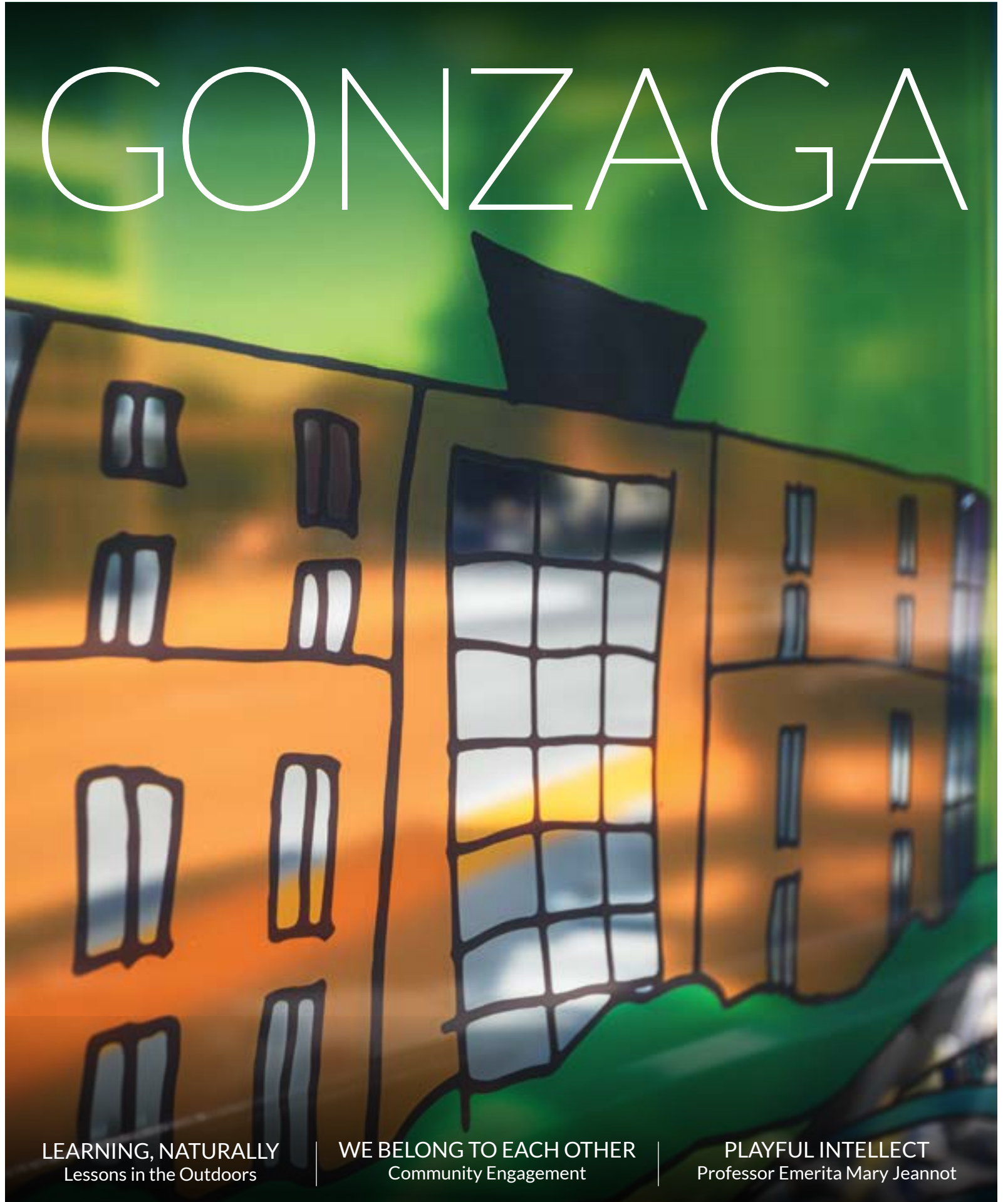


GONZAGA



LEARNING, NATURALLY
Lessons in the Outdoors

WE BELONG TO EACH OTHER
Community Engagement

PLAYFUL INTELLECT
Professor Emerita Mary Jeannot

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Seattle radio voice Gregg Hersholt retires

COVER AND THIS PAGE:

Photos by Zack Berlat ('11)

Talk about community connection!

Spokane Transit Authority's new all-electric City Line stops on Gonzaga's campus, making it easier than ever to hop downtown or to other Spokane locations. Gov. Jay Inslee and many other dignitaries joined the ribbon cutting held at Gonzaga in July.

Fun fact: Each stop on the City Line route features unique art from a different Spokane artist. Melissa Cole created the artwork for the stops at Gonzaga, represented on our cover and this page.

Did you know? Those with an active Zagcard ride STA free!

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PLAYFUL INTELLECT

Reflections on a career in language learning with Mary Jeannot



Online: gonzaga.edu/magazine



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For *and* With Community

The term “university” has many associations: teaching and learning, research, roommates, campus events, study abroad and amateur sports among them. Frequently, the opportunity to pursue a college education or advanced degree is also associated with privilege and may even conjure connotations of the metaphorical “ivory tower” – a place where people are happily removed from real-world concerns, perennially engaged in their own esoteric pursuits. While learning, scholarship, and student-centered experiences are certainly important foci of the work at Gonzaga, so too is an awareness of the many challenges faced by individuals and families in the neighborhoods of which we are a part. So too is the Jesuit imperative to understand and engage, with the aim of improving the circumstances of those with whom we live and whose neighborhoods we share.

This edition of Gonzaga Magazine places special focus on the University’s years-long commitment to listening, learning, and discovering our role in partnering with organizations that play a vital role in the support and thriving of human beings locally, regionally, and even internationally. As revealed in the following pages, Gonzaga’s identity as an institution that makes long-term commitments toward improving the lives of others in Spokane is decades old – yet we are constantly re-imagining ways to understand more fully and engage the gritty realities facing today’s young people and families.

