

GONZAGA

2019-20 REPORT OF THE PRESIDENT EDITION

**COVID'S LESSONS
& OPPORTUNITIES**
A pandemic we won't forget

THE POWER OF EMPATHY
Understanding mental health
care needs

LIFE AT LAKE ARTHUR
Where history and science thrive

ON THE COVER & THIS PAGE

A happy, healthy beaver and a family of goslings are some of many residents at Gonzaga's Lake Arthur. Photos by Zack Berlat ('11)

TELL US:

If our photographer could capture any moment, mood or memory on campus, what would it be?
Email editor@gonzaga.edu.

G

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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.

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THIS PAGE DEDICATED TO SAM

FEATURES

14 COVID: LESSONS & OPPORTUNITIES

The difficulties and decisions, plus the inspiring outreach, tied to a pandemic we won't forget.

32 NURTURING OUR NEIGHBORS

Opportunity Northeast fuels community partnership.

36 THE POWER OF EMPATHY

Mental health care support calls for empathy, listening and awareness.

20 SPECIAL SECTION REPORT OF THE PRESIDENT

A condensed version of the usual annual report is featured inside Gonzaga Magazine to provide you the highlights of the 2019-20 academic year.

PERSPECTIVES

- 2 Letters
- 3 Editor's Message
- 10 Cultural Conversations
- 20 President's Perspective
- 48 To Be Continued

ZAG TIMES

- 4 The Wall
- 12 Diversity, Equity & Inclusion
- 40 Mystery Zag
- 42 Alumni News
- 46 In Memoriam



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gonzaga.edu/alumninews
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ONLINE

gonzaga.edu/magazine



POSITIVE VIBES

Gonzaga Magazine always provides joy and a sense of satisfaction from being part of an extended community making positive change in our world. Reading about what others are doing serves for inspiration. It's a healthy contrast to what's dominating the news. Keep up the good vibes.

Michael Whitney ('06)
Monroe, Washington

LONG LIVE FLORENCE!

Thank you for a beautiful Spring 2020 alum magazine. Florence is God's beautiful creation. It is also God's work and miracle that the city has survived the centuries it has, including two world wars. You and your crew have done such fine work which will inspire others who follow.

Michael P. Aleman ('73)
Spokane

THE LEGACY OF FATHER COUGHLIN

I read your wonderful article on Fr. Barney, as he asked to be called. I believe I met him in the first few days of arriving at GU and he was welcoming, interested and remembered me from there on. He was truly someone I felt comfortable talking to, asking questions and trusting. He had a great smile and you really felt he was listening to you. And he truly did save and build GU into what it is today, which goes to show his ability in building solid relationships. Next to and alongside Fr. Tony, he is a great memory of why I enjoyed GU and why GU has such a great legacy.

Bob Acteson ('87)
Renton, Washington

SOMETHING TO CHEW ON

Thank you for the article "Leaning Into The Tension." It is my feeling this is the most important piece published in the years I've been reading Gonzaga publications. I think you rounded up a wide array of thoughts and opinions which essentially left me wanting to know more – a lot more! The typical feel-good material from the regular Zag Mag is enjoyable to read but we are in atypical, very volatile times. So consider devoting the better part of an issue to the questions raised. Put out a chewy issue on the existential challenges for Gonzaga going forward.

Randall Kruep
Los Altos Hills, California

I thoroughly enjoyed the Spring 2020 coverage of Gonzaga's Florence program. I was part of the second class (1964–65). The program's former director, Patrick Burke, was our classmate.

Our group enjoyed a unique distinction. As far as I know, we were the only class housed and taught entirely in the same building – Viale Don Minzoni 25 (now the Hotel Meridiana). It was a magical year for all of us, and we have remained close. We come home to Spokane every other year for happy reunions.

Robert Johnson ('66)
Palo Alto, California



Photo from Robert Johnson, Florence

CORRECTION

Linda Carroll, Professor Emerita of Italian, at Gonzaga in Florence, wrote that she was "delighted to learn of the plans for (GIF's) enrichment," and was kind enough to correct an error. We mistakenly identified a location on p. 16 as Palazzo Michelangelo; it is Piazzale Michelangelo.



It's YOUR magazine.

- » What do you love?
- » What do you skip?
- » How much do you read?
- » What do you find inspiring enough to share with someone else?
- » What story or photo moved you?
- » How can Gonzaga Magazine improve?

Tell us!

Complete your anonymous survey one of two ways:

Take an electronic survey at gonzaga.edu/readersurvey.

Call to request a paper survey to be mailed to you: 509-313-6128.

Want to be a winner?

Include your name and contact information with your survey by Nov. 15 for a chance to win a poster print of your choosing from the Gonzaga photo gallery!

A Time for Everything

The Old Testament book of Ecclesiastes was one of my favorites as an undergrad theology major. King Solomon – celebrated as the wisest of the biblical kings – is traditionally believed to be the author of this poetic pontificating.

I loved the dramatic dichotomies, enjoyed the sad proclamations (“with much wisdom comes much sorrow; the more knowledge, the more grief”), even cheered at the opening phrase of chapter 1: “Meaningless! Meaningless! Everything is meaningless!”

I was not a miserable young person – I just found it refreshing to hear such raw truth. (And what college student doesn’t want to proclaim that a particular subject or assignment is “meaningless” and quote the wise Solomon?)

If you haven’t read Ecclesiastes directly from the source, you have surely heard the refrains of chapter 3, made popular by The Byrds as “Turn, Turn, Turn.”

“To everything; turn, turn, turn. There is a season; turn, turn, turn. And a time to every purpose under heaven.”

Pandemic and quarantine, toilet paper rationing and fury over face coverings?
“A time you may embrace, a time to refrain from embracing.”

Racial tensions with peaceful protests, riots and looting, and so many levels of misunderstanding?
“A time to build up, a time to break down.”

Killer hornets, strange storms?
“A time to plant and a time to uproot.”

Ultimately, “God has made everything beautiful in its time,” the prophet of Ecclesiastes says.

And so, with this strange time, may we learn and grow, encourage and support, laugh and dance, search and find. It’s advice King Solomon would applaud.

Selah.

Kate Vanskike-Bunch
Editor

What does **NFL** have to do with **Harriet Tubman**?

Gonzaga graduate student **Kristen Miller** was one of 32 college students nationwide to participate in the NFL Women's Empowerment Draft, a project celebrating the centennial of the 19th Amendment, which gave women the right to vote. Each participant represented a city with an NFL team and selected a favorite female hero.



Miller, in her second year of the Master's of Communication and Leadership Studies program, represented her hometown team, the Baltimore Ravens. She selected Harriet Tubman, a daughter of Baltimore who escaped slavery and freed more than 70 enslaved people through the Underground Railroad.

Miller says she was inspired by Tubman's selflessness. "After freeing herself, she went back to free other people knowing the risk that came with it, and yet that did not stop her. Her persistence and determination were admirable. And she was a strong, self-educated woman."

She says Gonzaga's online program allows her to continue working in Baltimore, where she recently transitioned from a pediatric rehabilitation technician to a guest services representative at Johns Hopkins Hospital, as resources continue to be redeployed to help meet urgent needs. Her interest in communications came from starting a personal blog called DefyTheOdds, created to highlight success amid adversity. She aspires to a career in sports media or social media following graduation.



» 19th & Counting:
gonzaga.edu/womenvote



Master of **TikTok**

The hottest social media channel today for young adults and teens is TikTok, where users post short selfie-style videos, often in fictional or imaginary settings.

For **Catherine Zeisner**, faculty member in the School of Education, regular TikTok videos have become a source of comic relief for all who understand the daily life of a teacher or principal. What's it like to monitor recess? What are students trying to get away with in quarantine? Those are the stories going viral on this fun educator's channel, @DrZeisner. (She's also on Twitter as @Principal_Zed.)

Follow Gonzaga

While the university hasn't jumped into TikTok with an official account, you can find videos, photos, stories, events and more on these social media channels:

- » [Facebook](#)
- » [Instagram](#)
- » [Snapchat](#)
- » [YouTube](#)
- » [LinkedIn](#)

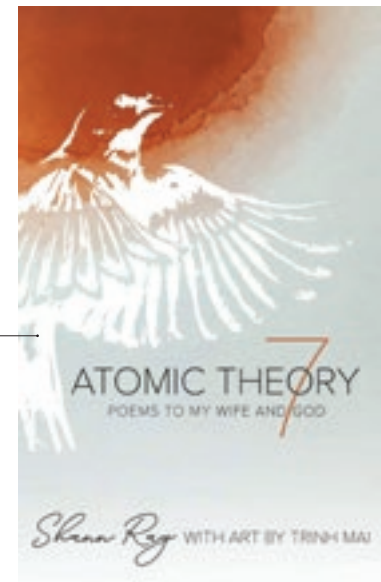
Stay connected!

Faculty in Print

In addition to classroom (and online) course prep and delivery, faculty members have been busy penning their expertise and talents. Here's a sampling.

SHANN RAY FERCH – LEADERSHIP STUDIES

Partnering with artist Trinh Mai, “Atomic Theory 7: Poems to My Wife and God” grapples with juxtaposition: the body at rest and war, the unity between dark and light.



ROISIN LALLY – PHILOSOPHY

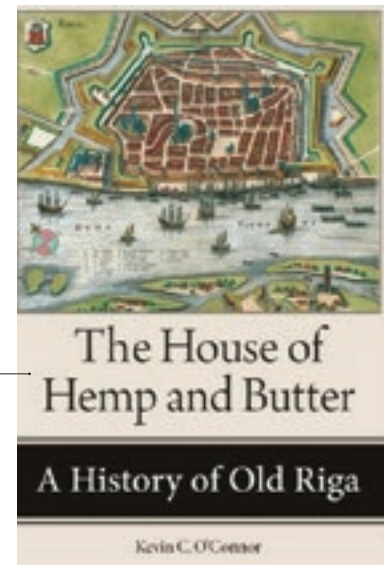
In “Sustainability in the Anthropocene: Philosophical essays on renewable technologies,” Lally edited 12 essays to invite readers to rethink economics, technology and the concept of sustainability in philosophical terms.

ELLEN MACCARONE – PHILOSOPHY

In the April 2020 issue of “Conversations” (published by the Association of Jesuit Colleges & Universities), Maccarone explores the idea of Composition of Place. Find her article, “From Desperation to Engaging Discussions,” at conversationsmagazine.org.

KEVIN O’CONNOR – HISTORY

Riga was a quintessentially European city located in Old Livonia. Through “The House of Hemp and Butter: A History of Old Riga,” readers learn about people, structures, conflicts and the city’s unrelenting struggle to maintain its independence against outside threats.



» See more! gonzaga.edu/ReadersCare

Leadership Certificates:

More options for the busy professional

Professional development through a graduate degree program requires a significant commitment – one so daunting it keeps many adults from achieving their full potential. Certificates, however, are an excellent way to receive a university credential while gaining knowledge and skills specific to a particular topic. Gonzaga’s School of Leadership Studies offers these options:

- Foundational Leadership
- Design Thinking
- Women’s Leadership
- Servant Leadership (launching Spring 2021)

» Explore the Opportunities: gonzaga.edu/ReadersCare



Life at *Lake Arthur*

Where nature, history and science thrive

STORY BY SYDNEY BERNARDO ('22)
PHOTOS BY ZACK BERLAT ('11)



In 1881, Gonzaga University founder Father Joseph Cataldo, S.J., bought 320 acres of land perched on the north bank of the Spokane River. Situated just off the southwest corner was a small bay, which the Jesuits discovered to be a spiritual spot for meditation and deeper understanding of the natural world. Later named Lake Arthur after Father Art Dussault, S.J., who led a beautification effort to clean up the lake in the 1960s, it has evolved many times over during its 140-year history. Now, it stands as a testament to the utility of nature and the resourcefulness of humanity.



SCIENCE

Birding

Gonzaga is an official “hotspot” on eBird, the largest citizen-controlled database for bird spotting in the world. Scientists, researchers and birdwatchers alike can use the database to track bird species populations and distribution. **Jon Isacoff**, professor of political science and environmental studies, has tracked 110 bird species at Lake Arthur (as of May 2020). Some of his rarer finds include a Pine Grosbeak and White-winged Crossbill.



Ecology, Biology, Environmental Studies

Human Ecology includes Lake Arthur in a “sustainability scavenger hunt.” Biology and environmental studies Professor **Betsy Bancroft** led the installation of water quality monitoring sensors to track nutrient data. She was also one of the faculty members who spearheaded the floating islands project to enhance the lake’s biodiversity.

Environmental History

From watching a bustling beaver lodge to studying urban rewilding, **Greg Gordon**, associate professor of environmental studies, uses Lake Arthur as a teaching tool for many of his classes, focused on the human-nature connection. Biology Professor Hugh Lefcort has published a history of the lake, and has studied snails and the impact of excess fertilizer and mining pollution on the water.

Entomology

“One of my first research projects at Gonzaga involved sampling lady beetles on the willow trees around Lake Arthur,” says **Gary Chang**, associate professor of biology. “We collected a particular species to start a laboratory colony that became the main subject of an article. Having biodiversity associated with Lake Arthur has been a big help to my professional development.”

HISTORY

The Abandonment of Lake Arthur (1887-1900)

Right before the college opened in 1887, railroad tracks appeared along the south border of campus. The industrialization of the railroad industry began to degrade Lake Arthur and its surrounding habitat. The Jesuits decided to construct campus to the north, as far away from the deteriorating body of water as possible.

Lake Arthur as a Resource (1901-1940)

In 1904, the Jesuits leased Lake Arthur to the McGoldrick lumber company. By 1906, five railroads were dumping sawed logs into the bay. The lake was overextended with logs, and its health declined and was largely ignored on campus.

Beautification (1960-1970)

Natural conservation grew in cultural popularity and focus. After years of damage to the environment brought on by industrialization, many organizations, including Gonzaga University, took part in restoring the area's natural beauty.

Fr. Dussault began a 10-year campaign to beautify lower campus after a fire destroyed the lumber mill. Dussault raised money to turn Lake Arthur into a park with landscaping and a fountain. Lake Arthur transformed into a pristine, but widely dependent, ecosystem that required constant upkeep.

Back to "Nature" (2000-present)

In 2015, Gonzaga students created the Lake Arthur Revitalization Project to begin a long-term plan to restore the lake. They identified fertilizer from the soccer fields draining into the lake, heightening the lake's nutrient levels. They also noted the bay's natural ecosystem had been infiltrated by invasive species. In 2017, students assembled and placed floating vegetated islands on Lake Arthur to reduce levels of nutrient concentrations and serve as habitat for various animal species. Now called the "Lake Arthur Enhancement Project," students preserve and improve the wetland on an ongoing basis.

HEALTH & ACTIVISM

In the late spring and summer, students flood the area to study, chat or hammock. When temperatures lower, they watch early sunsets over the lake through Jepson's expansive southern window off the Student Lounge. One December when the lake was frozen, a river otter popped out onto the ice and scampered around – an opportunity Chang took to let students watch out the window.

The environmental science community will tell you that if enough people understand a problem, its causes and the science behind it, they will accept the challenge. Sometimes it is easy to be frustrated by misinformation, political divides and apathy for the environment, but Lake Arthur serves as a guiding light to what can be.

It took time, dialogue and commitment from dedicated people to heighten the awareness. But now, when you walk down to the lake and listen, you hear their success in the birdcalls and buzzing of insects.

Lake Arthur is a reminder of our potential. Education is the catalyst.



Did you know Lake Arthur is the only classified wetland on the Spokane River within city limits? It's also an ebird hotspot.

