaders on campus.

Cura Personalis

LOCATION: Coughlin Hall (3rd floor)
DEMOGRAPHIC: Students motivated by the Latin phrase meaning “care for the whole person”
PERKS: Holistic wellness programming, focused on developing the mind, body and spirit
NOTABLE: Known for intramurals, wellness challenges and spiritual development

Women 4 Others

LOCATION: Coughlin Hall (4th floor)
DEMOGRAPHIC: Women devoted to serving others
PERKS: Students actively engage with the Spokane community
NOTABLE: Members dedicate 20 hours of community service each semester



Global Citizenship

- LOCATION:** Coughlin Hall (5th floor)
- DEMOGRAPHIC:** Students dedicated to global understanding and diversity
- PERKS:** Intersectionality embraced
- NOTABLE:** Involvement in cultural clubs on campus
-

Pre-Health

- LOCATION:** Lincoln Hall
- DEMOGRAPHIC:** Students studying life sciences or health care
- PERKS:** Priority access to campus pre-health programming and events
- NOTABLE:** Intentional focus on wellness
-

Honors

- LOCATION:** Crimont Hall
- DEMOGRAPHIC:** Honors Program members
- PERKS:** Students learn how to succeed both in and outside the classroom
- NOTABLE:** An energetic community centered on intellectual inquiry and creative expression
-

Solidarity and Social Justice

- LOCATION:** Kennedy Apartments
- DEMOGRAPHIC:** Second-year students
- PERKS:** Connection to sociology, women's and gender studies, Native American studies
- NOTABLE:** Fosters active support of these communities and environmental justice
-

Spread the Word!

Residential life is a key factor for many students choosing a college. Know a high-schooler who might find one of these LLCs attractive? Encourage them to Be a Zag!

gonzaga.edu/BeAZag

Contemplating Resurrection *and* Reconciliation

BY B. KEVIN BROWN, PH.D.

Senior Specialist for Faculty and Staff Formation
Office of Mission and Ministry

In 2018, Arturo Sosa, S.J., superior general of the Society of Jesus, outlined a vision for Jesuit universities to be sources of reconciled life by drawing on the wisdom of both the Spiritual Exercises of St. Ignatius Loyola and the Jesuit philosopher and theologian Ignacio Ellacuría. The Office of Mission and Ministry is developing pilot programs for faculty and staff formation oriented around this vision.



Exercises & Martyrs

The Spiritual Exercises accompany a person on a journey of personal transformation so that they might participate in God's work of transforming a world marked by sin. The second week of the exercises involves two significant contemplations: "The Two Standards" and "The Call of the King." They ask the retreatant to discern where they will stand – with Jesus in his proclamation of God's reign breaking into history, or with the dominative powers of a broken world.

Jesuit education has its roots in Ignatian Spirituality, which emerges from the Spiritual Exercises. It demands academic excellence so that students develop disciplinary expertise. This expertise allows students to put their unique gifts and talents at the service of God's work of transforming the world toward the justice of God's reign.

In the 20th century, Ellacuría and his companions at the University of Central America El Salvador brought Ignatian Spirituality into dialogue with insights of liberation theology. They challenged Jesuit universities to understand their mission in light of the third and fourth weeks of the Spiritual Exercises, which invite the retreatant to contemplate the cross and resurrection of Jesus. In doing so, Ellacuría drew attention to the fact that Jesus was crucified by the Romans because of his solidarity with his marginalized Jewish sisters and brothers, who were oppressed by their Roman imperial occupiers, as he inaugurated the Reign of God – a vision of salvific justice rooted in his Jewish tradition and spirituality.

Ellacuría insisted that contemplating the cross demands asking who is crucified with Jesus today – what classes of persons are being denied even the right to have rights by the dominative powers of the world? Contemplating the resurrection demands that we discern how we might take the crucified peoples of the world down from their crosses. It challenges us to discern what structural change is needed so that the crosses upon which the crucified people of the world are hung are no longer constructed in the first place.



Ellacuría and his companions confronted the Salvadoran government of their time and sided with the masses of Salvadoran citizens being pushed to death by their government. For that work, Ellacuría, five other Jesuits, their housekeeper and her daughter came to share in the fate of Jesus when they were executed by the Salvadoran military in November 1989.

Ellacuría and his companions are remembered as martyrs at Jesuit universities. They offer a witness toward which we are called to strive. They demanded that their university be marked by both academic excellence and solidarity with the persons of their context who were made poor and marginalized with others. This dual commitment calls us to engage the systemic injustices of our own time, that faculty, staff and students challenge one another to confront the structures that continue to marginalize their fellow human beings and work to transform them toward justice.

Communal Growth

Mission formation initiatives for faculty and staff at Gonzaga invite our colleagues to imagine how their work can animate this dual commitment in light of our Catholic, Jesuit identity. This is not a matter of proselytization or indoctrination but rather of dialogue. Faculty and staff are invited to engage the foundations and resources of the Jesuit and Catholic traditions in light of their own spiritualities, disciplinary expertise, and unique talents and gifts. But, crucially, they are also invited to bring those spiritualities, gifts, talents and areas of expertise to bear on the tradition in a mutually critical conversation. The goal is that both the person's work and the Catholic and Jesuit traditions might be enriched through this dialogue.

Through this, all have the opportunity to imagine how their scholarly, creative and professional work, as teacher-scholars and staff professionals, contributes to the distinctively Catholic, Jesuit, humanistic mission of Gonzaga. The goal is to foster each student's discernment of how they might contribute to a more just world through their particular skills and gifts –

whether they are studying to be a biologist, a lawyer, a nurse, a teacher or an engineer.

This year, 25 faculty members in their first five years at Gonzaga have met monthly to discuss how the orienting principles of Jesuit higher education and the Catholic intellectual tradition shape the mission of Gonzaga.