Three years ago, and just prior to the onset of COVID-19, Gonzaga University’s long-standing engagement with the greater Spokane community marked a milestone with the launch of Opportunity Northeast (ONE). This place-based initiative provides students, faculty and staff with experiential learning opportunities that support engagement in the shared work of community development, creating change by working beside and with our neighbors and community-based organizations.

It’s no accident that the latest expression, Gonzaga Family Haven, which opened in 2021, is located in Northeast Spokane as part of the ONE initiative. Through a partnership with Catholic Charities Eastern Washington, Gonzaga Prep, St. Aloysius Parish and others, this housing complex for formerly homeless families provides the wraparound support

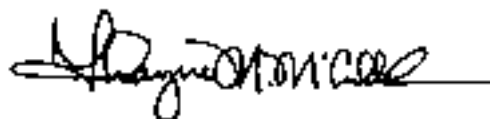
essential for adults and children to transition out of intergenerational poverty. Our students and faculty play a key role through mentoring, kids’ tutoring, and supporting activities such as health fairs.

While the Center for Community Engagement (CCE; formerly the Center for Community Action and Service Learning) is the official home of ONE, every part of the University is engaged. Molly Ayers, assistant dean of CCE, and her team of dedicated Gonzaga staff and faculty leaders demonstrate an unwavering commitment to continually involving campus partners in community engagement efforts that yield positive results for all involved.

And because we know that “community” at Gonzaga reaches beyond our ZIP code, this issue also highlights many ways the University fosters an interconnectedness across the nation and around the globe. Through myriad options, students experience firsthand the ways in which other communities bolster wellbeing, and many Zags continue that effort well into their careers, supporting solutions for healthier, safer places for people to thrive.

The Jesuits’ apostolic commitment to “accompany young people in the creation of a hope-filled future” is alive and well here, thanks to the commitment of our leadership, the dedication of staff, faculty, and students, and the contributions of generous benefactors who believe in the power of this work. As the coming year unfolds, we will share more about the ways in which Gonzaga University is having a significant impact on communities and the region.

Just as we are blessed, may we be blessings to others.



Thayne M. McCulloh, D.Phil.
President





In 2022, partners from Gonzaga Family Haven hosted U.S. Sen. Maria Cantwell (center), who championed federal funding for this community effort to serve families who were formerly homeless.

Since 2016, the Gonzaga campus community has enjoyed the annual fall Logan Block Party to foster connections with families, businesses and organizations in the neighborhood.





WOMEN IN SPORTS

I enjoyed Dale Goodwin’s article on the rise of women’s athletics in the spring 2023 magazine. I was one of the founders of the male gym rats asked to scrimmage against the women’s team in the mid-’70s, to give the then-understaffed team some different competition. It was a positive venture on both sides, with the women’s team soon growing beyond the need to scour Kennedy Pavilion for practice players. It’s a great memory to have, especially given the heights the program has now reached.

- John Dwyer ('76), Seattle

TALK ABOUT SOCIAL DIVIDES

Gonzaga is uniquely suited to host a center for civil discourse, and certainly there is no better time in the University’s history for such an effort. In a sign of the social divides facing our nation, about 40 percent of both Democratic and Republican parents report they would be upset if their child married someone from the opposing party. Much of that polarization is driven by the ways in which we think of ourselves. (I recommend Henri Tajfel’s work in the psychology of social identity; it formed the basis for my graduate thesis on workplace cliques.) Most importantly, each of us will favor whatever group with which we identify, but our choice of group identities is nearly limitless.

Importantly for Gonzaga, the political attitudes of American universities are largely shaped by the religious attitudes of the Congregationalists who founded the Massachusetts Bay Colony in 1630. They established the bedrock philosophy of most of American higher education through their early schools for Puritan ministers, like Harvard University. Gonzaga can offer a thoughtful alternative to that perspective – one grounded in cura personalis and presupposition ... that is, the belief that others have good intentions, and that we should care for them as whole beings.

Students could do worse than to start their tough conversations with a simple, “We’re all Zags here, so let’s talk about it.”

- Adam Wilson ('16 M.A.), Lacey, Wash.

PRESIDENTIAL REFLECTIONS

These former GSBA presidents responded to the summer feature on student body presidents charging ahead in careers of leadership.

I was the ASGU (the name prior to GSBA) president in 1983-1984. After graduating with an accounting and economics degree, I worked in Seattle as a public auditor before being the CFO of a couple of high-tech manufacturing companies, and then was recruited to join Microsoft by a fellow Zag, Mike Lucarelli. I was with Microsoft for 21 years, most recently as the senior director of a high-performing business development team responsible for managing the global relationships with Microsoft’s most strategic technology partners.

What I remember most fondly of being in student leadership is the strong Cabinet we had: Adam Caballaro put on an amazing series of fun events as VP of Activities (not the least of which was the student rodeo!); Jason Whalen, VP of Academics, put together an incredible speaker series (including Ralph Nader and Dick Gregory). Kelly Bubb led the Senate through a very challenging and controversial set of issues with a calm and steady hand, and Teri Stroschein was an outstanding Finance VP – on top of the numbers with an always positive attitude. We were a great team and worked really well together!

- Arnie Mondloch ('84), Sammamish, Wash.

I served as the GSBA president from 2019-2020. I currently work in policy and advocacy for the Japanese American Citizens League, a nonprofit civil rights organization in D.C. whose mission is based in the incarceration history and redress movement of Japanese Americans post-World War II.

I work in coalition with civil rights groups and partner organizations to advance policy priorities in the areas of reparations, digital equity, ending child and family detention, as well as Japanese American confinement education.