- » Learn more about birds at Lake Arthur: <https://ebird.org/hotspot/L525379>
- » Read a sampling of the professors' published works: gonzaga.edu/ReadersCare.



Converging Narratives in Service to Our Students

By Deena González, Ph.D.
Provost and Sr. Vice President, Gonzaga University

Editor's Note: This piece is adapted from a presentation Provost Deena González gave to IMPACT, a group of faculty and staff members who gather regularly for conversations on diversity and social justice, organized by the Office of Diversity, Equity and Inclusion. It has been edited for space.

What if a whole classroom – an entire University – devoted itself to the lives of those missing from the common version of U.S. history?

In my journey into higher education administration, one of my most interesting endeavors has been to promote an academic voice no longer rooted in the traditional colonial perspective; for example, to remove the methodologies and formats that portray the movement and progression of people westward, from the northeast as a founding site to the far west, a site of conquest and contestation. The narratives of Boston and of the 13 original colonies are gaining fresh interest today regarding what and whom they omit, as well as what those stories say about the people who created them. The discussion of monuments, both as symbolic of racial violence and as nods to the past, or as patriarchic symbols of oppression, have been guided presently by new research and knowledge.

A Berkeley Graduate Student in a Time of Change

In the 1960s and 1970s, global counter-colonial movements echoed from the Czech Spring Paris revolts, Cuban Revolution and the Central American resistance movements, to the U.S. where we encountered the Chicano/a movement, AIM, the Black Panthers, the African American Civil Rights formations. Anyone in graduate school then, as I was from 1974 to 1984, could not live in a bubble. While at Berkeley, you could hang out at local bookstores and see a Nobel or Pulitzer prize winner, and we hovered around them like kids at the ice cream store.

I remember seeing James Baldwin on the Berkeley campus; Angela Davis was a regular; César Chávez and Dolores Huerta

frequented campus in 1974 and 1975. Russell Means and Dennis Banks had not yet been arrested for Wounded Knee, but they were camped out at DQ University (whose name is not rendered in respect to the two spirits/gods after whom it is named, and founded by and for Native Americans) just outside of Davis, an old military facility AIM had taken over. Some of us would go there and teach courses; in my case, the first Chicano history class I ever taught.

Looking back on those formative moments, 45 years later, I recall how much we believed we could change the world. We had seen it in all those movements, from Mexico City to eastern Europe. We saw the rise of a feminist tide that would not be held back and an LGBT movement (no Q or I yet) that forced the country to think about its national narrative. To my mind, social justice was fundamental to the notion that U.S. society practiced social change.

Becoming a Chicana Historian

It was in Berkeley's history department of 70 men and three women faculty, teaching working-class, wealthy and upper-middle class grad students, that I began to realize that whether I saw myself as different, as other, as non-white, mattered very little because the majority saw me that way. One African American, one Latina and one Asian American made up the world of underrepresentation in the department, and we were reminded of this daily.

Winthrop Jordan, of Pulitzer fame for his book on African Americans (really about white slaveholders), "White over Black," asked me "How long has your family been in this country?" As a 14th-generation New Mexican, I answered: "On my father's side, since 1598, and on my mom's, well perhaps 25,000 years, depending on what the anthropologists eventually decide."

This experience – more than any other – shaped my world view from age 21 onward.

As more white historians, mostly men, told me I could not find anything in the archives about Mexican-origin or Native

women, the more determined I became. My adviser, of German heritage, poured over my essays, asking the right theoretical questions that assisted analytical, interpretive history. We could not have been more different, and I learned so much from his mentorship. I had seen examples of New Mexican Hispanas writing novels, cookbooks and short stories in the 1920s. I had heard of women warriors, the Apache warrior Lozan who distinguished herself as her brother did; of Catalina de Erauso, the lieutenant nun, a Basque who passed as a man and fought in the territories of South America.

I began to dig for more, and that's how we created the field of Chicana Studies, how we ensured that there was no such thing as invisibility, silence, or deficiency models guiding the stories that did see the light of day.

Training across the racial divide that marked my graduate education became key to the type of historian I wished to be.

I published my findings with the best presses in the land for a reason: They needed to know that we were indeed there and that the narratives were rich in art and ingenuity, in sensuality and in leadership. My memoirs are available on video and in print at the Sophia Smith Collection at Radcliffe/Harvard as part of an oral history project on living women historians. The Bancroft Library is documenting my research to preserve the way Chicana/o Studies was founded. Access to these publishing firms was the product of allies and of networking made possible with a tenure-track position, and resources available by donors and friends of Pomona College and Loyola Marymount next.

My vitae today asserts that I am the first Chicana to receive a Ph.D. in history from UC Berkeley, first to teach a seminar on Latina Feminist Traditions, co-editor of the first major Encyclopedia of Latino/as in the U.S., and author of the first book based solely on Mexican-origin women of the 19th century. This has nothing to do with bragging. It also is not to remind students today of "how far we have come." The more powerful message is "look at what one can achieve" with resources and friends. Had Peggy Pascoe (University of Oregon) not intervened with Sheldon Meyer at Oxford University Press, much of my work would not have been published. The idea of facilitating an allied network is what moves me to come to work every day.

Putting it in Perspective at Gonzaga

The world is a gargantuan place and we are here for such a short time. We worry too much about money and status, skin color and appearance, and so much less about expanding our minds, figuring out how to learn very complicated topics

and translate them into manageable, useful bits of action. At Gonzaga, a Catholic Intellectual Tradition asks us to examine, assess and re-assemble. We must name and explore how to make a difference and do the needed reparation through this discernment.

I believe much of this work begins with preparing our graduates to understand the missing parts of our history in order to help lead change. It asks us to flip things out and over, to work through a perspective we might not otherwise enlist. We used to call this practice, in history, "reading against the grain." It means developing a self-awareness about one's position or advantage (standpoint), as well as about what is invisible. Critical thinking is the result; not seeing the world in absolutes, but in colors and in disarray. Sor Juana Ines de la Cruz, the Americas' Tenth Muse and Mexican, put it this way: "I do not study to learn more, but rather to ignore less."

In less than 25 years, this country will be majority non-white and over half of public school students will be Latinx. How will Gonzaga prepare its graduates for such a world? How can we develop our students to be the teachers, lawyers, doctors, judges, business owners, dancers and orchestra leaders who become the changemakers, or those who empower others?

It begins with speaking our contemporary truths to power. Then we support those who can begin making a difference now, in subject matter and research, in new curricular design, in partnerships that stretch so far outside of anything we have seen that the only thing getting in the way is not having enough bodies to populate the new learning spaces. And then we embolden our faculty and students to help create solutions for some of our most challenging realities: to sustain living wages, develop better biodiversity and ecologies, and foster racial/ethnic/gendered harmonies and convergence.

Our Ignatian influences – as well as the other saints, gods, goddesses, and spirits of several religious traditions – move us toward one another rather than away from a collective wisdom generated by knowing who we are and what we are meant to be. Our knowledge base built on the work of African American intellectual traditions, of historical and cultural customs, benefits our larger ambition or goal of becoming people for and with others.

This is what will help us shape a humanism that does justice and ensures no group remains invisible or silent.

Keep Reading »

See how Gonzaga continues to reshape and reevaluate its response to racial injustice, and to live its promise to a more equitable future.

The Rebirth of Reconciliation

By Kate Vanskike

The year 2020 in history books will reflect not only the COVID-19 pandemic and its impact on the world, but also a critical period for the U.S. specifically in reconciling its racist roots and systems of power.

In a few short months since the May 28 killing of George Floyd, we have witnessed a divide not experienced so intensely since the 1960s. Today, as we argue over the removal of Confederate symbols, the purpose of protests and riots, and funding of law enforcement, our nation is pregnant with conflict. Conflict among families and friends over “Black Lives Matter” vs. “All Lives Matter.” Conflict within organizations determining how to respond as a collective. And certainly, conflict within ourselves as we endeavor to learn about what we believe and why.

What will be born of this movement?

Hopefully, reconciliation. Reconciliation of past and present, left and right, white and Black communities (and others of color), and most importantly, reconciliation within our hearts.

In a message to the Gonzaga community on June 19 (“Juneteenth”), President Thayne McCulloh wrote of America’s history of enslavement, emancipation, reconstruction, segregation and the persistence of discrimination. Knowing that many would disagree, he wrote, “In the context of this significant national moment, and on this day of national commemoration, we must affirm: Black Lives Matter.”

He continued: “Our Jesuit tradition tells us that a condition of truth is to allow suffering to speak. So how do we fight the racism pandemic that has plagued our country and face the truth about institutional racism and structures of oppression? Research on antiracism activism and confronting discrimination is clear that a critical step toward racial justice and equity-mindedness is self-education. All social change begins at the individual level, with listening – a learning that informs action. And thus, to reflect the Jesuit tradition of being contemplatives in action.”

President McCulloh acknowledged that Gonzaga is harnessing this moment as a catalyst for further, longer-term change that eliminates barriers, raises awareness, and meaningfully contributes to a better and more equitable future. He outlined commitment to five key actions:

1. Engaged listening with students and colleagues – especially our community members of color – to understand their experiences and identify opportunities for support and intervention.
2. Education and personal and professional development regarding prejudice and discrimination.
3. Continued efforts to recruit, hire and retain a more culturally diverse workforce.
4. An Implicit Bias Review of curriculum and pedagogy to evaluate what we teach and how we support culturally inclusive instruction.


5. Supporting collaborations among these key programs (and more):

- Office of Diversity, Equity and Inclusion (DEI)
- Diversity, Inclusion, Community & Equity (DICE) – Student Affairs
- Office of Mission & Ministry
- Academic programs such as Critical Race and Ethnic Studies (College of Arts & Sciences), Center for Civil and Human Rights (School of Law), Institute for Hate Studies and Center for Public Humanities.

Incarnating our Mission of Reconciliation by Working for Justice

Gonzaga’s Office of Mission and Ministry wrote to the campus community about the Jesuits’ Universal Apostolic Preferences, one of which calls Jesuit organizations to “walk with those whose dignity has been violated, in a mission of reconciliation and justice.”

“Arturo Sosa, S.J., superior general of the Society of Jesus, makes clear that any movement toward reconciliation is not possible without first striving toward justice. And justice, in the Catholic tradition, demands affirmative redress. This involves looking at the world with the love of the One and Triune God so that we might be moved by the cry of victims of cultural, systemic and structural oppression,” wrote Kevin Brown, Mission & Ministry’s senior specialist for faculty formation. “These cries are God’s call to justice – to identify our own personal and corporate active



and passive participation in them, to confront and resist them, and to find new ways of living together that incarnate God's gratuitous love for all persons."

Brown continues: "The Catholic tradition that shapes Gonzaga's mission summons us to recognize in those laments nothing less than the voice of the Spirit of God, who dwells within each person, calling us to participate in God's project of justice. As a Catholic, Jesuit university we are called, in the cultural context of anti-Black racism, to attend to the cries and laments of victims of racial injustice and to affirm with them that Black Lives Matter. We are called to discern how this affirmation can shape the way we teach and learn, research and create, minister and work so that Gonzaga might heed the call for Jesuit universities to be agents of social transformation."

ADVANCING UNDERSTANDING AMONG FACULTY & STAFF

- Expanding the office of **Diversity, Equity & Inclusion** (*Welcome, Robin Kelley, associate chief diversity officer!*)
- **Productive Discomfort**, a faculty workgroup addressing complex diversity-related topics, and **A Call to Action**, a series on recognizing and dismantling structural racism in course syllabi and classroom experiences
- **Diversity.edu**, online intercultural skill development for faculty and staff
- **Gender Equity in STEM**, a faculty group addressing gender bias
- **Colleagues of Color**, a cultural affinity group
- **IMPACT** – intercultural, multicultural professionals affecting change together
- **Campus Climate** - Assessment survey (spring 2021) to gauge effectiveness of cultural literacy efforts since the last survey 4 years ago
- **Learning Circles** on racial justice within a Jesuit university; and Indigenous and Christian approaches to creation and communion
- **Prayer vigils** with Mission & Ministry

RECOMMENDED READING

- *White Rage: The Unspoken Truth of Our Racial Divide* – Carol Anderson
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* – Michelle Alexander
- *How to Be an Antiracist* – Ibram X. Kendi
- *White Fragility* – Robin DiAngelo
- *God of the Oppressed* – James H. Cone
- *The Sin of White Supremacy: Christianity, Racism, and Religious Diversity in America* – Jeannine Hill Fletcher
- *Mujerista Theology* – Ada María Isasi-Díaz
- *Racism and the Image of God* – Karen Teel (GU alumna)
- *Christology and Whiteness: What Would Jesus Do?* – George Yancy

- » Learn more: gonzaga.edu/diversity.
- » Listen In! Intercultural Yoga, a podcast with Raymond Reyes and guests: gonzaga.edu/podcasts



LESSONS AND OPPORTUNITIES: College & COVID-19



BY DALE GOODWIN ('86)
PHOTOS BY ZACK BERLAT ('11)

Planning for college activities amid the COVID-19 pandemic is like hitting a rapidly moving target with a cotton ball. As one plan evolved, a new complexity arose, and updated arrangements emerged. But Gonzaga persisted, and on Sept. 1, welcomed a portion of

students back to a campus that had been empty for five months.

With the highest priority being the safety and well-being of students, faculty, staff and other members of the campus community, leaders relied on health experts from the CDC, Washington state and the Spokane Regional Health District.

The University's Pandemic Response Task Force (PRTF) and its 10 committees worked tirelessly to implement protocols for safety, ensure academic delivery would remain the high caliber expected, and plan for every contingency imaginable under such extraordinary circumstances.



Meanwhile, the public debated which measures were necessary and which were violations of personal rights.

Perhaps no other national situation in our lifetimes has required such thought and cooperation from a health standpoint while also battling such intensity of diverging opinions.

Navigating the stormy waters of return-to-campus scenarios, Gonzaga leaders sought input from students and families, shared ideas with colleagues at other institutions, and forged new alliances with regional health experts.

Quick Pivot

Gonzaga received word in December of a virus outbreak in China, and brought home its two students studying in Beijing during fall semester. In January it became clear that the virus was spreading, and a month later, Gonzaga closed the Florence campus and brought home all study abroad participants.

Spring Break took place in concert with the West Coast Conference basketball tournament, and in Zag tradition, many fans descended on Las Vegas. About that time, enterprises of all kinds began shutting down across the country, and President Thayne McCulloh extended spring break a second week to keep students from returning to campus. On March 13, Washington Gov. Jay Inslee issued a declaration prohibiting colleges and universities from conducting in-person classes, and faculty began delivering classes via remote means.

Making Order Out of Chaos

“Gonzaga is blessed with an amazing array of talented, creative and tenacious people who are willing to bear down and work through complex challenges to develop solutions, keeping the focus where it needs to be,” says President McCulloh. “We are an institution that has learned, over the course of its history, that the unexpected is a part of life and itself an opportunity to learn, adapt and grow. Our ability to quickly move into virtual course delivery was itself the result of our experience in distance-delivery coupled with the development of technology-enabled systems in anticipation of a different pandemic – the H1N1 viral influenza (2009-2010).”

In times like these, Zags help Zags, and it has never been more evident than during the COVID-19 pandemic.



New Experiences

Academic leaders assessed input from faculty colleagues, and evaluated how to maximize class participation through a variety of synchronous delivery methods.

Surveys of families showed a strong preference for returning to campus this fall for in-person learning wherever possible. Some students opted to stay home and take their classes in real time, thanks to new classroom technology. Others alternated between in-person and digital real-time hybrid classes where everyone could participate in lively classroom discussion, regardless of where they were.