Mission and Ministry also is partnering with the Office of Diversity, Equity and Inclusion and the Office of Tribal Relations in this work. Two groups of faculty and staff are engaged in weekly discussions of how Gonzaga's mission calls us to confront the injustice wrought by settler-colonialism, white supremacy and systemic racism in the United States, through prophetic theological texts from the Jesuit and Catholic traditions. The texts not only confront Catholic and Jesuit participation in these systems of injustice but also draw on the resources of those traditions to reimagine the work of social transformation.

By providing initiatives to facilitate faculty and staff engagement with the Jesuit and Catholic traditions as they animate Gonzaga's dual commitment to academic excellence and embodied solidarity with the marginalized, Gonzaga is seeking to live into its distinctive mission. It is seeking to be a source of reconciled life by living as a university where students might be transformed and empowered to participate in the transformation of the world toward justice.

Learn more about these efforts and find a recommended reading list:

»» gonzaga.edu/formation

*Our Mystery Zag from
the Spring 2021 issue is . . .*

Fr. Fredric Schlatter, S.J.

Powers Chair of the Humanities
Chair of Classical Languages
1960-1997



He was chair of classical languages for 28 years and acting chair of the History department for one. An accomplished academic and talented instructor, Fr. Schlatter received the Distinguished Teacher Award in 1971, and the Burlington Northern Teacher of the Year award in 1985. He was named the Robert K. and Ann J. Powers Chair of Humanities. Although honored as Professor Emeritus in 1998, he continued to teach until 2010. His legacy continues through a book award in his name, honoring academic excellence among seniors at Gonzaga in the fields of classics and classic civilizations. He died in 2016.

Read additional reader submissions;
» gonzaga.edu/magazine

READERS RESPOND

An incredible scholar and master of his material, he easily could have spent his time researching and publishing major academic works, but he chose to dedicate his time and energy to teaching. He was moved by the beauty of the literature, and he shared that passion with us every day, and he could do it all with a great sense of self-deprecating humor. Long after I graduated, my mother passed away. Father wrote to me with a deep understanding of the pain of that loss. He was able to cut right to the heart of both my mother's pain and my own. That's the kind of teacher and person he was.

Shawn Allen ('01)
Renton, Wash.

His teaching interspersed stories into dry textbooks. He compared some of the writings to the National Enquirer, which made everyone want to read them. He had a way of making history come alive. Every Friday he would take attendance and if someone wasn't there, he'd say "I see Mr. Smith is absent today. Too many beers at the Bulldog Tavern last night?" He always had a smile and if you needed help he was right there to see what he could do.

Julie (Holgerson) Anderson ('93)
Seattle

My Greek professor. It was always "Yes, Miss Fischer, Yes, Mr. Nielsen," in class - never first names. My adviser told me to take "Roman Art and Archeology" (even though I had no interest in the subject) because Fr. Schlatter was teaching it. He said, "If Fr. Schlatter is teaching the phonebook, you should take the class!"

Sharon Fischer ('75)
Spokane

He's the greatest teacher I had through all levels of my education. A brilliant scholar, he had high standards and expectations and motivated me to achieve results that have stayed with me throughout my personal and professional life. He was demanding, but always fair and had a tremendous impact on my life.

Greg Hicks ('80, '83)
Spokane

He was a brilliant man and an engaging conversationalist, and his self-deprecating sense of humor could never mask his charm or his wit. More importantly, he exuded a warmth of spirit that made others feel truly seen, known and valued. If he had a super power, that would be it, connecting with people. He was a humble and honest man of God who positively impacted the faith life of our family.

Tracy Schlatter
Tacoma, Wash.

I don't believe he had a driver's license, as he would occasionally hire me to drive him to some appointment. He was perfectly prepared for every lecture, and challenged you to meet him at his level without having to say it. You did not want to disappoint him. I have spent 45 years wondering if my work would have earned his respect. He was a gentleman and a scholar, an essentially kind man with a dry but deadly sense of humor.

Patrick Hayden ('76)
Sedro-Wooley, Wash.

I and my friends soaked up the sordid stories of Caesar and hilarious histories of Suetonius that Father Schlatter would regale us with – but all of us drew inspiration from his words. From the fall of the Roman Republic to the rise of the Empire – it didn't matter if you actually took the class – it was cause for consideration, debate and late-night discussions at Jack & Dan's or the Bulldog. We are all a cohort of Zags, due in large part to people like Father Schlatter. It was a community that didn't force us to do anything other than discover who and what we are and could become.

Lance Jacobsen '93
Washington, D.C.

I worked at Jesuit House, and one time the code on the locked door had been changed. We all had a hard time remembering it (1491) so I made up a little jingle to help remember. "In fourteen hundred and ninety-one, St. Ignatius' life had just begun." Father (Ken) Krall and Father Schlatter came to the door and I told them the jingle. Father Krall said that it was helpful but that the meter was off just a little. "Let's try that in Greek." Father Schlatter said, "Let's try the jingle in Latin." Then Father (Al) Morrisette came and said "Let's try it in French." English, Greek, Latin or French, we all learned the new code number that day.

Beth Irene Cullitan
Nine Mile Falls, Wash.

Fr. Schlatter was an excellent teacher, very knowledgeable and enthusiastic about the subjects. In 1977, my classmate Diane Schaub and I married and went to Europe for an extended honeymoon. Naturally, we looked up Fr. Schlatter, who was on sabbatical in London. Imagine our delight when he gave us a guided tour of the British museum, culminating in him treating us to an Indian dinner.

Norbert Ganska ('75)
Reno, Nevada

Our Greek class started at 8 every morning M-F, and at exactly 8 a.m. Fr. Schlatter would close the classroom door and have all of us recite aloud in unison the Greek alphabet and verb conjugations. This would subject any late student to the humiliation of opening the door and disrupting the whole class. One morning, Fr. Schlatter was a couple minutes late. We were seated and ready, so I suggested that we close the door on him and start reciting the Greek alphabet without his watchful supervision. About 1 minute later the door opened and a startled Fr. Schlatter walked in on us, but we ignored him and kept on reciting our Greek alphabet. His shock and astonishment soon turned into the biggest smile I ever saw on his face! He knew he had us trained very well!