Among my GSBA highlights: I cannot be more thankful for the team Maurie and I were able to surround ourselves with, from



our staff, Cabinet and Senate, to our advisers Alice and Joey, I had never felt more supported and uplifted to serve in the capacity of president. It was a privilege to wake up every day and work for something greater than myself, whether it was fundraising for the Undergraduate Professional Development Grant that previous GSBA President Carlo Juntilla started, or being able to push the Undocumented Students Scholarship forward; we were simply working to make GU a better place than it was before.

- Michael Tanaka ('20), Torrance, Calif.



When “Service” was “Saviorism”

When I was in college, I was drawn to all manner of service and mission work. I spent one summer in small-town ministry, another in inner-city St. Louis; two summers abroad, one with a faith-based organization and another with a linguistic institute. They were formative experiences, chock-full of lessons in cultural awareness, working with nonprofits, living in community with other volunteers, leadership and many other topics.

But in that era, I admit, I focused more on myself and what I was doing than on what I should be learning from others. Some of the systems in place in mission-based service were created with “savior mentalities,” and even the most humble peers could be caught up in celebrating what we were doing to “make a difference.”

I don’t regret having been a part of those experiences, but I’ve since learned that my outlook was displaced at best. It would be years before I’d participate with organizations that operated from a premise of accompaniment and empowerment, placing a focus on listening to communities express their own needs and their own solutions, and then join them in the work once invited to do so.

That’s a huge shift in mindset. A humility honoring the experiences, dignity and worth of others, and what I must be open to learning along the way.

Here at Gonzaga, this way of proceeding based on accompaniment is inherent in every way students engage in community support. It’s part of Ignatian pedagogy guiding faculty-led conversations. It’s alive in discernment processes about where to develop partnerships. It’s part of the Magis students discover early in their development as people for others.

Inside this issue, Gonzaga Magazine shares many ways faculty, staff and students engage in the community – here in Spokane and beyond. I encourage you to read from alumni who share what they learned through service and how they’re putting it to good use in their careers. Plus, see from faculty members the creative ways they advance students’ understanding in experiences outside the classroom.

This collection is a small representation of the expansive ways Gonzaga students grow and serve through the act of accompaniment.

Be inspired!

Kate Vanskike
Editor

Top: Spokane muralist Daniel Lopez created this work (Hemmingson Center, first floor) in honor of the 25th anniversary of the Unity Multicultural Education Center (UMEC). The mural seeks to foster a sense of belonging for students, alumni, staff, faculty and community members, inspired by the theme “Where We Come From, Where We Are Going - Celebrating Cultural Differences.”

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ASSOCIATE VP, MARKETING & COMMUNICATIONS
David M. Sonntag ('96)

SENIOR EDITOR
Kate Vanskike ('22 M.A.)

SENIOR WRITER
Dale Goodwin ('86 M.A.T.)

STAFF WRITERS
Sydney Fluker ('24)
Dan Nailen

CONTRIBUTORS
Mary Francesca Fontana ('08)
Mary Joan Hahn
Kristina Morehouse
Andrew Newman ('16, '21 J.D.)

PHOTOGRAPHER
Zack Berlat ('11)

DESIGNER
Tracy Martin

PROOFREADERS
Rol Herriges ('57)
Holly Jones ('22 M.A.)
Jessica Maiers
Ashley Martin ('05)
Tom Miller ('72)

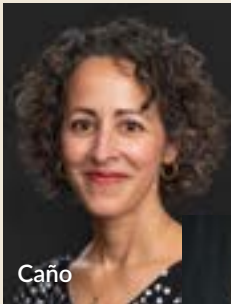
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Gonzaga Magazine is an opportunity for alumni, parents and friends to stay connected to one another and to the University’s Mission. We are dedicated to building community with our readers through authentic storytelling and beautiful images. This publication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

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

We welcome your feedback. gonzaga.edu/editor

Transitions & Welcomes



Annmarie Caño & Matt Bahr: DEAN OF THE COLLEGE OF ARTS AND SCIENCES

Annmarie Caño has stepped down from this role to serve GU as faculty in the Department of Psychology and to complete a book about academic leadership as inspired by the Jesuit martyrs of El Salvador. During her tenure as dean, Caño championed inclusive excellence in faculty hiring, a process that has been adopted as a campuswide model. She led the College through an important chapter in our strategic plan process, leading to several important initiatives related to the humanities, climate, Ignatian dialogue and more. Her advocacy led to multiple major philanthropic gifts.



As a national search for her replacement ensues, Matt Bahr is interim dean of the College. A professor of sociology, he recently served as interim dean of the School of Nursing and Human Physiology (now Health Sciences), and previously served the College both as associate dean and interim dean.



Jeff Borden: DEAN OF THE SCHOOL OF LEADERSHIP STUDIES

Jeff Borden was vice provost of Learning Experience at National University, supporting program development, instructional design, market analysis, assessment and pedagogy in online programs. Previously, he was vice president of teaching and learning at Saint Leo University, a Catholic institution in Florida.

He will assist the school in continuing to offer Ignatian pedagogical approaches to undergraduate, master's and doctoral programs through online, in-person and semi-residential (immersion) programs. Borden brings mission-congruent leadership and innovative experience in online learning as well as new approaches to enrollment management.



Julie Wolter: DEAN OF THE SCHOOL OF HEALTH SCIENCES

Julie Wolter was vice provost for Innovation and Online Learning at the University of Montana. Her academic and clinical career features extensive experience in speech, language, hearing and occupational sciences. She is committed to enhancing experiences in underserved communities to support programming in rural and tribal communities.

Wolter arrived as the School of Nursing and Human Physiology became the School of Health Sciences, a move to recognize the breadth of the University's existing undergraduate, master's and doctoral programs, as well as opportunities to bolster allied health professions and GU's partnership with the UW School of Medicine.