Meanwhile, the creative staff of Student Affairs devoted its energies to keeping students engaged in activities, even virtually, to foster the growth that happens when Zags serve, lead, perform and play safely while the battle against the impact of coronavirus wages fiercely.

Health & Safety

Among the many details: face coverings, physical distancing, signage everywhere and classrooms reconfigured with reduced capacities. Out of sight but equally important: return-air filtration upgraded to improve indoor air quality, and detailed cleaning protocols to help reduce the spread of the virus.

Communicating with students and families took place through email, text updates, social media and a robust new website. In Town Hall meetings, President McCulloh called students to be “active participants in the work of mitigating transmission.” In video messages, he warned of the risks parties would create – as had already been shown at other universities across the nation – and explained the required daily attestation of symptom monitoring through a new app called ZagCheck, which would also assist in contact tracing.

Even so, McCulloh, Task Force Chair **Charlita Shelton** and other pandemic task force leaders acknowledge that even the best-laid plans can’t prevent COVID from impacting the campus. There is space for quarantining students who have been in close proximity to an individual who has been diagnosed with the coronavirus, and an isolation unit for anyone diagnosed positive for COVID-19. In both cases, the accommodations are comfortable and equipped with technology to allow students to continue studying and attending classes remotely as long as they feel able to do so.

Health & Counseling Services Director **Kristiana Holmes** was one of many staff addressing health and safety protocols



Class Acts

Over spring and summer months, academic leaders developed a full cadre of resources to equip faculty. The Academic Instruction and Learning Committee, co-chaired by Biology Associate Professor Marianne Poxleitner and Vice Provost Jolanta Weber, worked diligently with Director Justin Marquis of Instructional Design and Delivery and Director Mia Bertagnolli of the Center for Teaching and Advising. All faculty will use interactive technology to reach all students, in class or via distance delivery, during live, synchronous class sessions, delivered at normal class times when possible. Materials are posted online, and the lectures are recorded.

Marquis and Bertagnolli created a Zag-Interactive Best Practices Guide to help every professor prepare for remote delivery of classes, since fall plans stipulated that all instruction post-Thanksgiving would be online, to decrease the chance of holiday travelers bringing illness back to campus.

“Be engaging, and continue the Gonzaga level of academic regimen,” Bertagnolli advises.

“This is not correspondence school,” Marquis interjects. “Use Blackboard, Kaltura and Zoom to make your classes highly relational. Leverage all modes of engagement to make the richest possible experience for your students.”

Faculty have found enterprising ways to make this happen. Assistant Professor of Biology and Biochemistry Wilson Bailey records his lectures on a software app called Explain Everything and exports three or four 10-20-minute lectures during every class, allowing students to stop the recording, go back and review for understanding at their own pace.

English Associate Professor Chase Bollig refocused his thinking from course outcomes to learning experiences. Considering that some students are facing unexpected mental and physical health issues, he created a work-reduction plan. It allows students to juggle all that’s on their plates to complete the remaining assignments as their time allows, participate in online discussions, keep up with the readings, stay in touch with the instructor, but be excused from class attendance.

Students recognize and appreciate the efforts teachers are making to keep them engaged and supported.

When classes and labs moved online in March, mechanical engineering graduate Bunji McLeod ('20) appreciated his professor, Derek Larson, for shifting his lab focus from work on prototypes and equipment in the machine shop to being a valuable resource for networking for engineering jobs. Business grad Kate Michelin ('20) was impressed by the “person-first” attitude so many professors took during transition to remote learning, making sure to check how every student is doing.

IMPACT of a PANDEMIC

Enrollment*

First-year students - **15% down**

Undergraduates - **7% down**

Students living on campus - **26% fewer**

Graduate level - **4% up**

Revenue - **~10% down**

*Fall 2020 numbers as of Sept. 1, compared to Fall 2019

Undergraduate Course Delivery**

- 41% remote, synchronous

- 47% hybrid (remote + in-person)

- 7% in-person only

- 3% other (directed study)

- 1% remote, asynchronous

**Fall 2020 as of Sept. 1

Giving

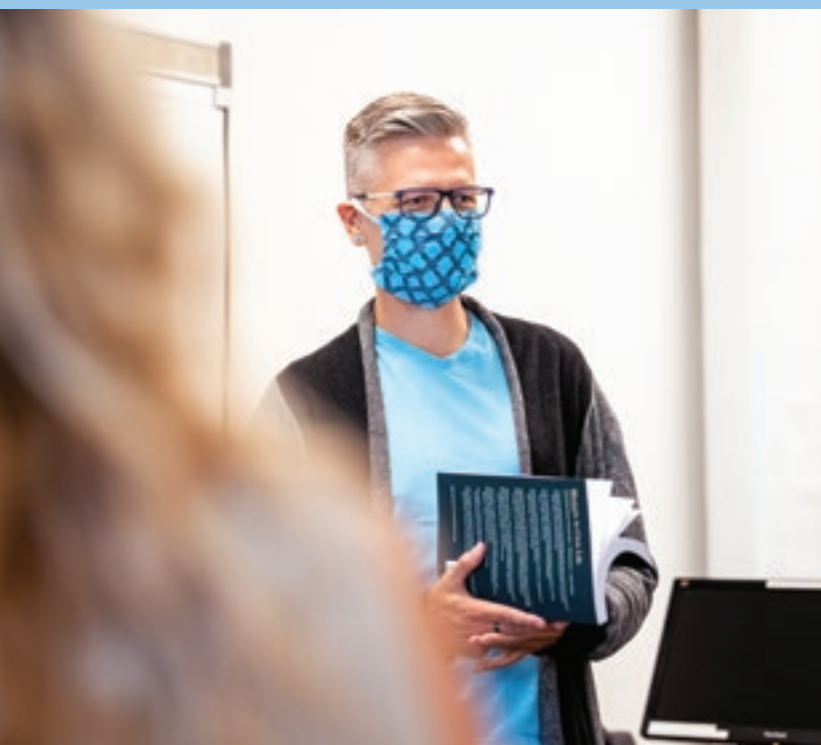
How did Gonzaga donors respond during the onset of the pandemic?
See page 31.

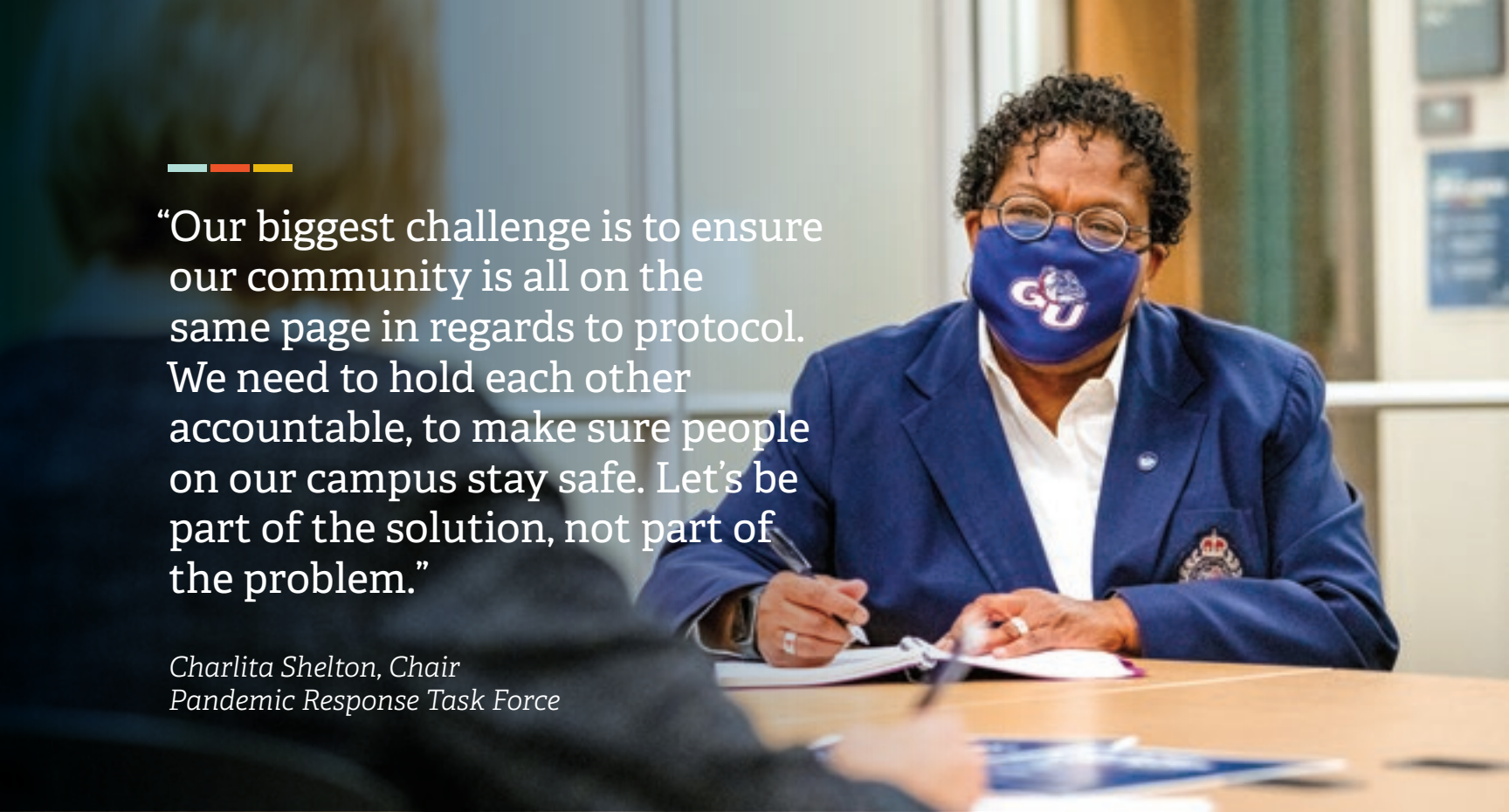
Zags Help Zags... and So Many Others

Since the pandemic struck, Gonzaga alumni, students, staff and faculty found creative and engaging ways to respond.

- **Helen Xun ('15)**, a biochemistry grad, medical student and biotech startup entrepreneur, and her Johns Hopkins School of Medicine colleagues, are developing a prototype 3D ventilator adapter that would allow for greater capacity to treat patients with complications of COVID-19. (See p. 43)
- **Connor Longoria ('19)**, working within the development of Mwale, Kenya, chose to stay on location during the pandemic to help ready the city's hospital to be a COVID-19 care center for the region.
- **Tim Morrissette ('18)**, biology grad, and Contrary to Popular Belief clothing store owner Connor White, refocused their manufacturing from comfortable men's clothing to face masks, while donating 10% of sales to health care organizations and nonprofits.
- **Annie Wissmiller ('20)** volunteered in the Sodexo greenhouse growing hydroponic tomatoes for distribution in Spokane's northeast neighborhoods as part of Opportunity Northeast.
- Director **Molly Ayers** and the Center for Community Engagement partners with neighborhood schools and 2nd Harvest, distributing food to children and families in need, some of the fresh food coming from Zag Dining Services and GU's Campus Kitchen and Sustainability gardens.
- Doctoral student **Manoj Thirupal** stepped up to support the Jesuit community with technology assistance when the pandemic struck, aiding priests with their online lectures and virtual Sunday sermons.
- And for a little historical perspective on pandemics, **David Kingma**, archivist at Foley Center Library, dug through Jesuit journals to recount Gonzaga's experience with the 1918 "Spanish Flu."

» Find these stories and more:
[gonzaga.edu/Readers Care](https://gonzaga.edu/Readers_Care)





“Our biggest challenge is to ensure our community is all on the same page in regards to protocol. We need to hold each other accountable, to make sure people on our campus stay safe. Let’s be part of the solution, not part of the problem.”

*Charlita Shelton, Chair
Pandemic Response Task Force*

With an Ear to the Ground

Through these ever-changing months of the pandemic, Director **Amy Swank** of the Parent and Family Relations office has talked with many parents who are grateful for the “thoughtful intentionality that the University, pandemic task force, staff and faculty are putting into creating a safe space for their students. I think many families also recognize the value of an on-campus experience and are hopeful that we will be able to continue offering on-campus, face-to-face education.

“But with all the uncertainty, it’s been challenging to comfort and support their student because even as parents, protectors and caregivers who often times have the answers, COVID-19 and this global pandemic have made it so that even the most trusted advisers don’t have the answers or wherewithal to guide their Zag during this situation,” Swank says.

While safety is the major concern, students and families also wonder what student life on campus will look like this fall.

“Our intent is to provide a mix of in-person and virtual programs and activities in Student Affairs,” said Vice Provost for Student Affairs **Kent Porterfield** during the summer. “Our primary focus is the safety and holistic well-being of our students, promotion of equity and justice, and building community.”

Meanwhile, recruiting the class of 2025 has become a new, primarily virtual experience for Admission Director **Erin Hays** and her Admission staff. “Attending college fairs, high

schools, college nights and hosting preview days have been replaced with very intentional virtual programs, which we have developed,” Hays says. GEL weekend for admitted students in April went online and received the largest attendance (900) in the program’s history. “We continue to strategize about how best to reach interested students without extensive travel.”

Together, We Zag On

Delivering education to Gonzaga’s 7,200 students continues to be an exercise in flexibility and nimbleness. But here’s the bottom line: This pandemic has not broken Gonzaga’s spirit. We’ve painted pictures of numerous examples of Zag resilience.

“We have seen a tremendous spirit of community that doesn’t waver in hard times,” President McCulloh wrote in a mid-summer memo to faculty, staff, students and their families. “We have seen creative solutions to stay connected in virtual ways when social distancing keeps us apart.

“Above all, I am most proud of our students. Recognizing the reality of this circumstance, they have worked hard with their faculty, and with us, to stay focused and to do their best, sometimes under the most challenging of personal circumstances. They, above all, have not lost sight of the long-term objective: a time well beyond the current moment where they make a difference in the innumerable ways that Gonzaga graduates do, every day.”

In the face of complexity, hardship and fear, one characteristic we hope to have embodied in the 2019-20 academic year is **persistence**.

Gonzaga University certainly had major hopes and goals for the year. There would have been milestone celebrations. There were plans for a fascinating historical, yet modern, parade to conclude our yearlong recognition of the centennial of the 19th Amendment, which granted women the hard-won right to vote. Alumni chapters in multiple cities would host visits with Gonzaga leaders; these morphed from fabulous in-person events in autumn to online connections in the spring. Admission counselors had to forego in-person visits at high schools and on-campus tours with current students. Our men's and women's basketball teams, fresh from the West Coast Conference tournament, found there would be no NCAA Tournament. And perhaps most difficult of all, we missed out on celebrating "in person" commencement ceremonies honoring all of our undergraduate, graduate and law students, instead moving to less-satisfying "remote" events.

It would have been easier, and far simpler, to have closed the campus for fall 2020 and done our best to educate students via remote delivery systems; but we know that a significant dimension of the Gonzaga educational experience is created in the context of actual, in-person human interactions. We understood it would be complex to chart a course for resuming in-person work for the fall. Despite the rapidly evolving and ever-changing circumstances, our Gonzaga family showed great capacity to adapt and flex, dream and create. We

challenged ourselves to re-create what a university needs to look like in the face of a pandemic, and I am indebted to our staff and faculty for their constant efforts and the long weeks spent working to identify challenges and find solutions.

I am also grateful to our Trustees and Regents for their increased involvement to help review and solidify plans. Our teams have shown relentless dedication and commitment. We developed processes and systems to endeavor to address concerns of students, parents and families – all while the answers continually changed. We leaned on alumni to keep our extended Zag family connected, and we incessantly sought the guidance of local, regional and national health care experts to ensure that, whatever we chose to do, we could do it as safely as possible.