Michael Amore ('83)
Honolulu

Fr. Fredric Schlatter was one of the kindest, gentlest and brightest scholars the Jesuit world has ever seen. He ran the Classics floor of Crosby Library. His students were devoted to him and often sought him out. Later, after my children were born, I used to take them for a visit. He would embrace the kids as if he were their very grandfather. A great man he was.

Mary Brooks ('70)
Portland, Ore.

Fr. Fredric Schlatter, S.J., agreed to teach a small upper-division Latin class at the young age of 76 or 77 in addition to his other duties and projects. Later, he was gracious enough to continue with us by teaching Augustine's "Confessions." Fr. Schlatter took a genuine interest in us and cared deeply about our whole person. I remember many occasions chatting with him about vocation, faith and various uncertainties I was facing at the time. He was quick to correct but equally quick with encouragement and godly advice. Some of my favorite student memories were in his class or even at Jesuit House where he hosted us to meals that made us all joke about vows of poverty. He was a true father and I am thankful for his instruction and encouragement in my Christian faith.

Cory Madsen ('03, '06)
Cortez, Colo.

In 1971, when I was a freshman, I also attended Bishop White Seminary. I never took any of Fr. Schlatter's classes but some of the mensa brainiacs at Bishop White waxed eloquent about the depth and sterling quality of his classes and tried to recruit others to take a class from him. They considered him of the same caliber as Fr. Davis S.J., who taught "Western Civilization" and everyone at Bishop White raved about it. Fr. Schlatter and Fr. Davis were considered the summit of scholarly erudition among us.

Greg Foxley ('79)
Palmer, Alaska



Who's this Zag?

This consultant, speaker, administrator and educator came in 1988 to direct Gonzaga's Indian Education Technical Assistance Center. He has taught undergraduate courses in education, psychology, sociology, religious studies and philosophy, and graduate classes in organizational leadership and business. A sought-after speaker, he once had the opportunity to introduce Coretta Scott King. Perhaps few have had a bigger impact on helping us understand and appreciate each other's innate human dignity.

If you know this mystery Zag, share a favorite memory. Email editor@gonzaga.edu, or write to Editor, Gonzaga Magazine, Gonzaga University, 502 E. Boone Ave., Spokane, WA 99258-0070.



School of Nursing & Human Physiology Advancing Her Peers' Careers

BY SYDNEY BERNARDO ('22)

First, **Mary Cate Leonard** ('20) was declined financial aid for nurse practitioner school. Then, her daughter joined the family early, and her husband was injured in an accident, leaving the young family with the new expenses of parenting and medical bills. She was forced to quit her job as a registered nurse to accommodate the rigorous number of clinical hours needed to complete the nurse practitioner program, all of which were unpaid.

"I reached out to every faculty member that I knew to see what resources there were for students who were like me, who were really just hanging on by a thread," Leonard said. "There was nothing."

Many scholarships had thousands of applicants nationwide, and the local options were saturated by the large health care programs in Spokane.

Leonard and her husband made the difficult decision to sell their house and move in with her parents. She used some of the proceeds to pay off tuition and credit card debt. With the rest, she decided to help others. She developed a nonprofit called Embrace to provide scholarships for other struggling nursing students.

Passion and determination are enough to start a nonprofit, but they're not enough to sustain one, Leonard admits. "I can put a human back together and I can save lives, but I don't know how to run a business."

program manager for the School of Nursing and Human Physiology, Gena Hoxha ('14), heard Leonard's story and wanted to help. Hoxha and her husband, Cole Kelly ('14), co-taught a class called "Senior Incubation" through the Hogan Entrepreneurial Leadership Program, in which students learn and apply leadership skills that help them in future endeavors, from starting their own business to higher education.

Traditionally, students develop four or five business ideas, but that semester Hoxha and Kelly wanted to make the class more community-oriented by picking one project. They chose Leonard's.

The faculty were worried that Embrace might not excite all their students, but those fears subsided after the first class. The students acted as content experts and learning architects, teaching Leonard the basics through the semester. They explained bookkeeping, taxes and communication plans.

"They worked with someone who knew zero about running a business and turned this into something that is going to make a big impact," says Leonard.

Now practicing as a women's health provider, she has awarded Embrace's first two scholarships and launched a mentorship program.

School of Leadership Studies

Dreaming to Learn

BY HUNTER HAUSER ('23)



Rosemary Muriungi ('20, Ph.D.) had a dream growing up: to harness the transformative power of learning to help others.

While teaching parttime in Gonzaga's School of Leadership Studies and School of Business Administration, Muriungi is continuing her efforts to launch an institution of higher learning in her rural community in Musalala, Kenya.

"My dream to pursue education to the highest level has, by extension, been my mother's dream," said Muriungi. Her late mother always regretted not being able to finish high school, and her father abandoned his own dream of higher education, even though he earned top grades in high school and received a scholarship to study in the United States.

Because education takes a backseat to supporting one's family

School of Engineering

Power Solutions

BY DALE GOODWIN ('86)

In small Inland Northwest communities like Lewiston, Idaho, and Ephrata, Washington, if you weren't living on a farm you certainly were surrounded by them. So it was for **Robert** ('48) and **Allen Gillette** ('79), father and son who learned how to take farm equipment apart and put it back together again.

Robert enlisted in the U.S. Army in 1942, a paratrooper with the 82nd Airborne Division through the end of World War II. After discharge, he enrolled at Gonzaga and earned his electrical engineering degree. His long career included a 25-year stint serving the Grant County Public Utility District and then CH2M Hill in Bellevue, Wash., as director of power generation.

After Allen earned his mechanical engineering degree in 1979, followed by a master's in mechanical engineering from Purdue, he distinguished himself in research, design and development of electrical generators and mechanical drive products. He was executive vice president with Generac Power Systems from 1998 to 2018, where his team developed a more reliable and cost-effective solution with smaller, integrated power modules. It was innovative and impactful, leading to an international patent and new procedures for safety and compliance requirements.