Tina Isabelli: ASSOCIATE PROVOST FOR GLOBAL ENGAGEMENT

Tina Isabelli, professor and chair of Modern Languages and Literature, has been academic director for the Center for Global Engagement and chaired the International Educational Council. She now oversees globalization strategies and the Center for Global Engagement, which includes International Student & Scholar Services, Study Abroad and the English as a Second Language program.

Indoor Training Facility Next up for Baseball

By Dale Goodwin ('86 M.A.T.)

Playing college baseball in the northern latitudes of the United States presents challenges. Gonzaga is doing everything it can to reduce any obstacles the weather might present with a two-stage renovation of its baseball facilities.

Phase I was the installation of new artificial turf on the Patterson Baseball Complex/ Coach Steve Hertz Field last fall, making the surface playable almost year-round, as snow plows can clear the field without damage to the surface.

Phase II launched with groundbreaking in July on a 17,000-square-foot, one-story indoor practice facility attaching to the west side of the current stadium. It connects to the home team's locker room and gives student-athletes access to work out year-round. Expanded locker room space and a baseball hall of fame are also included in this project.

The new complex, funded entirely by donations, will sport four batting cages and two pitching mounds.

Athletic Director Chris Standiford, Associate Athletic Director for Facilities and Events Rob Kavon and the coaching staff began researching the value of an indoor performance facility



The indoor facility will allow players to hone their skills year round.

in 2017, touring other teams' facilities to see how other schools use their buildings to recruit and train players.

"Every baseball program that has an indoor facility does a video about them as a recruiting piece," Kavon says. "Particularly for Division I schools who compete in the north half of the U.S., an indoor training facility has become the standard."

The project expands the current clubhouse, which includes a coaches' office, laundry facilities, showers, a training room and small team lounge. The project is due for completion by the start of the spring 2024 season, Jan. 15.



Professors Honored as Faculty Emeriti

These longtime Gonzaga faculty members are now distinguished as emeritus. (Years denote arrival at GU.)

Professors Emeriti: Akbar Ansari (1986), Mechanical Engineering; and Dan Mahoney (1992), Educational Leadership and Administration.

Associate Professors Emeriti: Henry Batterman (1984), Modern Languages and Literature; Susan English (2002), Integrated Media; Jerri Shephard (1990), Educational Leadership and Administration; Diane Tunnell (1987), Kinesiology and Sport Management; and Mary Jeannot (1992), Teacher Education.

Cristo Rey Partnership Announced



Gonzaga joined 21 other Jesuit universities in the Cristo Rey Network University Partner Program. Cristo Rey is a system of 38 Catholic high schools delivering a career-focused, college preparatory education for students with limited economic resources. Partnering with businesses, the schools provide students with professional work experience alongside academic rigor.

"We are honored to be included among other reputable institutions with the Cristo Rey Network and are proud to welcome its graduates to our campus community," says Gonzaga President Thayne McCulloh.

"We see immense opportunities with Gonzaga for future generations of graduates," says Stephanie Arias, VP at Cristo Rey. "With small class sizes and a rigorous curriculum, Gonzaga will be the catalyst to propel our graduates toward academic excellence and to serve their communities."



Campus Kids

Primary Building Block for Expansion of Community Engagement

By Dale Goodwin ('86 M.A.T.)

Sima Thorpe (above) was a legal advocate and high school English teacher before joining Gonzaga in 1994 as volunteer coordinator. She could not have conceived what, or who, would follow in her tracks.

But by the time Thorpe, who would become founder and director of Gonzaga's Center for Community Action and Service-Learning (now Center for Community Engagement), had completed her work at Gonzaga in 2015 to become CEO of The Arc of Spokane, she and colleagues had built a model for service-learning that was replicated around the state and across the nation.

Assigned to develop a service-learning program from the ground up, one of Thorpe's first, and arguably most successful, programs she called Campus Kids.

She was flying on a wing and a prayer with no previous experience creating an after-school mentoring program run by college students to benefit elementary pupils. But she had heart and passion and wouldn't take no for an answer.

Logan Elementary was the closest to Gonzaga's campus, so Thorpe started there. She met with Principal Pat Lynass and shared a preliminary plan. Lynass said too many people offer short-term fixes but nothing that sticks. She told Thorpe to come back when she had a more permanent plan.

"The kids in this neighborhood have significant needs, are vulnerable and many have adult figures coming into and out of their lives frequently," says Lynass, now retired.

Thorpe went back to the drawing board, did extensive research on what Spokane-area organizations and universities around the country were doing, and came back with a well-documented proposal that she hoped would be sustainable.

"Sima was such a wonderful person, a good listener and her revised proposal presented a lot of opportunities for our kids and their parents," Lynass says.

The principal was so excited about the program that she introduced Thorpe to the Stevens Elementary principal and quickly Campus Kids doubled in size, serving both schools in this after-school mentoring program, where the children are bused to Gonzaga's campus.

There were so many parts to this puzzle. Thorpe was a champion of writing and getting grants, soliciting donations, working with Spokane Public Schools for transportation and other accommodations, and building energy among GU students to find reward in mentoring youth.

"These college mentors were role models for our students," Lynass says. "Our kids made positive connections with their mentors, who gave the youngsters a sense that college was possible for each one of them. Having positive role models was important for kids. Many of them didn't have that in their lives outside of school."

Thorpe recalled one child whose father was incarcerated. The father told Thorpe about his son's mentor showing up at the son's birthday party – the first time an adult male had ever



attended this grade-schooler's party. "It made an incredible impact on the mother and the child," Thorpe says.

Another former Campus Kid, Lynn Blumen from Stevens Elementary, even wrote a letter to Gonzaga a few years back thanking Campus Kids directors for all the program had done for her since she participated in 2002-2003.

"I was socially awkward and had no friends in elementary school," Blumen says. "Whenever I tried to interact with other kids, I did a horrible job of it. Some of the kids ostracized and made fun of me."

"Campus Kids gave me and other kids an opportunity to be heard without judgment. That felt amazing. It helped bring me out of my shell," Blumen says.