Despite the many pandemic-related issues and challenges we have sought to address, we know that there are many other obligations and opportunities we must continue to respond to and nurture. While navigating in the era of COVID-19 will continue to keep us vigilant, we are buoyed by some positive accomplishments that offer us opportunities to be very grateful, as well.

Our faculty continued to produce research and to find creative solutions to delivering their courses in new ways. Academic leaders pressed forward in introducing new minors and majors to our list of degree options. Our Center for Community Engagement exchanged its usual immersion projects for addressing more imminent needs – such as community food insecurity – here at home. Our alumni and students alike have remained steadfast in accomplishing impressive, and meaningful, work around the globe.

One achievement of 2019-20 that brings me great pride is the announcement and official launch of our "place-based initiative" called Opportunity Northeast. After many years of tapping into the expertise of sister Jesuit institutions in other cities, and multiple studies and listening sessions with the residents themselves, we've developed an intentional effort to support the health and welfare of families, businesses, schools and organizations in the Logan neighborhood, Hillyard, and throughout Northeast Spokane.

Opportunity Northeast is not a short-term project or a plan to "fix" a community's problems. This is a long-term commitment





persistence

that will require ongoing dedicated effort and attention to walk in solidarity with the neighborhood’s members in making sustainable changes.

This summer’s national tensions and protests related to the senseless deaths of Black Americans affirms that our work in diversity, equity and inclusion is far from over, and that our commitment to improving the experience of people of color on our campus and in the community must be stronger than ever. But it also must extend further. Training and awareness for every faculty and staff member is critical to embodying our mission of justice and ensuring that students leave our community better equipped to understand the dynamics of injustice and ways that they can be powerful voices in the context of oppression.

This past summer allowed us to welcome some brilliant new leaders: Annmarie Caño, Ph.D., as dean of the College of Arts and Sciences; Robin Kelly, Ph.D., as associate chief diversity officer; and Kent Porterfield, Ed.D., as vice provost for Student Affairs. Our interim associate chief diversity officer, Charlita Shelton, Ph.D. agreed to serve as our COVID-19 compliance officer, and will shepherd our efforts to respond to issues brought forward by the pandemic. New perspectives and skillsets are always a benefit, especially in uncertain times.

There are stories of all these examples in this annual report and throughout this issue of Gonzaga Magazine. They are proof

of individual and collective persistence – our determination to “Keep Calm and Zag On” – amid the challenges this pandemic has wrought.

I would be remiss if I did not acknowledge that many of you, our alumni and friends, have had your own struggles this year. Some of you have felt the impact of COVID-19 in personal ways, through sickness or as jobs ended or businesses closed. Please remember that our alumni network is strong and growing, and our regional chapters can be great resources for connections and support.

I want to thank you for the ways you remained engaged with us. Your emails of encouragement, your participation in Town Hall discussions, your tough questions, your financial commitment to support us in days of uncertainty – these keep us strong in spirit and united in purpose. For all these things, I’m eternally grateful. May the Lord continue to bless you, and may we always frame our efforts Ad majorem Dei glóriam.

Thayne M. McCulloh, D.Phil.
President

BY THEA SKOKAN ('21)

School of Business Administration

DEAN: KENNETH ANDERSON, PH.D.

HIGHLIGHTS

With a new course on sustainable accounting, the School of Business Administration continues to delve deeper into practices of sustainability. In keeping with that theme, the annual Aram Lecture on Business Ethics featured Scott Morris, former Avista CEO, on “Balancing Needs to Achieve a Clean Energy Future.”

Adventure Game Works (Olivia Banks, Leah Matthews and Luke Sparks) took second place at the University of Washington Dempsey Startup Competition against a field of 113 teams composed primarily of graduate students. The trio also took second place at the Northwest Entrepreneur

UNDERGRADUATE ACCOUNTING

#33 IN THE U.S.
(2020 U.S. News & World Report)

Competition at Whitworth University, where another Hogan team, FLO (Mariah Krey) earned third place.

Nine DECA students brought home awards from the regional conference in Bellingham, Washington, and were eligible to compete in the International Career Development Conference in Atlanta.

Professors Cathy DeHart and Jillian LaBelle received grants for the annual FUSE Career Fair, which assists Gonzaga, EWU, WSU and Whitworth in providing one-of-a-kind access to a network of more than 20,000 current students and alumni.



Donations of lab equipment have improved students' access to research.

College of Arts and Sciences

DEAN: ANNMARIE CAÑO, PH.D.

FACULTY ACCOMPLISHMENTS

Director of the Center for Teaching and Advising and biology Professor Mia Bertagnolli, Ph.D., is co-director for a five-year, \$1 million grant from the National Science Foundation ADVANCE Partnership. This will provide support for the advancement of mid-career STEM women faculty members in three U.S. regions.

Professor of chemistry and biochemistry Jennifer Shepherd, Ph.D., presented her latest collaborative work, “Frontiers in Battling Parasitic Infection,” at the College’s Research and Creativity Forum.

Art and integrated media Assistant Professor Matt McCormick premiered his work at the Sundance Film Festival. His film, “The Deepest Hole,” was his fourth presentation at the Festival.

HIGHLIGHTS

Gonzaga’s dance program, directed by Associate Professor Suzanne Ostersmith, welcomed colleagues from more than 20 universities to campus for the American College Dance Association (ACDA) Northwest Conference.

A generous gift to the College expands and sustains the Morris Undergraduate Research Fellowships, created by Liz ('80) and Scott Morris ('80, '89).

School of Education

DEAN: YOLANDA GALLARDO, PH.D.

EVALUATING AND ENVISIONING

The School of Education diligently studied quality assurance dynamics across academic program excellence, curriculum and implementation, student services and fiscal operations. A new mission-focused and data-driven framework resulted, ensuring consistent and equitable practices in all operations. Dean Gallardo is establishing a Pedagogy of Hope through Research and Practice Office to house all initiatives that have a meaningful connection to the School's mission, vision and strategic plan while also serving the larger community with meaning and intentionality.

HIGHLIGHTS

Faculty, staff, and students work hand-in-hand with Catholic and Public schools, and varied groups including indigenous populations, Title II schools and individuals with special needs.

17,495 hours working in K-12 schools

6,760 students served by GU field candidates and student teachers

11,300 internship hours by students across departments and programs including counseling and sport management.



Construction of the Integrated Science & Engineering facility is underway, thanks to our generous donors. Be part of the legacy: gonzaga.edu/ISE

School of Engineering & Applied Science

DEAN: KARLENE HOO, PH.D.

STUDENT HIGHLIGHTS

Emily Ellwein and Hayden Saalfeld (both '22, Electrical) were named Power & Energy Society scholars by the Institute of Electrical and Electronics Engineers.

Charles "CJ" DeBiase ('20, Mechanical) received the 2020 Carl Lindberg Loyalty Award for academic achievement, student leadership and service to Gonzaga.

Allison Fellger ('20, Computer Science) received funds from the Computing Research Association-Women to present at the 2019 IEEE Healthcare and Point-of-Care Technologies conference in Washington D.C.

The "Magna Hip" Senior Design team - mechanical students Charles DeBiase, Joseph Heston, Madeline Robinson (all '20), plus two human physiology students, placed third in the 2020 Northwest Entrepreneur Competition, Avista Technology category, for prototype designs and concept of a magnetically-repulsed artificial hip.

FACULTY ACCOMPLISHMENTS

Harman Khare, Mechanical, partnered with faculty in the College of Arts and Sciences to procure a \$266,988 National Science Foundation research award for an atomic force microscope to accurately measure nanoscale features, deformations and forces.

John Tadrous, Electrical and Computer Engineering, received the 2020 Faculty Award for Professional Contributions for Tenure-Track faculty.

Mark Muszynski, Civil, received the Engineer of Merit Award from the Inland Empire Section of the American Society of Engineers.

Rhonda Young, Civil, received the Institute of Transportation Engineers Western District Outstanding Educator Award that recognizes creativity in teaching.



Artwork by Ben Joyce ('00, '01) was made possible by generous donors.

School of Law

DEAN: JACOB H. ROOKSBY, J.D., PH.D.

HIGHLIGHTS

Fr. Bryan Pham joined the School of Law as chaplain, providing spiritual support and mission formation events. He also serves as assistant professor of Law.

Thanks to the generosity of a University alumnus and regent, the school opened an LGBTQ+ rights clinic, one step among many to recognize and respect the dignity of all individuals.

With the School of Business Administration, the School of Law initiated the Gonzaga Wine Institute, a hybrid online/in-person certificate program that focuses on the business and legal aspects of wine,

The accelerated law degree program became the Executive Two-Year J.D. program, offering select students an expedited and distinct curriculum focused on business and leadership.

The school joined with Eastern Washington University, Whitworth University and Gonzaga's Religious Studies Department in 3+3 programs, enabling undergraduate students to complete their bachelor's degrees, apply to and graduate from law school a year sooner.

A new financial relationship between the Law School and Gonzaga University is in place, replacing arrangements made in 2007, and developed to be more transparent and sustainable for both entities.

School of Leadership Studies

DEAN: ROSEMARIE HUNTER, PH.D.

HIGHLIGHTS

The School of Leadership Studies collaborated with the UW School of Medicine to design and launch the Leadership Pathway, a leadership development program equipping medical students with leadership knowledge, skills and experience. *(See more at right.)*

Broadening its community involvement, faculty and students joined with Opportunity Northeast and The ZONE Project to conduct a community-based leadership workshop for area residents. Undergraduate students taught sessions on servant leadership and teambuilding at Rogers High School. Training & Development facilitated an eight-month program with the Washington State Department of Transportation. The Women Lead conference, normally offered in Spokane and Seattle, added a Napa Valley option this year in connection with the Law School's Wine Law program.

Expanded alumni offerings included a weekend immersion on Leadership & Community at St. Andrew's Abbey in Southern California.

School of Nursing & Human Physiology

DEAN: VINCENT SALYERS, ED.D.

HIGHLIGHTS

Nursing & Human Physiology commenced a yearlong strategic planning process to optimize growth and future direction. Revitalization of simulation and clinical spaces were finalized in the Tilford Center and in the Human Physiology Annex. Design plans for the McKinstry Health Complex within the UW-GU Health Partnership also took place. Jake Deckert, Ph.D., joined the partnership and teaches GU undergrads.

FACULTY ACCOMPLISHMENTS

Kudos to these members for professional achievements:

Dean Vince Salyers - inducted as a Fellow of the American Academy of Nursing

Jeff Ramirez, Ph.D. - inducted as a Fellow of the American Association of Nurse Practitioners

Christina Chacon, ARNP - named president, American Psychiatric Nurses Association-WA chapter

Neva Crogan, Ph.D. - named a Distinguished Educator in Gerontological Nursing

UW-GU Health Partnership

PRESCRIPTION FOR SUCCESS:

LEADERSHIP PATHWAY

A partnership between Gonzaga's **School of Leadership Studies** and the University of Washington, the Leadership Pathway is an innovative new option for UW School of Medicine (UWSOM) students studying in Spokane. Four years in the making, this program pairs leadership development with medical education through training, mentoring and practical application.

Construction is underway for this home for the UW-GU Health Partnership



"Although our students receive leadership training as part of the regular curriculum, this new pathway takes it to a higher level. We are the first medical school that I'm aware of to partner with a school of leadership, and give students an opportunity to emphasize leadership in their medical training," said Darryl Potyk, M.D., chief of medical education for the UW School of Medicine-Gonzaga University Health Partnership, and UWSOM associate dean for Eastern Washington.

Medicine is a high-stress, high-consequence profession that focuses highly on technical skills. There is often not time to develop emotional intelligence skills that are very much needed, according to Rachelle Strawther, director of Leadership Training and Development.

"Physicians need to be strong leaders," said Mike Wilson, retired CEO of Providence Health Care. "Running a medical practice is like a business. Having team-building abilities is important."

The Leadership Pathway will equip students with knowledge and experience, plus provide mentors. Although currently only available to Spokane students, Potyk is hopeful this pilot program will expand across all UWSOM campuses in the WWAMI region.

Intentional Endeavors

RECOGNIZING AND RESPECTING INDIVIDUALS

- » Gonzaga created the Office of Diversity, Equity and Inclusion to provide greater efficiencies and effectiveness of programs and initiatives to support intercultural fluency, equity and inclusion.
- » Gonzaga Law School faculty, facilitated by the LGBTQ+ Resource Center, participated in Safe Space training to foster an inclusive environment.
- » Foley Library developed a partnership with the Institute for Hate Studies and the Molstead Library at North Idaho College to digitize archival collections. Improving these records in Foley will aid those who want to better understand and counter hate.
- » Gonzaga hosted the 2019 Ethnicity, Race and Indigenous Peoples conference in collaboration with the Latin American and Caribbean Ethnic Studies journal. The conference provided an opportunity for academics, graduate students, activists and practitioners in all relevant disciplines to present on issues pertinent to their culture.

QUALITY ACADEMIC ASSURANCE

- » The Provost and Senior Vice President's Office has launched exploratory work for the creation of an Academic Affairs Strategic Plan.
- » The Honors Curriculum Committee completed an initial proposal for a new Honors curriculum.
- » The transition to a new University core curriculum is nearly complete. Most students, freshman through senior, have entered under the revised core, a more focused and enriched approach that has met or surpassed assessment goals in 80% of students.