He credits his work successes, in part, to the broad education he received at Gonzaga. "When I was there they were talking about reducing some of the core requirements, and it made

in many rural communities in Kenya, due to the existential circumstances, Rosemary was determined to offer a solution.

"The Technical and Vocational Training Institute is my way of helping students who face the same plight as my mother, my own plight, and that of my father. To honor her, the technical and vocational institution in Kenya bears my mother's name, that is, Mutethya Educational and Leadership Institute (MELI)," says Muriungi, adding that Gonzaga has affirmed her passion to inspire leadership in young people, especially women.

"Studying at Gonzaga broadened my horizons on how higher education can be delivered in a way that honors the student and develops the whole person," Muriungi says.

In addition to education, Muriungi hopes MELI will offer vocational skills such as hairdressing and beauty care to fill a community need. Muriungi has also started a bookstore for better access to affordable school supplies and books.

While in the United States, Muriungi has been working on infrastructure and researching courses that would bring value to the community. When she returns to Kenya, she will embark on recruiting staff and students, and raising money. Eventually, she hopes MELI can become a full-fledged university and include a student exchange program with other universities in the country and elsewhere, like Gonzaga.

me want to take as much of the elective liberal arts courses as I could, in addition to my engineering classes," Allen says. "I enjoyed critical thinking, philosophy and English courses, as well, which I knew would benefit me regardless of my career choice."

He especially enjoyed his freshman project with Washington Water Power Co. (now Avista). "That was very impactful," he says. "Gonzaga provided me with the whole toolbox to think through a problem, write problem statements that adequately define the problem, and devise the solutions that are helpful."

Now, Allen finds himself positioned to give back to the University as a member of the Engineering and Applied Science Executive Council. As a tribute to his father, he also established the Robert Gillette Fund for SEAS student research projects.

"The engineering program, and the university, have grown from regional status to national and international recognition today. Few people had heard of Gonzaga back when I was a student. But today, only partly because of basketball, people are asking me about Gonzaga engineering graduates I might know. The transcendence has been impressive," Allen says.



IN PRINT

'74 **Jeanne-Marie Osterman** published a book of poetry, "Shellback," inspired by her father's combat service during World War II. See selection on page 16.

'90 **Jennifer Burek Pierce** published "Narratives, Nerdfighters, and New Media."

'21 **Jacob Parks** authored "Never Say Sell: How the World's Best Consulting and Professional Services Firms Expand Client Relationships."

ACCOLADES

'74 **Michael Weaver** is director of Permanent Deacons at the Roman Catholic Diocese of Honolulu.

'97 **Michael Kittilstved** is undersheriff at the Spokane County Sheriff's Office, where he has served for the past 25 years.

'99 **Peter Tuenge** joined the American Board of Trial Advocates and is president of the Oregon Association of Defense Council.

'00 **Stacie Baumann Davis** is development manager of Big Brothers Big Sisters of the Inland Northwest. She previously served as youth programs advocate for 17 years.

'03 **Katie Svoboda** became the first female to serve as an elected judge on the Grays Harbor County Superior Court.

'04, '07 **M.B.A. Sarah (Taylor) Schwering** founded s•squared marketing & communications, specializing in research, communication plans, and marketing strategy execution.



Terry

'05 **Ashley (Thayer) Martin** joined the Gonzaga team as senior director of marketing. She was previously at Klundt Hosmer for 14 years, as partner and chief relationship officer.

'06 **Colin Terry** is assistant vice president for student life at Colorado School of Mines.



Stopka

'06 **Tito Castro** celebrated five years with the Sacramento Fire Department as a firefighter/paramedic.

'08, '09 **M.A. Teresa Hartmeier Stopka** joined the National Assurance Technical Group of CLA.



Kelsey

'10, '12 **M.A. Mike Kelsey** is a certified employee benefits specialist by the International Foundation of Employee Benefit Plans and the Wharton School of the University of Pennsylvania.

'12 **Gina Cantolini** received her first postdoctoral research position through California Sea Grant as a Kelp Management Extension Fellow. She holds a Ph.D. in Ecology and Evolutionary Biology from UC Santa Cruz.



Ortega

'13 **Janey Ortega** is one of Kootenai County Young Professionals Top 30 Under 40 as a passionate educator.



Sheehan

'16 **M.A. Ryan Sheehan** is chief operating officer at Spokane International Airport and serves as a national director on the AAE Board of Directors.

'18 **Christina Lalor** launched her business, Élay Products, selling biodegradable and zero-waste disposable tableware.



Kittilstved

Expand the Zag Network! Sharing career news helps Zags connect across industries.

» Submit your update: gonzaga.edu/alumninews

» Tag @GonzagaU on LinkedIn when you post career news



Jesse Tinsley / THE SPOKESMAN-REVIEW

From the Capitol to Catherine-Monica

BY DALE GOODWIN ('86)

Father Pat Conroy, S.J., attended law school at Gonzaga in 1972-73, when a chance meeting with Father Pat Carroll, S.J., in the chow line at Cataldo Hall eventually led to him joining the Jesuits. Now 70, he has left his post at the U.S. Capitol Hill and moved into Catherine-Monica, one of Gonzaga's favored freshman dorms.

House Chaplain

After stints serving the Colville and Spokane Tribes of Indians, directing retreats at Seattle and Georgetown universities, and teaching freshman theology at Portland's Jesuit High, Fr. Conroy's ministry would take its biggest shift ever. Oregon Provincial Pat Lee, S.J., former Gonzaga vice president for mission, asked him to apply to be chaplain of the House of Representatives, knowing Conroy's undergraduate degree was in political science. As it turned out, incoming Speaker of the House John Boehner, a Xavier University alumnus, wanted to hire a Jesuit.