She shares more about that experience on p. 28.

A couple of former mentors explained how they and so many of their fellow mentors have thrived as a result of their experience in Campus Kids and other Gonzaga volunteer programs.

"I changed my career path from nursing to education," says Hunter Klein, a science teacher at Garry Middle School in Spokane. "I learned how to build strong, meaningful, reciprocal relationships with these students. This has carried over directly into my teaching as relationships are at the core of classroom management and teaching as a whole. This first year teaching would have been significantly more difficult if not for the passion and skills I developed from these programs."

Former mentor Renne Richards learned the importance of showing up and meeting people where they are. "Kids respond well when you take them seriously, even in their difficult moments, and at the end of the day we're all just seeking connection with one another and we all want to have fun," she says. She just finished two years of serving as an AmeriCorps coordinator with GU's Center for Community Engagement, working with elementary youth programs (like Campus Kids).

"Whenever I would have a bad day, I knew the buses would roll up in the DeSmet circle, the kids' little faces pressed against the window, searching for their mentors and waving wildly to grab their attention," Thorpe says. "They would be cheering as they came off the bus and run through a gamut of mentors. I would watch that and walk back to my office, always with a new refreshed attitude."

Campus Kids proved to be the launching pad for 19 other Gonzaga volunteer programs.

Today, Molly Ayers continues to lead expansion of the outreach opportunities available through the Center for Community Engagement. Read more about it in the ensuing pages of this issue of Gonzaga Magazine.



Learning, Naturally





By Sydney Fluker ('24)

With reporting by Kate Vanskike ('22 M.A.)

Photos by Zack Berlat ('11)

Paloma Canales ('25, communication studies) and Eleanor Mangan ('25, communication studies) join Gonzaga Outdoors to explore the Little Spokane River.

Just beyond Gonzaga University's campus, houses dwindle and Ponderosa pines multiply.

Spokane's urbanity recedes within mere miles, every direction. Adventure and nature are easily within reach along the Spokane River and its companion Centennial Trail that touch several parks and beaches. Hiking options abound: Iller Creek, Rocks of Sharon and Dishman Hills, all a short drive away. Just a bit farther are Mount Spokane and three other popular mountains for summer and winter sports.

While places of recreation, they are also veritable classrooms, as Gonzaga launches Immersive Outdoor Learning to get students and faculty outside and connected with the land.

"Here in the Pacific Northwest, we have an enormous advantage surrounding us," says Kent Porterfield, vice provost for Student Affairs, who has been having conversations with a cross-section of campus about how Gonzaga can deliver a truly integrated Jesuit educational experience. "When faculty said they were interested in education in the outdoors, it matched with our hopes to develop opportunities for students that are high-impact and also really distinctive to us."

Immersive Outdoor Learning (IOL), pedagogically, Porterfield says, is another form of place-based learning, much like community-engaged learning through Opportunity Northeast. But it's also part of an effort to bolster students' holistic development. They learn in the classroom, and through clubs and organizations, study abroad programs and internships. And now, they learn on streams and rivers, boulders and mountains.

"The attention to place is really distinctive to Gonzaga, and so is this," Porterfield says.

Gonzaga already had faculty interested in and experienced with adapting course material to a living laboratory outdoors. And GU Outdoors already had robust programming with the equipment and staff to support wilderness adventures safely. All it took was putting those two groups of enthusiasts together.

More than a dozen faculty members from the humanities to the sciences are engaged, and Porterfield and Provost Sacha Kopp supported the first structural change to build a model and figure out how to support it.



Mingyang Li ('25, sport management) enjoyed a paddling trip on the Little Spokane River last fall



Gonzaga in the Wilderness was truly life changing and taught me more about myself than anything else has. I gained a new understanding of the ecosystem and our role as visitors of the wilderness. This program was positively a transformative experience and it offers a community unlike any other you will find at Gonzaga. My top highlight from this program was being able to explore beautiful new places with the most supportive instructors and the coolest peers!

— GEORGIA LAPLANTE ('26)
Fort Collins, Colorado

Connections in Nature

To develop a real immersive outdoor learning initiative, leaders shifted Matt Edenfield ('20 M.A.) from GU Outdoors to an academic support role. After six years overseeing extracurricular adventures such as snow sports, rock climbing and rafting, he's now helping to build courses, address risk management, train professors and coordinate logistics for credits that apply toward core curriculum requirements.

While those with an academic lens may view IOL as a fresh means of teaching, Edenfield sees it as a way to dissolve the barriers preventing students from accessing the outdoors.

"The challenges of being in the wilderness, whether real or perceived, encourage us to push beyond our comfort zones and tap into our most authentic selves. We strive to utilize the novelty and inherent challenges of the outdoors to create a holistic classroom where students can learn and grow deeply," Edenfield says.

While Gonzaga Outdoors continues to run recreational trips with local and regional partners and rent equipment to students for easier accessibility, IOL creates new opportunities for faculty and students to take their academics outside the classroom in inclusive and supportive ways.

"Gonzaga's location within the Inland Northwest provides us with access to world-class venues for outdoor engagement that aligns seamlessly with academic inquiry," Edenfield says.