FINANCIAL & STATISTICAL HIGHLIGHTS

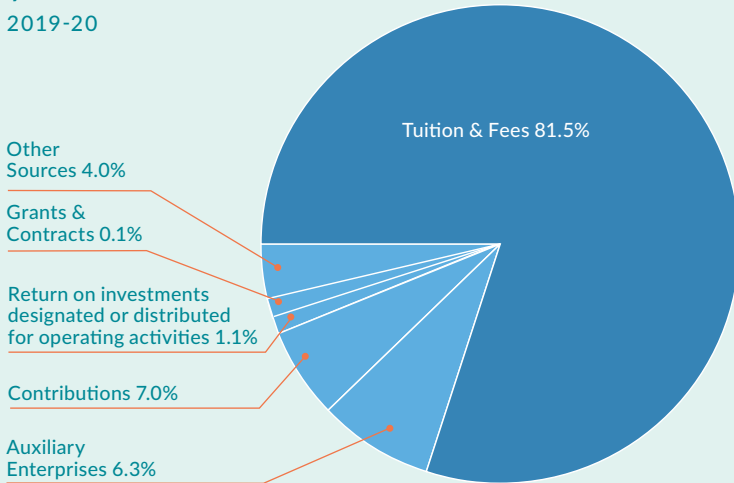
AS OF MAY 31, 2020, IN MILLIONS

(Amounts derived from audited financial statements)

OPERATING REVENUES

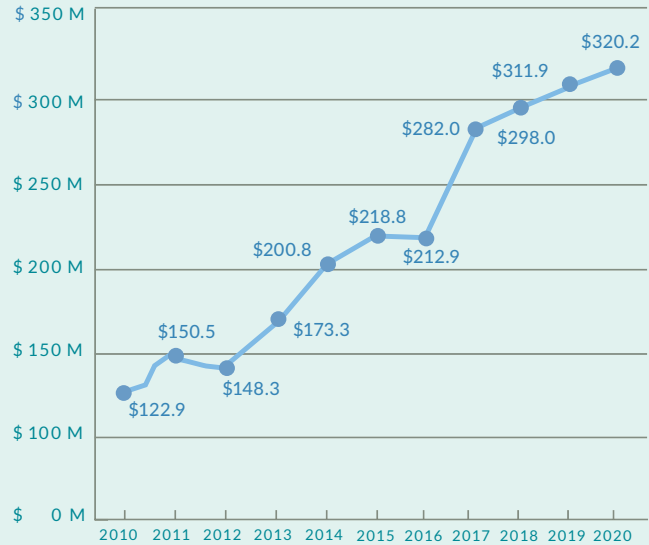
\$351.5M

2019-20



Gross operating revenues without donor restrictions

ENDOWMENTS AND LIFE INCOME

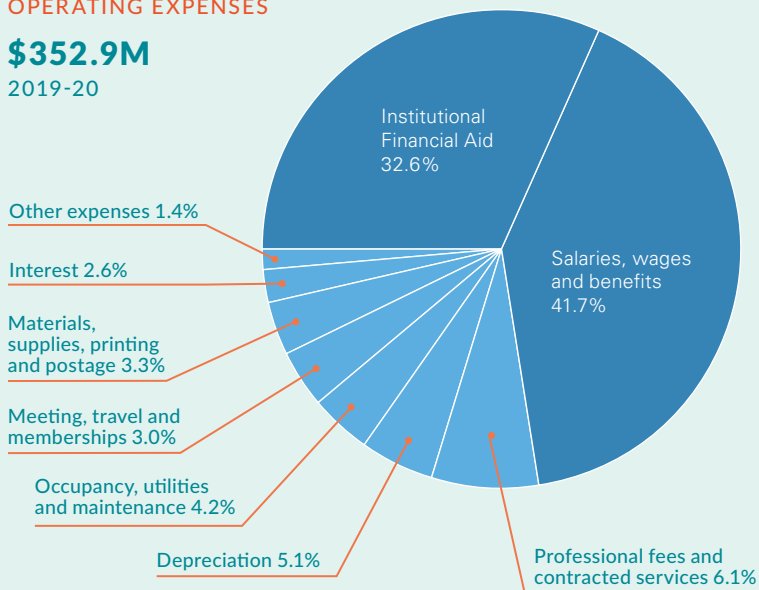


Endowments and life income values include all assets, regardless of restriction

OPERATING EXPENSES

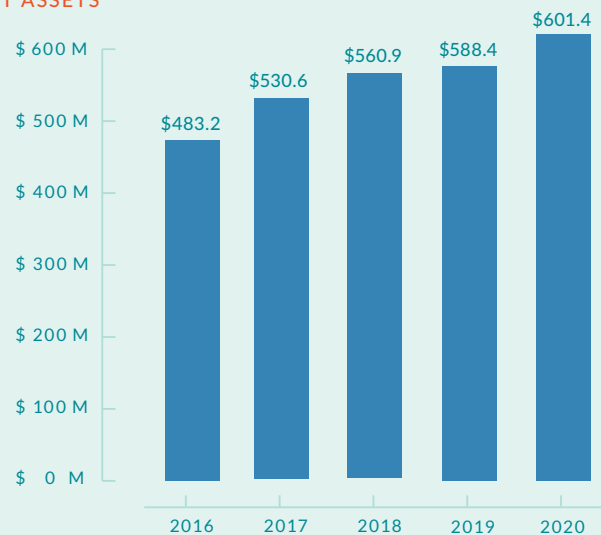
\$352.9M

2019-20



Gross operating expenses without donor restrictions

NET ASSETS



Net assets represent the University's total assets minus total liabilities

STATISTICS

	2019-20	2018-19	2017-18	2016-17	2015-16
FULL-TIME EQUIVALENT ENROLLMENT (FALL)					
Undergraduate	5,576	5,670	5,600	5,583	5,481
Graduate	1,367	1,321	1,378	1,404	1,389
Law	378	354	319	316	340
Total full-time equivalent enrollment	<u>7,321</u>	<u>7,345</u>	<u>7,297</u>	<u>7,303</u>	<u>7,210</u>
DEGREES CONFERRED					
Undergraduate	1,270	1,260	1,080	1,283	1,112
Graduate	691	711	741	718	787
Law	102	108	94	104	112
Total degrees conferred	<u>2,063</u>	<u>2,079</u>	<u>1,915</u>	<u>2,105</u>	<u>2,011</u>
ENTERING FRESHMAN CLASS AVERAGES					
Combined SAT scores (1600)	1,282	1264	1257	1204	1200
GPA	3.82	3.78	3.78	3.76	3.72
FULL-TIME EMPLOYEES (FALL)					
Faculty	453	465	442	439	423
Staff	860	854	830	821	789
Total full-time employees	<u>1,313</u>	<u>1,319</u>	<u>1,272</u>	<u>1,260</u>	<u>1,212</u>

1. Student/Financial Aid Data Warehouse, degrees conferred 7/1/2019-6/30/2020

2. HR, Employee Census Report

FINANCIAL (THOUSANDS)

	2019-20	2018-19	2017-18	2016-17	2015-16
ENDOWMENTS AND LIFE INCOME					
General support	\$ 4,929	\$ 4,788	\$ 4,816	\$ 4,499	\$ 4,115
Program support	26,580	26,112	23,078	21,823	20,087
Scholarships	173,526	169,503	163,080	152,656	116,275
Libraries and museums	2,495	2,487	2,518	2,325	2,121
Professorships and lectures	30,570	30,450	30,756	28,314	25,941
Quasi-endowments	63,070	62,018	58,401	57,467	30,508
Life income ^{<1>}	19,041	16,520	15,310	14,977	13,903
Total endowments and life income ^{<2>}	<u>\$ 320,211</u>	<u>\$ 311,878</u>	<u>\$ 297,959</u>	<u>\$ 282,061</u>	<u>\$ 212,950</u>
STUDENT AID					
University programs	\$ 114,943	\$ 111,163	\$ 103,110	\$ 96,996	\$ 89,821
Federal/state grant programs	7,908	6,328	6,310	6,054	6,488
Student loans	62,744	62,859	64,007	63,811	64,893
Total student aid	<u>\$ 185,595</u>	<u>\$ 180,350</u>	<u>\$ 173,427</u>	<u>\$ 166,861</u>	<u>\$ 161,202</u>
PROPERTY, PLANT AND EQUIPMENT, NET					
Land	\$ 12,807	\$ 12,576	\$ 10,873	\$ 10,523	\$ 10,484
Land improvements	8,294	8,001	7,208	7,208	7,208
Buildings	466,547	456,131	402,361	350,572	344,238
Equipment, furniture, library books & artwork	57,305	56,885	50,050	43,935	42,632
Plant under construction	11,918	4,802	34,489	30,896	6,675
Total property, plant and equipment	\$ 556,871	\$ 538,395	\$ 504,981	433,134	411,237
Accumulated depreciation	<164,909>	<148,371>	<133,031>	<124,455>	<114,280>
Total property, plant and equipment, net	<u>\$ 391,962</u>	<u>\$ 390,024</u>	<u>\$ 371,950</u>	<u>\$ 318,679</u>	<u>\$ 296,957</u>

<1> Life income balances represent asset values and exclude any associated liabilities to trust or annuity beneficiaries.

<2> Includes Gonzaga Law School Foundation totaling \$16,692 in 15-16; \$18,355 in 16-17; \$20,303 in 17-18; \$20,655 in 18-19; \$20,750 in 19-20.



The Spires Society honors and celebrates the incredible generosity and leadership of those who have made lifetime gifts, pledges or estate provisions* of \$1 million and above to help transform Gonzaga University.

† = Deceased

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Your Impact

Your support is extremely meaningful to me. I am very grateful to be able to take financial stress off of my mother, who has raised me and my brother by herself. Words cannot describe what your donation has meant for my future and my family."

- David Sessoms ('23, Business)

My career goal is to become a reconstructive surgeon so I can provide services to children in impoverished countries. Your support means that there are people backing my dreams, helping me get one step closer to providing care to those who cannot afford it. As a first-generation American and a first-generation college student, your donations are absolutely crucial to my access to higher education.

- Salma Shairulla ('21, Biology)

I am beyond thankful because now I feel confident and ready to make a positive difference in the world. Gonzaga's Jesuit Catholic tradition of being men and women for and with others resonates deeply with my own personal beliefs and values. With my International Relations major and minor in Criminology, my goal is to go to law school so that I can be an influence in foreign policy making and diplomacy for the greater good of all people on Earth.

- Alexander Porada ('23, International Studies)

Heritage Society Gonzaga is honored and grateful to have received estate gifts between June 1, 2019 and May 31, 2020 from the following alumni and friends, whose legacies impact the following areas:

ACADEMIC PROGRAMS

- A bequest from the Estate of John B. Kempfer ('61) was directed to the Dean of the School of Engineering and Applied Sciences (SEAS) for most immediate needs.
- John B. Kempfer ('61) provided a gift from his will for the Garco Civil Engineering Scholarship.

GENERAL SUPPORT - UNRESTRICTED

- Per a trust provision, Don Carlson ('60) requested his gift be used wherever it was needed most.
- The remainder proceeds from charitable gift annuities established by Norman G. ('50) and Amarant M. ('49) Cormier and William A. and Tasia Davenport were added to the Fund for Gonzaga.
- A gift received from the Estate of George E. Kleeman ('62) was used for Gonzaga's general purposes.
- Donald C. Milligan ('65) made his ultimate gift to the Fund for Gonzaga from his will.
- The remainder of four charitable gift annuities, established by Donald Rockstrom, was added to the Donald W. Rockstrom Endowed Scholarship, supporting students in Business Administration.
- Dr. Dennis Thoennes ('68) made a provision in his will to support the Glen and Bernadine Thoennes Endowed Scholarship, which helps graduate students with high need majoring in Marriage and Family Counseling.
- The Dr. James G. McGivern Engineering Scholarship received remainder proceeds from a charitable gift annuity established by F. Ray Vollert ('63) and a charitable remainder unitrust established by Lee ('50) and Barbara ('50) Wright.

SCHOLARSHIPS - ENDOWED

- A gift from the Donald Jans ('56) Family Trust established the Jans Family Engineering Scholarship for needy electrical engineering students.
- The Estate of Myrtle E. Woldson continues to provide gifts for much needed scholarships through the Myrtle E. Woldson Endowed Scholarship.

You are our Heritage. Your Legacy is our future.

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These individuals have given to Gonzaga University during our annual campaign from June 1, 2019 – May 31, 2020 for a total of 50 or more years. Through their generosity they have helped create the special place that Gonzaga University has been and will continue to be far into the future. The numbers represent their total years of giving. † = Deceased

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Zags for Zags

Here's a snapshot of giving during the spread of COVID-19:

Between March 15 and May 31, when businesses and organizations dealt with the impact of shutdowns, Gonzaga received **2,116 gifts** to support students and the University.

More than **\$409,000** of emergency support to the Annual Fund provided:

- technology and training for the pivot to distance learning;
- personal protective equipment for campus employees and students;
- scholarships to help students continue their studies;
- travel assistance to bring students home from abroad;
- and much more.

In total, donors contributed nearly \$3.4 million during the uncertain first few months of the pandemic.

While overall totals are down slightly from the same months in the previous year, we are excited to see increased giving from undergraduate alums: **3,549 Zags gave** - some for the first time!

Annual Fund Goal Exceeded!

An all-out effort at the end of the fiscal year catapulted May 2020 giving to a record high of nearly **\$1.8 million** - almost a 200% increase from previous May efforts.

The Annual Fund includes Fund for Gonzaga and Zag Scholarship Fund.

» Your donations give Gonzaga what it takes to inspire and empower Zags to show up for what they believe in. gonzaga.edu/ShowUp

A New Kind of Pomp & Circumstance

Unable to hold ceremonies in person due to COVID-19, Gonzaga celebrated its May 2020 graduates remotely over Labor Day weekend.

Along with remarks from President McCulloh, Alumna and Distinguished Honoree Fawn Sharp, academic leaders, guest speakers and student representatives, ceremonies featured some unique appearances. TV late-night talk show host Jimmy Kimmel, said “I want to congratulate the class of 2020 at Gonzaga University (pause) . . . wait, there is no Gonzaga University.” Other special messages came from basketball standouts **Killian Tillie ('20)** and **Zykera Rice ('18, '19 M.A.)**, “Dancing with the Stars” celebrities Julianne and Derek Hough (and their father **Bruce, '19 M.A.**), and former Washington State Supreme Court Chief Justice **Mary Fairhurst ('79, '87 J.D.)**.

» **View highlights here:**
gonzaga.edu/commencement.



“We are facing apocalyptic challenges on many levels. Our Creator told us we are strong and ready for this moment,” said undergraduate keynote speaker Fawn Sharp ('91), president of the Quinault First Nations, who received an honorary doctor of laws degree from Gonzaga.



Most grads celebrated from their homes; many visited campus for the traditional photos at College Hall or with Spike. Pictured here: Lindsey Wilson and Jack O'Connell share a proud graduation moment; Provost Deena González presents in the background.



Angus Scott Pipe Band provides customary commencement music, this year filmed outdoors in lieu of a live performance.



Jimmy Kimmel, late-night entertainer, famously challenged whether Gonzaga even existed when the men's basketball team made its 2019 run to the Elite Eight of the NCAA men's basketball tournament.



Nourishment for Neighbors

BY MARY JOAN HAHN

Opportunity Northeast, Gonzaga's place-based initiative, is strategically focused on improving outcomes for children, youth and families in Northeast Spokane.

When COVID-19 emerged as a serious public health emergency last spring and public schools closed quickly, it didn't take long for related problems to emerge. While the federal lunch program continued to provide youngsters in grades K-12 with take-away breakfasts and lunches, it was clear that families who accompanied children to claim the meals faced significant food insecurity issues.

"With stay-home orders and pandemic layoffs disproportionately impacting vulnerable populations, there has been a tremendous need in our community to help nourish not just the children, but the adults who care for them as well," says Brent Perdue, principal of Logan Elementary School.

GU's Center for Community Engagement was already hosting a weekly evening meal for neighbors. The Logan Family Dinner offered the opportunity for families to gather at the elementary school to build community and share food prepared by GU's Campus Kitchens. How could the partners leverage this collaboration?

On campus, the collective response quickly included Sodexo Dining Services, which jumped in to support the production and packaging of meals for adults. Campus Kitchens provided coordination, delivery and hands-on support, even without the help of students who typically organize these efforts. The Office of Sustainability, Sodexo and Campus Kitchens redirected the produce grown in their respective gardens. Daily lunches and the weekly evening meal could be provided to adults of students attending Logan Elementary and fresh produce could be shared, too.

Community-based partners broadened the reach, including The Zone Project at Northeast Community Center, Communities In Schools, Second Harvest, Spokane Public Schools, Spokane Regional Health District and World Relief. Additional funding followed, first from an anonymous family, then a grant from Innovia Foundation, as well as grants from the Emergency Food Shelter Program administered by Spokane County United Way on behalf of FEMA, and the Safeway-Albertsons Foundation. This allowed daily lunches to be added at John R. Rogers High School and Stevens Elementary. Partnerships with Second Harvest and Bite2Go extended food distribution at Shaw Middle School and Arlington Elementary. By the end of August, the partners had provided nearly 27,000 meals to local residents.

"What has been most profound for me," says Molly Ayers, senior director of GU's Center for Community Engagement (CCE), "is the way we came together quickly and strategically to address the growing food security crisis. Because the University has made a commitment to northeast Spokane, there was instant interest in increasing our support to schools, local organizations and residents."

"The beauty of it has been the quick and effective collaboration," Ayers emphasizes. "No convincing necessary – just the ability to direct efforts in a way that has been responsive to community needs."