"My history in life and with the Jesuits set me up for this position," says Fr. Conroy, who held the job through 2020, although Speaker Paul Ryan asked him to resign his position in 2018 after the chaplain subtly criticized Republican tax cuts in a prayer. The chaplain resigned only to rescind his resignation, Ryan reinstating him a week later.

"When I went to Congress, I had more than 80 freshman men and women representatives," Fr. Conroy says. "A freshman is a freshman regardless of where they come from, so moving from the classroom to the House of Representatives was not a big transition. I felt well-prepared."

The House chaplain provides a prayer at the beginning of every working session, and is a confidant to members of Congress.

"I was the only person with whom a member could have a conversation knowing that it would go nowhere. They are doing

an incredible service to the country, despite the kind of life they are forced to live," says Fr. Conroy.

Among his highlights: blessing Pope Francis when he came to Congress, and a "magical" meeting with the Dalai Lama.

Making His Home at Gonzaga

For St. Patrick's Day Fr. Conroy decked out in green, brought green balloons to the Hemmingson Center, and offered all students lime milkshakes. His big personality adds to the fun of the Mission & Ministry office, where colleagues play a guessing game: "What song is Pat going to be humming today?"

He once played in a campus band called Bea Pigs, which played at open mic nights in the COG, and is well-known for engaging retreat audiences with sing-alongs (mostly to classic rock), so it's not unusual to see him strumming his guitar. He also practices a tip Fr. Carroll gave him 50 years ago: "The students appreciate someone who remembers their names."

His office walls offer a menagerie of items reflective of his life: framed pictures of the inauguration of Presidents Obama and Trump, a license plate offering Capitol Plaza parking, and a ceremonial drum, the gift of the Spokane Tribe of Indians, to name a few.

"Pat can equally talk philosophy, theology, law and politics and in the next minute be leading a sing-along," says Mission & Ministry Director Luke Lavin. "I have enjoyed getting to know of his athletic career as a track and field star (at Claremont Men's College), his time in Washington, D.C., and hearing his deep but infectious laugh. His love of the life and God have already set our office and campus ablaze. As a priest, he compels me, and all of us, to be healers of a world in deep need."

Zags Say "I Do"



ELLEN CALETTI
& JESSICA JOYCE



SHELLEY MCCORMACK
& CHRIS KERR



ROSALYN LANGER
& JOHN ROSSI



JOE MCDERMOTT
& MICHAEL CULPEPPER

See all photos: gonzaga.edu/magazine

'98 [Shelley McCormack](#) and '98 [Chris Kerr](#) married in an intimate gathering at a farm in West Marin, Calif.

'08 [Ellen Caletti](#) and '08 [Jessica Joyce](#) married with three other Zags in attendance.

'10 [Andrea "Andie" Logue](#) married [Michael Fehser](#) in a small, socially distant ceremony held in Tucson, Ariz.

'12, '13 [M.A. Rosalyn Langer](#) married [John Rossi](#) in Sandpoint, Idaho, joined by their closest friends and their dogs, Max and Steve.

'14 [Laura Pflug](#) and '14 [John Strub](#) celebrated their wedding in an intimate ceremony shared with five other Zags in Sunriver, Ore.

'15 [Sarai Salmonsens](#) and '09 [Andrew Libsack](#) married in an outdoor celebration in Montana. Sarai is an adjunct faculty member in the School of Nursing.

'16 [Alicia Hansen](#) and '16 [Christian Jacobs](#) married at St. Patrick Church in Tacoma, Wash.

'16 [Megan Nonella](#) and '16 [Ian Laimbeer](#) met in Paris during Gonzaga in Florence, where they were assigned to the same family for English for Pasta. Their first photo taken together was six years before their wedding day.

'18 [Jordyn McKenna](#) and '18 [Joshua Andrade](#) met in high school and were brought closer by their time shared abroad in Florence. They married near Immaculate Heart Retreat Center in Spokane.

'19 [Laura McConahy](#) and '19 [Andrew Zenoni](#) celebrated their wedding and were joined by six other Zags.

Correction

The spring issue stated that '04 [Douglas Webb](#) and '07 [Alexandra Benfield](#) married in Tacoma. They actually celebrated their nuptials in a botanical garden in Seattle.

A Belated Congrats

'89 [Joe McDermott](#) married Michael Culpepper at St. Paul's Episcopal Church, Seattle, in 2013. Joe submitted the news but says he never saw it – or other same-sex marriage announcements – in the magazine. After reading a note in the Spring '21 issue of Gonzaga Magazine affirming that the University is supportive of the LGBTQ community, Joe submitted his announcement again.

GO ZAGS



WELCOME, *Babies*



'03, '04 Jen (Forsman) Stoyell and Sean Stoyell announce the arrival of Abigail.

'09 Sarah (Tharp) Schwartz and Michael Schwartz are proud parents of Ezra.

'10 Angie (Tarabochia) and '10 John McDonagh introduce twins Harper and Henry.

Look at Zag Nation Grow!

'05, '08 J.D. Emily (Sullivan) Herzog and David share the love of their new son, William.

'06 Julia Keller and '04 Isaac Wallick celebrate the birth of Cameron.

'08 Kelli (Bacon) Howe and Troy Howe welcome Freddie to their family.

'09 AJ Proszek and '12 Cara Proszek proudly welcome Kolton to the world.

'10 Sean Cenotto and Catherine Cenotto share the arrival of Kieran.

'11 Alexa Marsh and '11 Greg Marsh welcome Graham.

'12 Corey (Protzman) Kachigan and '12 Brad Kachigan celebrate their daughter, Quinley.

'13 Christina (Schmutz) Golden and Andrew Golden welcome Ashlyn into the family.

'13 Michelle (Eastwood) Zimny and '13 Daniel Zimny introduce future Zag, Eva.

'13 Taylor (Mattheisen) Lance and '13 Ben Lance proudly celebrate Harper.