Following the Salmon, and More

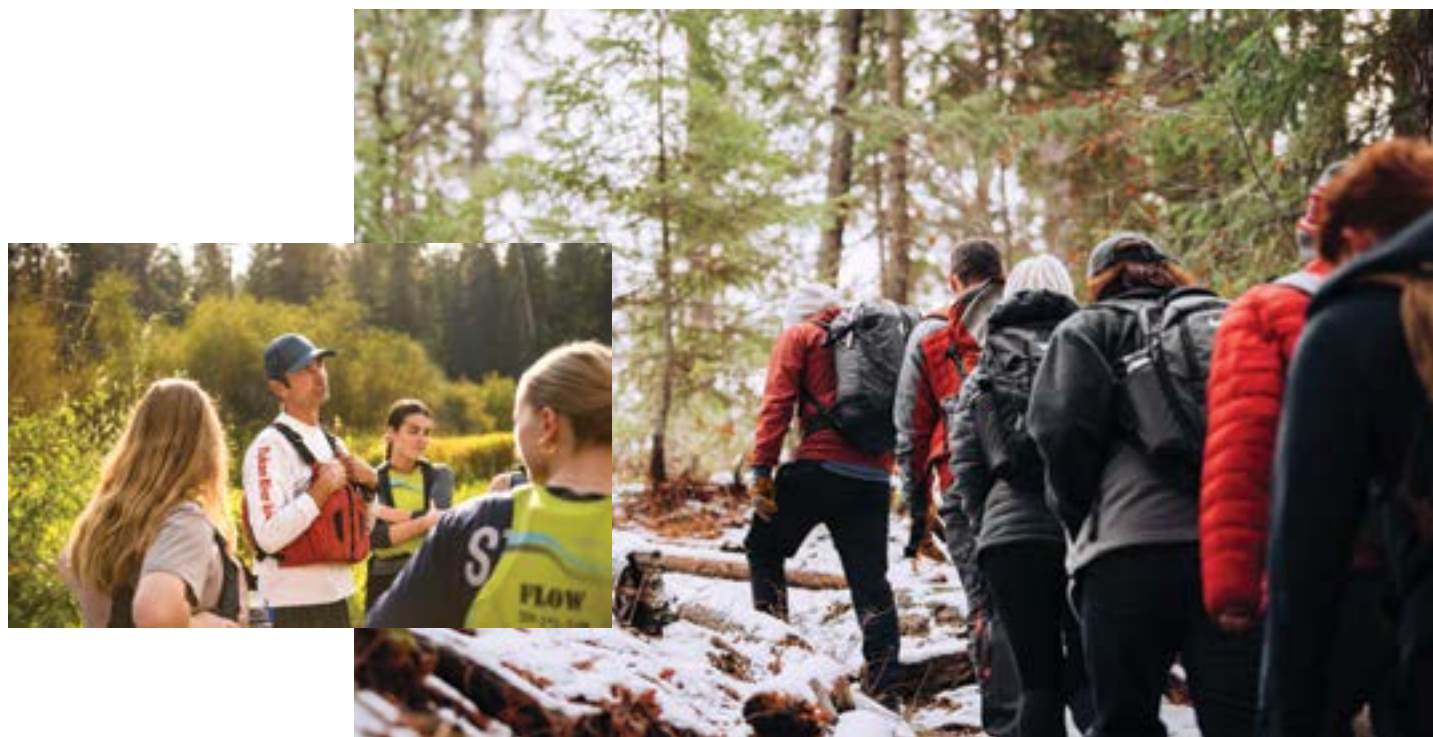
Though in its early stages of formalizing immersive outdoor learning with everyday courses, GU is not new to outdoor education as a whole. Summer study programs like Gonzaga in the Wilderness, which takes students to Montana and Utah for class credit, and Gonzaga Out of Bounds (GOOB) get students out and about into regional parks and forests.


"Certainly immersive learning can provide technical skill expertise, coordinating logistics or risk management consultation, but what I think makes it special is the interdisciplinary ethos of integrating adventure education content with traditional academic disciplines, like philosophy or engineering, to achieve multiple learning outcomes," Edenfield says. "When we bring experts together from their respective fields, we create a collaborative partnership that results in a truly unique educational experience for our students."

As an English professor with a background in outdoor education, Heather Easterling Ritchie was excited to take literature studies with her into the outdoors. Chair of English and professor of women's and gender studies, she ran a summer course last year with Brook Swanson (biology) and Edenfield, taking students to follow the salmon from the North Cascades to the San Juan Islands.

"It was a very powerful experience," Easterling Ritchie says, "seeing young people transforming in different ways."

(continued, page 15)





Lillian Rickett ('24, business) takes on a challenging climb at Minnehaha Rocks with guidance from Gonzaga outdoors experts.

In the 2022-23 academic year, IOL facilitated:

- more than **60** outdoor learning excursions
- for **22** classes, involving over **500** students
- with **22** faculty members from **6** departments
- at **12** unique regional spots.

What Students Said

A survey of 319 participants offered these insights:

99% were able to apply learning from the classroom to their outdoor experiences

97.5% felt more connected to their professors

97.5% felt more empowered to participate in addressing environmental issues

82.3% strongly agreed that the experience “enhanced my learning”

Current Courses

- Nature writing
- Christian leadership
- Biodiversity
- Mountain science
- Environmental engineering
- Water treatment processes

I gained so much unexpected, practical knowledge. Not only did we learn the course material in a beautiful environment, but we also learned a lot about ourselves, each other, and basic wilderness skills. I would definitely recommend this trip if you want a new experience that might push you outside of your comfort zone a bit.

— GRACE FOSTER ('25)
Carson City, Nevada



Give, Naturally

Support students' experiences learning in (and from) the natural world with a gift.

» gonzaga.edu/ReadersCare

For three weeks, the trio and 11 undergraduate students backpacked, camped and kayaked their way through the Pacific Northwest, studying PNW-focused naturalist literature and marine biology. Micah Bell ('24) says that experience allowed him to learn content and appreciate natural observations simultaneously.

"Often in the classroom we learn something, and use our imagination to understand a concept," Bell says. "In the wilderness, we were able to observe the world and almost discover course content with our own developed knowledge just as explorers, naturalists and ecologists did long before our textbooks were even written."

Easterling Ritchie sees a bright future.

"There are a lot of ideas and possibilities that I think are ultimately going to serve our students more and more," Easterling Ritchie says. "There's so much opportunity to be excited about the kind of teaching it can involve."