A history of engagement and impact

For decades, the University has developed and expanded academic programs as the region has needed professions. Well-established practicums, clinical experiences, internships, and community-based learning opportunities have brought GU students into local schools, hospitals, organizations and businesses, providing support, creativity and talent.

When Campus Kids launched 25 years ago, the youth mentoring program connected Zags with youngsters from Logan and Stevens elementaries for after-school programs and activities. Today, youth enjoy their experiences in several customized spin-offs: Connections (middle school), Sparks (high school), Eye to Eye (for students with learning disabilities), GAME (with athletes), Smile (after-school Express programs), and Zag Study Buddies.

Academic leaders at Gonzaga are expanding on these community-based projects:

- Theatre and Dance students offer after-school dance instruction to nearby elementary students through ZagDance.
- The School of Education and the Center for Community Engagement support middle school students through the Hillyard Youth Collaborative.
- Business and engineering students learn while assisting local companies and organizations.
- Members of the Sociology Department bolster the new Walking School Bus, with Zags accompanying k-6 students from their homes to school.

Individually, these efforts are impactful, but intentional connection with the common goals of Opportunity Northeast can have a deeper and more lasting effect in the community, says Ayers. "Through careful alignment with partners and understanding their priority needs, we can achieve the shared outcomes our neighbors identify."



opportunity
NORTHEAST

Gonzaga University & Northeast Spokane
Thriving Together



Listen, Learn, Innovate

Understanding those community priorities was the heart of Opportunity Northeast's beginning. Gonzaga faculty and students administered the Mapping Assets and Promoting Strengths (MAPS) study from 2014-15, with input from more than 1,000 residents. In 2019, those priorities were re-affirmed through interviews with an additional 100 community leaders, partner agencies and residents. Neighborhood concerns remained consistent: food security, improved access to health care and educational opportunities, and a desire to build strong, more connected neighborhoods. In addition, concerns about the quality and affordability of housing have increased over the past four years.

With these insights, the Opportunity Northeast Advisory Council has created workgroups to prepare strategic plans and identify measurable outcomes for these primary focus areas:

- Whole health, including access to wellness, health screenings and care; safer and more connected neighborhoods; food security; and increased access to high-quality, affordable housing
- Educational opportunities for both youth and adults, to improve access and outcomes
- Engaged campus and community with opportunities for GU students, faculty and staff to be involved in supporting community leadership development efforts.

“I think the fact that Gonzaga is really looking at this as a long-term part of their culture is really important. It's going to be important for the neighborhoods and individuals to understand that this is not a one-time commitment – that we're looking at an ongoing effort to really move the needle.”

— Dave Richardson, *Executive Director*
Northeast Community Center

#ONE

Learn more about Opportunity Northeast:

» gonzaga.edu/ONE

Want to support the cause?

» gonzaga.edu/ReadersCare

Now Underway

Whole Health – In addition to the food security programs outlined above, easy-to-access nutrition and wellness activities and resources are under development to support family-focused health and well-being, courtesy of the School of Nursing and Human Physiology.

Housing – An exciting new partnership with Catholic Charities and nearby Gonzaga Preparatory School will build on existing tutoring and youth mentoring programs to support families at Gonzaga Family Haven. The supportive housing unit, slated for the corner of Hamilton Street and North Foothills Drive, will provide social services to more than 70 low-income families. Construction begins later this year.

Educational opportunities – This summer, Gonzaga students supported recent graduates of Rogers High School in transitioning to postsecondary programs (trade schools, community college or four-year programs). For adults, Gonzaga's School of Leadership Studies and Career & Professional Development office will partner with The ZONE Project to offer an Essential Skills Pre-Employment series to unemployed/underemployed women in Northeast Spokane. Participants will learn about personal strengths and employment interests, communication, trauma-informed stress management, resume and cover letter development, interviewing strategies, conflict in the workplace and more.

Engaged campus & community – Volunteer hours provided by GU staff members will connect employees to Opportunity Northeast projects. Six Summer Fellows also joined the effort, adapting programs to meet COVID-19 safety guidelines.



“The impact is huge, because my students feel that they belong and they are part of the community. They enthusiastically look forward to seeing their Gonzaga students – they show a lot of affection and incredible gratitude. It’s building a new kind of resiliency for our students, who are in great need of support.”

– Maria Esther Zamora, *Teacher of English Language Development, Logan Elementary School*

Our Mission-Focused Future

“Opportunity Northeast takes our community engagement efforts to the next level,” says GU President Thayne McCulloh, “beyond ‘good service’ and ‘being helpful’ to a strategic, intentional commitment to work with local residents on the future of our local neighborhoods.”

Consistent with Gonzaga’s mission as a Catholic, Jesuit, humanistic institution, McCulloh says it’s an extraordinarily rich learning opportunity for students to see and understand the realities others are facing. “Students will learn how to build on community strengths to generate the kind of change that neighbors want and value, how to tackle tough, persistent community-based challenges, and how to create improvements that benefit everyone,” he says.

“We are deeply grateful for the private contributions that are powering this new initiative and for the focused attention of faculty and staff who are driving it forward. It is our privilege to work with some of Spokane’s most effective and innovative community partners in this engaging work.”





Empathy: COVID-19's Silver Lining

BY KATE VANSKIKE

Quarantine has had a motley mix of outcomes in terms of individual well-being. For the self-described introverts who received permission to avoid contact with others and stay home? Relief at last! For those already struggling with anxiety? Increased anxiousness. For socialites? Restlessness.

Those responses were expected. But a positive and nearly universal response that may have the best impact on our collective well-being is the one shared by people who didn't fit into those categories. The people who thought they were always balanced, in control, unshaken by change. Many of them had their first experiences with anxiety, panic attacks, fear of going out in public, or insatiable desires to curl up at home and hide from the world. All of a sudden, they felt empathy.

"If there was a tiny silver lining to COVID, it's giving people more opportunity to empathize with what it's like to feel this much anxiety," says **Katie Noble**, a health educator who oversees mental and emotional well-being and suicide prevention services in Gonzaga's Office of Health Promotion. "The feeling of being stuck at home may be new to some, but for others, it's the norm of living with anxiety. Mental health is becoming a national conversation. People are ready to learn more."

Noble had barely transitioned into her new role at Gonzaga before COVID-19 sent everyone home. During a normal school year, she and her colleagues provide community-based prevention training to students, faculty and staff. Together, they cover substance use, healthy relationships, and mental and

emotional well-being, providing the tools for people to recognize signs that a student or colleague may be experiencing challenges from any of those three conditions or, more likely, a combination.

"We have to understand the intersectionality of those areas," Noble says. "A student in an unhealthy relationship may start drinking more; their mental health may be fractured. A person with symptoms of depression may self-medicate with alcohol because they don't understand what's happening with their mental health. We can help put the pieces together."

She provides training to help people have those conversations, and to decrease the stigma that often prevents a person from seeking help. In a normal campus environment, she would hold multiple in-person courses a month, including an eight-hour training called Mental Health First Aid. When COVID hit, she focused on the research being done in the moment to assess how college students were coping. In one survey of 2,000 students, 80% of respondents said the pandemic and related quarantine had impacted their mental health.

At the end of the spring semester, Noble provided related data in an email to Gonzaga faculty and staff. Her office also shared opportunities for virtual Mental Health First Aid training, which quickly resulted in more than 100 campus members signing up.

"They were recognizing and empathizing with students or others who may be in crisis and wanting to connect them to appropriate professional help," Noble says.

Talking About Suicide

About 1,100 students die to suicide every year in the U.S. Nationwide, 10% of college students say they have seriously considered suicide in the last year. Among Gonzaga students, that number was 14.3% in the most recent survey.

Noble offers a disclaimer: “The stats are difficult to pin down because of the reporting process, and there’s a national trend to change the way we report for better accuracy.”

But the margin of error is really not important. Any number of suicides is too many. Any attempt of suicide calls for better understanding.

The Mental Health First Aid training she provides at Gonzaga has been rewarding. One-hundred percent of participants have said they would recommend the course to others. Every training has had “lightbulb moments” where someone realizes that they really can support someone in a moment of crisis, as well as moments to demonstrate care before crisis occurs.

And there’s another reason those moments are gratifying.

“I’m a suicide attempt survivor,” Noble offers.

“The reason I transitioned into mental health and suicide prevention is to step in for someone else the way another person did for me, and to allow others the permission to provide that support.”

She understands that most of us would want to help a person giving thought to suicide, but we’re afraid to say the wrong thing. And she is quick to offer reassurance. “Sometimes the smallest thing can make the biggest difference.”

She knows.

When she was a teen, sitting outside her high school, her band teacher was that big difference. He sat down next to her and said he recognized she was struggling. “You are not alone,” he said.

Today, Noble hopes that the empathy learned during COVID-19 will grow, and that more people will take the simple step to sit alongside another and utter those words: You are not alone.

“It’s such a critical component of how we support one another,” she says. “That’s Jesuit. That’s caring for the whole person.”

“Your counselor is just like every other relationship in your life. It’s important to find someone you connect with and feel comfortable with.”

Katie Noble, health educator



Working Together

Student Wellbeing and Healthy Living at Gonzaga has many “arms.” One is the Office of Health Promotion, which provides education and training to the campus as a whole. For individualized care, students access services through the Center for Cura Personalis and the Health & Counseling Center.

Find Help

Gonzaga.edu – Health Promotion

Find a wellness toolkit, plus links to Collegiate Recovery Community, Zags Help Zags, and more
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Helping those who need to be heard

Gonzaga Alum Uses Business Degree and Experience with Mental Health Struggles to Help Others

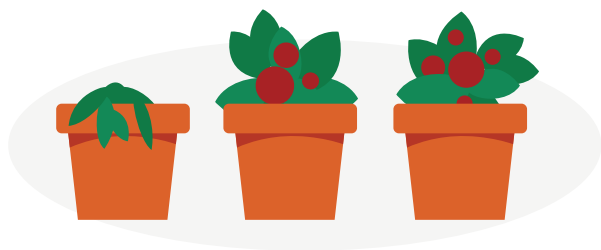
“I was in a bad place in high school – selling and using drugs. I was making terrible choices and didn’t have the support mechanisms I needed. I came to a very dark place and attempted to take my own life.”

This is the experience of **Andrew Riesen ('15)**. A young man who could have been a tragic statistic but instead found the power of connecting with a mental health professional and now focuses his energy on ensuring others can experience that power too.

A week after attempting to take his own life, Riesen saw a psychologist. Therapy changed his life and set him on his journey away from destruction and toward a bright future helping others.

Riesen left Oregon for Spokane, hoping to attend Gonzaga. He started at Spokane Falls Community College and after a year and a half, was admitted to Gonzaga.

“I was always interested in business and decided to study accounting and finance,” he says. After graduating, Riesen went to work for PricewaterhouseCoopers, though he ultimately discovered that financial accounting and auditing was not the right career path. After two years, he joined a group within PwC called New Ventures, where he helped build an internal software-as-a-service (SaaS) incubator. Through that, Riesen learned about the “lean startup” process and co-founded Taxverse, a sales tax software startup, helping take the product from idea to revenue.



That’s when he realized he wanted to build his own company - and when his mental health struggles started to pop up again.

“I was traveling five days a week and started to have these tremendous panic attacks,” he recalls. “My wife encouraged me to find a therapist, but it took me three months to find someone who was accepting new patients and who was a good fit.”

Listen: Hear Andrew Riesen on anxiety and depression, via the Silent Superheroes Podcast. Plus, find more mental health resources:
» gonzaga.edu/ReadersCare

Experiencing what he called the pain points in the mental health system, Riesen realized what kind of business he wanted to create: a service that connects patients to mental health providers.

Given the complexities of the mental health care system, Riesen began his preparations by surveying 1,000 people looking for therapists and 150 mental health providers. Along the way he connected with Victoria Li and Faraz Milani at a mental health hackathon in San Francisco. Together, they created an app that would connect mental health providers to patients, similar to Bumble except for therapists.

“One of the phrases we consistently heard in our research was ‘I wish I could be heard.’ When you finally go to therapy and feel like you’ve been heard, that’s when the release happens,” he says.

Li, an MIT graduate who had previously worked at mental health technology companies, and Milani, a startup veteran, were a vital part in building the app that they agreed should be named Heard. Within the first week of its launch in September 2019, they served 15 mental health providers and 30 patients.

In October 2019, Riesen left his day job to be self-employed with Heard. More than \$500,000 from angel investors funds the three co-founders and operates the business for at least the next two to three years.

When COVID-19 hit the states, the Heard team evaluated their trajectory and decided to refocus their efforts solely on supporting therapists in private practice. Not only did the pandemic create a surge in the need for mental health services, overwhelming a system that is already in short supply of providers, but therapists also had to move their practices to entirely digital formats, often with no support.

“We responded by building an entirely digital platform to support therapists with social support, client referrals and business trainings,” says Riesen. “It seems to have struck a chord with our providers and things have taken off.”

He and his team are in the process of raising a seed investment to meet the demand and build technology that enables independently practicing therapists to start, build and grow a private practice. “Our mission at Heard is to enable the most effective and efficient mental health care for as many people as possible. Equipping therapists with the tools they need is essential,” says Riesen.

Through his own mental health experiences and his business degree at Gonzaga, Riesen finds great purpose in helping others. Being able to do it as a job is icing on the cake.

“The sheer amount of gratitude I have in being able to support myself and our team, who have had equally challenging experiences with mental health, and to leverage the story of our personal experiences to help others, is super rewarding. It is an honor to work on this every day,” says Riesen.

“I lived in darkness for so long, not talking with others about my mental health struggles. Now, to share my journey and work every day in service of Heard’s mission — it helps me continue pushing forward.”

» **Learn more about Heard: joinheard.com**

Who's this Zag?

This impeccably dressed sister came to Gonzaga in 1982 following a six-year stint as superintendent of education for Spokane Catholic schools. She taught administration and curriculum in the School of Education's graduate program until 2006. In 1990, she earned Outstanding Teacher of the Year, as students raved about her teaching skills and embodiment of what they aspired to be as a teacher. Perhaps her robust sense of humor was a bit unusual for a woman of the cloth. She serves on the board of directors and as volunteer for Our Care Community Outreach in Spokane's West Central neighborhood. Who is this Zag?

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.



OUR MYSTERY ZAG FROM THE SPRING 2020 ISSUE IS...



Fr. Frank Costello, S.J.

Professor Political Science/
University Vice President
1921-2016

He taught political science and chaired the department at Gonzaga, advised law school students, and served as University vice president, 1970-2001. He was often sought by media for election analysis. Fr. Costello was a man of peace with a profound respect for the rule of law, deep belief in the importance of a faith that does justice, and had tremendous concern for those who had been marginalized. He saw goodness in every person, and through his ministry encouraged others to do the same. He served many peace organizations, including the Catholic Association for International Peace and the World Without War Council. He was truly loved.

READER RESPONSES

Years after I graduated from Gonzaga, I would meet Fr. Costello in his Jesuit residence, during Easter week, for the Sacrament of Reconciliation. After hearing my confession, we always had lunch in the Jesuit House dining room. Before Frank moved to Los Gatos, I could tell that he wasn't feeling well. I asked if he had any fear or anxiety about dying. His response was clear: "Rick, I have been waiting my whole life to see Jesus. I am not even a little afraid." Somehow that simple statement, almost more than anything else I've heard or read, convinced me that there is a God. Going back to 1976, I had twice taken the LSAT and not scored high enough to get admitted to Gonzaga law school. Fr. Frank knew of my ambition to be a lawyer and called me into his office. He told me to write a 10-page paper on Juvenile Law. I was a juvenile probation officer at the time. I wrote the paper and delivered it to his office. He asked me again if I still wanted to be a lawyer. I said yes and he pulled out a piece of stationery, wrote something, put it in an envelope and said take this to Acting Dean (Vern) Davidson. I practically ran to the law school dean's office. I had been going to Dean Davidson's office almost every week for several months in an effort to "sell myself." When Dean Davidson saw me in the lobby of his office he was friendly but firm: "You need to do better on the LSAT." Almost breathless I told him that Fr. Costello instructed me to deliver the note. Davidson opened the envelope, read the note, and shook my hand saying: "Welcome to law school. We will see you in the fall." I loved Fr. Costello and will forever be grateful for his spiritual and career guidance.