'15 Sasha Rhodes and '15 Nicholas Rhodes have named Oliver Aloysius after St. Aloysius Gonzaga.

'19 Nicholas Barnes and Stacy Barnes announce the arrival of a son, Ridge.

What's New with You?

Share your family or career news with your Gonzaga family.

» gonzaga.edu/alumninews

'47 **Arthur Dugoni**, Sept. 23, Palo Alto, Calif. Orthodontist and dental educator, received Ellis Island Medal of Honor and GU's Distinguished Alumni.

'49 **Jake Quinn**, Sept. 24, Lake Oswego, Ore. In the Marine Corps for four years; had a passion for English and poetry.

'50 **Ivan Thomas**, July 16, Spokane. WWII vet and continued service through volunteer work.

'50 **John McCann**, Sept. 19, Lansdale, Pa. Navigated the English Channel in WWII.

'50 **J.D. Bud Olney**, June 14, Spokane. Awarded the Combat Infantry Badge and Bronze Star for service in the Army.

'52 **Thomas O'Neil**, June 24, Auburn, Wash. Member of the President's Council at GU for 25 years.

'53 **Don Etten**, Oct. 16, Spokane. Enjoyed 42-year career in insurance business.

'53 **Fr. George Carroll, S.J.**, Oct. 23, Los Gatos, Calif. A U.S. Marine in WWII, Jesuit for 73 years.

'55 **John Morford**, April 16, Seattle. Founded program to prepare teachers for work in impoverished areas.

'55 **Bill Cleaver Sr.**, July 18, Bend, Ore. Veteran and beloved fifth- and sixth-grade teacher.

'56 **Betti Sheldon**, July 3, Seattle. Three-term state senator, remembered as a passionate advocate for equality, admired for her diplomacy and grace.

'56 **Harry Watson**, Aug. 30, Spokane. Zag basketball MVP in 1956, taught and coached for 34 years.

'56 **Mary Anderson**, July 10, Redmond, Wash. Former sixth-grade teacher, created lifelong bonds with students.

'56 **Rev. Charles Skok**, July 3, Spokane. Champion for Catholic education, sought-after lecturer, ethical consultant and retreat master, longtime GU prof.

'57 **Donald Olson**, Oct. 2, Missoula, Mont. Spent a 31-year career with the Montana Power Co.

'57, '58 **M.A. Ellie (Dullanty) O'Meara**, Oct. 7, Spokane. Motivated by deep faith, she loved teaching children.

'57 **Jack O'Leary**, July 22, Spokane. Junior and high school math/science teacher for most of his 30-year career.

'57 **John Trauba**, June 23, Dupont, Wash. Worked in Boeing's space aeronautics division.

'57 **Joseph Rutten**, May 31, Portland, Ore. Member of Rotary International for more than 50 years.

'58, '67 **M.A. Gary Ebel**, Aug. 30, Bakersfield, Calif. Career in education as a teacher and school psychologist.

'58 **Ron Davey**, June 22, Medford, Ore. Was a captain during the Korean War, and later worked in public health.

'59 **Robert Pederson**, Sept. 29, Libby, Mont. Avid hunter and fisherman, was a B-29 mechanic in the Air Force.

'59 **Robert Gariepy**, Oct. 19, Spokane. Professor at GU and Eastern Washington University, he was active in local theater arts.

'59, '60 **M.A. Fr. Mike Cook, S.J.**, Dec. 17, Los Gatos, Calif. Taught theology at GU 1982-2012, with visiting professorships in Chile and Kenya, and summers at Seattle U, Loyola Marymount, USF and Notre Dame. 2003 Scholar of the Year.

'63, '65 **M.A. Earl Forsman**, July 13, Spokane. A fearless outdoorsman, physics and astronomy professor, remembered for his stargazing parties.

'63 **Margel Kaufman**, June 3, San Francisco. Advocate for public schools, public servant and theater enthusiast.

'64 **Gerald Cook**, July 17, Mesa, Ariz. Served a long career in research and development optimizing oil recovery.

'64 **Joseph McGinn**, June 19, Coeur d'Alene, Idaho. Devoted and faithful father, with a quick sense of humor.

'64 **Pauline (Hanke) Nirschl**, Oct. 26, Camas, Wash. Fiercely loyal and cared deeply about helping others.

'65 **Carolyn Graves**, Feb. 26, Federal Way, Wash. Published author and voice actor, devoted to her parents and music.

'65 **Kevin Martin**, Sept. 22, Spokane. Youngest aircraft commander in the reconnaissance, flew 150 combat missions in Vietnam.

'66 **Bill Leaming**, Oct. 3, Spokane. Passionate entrepreneur, never missed a Zags or Seahawks game.

'66 **Bill Kranz**, Oct. 4, Lakeport Calif. Was an Army JAG lawyer, then built a life and law practice.

'67 **Robert Kuesterman**, Sept. 13, West Valley City, Utah. Worked for Salt Lake City's Associated Press Bureau.

'68 **Christine Katica**, Sept. 10, Vancouver, Wash. Traveled the world as marketing manager at Columbia Sportswear.

'68 **Nancy Stamper**, Aug. 5, Spokane. Taught in Central Valley for 25 years, cherished her time with family.

'68 **Paul "Porky" Swift**, Oct. 7, Tybee Island, Ga. Wrote a book and a local satirical weekly.

'68 **M.A. Phyllis Bongers**, Aug. 26. Lifelong educator who taught at Gonzaga Prep for 35 years.

'68, '73 **J.D. Rev. Godwin Moemenam**, May 26, Kennewick, Wash. A respected lawyer who worked with those who were underprivileged.

'69 **J.D. Arnold Young**, Aug. 4, Chapel Hill, N.C. A man of deep commitment to the ones he loved, remembered for his loyalty to and respect for others.

'69 **Rev. Thomas Finsterbach, S.J.**, July 8, Los Gatos, Calif. Counseled, taught and was campus minister at Stanford, and unofficial chaplain to motorcycle clubs.