Based on initial assessment data, faculty engagement and learning outcomes achieved, Edenfield believes IOL is primed for expansion.

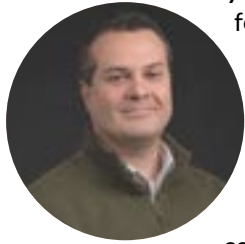


"I would love to see as many students as possible have access to an immersive outdoor learning experience, no matter what their major or degree is. I've witnessed how time spent in the outdoors evokes a fundamental shift in the way we regard ourselves, value environmental advocacy and contribute to our communities," Edenfield says.

Ultimately, he dreams of Gonzaga offering an outdoor education minor or concentration as the recreation industry continues to boom.

Living History

By Dan Nailen



Ray Rast's passion for American history has taken him across the nation to help preserve and tell the country's story.

An associate professor of history at GU, he's worked in various roles in places like the Buffalo Bill Historical Center in Cody, Wyoming, Gateway Arch in St. Louis, museums in New Mexico and a World War II Japanese American Exclusion Memorial on Bainbridge Island near Seattle.

The wide variety of environments where the Gonzaga associate professor of history has studied and worked feeds his scholarship in areas ranging from tourism and historic preservation to social and cultural diversity. Rast was lead historian on a study that eventually led President Barack Obama to create the César E. Chávez National Monument, and was appointed in 2011 by then-Interior Secretary Ken Salazar to the National Park Service's "American Latino Heritage Initiative."

This spring, Rast accepted an invitation from Sara Bronin, the chair of President Joe Biden's Advisory Council on Historic Preservation (ACHP), to serve on the Experts Advisory Committee to improve the ACHP's ability to assess how historic preservation policy intersects with issues such as the nation's housing crisis, climate change and tribal relations. Rast is one of a dozen

experts in fields ranging from architecture to urban planning to law asked to serve on the committee.

"As a historian, an educator and a Mexican American, I'm an advocate for full, factual and inclusive storytelling about our nation," Rast says. "The National Register of Historic Places does not fully represent America's history and diversity, so I'm making the case for that as one of the areas in which the advisory committee might work with the ACHP to conduct or commission research and then make recommendations for improvement."

Working with a distinguished group and across different layers of government and private organizations is nothing new for Rast. In the early 2010s, he served on the National Park System Advisory Board's Planning Committee and then on the advisory committee for the American Latino Heritage Initiative. Such work not only allows this historian to serve several causes he's passionate about, but to bring new expertise and experience back to the classroom at Gonzaga for his students.

"This collaborative work gives me insight into the decision-making process at the federal level that I've been able to share with my students in my Introduction to Public History course, including those considering graduate work and careers in historic preservation," Rast says. "I'm excited to do the same with this service to the Advisory Council on Historic Preservation in the years to come."




La Paz Educational Center at César E. Chávez National Monument. Photo by César Chávez Foundation



Japanese American Exclusion Memorial. Photo by National Park Service



Gateway Arch National Park. Photo by National Park Service/Sue Ford



Karen Cash ('20) completed a master's in organizational leadership

New Graduate Programs

More enriching opportunities

By Dan Nailen

With many professions becoming increasingly data-driven, and the challenges of finding strong, service-oriented leaders common across industries, Gonzaga University is stepping up its efforts to offer new opportunities for students in the Inland Northwest and those studying online.

In the coming year, Gonzaga will offer three new master's programs that will give students tools to succeed in the future, while remaining rooted in the Jesuit values shared across all programs at GU:

- Master of Science in Business Analytics
- Online Master of Business Administration
- Online Master of Education in Educational Leadership with Principal Certification (starts spring 2024)

All three programs are currently accepting applications.

The School of Business Administration's new offerings are a recognition, Dean Ken Anderson says, "that the world outside Gonzaga's business school continues to change, and we have an obligation to change with it."

"The Master of Science in Business Analytics builds on recent efforts in analytics at the undergraduate level," says Anderson.

It will have two tracks – business administration and accounting – to allow students to choose their focus.

"The Online MBA takes the essence of our very successful traditional MBA program and makes it available to students anywhere in a convenient, asynchronous format."

The new Master of Education in Education Leadership with Principal Certification in the School of Education is primarily online, designed for practicing educators in the state of Washington who aspire to be more effective leaders and principals in K-12 schools. Students will develop as reflective leaders committed to the spirit of inquiry and social justice while learning critical systems and theories to serve students into the future. Working with an online cohort will provide a rich learning environment and peers with diverse backgrounds also working in the field, all guided by Gonzaga's expert faculty.

"By combining the Master of Education in Educational Leadership program with a principal internship experience, educators can build their capacity to lead and learn practical ways of improving schools while working to obtain the credential necessary to serve Washington schools as a formal principal," says Yolanda Gallardo, dean of GU's School of Education.

"Through inquiry-based practices, master's degree candidates learn to align school structures, evidence and actions to enhance the values of the community using humanistic principles."

» Apply now: gonzaga.edu/gradapply



We belong to each other

By Kate Vanskike ('22 M.A.) & Mary Joan Hahn

Founded on the Jesuit cornerstone of a faith that does justice, Gonzaga seeks opportunities to care for the community and respond to its most pressing needs. Sometimes that means partnerships with other entities. Other times it means forging ahead despite uncertainty. The unchanging dynamic is the desire for students to engage with the communities around them through service, advocacy and applying classroom learning to real-world contexts.

Service and community engagement ideologies and practices continue to shift. It's commonly understood now that a mindset of "saviorism" can jeopardize a marginalized or under-resourced population. There is greater understanding that trying to "fix" situations for others is ineffectual at best and damaging at worst, whereas accompaniment with humility and respect opens doors, generating opportunities for growth and deep learning.

Father Greg Boyle ('77), S.J., founder of Homeboy Industries, calls his volunteers to think of their presence as

kinship rather than service. Simply put, "We belong to each other," he says.