Richard White ('74, '80 J.D.),
Spokane

As noted, Fr. Costello had a long and successful stint in various roles at GU. However, he established himself at Seattle U. in the 1960s serving as both academic VP and then executive VP. Over more than five decades, Fr. C. became one of our closest friends, and a trusted adviser. Not surprising to those who knew him, he engaged in lively political debates on several family vacations with us. Despite or because of our often-divergent political views, he always exhibited unconditional love.

Bruce J. Walker
Columbia, Mo.

Fr. Frank Costello was my history teacher for two semesters and my spiritual director during my senior year. In September 1978 while meeting late at night in Chardin Hall, the bells from St. Al's started pealing, and clanged more than the hour would justify. He called the rectory, asked, hung up the phone, and went silent ... Pope John Paul I, after 33 days as Pope, had just died. We prayed an Our Father and Hail Mary. Then he said, "Now, where were we?"

Don Clarke ('79)
Lake Oswego, Ore.

Wrapping up my senior year as a poli-sci major, I bounced into his office, excited for graduation. He smiled and in his friendly voice said, "So, what are your plans now?" I didn't have any. He asked, "How about law school?" He washed away any hesitation about late application, references, LSAT, costs. Because of him, I started at GU Law that summer. Twenty-five years later, his inspiration and wisdom continued. Over lunch in Jesuit House, he met our freshmen nephews and our four kids. He listened to their interests and recited a unique poem for each, which fit them perfectly.

Catherine Janicki ('88)
Newcastle, Wash.

My best memory is the day I picked him up in my red sports car and took him to a Spokane tattoo parlor to get a tattoo on his arm that was his mother and father's names around a four-leaf clover. His giant grin showed excitement the entire time. He was absolutely the most amazing, kind, loving part of our family.

Annie Koegen ('71)
Lake Oswego, Ore.

Was there a Jesuit with a better memory? Fr. Costello amazed me with how he could remember all my family members and cousins who had attended GU, by name. His St. Patrick's Day party was the best in Spokane. He was an eloquent speaker and poet, with a whip-smart Irish humor. He was a great man.

Maureen English ('01)
Spokane

Father Frank Costello was my poli-sci professor my freshman year in 1970. He quickly became my favorite teacher and the reason I majored in political science. He became not only my mentor but more

importantly, my friend. After graduation he'd always have me over to Jesuit House for lunch when I was in town. I will always remember and miss his wisdom, counseling, sense of humor and our conversations.

Rick Naccarato ('74)
Meridian, Idaho

Father Frank Costello was my adviser, and married my wife, Lynn, and me in 1989. He gave the most profound homily at our wedding, and friends still mention it to us 31 years later. Miss him dearly every day.

Sean Hogan ('84)
Lafayette, Calif.

Fr. Frank welcomed me to Seattle University in 1965 and when I arrived at Gonzaga in 1977, I had the opportunity to reconnect. I remember him as a gentle person. Someone who made you feel comfortable and a pleasure to be around.

Michael W. Dunegan ('78 M.A.)
Las Vegas

Father Costello was my political science teacher, my work-study boss and my personal, professional and spiritual mentor. "Padre" prepared me to be a lawyer, fed me at Jesuit House when I was running out of money, scolded me when I had trouble editing and proofreading his book, officiated at my wedding, comforted me, and presided at the funerals for both of my parents. He even tried to teach me how to dance an Irish jig at numerous St. Patrick's Day celebrations. He loved being surrounded by family, friends and students, and made sure that every student knew that the majority of our education came outside of the classroom. Fr. Costello is a true ZAG legend!

Mike Flynn ('73, '77 J.D.)
Fort Lauderdale, Fla.

Father Costello spoke in my women's studies class on issues of spirituality, abortion and women's reproductive rights. His compassionate and eloquent words remain deeply remembered by this student.

Darlean Tipke Kane ('93)
Seattle

WA Zags!

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& support scholarships!*



2020

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» gonzaga.edu/ZagPlates

Reunion Updates

Gold Club Reunion: Due to COVID-19 we had to postpone Gold Club Reunion for the Class of 1970. We are excited to celebrate 1970 & 1971 graduates at a joint Gold Club 50th Reunion Celebration: **June 18-20, 2021**

Alumni Reunion Weekend

Alumni Reunion Weekend 2020 was canceled, but we look forward to welcoming you back next year, when we honor the anniversary classes of 1980, 1981, 1990, 1991, 1995, 1996, 2000, 2001, 2005, 2006, 2010, 2011, 2015, 2016 and 2020. **October 15-17, 2021**

For details: gonzaga.edu/reunion.

Virtual Events

Join us for virtual tastings of the recently released Aloysius Gonzaga Wine! **November 8 & 12, 2020**

See all virtual events: gonzaga.edu/alumni.

POSTIVE PURSUITS

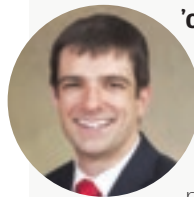
'91 **Jeff Koehler** received the 2020 James Beard Foundation Book Award for co-authoring an Ethiopian cookbook with renowned Chef Yohanis. Koehler shares his international adventures on Instagram, @jeff_koehler.

'01 **Maxine Bayley** was elected chair of the American Immigration Lawyers Association Northern California Chapter board of directors. The nationwide association promotes justice, advocates for fair and reasonable immigration law and policy.

'02 **Ryan Goodwin** and '04 **Adrienne Smith Goodwin** have teamed up with partners, including **Joseph Tampien ('10 J.D.)**, to create Brick West Brewing in the revitalized west end of downtown Spokane. Boasting a 15-barrel brewery and large projection screen, you can bet the Zags' games will always be on.

'03 **Brian Lay**'s skillful strategies and embodiment of values landed him recognition by his employer, U.S. Bank, as one of this year's top performers, called Legends of Possible. This is the fourth time Lay has received this annual award.

'15 **Thomas Tran** was ordained a Catholic priest in June in a ceremony at St. James Cathedral in Seattle. He grew up in Vietnam before coming to Gonzaga, where he was actively involved in several groups, including Students for Life and Knights of Columbus.



'05 **Trevor Reid** was elected president of Parker, Pollard, Wilton & Peadar, P.C., a full-service law firm based in Richmond, Va. He specializes in commercial real estate, civil litigation and bankruptcy, and lives in Midlothian, with wife, Andrea, and four children, Chip, Rob, Annie and Brooks.

'03 **Brandi Wildfang Simmons** was selected by the Denver Business Journal as one of Denver's 40 Under 40, recognizing achievement by business leaders under the age of 40.



'01 **Sara Becker** is senior vice president/director of marketing and communications for First Interstate Bank where she has served in a variety of roles since 2010.

'90 **William Drury** is the Winds Director for New England Conservatory of Music Symphony, and he invited Gonzaga music Professor Robert Spittal to conduct a piece he wrote, "Consort for 10 Winds." He has also featured former Art Professor Robert Gilmore's art on one CD cover, and dedicated another to former Professor Father Frank Costello, S.J.



YOUR TURN

» Share your career news and other highlights:
gonzaga.edu/alumninews

More Than a Sport

BY ALYSSA CINK ('20)

For **Foday Kabba ('09)**, soccer was always more than a sport. From the time he started learning at age 5, playing in the streets of Sierra Leone, West Africa, he experienced soccer as both a favored pastime and a point of connection. Not to play, he says, would have felt unnatural.

Thought to be the most popular sport in every African country, soccer, or football, is an activity that every child grows up with. Soccer links people across barriers, Kabba explains, forming a shared language and a common goal.

"Soccer was truly a way to communicate," he says. "Regardless of what language you speak or what culture and tribe you come from, once you step out on the field, everything else is secondary."

Kabba advanced to play and coach soccer competitively, even after civil war in Sierra Leone forced him and his family to flee to neighboring countries. Once settled in Portland, Ore., Kabba played soccer for and graduated from Gonzaga with his bachelor's degree in business administration and a minor in sports marketing. >>

Then & Now



Five Zags from the Gonzaga in Florence 1966-67 crew reunited in Palm Desert, Calif., recently and recalled the carriage ride they took before they departed Florence. Pictured (l to r) at right: **Maureen Sheridan, Mary Doherty, Kitty Seifert Demakas, Meredith Dano Olson** and **Lenna Chester Mulka**. "It's been 53 years and we're still going strong!" writes Olson.



He started his career in the corporate field and began visiting Africa once or twice a year. Returning to Sierra Leone, The Gambia and Guinea, the countries where he and his parents were born, inspired a new vision that gradually unfolded over time: One that combined his passions

for soccer and education into an opportunity to give back to the regions that shaped him.

"I felt fortunate to be able to flee out of a war-torn country and not have to fight in that cycle of being a child soldier. I also felt fortunate because about 50% of people in the region that I

come from are in poverty. I mean, when I talk about poverty, I'm not talking about the U.S. standard. I'm talking about people who cannot afford the basic necessities of life: Running water, food on a day-to-day basis," Kabba says. "And, quite honestly, soccer is great and everything, but the

most important thing you can give anyone in this world, as a stepping stone for a better and improved life, is education. Soccer paved that way for me to get to Gonzaga and get a quality education, and with that quality education I think anything and everything is possible."

In 2018, Kabba founded Kalabash Academy, a nonprofit, free residential academy with locations in three West African countries: Sierra Leone, Guinea and The Gambia. The Academy uses a model of education, fitness and wellness to prepare West African youth for college or university studies, and futures as professional footballers. Kabba is working to build three state-of-the-art living and school facilities in the next 10 years.

"It's just massive to see the potential that this academy has in transforming the lives of people in West Africa who are in pretty dire situations," Kabba says.

3D Printing and Prototypes for COVID treatment

BY PETER TORMEY ('97 MA, '07 Ph.D.)

Biochemistry graduate **Helen Xun** ('15) is on the frontlines of the scientific battle against the coronavirus. A fourth-year student at Johns Hopkins School of Medicine, Xun has taken this year off to co-found a biotech startup that is using 3D printing technologies to rapidly prototype medical devices.

In mid-March, as the coronavirus rapidly spiraled into a worldwide pandemic and full-blown public health crisis, Xun and colleagues focused on developing a prototype for 3D-printed ventilator adapters, known as "splitters," with more clinical control settings for possible treatment of COVID-19 victims.

Xun is the project coordinator, working with Johns Hopkins' engineering and medical professors. Once approved by the FDA, the team plans to publish its open-source design for others to use in certain clinical settings.

"The goal here is to quickly get this technology to hospitals around the world — and right to the people who need it the most," said Xun, a 2019-2020 Dean's Research Fellow at Johns Hopkins.

Xun aims to become a "surgeiner" — part-surgeon, part-engineer and full-time innovator seeking to improve patient safety and outcomes, and address surgeon burnout through new technologies.

Jennifer Shepherd, Ph.D., chair of Chemistry and Biochemistry at GU, well remembers Xun — particularly from her work in the lab where Shepherd and other researchers are investigating new anti-parasitic drug targets.

"Helen was the most driven, organized and curious undergraduate that has worked in my laboratory over the last 21 years. She took the lead role in helping me to develop a new project using *C. elegans* (a free-living worm) as a model for parasitic helminths. Helen worked tirelessly on



method development for 2 ½ years and made many important intellectual contributions to the research. She will definitely make a big impact in whatever career she settles on," Shepherd said.

Xun hopes to inspire others to follow in her path, especially women in the sciences.

"Zags are out here working hard to fight COVID-19. I am very grateful for the education in biochemistry I received at Gonzaga University, which was the genesis of my path to become a surgeon," she said.

Zags Say “I Do”

'05, '08 **J.D. Emily Sullivan** married **David Herzog**, son of former Gonzaga Chief of Staff and English Professor Emeritus **Michael Herzog ('66)**. After an intimate family ceremony and raucous reception with many Zags, the bride and groom have settled into their roles as child abuse prosecutors in Spokane.

'08 **Jeanette Villanueva** married **Michael Ulrick**. They live in Kennewick, Wash., with their baby girl, Sophia. Jeanette is the manager of Treasury Operations in the Treasurer's Office in Benton County.

'12 **Kaprina Goodwin** and '14 **Nathan Reed** celebrated their winter wedding at St. Al's. Kaprina teaches biology at Mt. Spokane High School and the groom works at Coffman Engineers.

'16 **Marissa Dolby** and '16 **Cole Bryant** met their sophomore year and have been together ever since!

'16 **Sarah Shaffer** and '16 **Kyle Waldron** married on March 21 at St. Paul's Lutheran Church in Niceville, Fla., with four Zags watching them tie the knot.

'16 **Elisa Wilson** married '18 **Brandon Heide** accompanied by four Zags as her bridesmaids during the wedding in Palmer Lake, Colo., on July 28. Elisa met Brandon when she was in Kansas for grad school.

'17 **Alicia Slick** and '17 **Andrew Grossnickle** married last fall at Brophy Prep Chapel in Phoenix, where they attended high school together.



'85 **John Cooper** married **Patty Newkirk**. They reside in Merriam, Kan., where John is a senior software engineer for banking and credit unions.



'14 **Molly Herman** and '14 **Spencer Rosen** met while studying abroad in Florence, Italy, and have since been back to visit GIF twice, including a stop during their Italian honeymoon. Their wedding photos were taken on campus, fulfilling Molly's grand vision to have their wedding announcement painted on "the wall."

WELCOME, *Babies*

'08 **Jeanette Ulrick** and Michael Ulrick announced the arrival of Sophia, **pictured here**.

'11 **Adam Tyner** and Heather (Peck) Tyner are proud parents of Owen.

'14 **Kelly (Vane)** and '13 **Trop Darrock** welcomed Wesley to the family.

'14 **Danielle Hyatt** and '14 **Anthony Vecchiolla** are sharing the love of their new son, Milo.

'18 **Ben George** and Catherine, brother Owen (5) and sister Lucy (3), welcomed Miles into their family.



All in the *Family*

When Kelsey Lally graduated in 2020, several of her family members – both kin and Zag – came to campus to savor the moment together.

Left to right: uncle **Mark ('87)**, cousin **Courtney Gearhart ('99)**, aunt **Sheila Coe ('71)**, cousin **Jocelyn Coe ('03)**, **Kelsey ('20)** and brother **Sean ('15)**.



'50 **John Walker**, Feb. 8, Kennewick, Wash. Played GU basketball, served 25 years in the military, then worked in education and school administration.

'51 **Thomas Fennessy**, Jan. 1, Kootenai Valley, Idaho. Following a stint in the Air Force, started his dentistry practice in Libby, Mont.

'52 **William Milton**, Feb. 24, La Jolla, Calif. This WWII vet flew P-38s, was shot down near Greece, captured by German forces & spent seven months as a POW. At home, he had a 28-year career in engineering.

'52 '74 **M.A. Margaret "Dottie" Feist**, April 26, Creston, Mont. One of the first female graduates of GU. An instructor and administrator for Sacred Heart School of Nursing, and later for the Washington State Department of Health and Human Services.