'73 **J.D. Clark Colwell**, Aug. 20, Spokane. As prosecuting attorney, he served to make the world a better place.

'75 **Jerry Dunn**, June 8, Gardena, Calif. Career U.S. Postal Service worker, enjoyed astronomy, photography and Harleys.

'77 **J.D. Ed Anson**, Aug. 11, Missoula, Mont. Lawyer and world traveler with an affinity for France, Italy and Mexico.

'77 **J.D. '80 M.A. Hedley Greene**, Oct. 1, Spokane. Served five years in the Air Force and 23 in the Air National Guard, retiring as a colonel.

'77 **J.D. Jack Hetherington**, July 30, Pipersville, Pa. A founding father of elder law, with spirited personality.

'79 **Horatio Gabo**, Oct. 21, Piti, Guam. District manager for Skippers restaurants. Devoted and selfless son.

'79 **M.A. Bill Guldseth**, Aug. 14, Missoula, Mont. Taught history, led crew at the silver mine, drove logging trucks.

'80 **J.D. Jim Niblack**, Sept. 10, Seattle. Eternal optimist and jaded curmudgeon, believed in giving voices to those overlooked.

'81 **M.A. Peter Caufield**, Sept. 6, Fernie, B.C. Gifted baseball and hockey player, middle-school teacher and mentor to several young teachers.

'82 **J.D. Janet Jenkins**, June 13, Des Moines, Wash. Served in all three branches of Idaho government.

'82 **J.D. John J. Tyner**, June 4, Aloha, Ore. Practiced law for 37 years; also enjoyed playing guitar and reading.

'84 **Jennifer O'Loughlin**, July 24, Tacoma, Wash. Taught at several public and private schools.

'84 **Joe Roberts**, Oct. 3, Tacoma, Wash. A founding member of the Kennel Club, and creator of its name. Remembered for undying loyalty to the Zags.

'85 **M.A. Ken Bridgeman**, Aug. 22, Spokane. A Peace Corps volunteer in Brazil where he met his wife, he had heart for social justice.

'85 **Patrick Sawyer**, Sept. 5, Boise, Idaho. George C. Marshall Award winner as an Army ROTC cadet, a broadcast journalist and Hewlett Packard staff.

'86 **J.D. Mauro Barreiro**, Sept. 7, San Antonio. Protested alongside Cesar Chavez and other nonprofit organizations for migrant rights.

'86 **M.A. Ruth A. Page**, July 17, Geneva, N.Y. Worked with the underprivileged teaching homemaking and was a pastoral associate.

'87 **Richard Jordal**, Aug. 27, Seattle. An engineer who worked in the nuclear industry.

'88 **Beth O'Neill**, Aug. 10, Sacramento, Calif. Graduated top 1% in her law class, created Ramsell Public Health & Safety.

'91 **M.A. Joann Iverson**, Sept. 11, Spokane. A loving elementary educator.

'92 **J.D. Laura Bowen**, March 14, Girdwood, Alaska. Worked for timber and forestry before practicing law.

'92 **M.A. Rev. Catherine Braasch**, Sept. 10, Fort Wayne, Ind. Established a registered Suffolk sheep flock.

'93 **Ph.D. TerryKay Birrer** taught English at Gonzaga Prep for 25 years. Wife of Eddy, professor emeritus.

'93 **M.A. Laurel Reilly**, July 23, Nine Mile Falls, Wash. An elementary teacher, substitute teacher and tutor mentor.

'95 **M.A. Kristopher Kinkade**, July 6, Salt Lake City. Eagle Scout, Pacific Northwest enthusiast and hiker.

'97, '03 **M.A. Arlene Peterson**, May 8, Spokane. Mother, grandmother, great-grandmother.

'99 **M.A. Donald Blessing**, April 26, Spokane Valley. Enjoyed a 25-year career with BNSF Railway and an advocate for those battling addiction.

'01 **M.A.**, '03 **Ph.D. Jonas Hiner**, Aug. 27, Spokane Valley. Emergency preparedness communication specialist and amateur radio operator.

'02 **Gina Ord**, July 27, Yakima, Wash. Her compassion for those with disabilities led to occupational therapy career.

'10 **Nicholas Paul Niedbalski**, July 5, Clark County, Ohio. Air Force researcher, garnered a rare patent.

'14 **M.A. Lynne Evans**, July 30, Florence, Mont. Was a trauma and flight nurse, and health care risk manager.

FRIENDS OF GONZAGA

Heather Xiaotian Meng, Aug. 23, Liberty Lake, Wash. Spent most of her career in the Foley Library.

Donald K. "Kit" Querna, July 3, Spokane. Adjunct professor in Gonzaga Law's tax program.

Jeannette H.M. Abi-Nader, Oct. 27, Villa Maria, Pa. Spent her career as an educator in secondary and higher education teaching, including work as a professor at GU.

Marilyn Jane "Lynn" Hogan
Lynn Hogan, with husband Ed, founded Pleasant Hawaiian Holidays and established the Hogan Entrepreneurial Leadership Program in 2000. They had no connection to Gonzaga, but supported the ethical emphasis and Jesuit values at GU.

Since its founding, the Hogan Entrepreneurial Leadership Program has helped educate nearly 500 students who, in addition to their usual academic studies, commit to three years of immersion in the fundamentals of creating new enterprises. Limited to 25 students per year, admission to the program is extremely competitive.

Franz Schneider, 1928-2021

Franz Schneider was one of those professors who was loved by his students and made a lasting impact on many of them over his 28-year career here.

"If you visited his office with an academic question, and he noticed that you were a bit blue, he'd pull down a volume and administer a dose of poetic medicine," Marie Doyle ('81) told this publication in 2012.

Said another former student, Richard Baldasty ('69): "I think he was the consummate Gonzagan: classic, Romantic and modern."

Schneider, 93, passed away April 14 at his home in Mennonite Village, Albany, Ore.