'52 **J.D. David Peterson**, March 3, Tacoma, Wash. A WWII Navy vet, he was a Grand Knight with Knights of Columbus, and founding member of St. Vincent de Paul Catholic Church.

'52, '53 **M.A. Fr. Richard Brown, S.J.**, May 27, Los Gatos, Calif. Served five decades as pastor at Our Lady of Guadalupe Jesuit parish in San Diego, a champion of social justice and education.

'53 **Jim Dreis**, March 23, Spokane. Drove freight and passenger trains, never tiring of the sunrise over the Cascades.

'53 **Ret. Col. Henry Stein, Jr.**, Feb. 17, Spokane. He earned multiple awards during a career of military service.

'54 **Roger Steele**, April 11, Spokane. Served in the Coast Guard, then as business manager with IBM and AAA. Retired in Sun City West, Ariz.

'54 **Dr. Bill Hallinan**, Feb. 1, Spokane. This dentist began his career in St. John and Tekoa, Wash., then Five Mile before starting his own practice.

'54 **Frank Ross, Sr.**, May 10, Spokane. He owned service stations and operated heavy equipment. He enjoyed playing the trombone in several combos.

'54 **Shelia "Hanlon" White**, March 19, Wichita Falls, Texas. A devout Catholic, she was a member of the Catholic Daughters of America, a bookkeeper and substitute teacher.

'56 **Donald Crawford**, Nov. 18, West Palm Beach, Fla. Was an Army captain and held leadership roles in higher education in Minnesota, Ohio and Washington.

'56, '60 **M.A. Jim McCuaig**, Feb. 17, St. Maries, Idaho. Spent 42 years teaching and serving on various school boards.

'56, '61 **J.D. Gene Godderis**, May 9, Phoenix. Worked in Tacoma his entire career, practicing law. Enjoyed his retired years in Sun City, Ariz.

'57, '57 **M.A. Fr. Thomas Franxman, S.J.**, May 24, Los Gatos, Calif. Taught languages and literature in Rome, London, Fiji and Manila, and did research through 2012.

'58 **Josef Gray**, Feb. 17, Bellevue, Wash. He served in the Army and enjoyed a career in banking. Retirement was filled with fly-fishing and charity work.

'58 **Michael McLaughlin**, Feb. 18, Spokane. Served in the Army during the Korean War, then worked for IBM and in horse racing.

'58 **Rosie Olsen**, March 3, Kennewick, Wash. A medical technologist and social worker, Rosie was an avid musician.

'60 **Read English**, April 25, Powell River, B.C. Founder of Taw's Gun and Cycle, and leader in outdoor recreation, he sponsored a commercial hockey team.

'60 **J.D. Chuck Hammer**, Jan. 31, Spokane. A silent business partner, product tester and Civil War enthusiast.

'60, '61 **M.A. Cornelius "Con" Healy**, March 1, Belleville, Ill. He served as a chaplain at GU's law school, hospitals in St. Louis and Highland, Ill, teacher and school counselor.

'60 **Jerry Haupt**, May 9, Spokane. Served 30 years in the Army, and Jerry earned the Silver Star, two Bronze Stars, a Purple Heart and the Air Medal and Cross of Gallantry.

'60 **Dr. Edward Mulick**, May 29, Boise, Idaho. Opened a dentistry practice in Priest River, Idaho, earned an orthodontic certificate, and enjoyed a 30-year career in Boise.

'61 **G. Thomas Miller**, April 28, Spokane. A military veteran, he was a surgeon at Spokane's Ear, Nose and Throat Clinic, and was vice president of medical affairs at Providence Sacred Heart Medical Center.

'62, '63 **M.A. Fr. Peter Ely, S.J.**, April 11, Seattle. Fr. Ely served Gonzaga as professor and academic vice president, and Seattle U. as vice president for mission and professor of theology.

'62 **Dick Pelkie**, Jan. 23, Spokane. One of 12 children, born a Canadian citizen and became a U.S. citizen, he played hockey and was president of the Canadian Club.

'63, **M.A. '64 Rev. Daniel Kendall, S.J.**, May 26, Los Gatos, Calif. Taught theology at Gonzaga 1975-79, and served as chair of Theology and Religious Studies at USF. He taught abroad in China, Macao, India and the Philippines.

'65 **Christopher Canwell**, May 1, Tacoma. Raised two children in Uniontown, Wash., where he worked as a sales representative for Kirsch for 30 years.

'66 **J.D. Roland Max Etter, Jr.**, March 16, Spokane. He cofounded Spokane Youth Sports, served on the Board of St. John's Episcopal Cathedral, and supported Shriner's Hospital as a board member and trustee.

'66 **Lt. Col. James Finch**, April 6, Albuquerque, N.M. After serving in the Air Force, Finch supported nuclear weapon history, safety, sustainability and dismantlement programs at Sandia National Laboratory.

'67 **Ed Kopczynski**, Feb. 1, Hillsboro, Ore. An electrical engineer, he built power substations for large electrical grids, and enjoyed traveling in retirement.

'68 **Bill Gooley**, May 6, Nine Mile Falls, Wash. He worked many years on the Alaskan North Slope. He loved to explore the state's wilderness.

'69 **Leo Morillo**, May 24, Orlando, Fla. Came from Ecuador to GU on a Fulbright Scholarship, and later earned a medical degree, practicing eye surgery in Orlando.

'71, '75 **J.D. Larry Stephenson**, March 7, Kennewick, Wash. A family law and criminal defense attorney, he helped those in need, drawing on his experience as a pipefitter.

'72 **Piero Albi**, April 15, Denver. Was a maintenance engineer, primarily for the Denver Center for Performing Arts.

'73 **Frederick Greco**, Feb. 29, Vancouver, Wash. His career was with mortgage companies, but his passion was leading Salmon Creek Little League, Hazel Dell Metro Babe Ruth and the Washington State Soccer Association board.

'74 **Terrence "TJ" Doherty**, March 30, Richland, Wash. A Marine in Vietnam who earned a Purple Heart, he spent his 33-year career as a research engineer.

'74 **Ray Lutes**, Feb. 17, Olympia, Wash. Enjoyed a successful legal career.

'75 **M.A. Patricia Geaudreau**, April 5, Claremont, Calif. Author of "An Eastern Washington Treasure," and volunteer for the Newport Historical Museum.

'76 **M.A. Peter L. Grunte**, Jan. 11, Spokane. Born in Latvia, he and his family earned their citizenship, and he spent two years in the Army and 30 years as a state probation officer.

'76 **Stephen O'Brien**, March 24, Fresno, Calif. He created a successful dental practice and strong family in Fresno.

'76 **Mary Jo Robinson**, March 23, Azle, Texas. She was an assistant and associate professor of pathology at several universities.

'77 **J.D. Vincent Dressel**, Feb. 25, Spokane. Served in Vietnam, then he and his wife developed a passion for buying and fixing houses in the Portland and Spokane areas.

'77 **J.D. Timothy Harkins**, April 14, Spokane. A longtime lawyer and private practice owner, he always selected GU in his NCAA Tournament bracket.

'79 **J.D. Conrado Cavazos, Jr.**, April 23, Walla Walla, Wash. Regional manager for Washington Child Protective Services and a Walla Walla City Council member.

'80 **M.A. Kay Smith**, May 1, Surrey, B.C. She taught in the Medicine Hat School District before retiring in 1990.

'82 **Jack Seely, Jr.**, Jan. 21, Petaluma, Calif. An Eagle Scout, network engineer, carpenter, photographer and more.

'83 **J.D. Gary Benjamin**, Jan. 12, Spokane. Served in the Air Force, practiced law, then worked with children in Spokane schools.

'83 **M.A. Jim Davis**, March 3, Ellensburg, Wash. Served in the Air Force during the Korean War, then as a long-time educator and administrator in the Othello (Wash.) School District.

'85 **Robert Avila**, March 7, San Jose, Calif. He enjoyed a 27-year career as a San Jose police officer.

'85 **J.D. Jess Cariker**, April 1, Clearwater, Fla. A career Navy submarine officer, commanding the USS Sabalo at Pearl Harbor during WWII. He later became a member of the Texas Bar Association.

'85 **M.A. Jane Crowley**, March 28, Spokane. An occupational therapist and active volunteer, outdoor adventurer and world traveler.

'86 **Connie (Nash) Mutton**, Jan. 27, Spokane. Spent 30 years as a neonatal nurse at Sacred Heart Medical Center.

'87 **Trudy Turnidge McCoy**, May 15, Spokane. She was a member of the board and 40-year supporter of Northwest Christian Schools.

'90 **David Mahoney**, April 27, Lake County, Calif. Spent two years studying in Florence, Italy.

'91 **M.A. Dennis Fiess**, Feb. 12, Wilbur, Wash. Was a grain and hog farmer, cattleman, and manager of the Spokane Area Chamber of Commerce Ag Bureau, ending his career at the WSU Ag Extension office.

'92 **M.A. Debby Keegan**, May 23, Coeur d'Alene. A technical writer for Boeing, Moss Adams and Peterson-Sullivan accounting firms in Seattle, and marketing and CRM administrator for Bay Shore Systems in Rathdrum, Idaho.

'92 **Els Van Blommestein**, May 20, Calgary, Alberta. A lifelong educator and principal.

'92 **J.D. Brian Watson**, Feb. 6, Fairfield, Calif. Enjoyed a 23-year career practicing law, defending his clients with passion.

'93 **Rev. Gary Logan**, Jan. 14, Santa Rosa, Calif. A Navy vet who later worked in sales, he entered Mater Dei Seminary at GU in 1987, and later worked in ministry in the Diocese of Santa Rosa.

'97 **M.S. Marlene Johnson Robinson**, April 15, Nine Mile Falls, Wash. Provided nursing care in hospitals, clinics, home health, and was a nursing instructor at Walla Walla Community College.

'98 **M.B.A. Jim Cunningham**, Jan. 16, Seattle, Wash. A former Marine, he worked in construction management.

'98 **M.A. Chrystien Hakola**, Feb. 10, Deer Park, Wash. She touched lives through her business and human resources.

'99 **M.A. Rev. Andrea Bowman**, April 5, Seattle. An educator, school board member and Episcopal priest, serving the Church of the Resurrection in Roslyn, Wash., and Grace Episcopal Church in Ellensburg.

'02 **J.D. Scott Schillinger**, Feb. 2, Post Falls, Idaho. An attorney, member of the German Club of Anchorage, and avid outdoorsman.

'05 **Mark Charlton**, Feb. 1, Spokane. An Army and National Guard vet, he was a lifelong learner who loved the practice of nursing medicine.

'07 **M.S.N. Deborah Dell**, April 21, Spokane. She spent 26 years as a nurse caring for others, including her latter years as a psychiatric nurse practitioner.

'12 **John Clifford**, Feb. 27, Los Angeles. He waged a three-year battle with a rare cancer and endured countless seemingly insurmountable moments to meet his son, born three months prior to his passing.

'14 **M.A. Glenna Watkins**, Jan. 3, Joplin, Mo. Enjoyed a long career in advertising and marketing.

'15 **M.S.N. Heather Desmarais**, May 4, Yakima, Wash. Spent her career as a nurse and nurse practitioner, helping others.

Friends of Gonzaga

Dr. Henry Arguinchona, May 17, Spokane. He spent his 44-year career practicing pathology at Sacred Heart Medical Center, and established the Tony Arguinchona Memorial Scholarship at Gonzaga.

William "Bill" Fix, May 30, Spokane. His family foundation funded the Johnston Family Mall that runs in front of College Hall, and annual donations to support buildings, initiatives and scholarships at GU.

Allan Engelkirk, April 26, Prescott, Ariz. Always enthusiastic about inspiring GU students to learn new languages, this former professor also was adamant about serving his community. He taught at GU from 1992-2007.

Fred Hanson, June 24, Spokane. A lifelong Spokane businessman and community supporter. Through the Johnston-Hanson Foundation, he and Elizabeth supported GU scholarships, among many humanitarian efforts.

A woman with long dark hair, wearing a mustard-colored top and dark pants, is sitting in a meditative lotus position on a rock. She is surrounded by lush greenery and trees with vibrant autumn foliage in shades of red, orange, and yellow. The scene is bathed in warm, golden light, suggesting a sunrise or sunset. The background is slightly blurred, emphasizing the woman in the foreground.

Finding a healing path through today's issues

BY LUKE LAVIN ('07), M.DIV
DIRECTOR, MISSION & MINISTRY

As the parent of young children, one of the great paradoxes I experience is the time, frustration and will embedded in getting children to sleep, matched with the joy, peace and contemplation in watching them while they sleep. The rhythmic oscillations of an infant's breath contain multitudes. Biologically, each breath propels new cell development and growth. Physically, the remnants of star explosions carried across the universe make the building blocks of life. Genetically, the narratives of queens, thieves, immigrants, doctors, brothers, broken-hearts, poets and farmers string a web of relative matrices over millennia.

A 500-year-old Ignatian exercise, The Contemplation of the Incarnation, envisions the perspective of the Trinity gazing on creation, a cradled infant, with adoring love. In 2020, this invitation is enraptured with a global pandemic, racial injustice, and the continual struggle of abuse, violence and pain within our families, churches, institutions and communities.

Breath practitioners tell us that when inhalation and exhalation are in lockstep, the body responds. In fact, the term "mindfulness" is a bit of a misnomer: Our body takes over in both recalling and feeling trauma while utilizing its amazing resilience to heal, scar and reconcile.

Today, Black and Brown members of our communities communicate the ways in which their breaths are suffocated by systemic racism. The phrase, "I can't breathe," uttered by victims of police murder and violence like George Floyd, has become a rallying cry to draw attention to a community whose airways are being blocked. Victims of COVID-19, disproportionately indigenous communities and people of color, struggle to inhale as implications of the virus impact their embodiment. Still, many of our breaths are taken away when we read about and watch political, economic or ecclesial abuse of the most vulnerable at the hands of the powerful.

Perhaps, like young parents inspired by the Triune God, we are invited to contemplate a vision of our world that sees the beauty, complexity and fragility of our incarnation

"A Sacred Breath for Justice: An Interfaith Vigil for Lament and Hope" allowed for multiple faith traditions to call upon an inhalation of pain, solidarity and lament with an exhalation of hope, growth and healing.

with reverence. This reverence, both contemplative and active in the work of breathing, calls us to acknowledge the trauma we live in, but also the capacity of our collective body to learn, listen and heal – to breathe new life.

A month after the murder of George Floyd, our Gonzaga community gathered to pray, breathe and inspire the work of the Spirit into action. "A Sacred Breath for Justice: An Interfaith Vigil for Lament and Hope" allowed for multiple faith traditions to call upon an inhalation of pain, solidarity and lament with an exhalation of hope, growth and healing.

Being contemplatives means, like the Trinity watching us, we stop and breathe in the world around us with its flaws and mortal finitude. But being contemplatives-in-action means we bring that experience into our bones, feel it deeply and allow it to move us to action by building a more and just world.

As a University, this process means exhaling hope toward a better local community, more just treatment of all, and a vision of community where all can breathe fresh, inspired and loving air. The Contemplation of the Incarnation ends with the Trinity not sitting back in complacency but deciding to lovingly act – to send the Son to live and work in the broken world for a better vision and giving his life to do so – a life ended violently at the hands of local authorities. But also, a life that inspired others to see such violence and envision something better, more just and more loving.

To live and breathe in the world compels us to do no less.

Mission & Ministry Resources

» Find the vigil and recommended reading here: gonzaga.edu/ReadersCare



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pictured: Myrtle Woldson Performing Arts Center,
viewed from across Lake Arthur