He was German born, the middle of five brothers, to a Catholic family in Wiesbaden. At 16, he was drafted into the German army during World War II. A year later, he went AWOL, opposed to the Nazi regime. Schneider was the first German to win the Democracy Scholar exchange student award while at the Johannes Gutenberg University of Mainz. He moved to the United States in 1948, where he earned his bachelor's degree in humanities from Washington State College, a master's degree in English in 1959 and a doctorate in comparative literature, both from the University of Washington.

In addition to his service as a professor of English and department chair, Schneider was the director of Gonzaga's Honors Program from 1965-1967 and a member of the Board of Regents. He was published in and contributed to several academic and literary journals, and was a well-respected poet, translator and critic. Schneider was awarded an honorary degree from Gonzaga in 1985 and was named a Professor Emeritus in 1993. He was also the recipient of the Alumni Great Teacher Award and the Gonzaga Distinguished Service Award.

"Schneider's impact on students for his nearly four-decade career at Gonzaga was both legendary and immeasurable," said Gonzaga President Thayne McCulloh. "He was an inspirational teacher with an infectious love of language. A vocal champion of liberal arts education, hundreds of Gonzaga alumni share fond memories of Schneider, including myself."

The annual Schneider Essay Contest for the best English 101 and core literature projects honors Schneider and his wife, Ann. The essay contest offers an award established in 2013 by the couple to celebrate excellence in writing among Gonzaga students.



Living & Dying with Dignity

BY ED TAYLOR, PH.D. ('82, '83 M.A.)

Vice provost and dean of undergraduate academic affairs at the University of Washington and professor of education there since 1995, Taylor has written and taught extensively on critical race theory, is a member of the Academy for Contemplative and Ethical Leadership, and serves on the Board of Trustees at Gonzaga.

Taylor published this piece on KUOW.org (Sept. 3, 2020); it is republished here with permission.

As a Black man, these past few months I have thought a lot about dying. More than usual. When I was young, I imagined a death where I learn that I have an incurable disease and then begin my final, glorious lap around.

The end comes in the company of family and friends and a final touch of a loving hand before my last breath. The end, in some way, resembles the very beginning of life — swaddled, surrounded by love, care and attention to every breath.

There is something sacred about that first breath, the last and all in between.

When I was in college, I read about death and dying, which Emerson described as being “kind” and Socrates described as “like a dreamless sleep.” I learned that death is sacred and is a counterpart to birth. Buddhists prepare for death, because it can happen at any time — breathing is the most cherished gift of nature.

I loved my college courses. I have taught my share as well. Every time I would return home from college and enter Grace Temple Baptist Church in California with my mother, I was in the presence of people who knew things. They knew, to quote James Baldwin, rivers “ancient as the world and older than the flow of human blood in human veins.” They knew about death and dignity, especially those who grew to be old.

I have lived long enough to know there is no promise that the end of my life will be the one I hope for — a time that involves a rocking chair and a grandchild on my knee; stories about the 50-pound trout that I caught in Lake Washington; the basketball game where I sang the national anthem and went on to score 75 points, including the winning basket; endless magic tricks.

I want to fall asleep at the dinner table but not before saying embarrassing things. I want to be seen as having wisdom worth sharing. I want my hair to be fully gray. I want to be called distinguished every now and again and crazy most often. I don’t need much praise and will settle for forgiveness for the times I’ve come up short. I want to tell stories about the 70s. I want to pass down my Marvin Gaye and Supremes vinyl. I want to tell the kids, “Lemme show you how the ‘Soul Train’ dancers busted a move in the day.”

When I would return home to visit my mother in California, there were fewer and fewer Black men in her church. One year, the men’s choir had become a trio. I know the life expectancy data for Black men, many who have suffered quietly. I know the price of things, which is why I lie awake at night out of the “reach of warm milk.” I know that I’ll be fine but not okay. My father held his grandson, my son, once, for a moment. He never met his granddaughter. I pass on my father’s fishing and military stories as best I can.

I think about death more now because I want to live well. I do not want my life to be something I beg for. I do not want to plead for my last breath under an officer’s knee. I do not want to run from a bullet. I do not want my final moments to be recorded by a stranger with a cell phone, a video that goes viral. I do not want my nurse to be in a biohazard suit. I want my last breath, my brother’s last breath, my son’s last breath, my daughter’s last breath to be cherished — just as I cherished their first breaths. On my last night, I want to feel like a child again, safe and beloved.

My friend, B.J. Miller, a palliative care physician, has made it his mission to help people live well in the face of death. He knows life, death and suffering. He says, “At the end of our lives, what do we most wish for? Comfort, respect and love.”

I have no desire to give a “last lecture” when my time comes. I’ve had many opportunities to say what I need to say. I want the last word to go to the elders; I want there to be more elders. I want the last word to go to the young Black man in middle school and the young Black woman in high school now, those who will become elders.

I want to hear the cries and laughter of the baby newly born in the neighborhood that has the most cracks in the sidewalks and a few broken windows — a community that is truly colorful and vibrant, a community that cherishes that baby. I want that child to live to be elderly. I want my current and former students to have their say.

I want us all to rest in peace. I want it never to be said that our birthright pre-determines the length and quality of our lives. The lives of Black folks should end with dignity, their final breath sacred and childlike.

If there is such a thing as a good death, and let us imagine that there is, we take our last breaths, not have them taken.

Share your thoughts, or an idea
for a future “To Be Continued” column:
»» editor@gonzaga.edu



502 E. Boone Ave., Spokane, WA 99258-0098

ZAGS GIVE day

03.30.21

Thank You!

2,141

Zags showed up to support students

1,066 Alumni

221 Friends

250 Faculty & Staff

854 Zag Parents

269 Gave to GU for the first time ever

ZAGS
GAVE

\$315,368 matched \$-for-\$

GIFTS RANGED FROM

\$5 to \$70,000

AVERAGE DONATION **\$155**

\$1,026,736

Given, matched and unlocked on Zags Give Day