That's the heart of community engagement efforts at Gonzaga.

From courses where faculty integrate meaningful community action with instruction and reflection, to the evolving volunteer commitments that have impacted generations of Zags and the essential leadership GU staff and faculty bring to community-based initiatives, this rich tapestry continues to link Zags with our foundational heritage of community engagement.

When practiced as kinship, this work can remove barriers and unite parts of our community that often are disconnected.

It makes us better individually and collectively. Because we belong to each other.

Community Engaged Learning

Community engaged learning is a teaching and learning strategy that integrates meaningful community partnerships with instruction and critical reflection to enrich the student experience, teach civic and social responsibility, and strengthen communities. It takes place in many academic disciplines, from business and engineering to education and nursing. Here are two examples.

Philosophy: Thinking Like a Teenager

Each semester, Gonzaga students in Philosophy 101 discuss logic and reasoning, methods and arguments, as one would expect. But they also take their lessons beyond the college campus to put those new skills to work. In Charlie Lassiter's section called "Reasoning Goes to Rogers," the students lead John R. Rogers High School participants in philosophical discussion of issues relevant to teens – moral quandaries about bullying or principles for finding a compromise with one's parents, for example.

"Inevitably, the Rogers and GU students stray from the topics and begin to talk about their lives and interests," says Lassiter. "This is actually one of my favorite side benefits of the course. Each group gets a glimpse into the lives of others."

Community engaged learning courses like this provide new frameworks for the professors, too. Lassiter says it changes the way he grades. There are the usual quizzes to test for comprehension of concepts, but the bulk of the grading is on putting the concepts through interpersonal interactions and written reflections after each weekly meeting.

A bonus: Students also cultivate other skills by working in pairs and teaching material by example.

Leadership: It's About Us

Homeboy Industries in East Los Angeles is an apt classroom for studying leadership and service. The teacher here is Jesuit and Gonzaga alumnus Fr. Greg Boyle, who founded the nonprofit with a vision to provide hope to former gang members and ex-felons through life-skills training and employment.

Since 2006, Josh Armstrong, director of GU's Comprehensive Leadership Program, has taken students to Homeboy annually. Once an immersion opportunity offered over spring break – like many Mission Possible excursions to combine learning with service – Armstrong has buoyed the educational offering with a for-credit class. He believes the dynamic leadership style of Fr. Boyle is worthy of study.

Offered through the School of Leadership Studies, the undergraduate course, Leadership, Kinship & Social Change, provides critical study and preparation for the spring break experiences and assists students in applying the lessons of this community to their own transformational change.

At Dolores Mission Catholic Church where Fr. Boyle's work began, students explore various community initiatives, and while they provide some assistance, they quickly learn not to call it "service." That's an important distinction for G (as Fr. Greg is called), who prefers to model and inspire kinship – the notion that "we belong to each other."

"If you go to the margins to make a difference, then it's about you and it can't be about me. It has to be about us," Boyle says. "So, if you go to the margin so that the folks at the margins make me different, then suddenly it's mutual."



Josh Armstrong (in red) accompanies students to visit Fr. Boyle (center)

Spokane Neighborhood Leadership Academy

The second cohort of the Spokane Neighborhood Leadership Academy (SNLA) wrapped up its six-session program with a cadre of grateful leaders ready to bring new energy and commitment to neighborhoods across the city.

The academy is a partnership between the city's Office of Neighborhood Services and Gonzaga's School of Leadership Studies. Launched in 2022, this program has hosted 25 participants from 18 of Spokane's 29 neighborhoods.

Academy participants learn about city government structure, who to contact at the city about neighborhood topics, how to run meetings and manage conflicts, and principles of diversity, equity and inclusion. They also learn from mentors and fellow participants who share their own experiences and missteps.

Several members of this year's group are first-time neighborhood leaders who valued both the information about city operations and the practical skills the course cultivates.

Michael Skog, of Riverside, was particularly grateful to see up-close the complexity of local government.

"The governance of Spokane has a lot more moving parts than I realized," he says. Sessions with City Council members helped him understand that "council members really do rely on neighborhood councils to keep them informed."

"I also learned the importance of recognizing who is not in the room, and being mindful how decisions can impact those communities."

"What's really special about SNLA is that it allows folks to see themselves as community leaders in a new way," says Kelsey Solberg, then-SNLA co-instructor. "Everyone brings their experiences, perspectives and ideas that, when shared, make for such a rich learning experience for everyone. Once they uncover their unique power and really see themselves as leaders, they come alive."

Tienaya Godes, of Nevada Heights, who first stepped into advocacy at the state and national level to support Head Start, was among those who valued learning more about city operations with respect to neighborhoods.

"There was not one thing presented that isn't useful to me," Godes says. "I'm committed to setting an example my children can follow. Taking time to get connected, celebrating that even small accomplishments matter – everyone can play a part in building a stronger community."

Godes was surprised to learn that the neighborhoods across the city, though often sharing similar obstacles or concerns, vary greatly in their demographic makeup. While racial and economic backgrounds may be different, resident leaders learned that everyone should have a voice.

"We can make the process kinder, be more welcoming, and readjust our lens when considering what's great about this community," Godes says.

The Right Blend: Knowledge & Skill Development

"I started calling Logan neighborhood 'home' 35 years ago as an undergrad at Gonzaga," says Janean Jorgensen Schmidt ('92, '22 M.A.), who was elected chair of that council in June.

"I've been on nonprofit boards, and I've been petrified of running meetings or engaging in the difficult conversations a chair has to navigate. Without coaching sessions from the SNLA, I'd be very anxious about serving as chair," says Schmidt. "SNLA gave me some useful tools and resources. I really believe this program is saving neighborhood councils from burnout."

Five longtime community leaders mentored the participants, accompanying them throughout the course, taking time to meet with, listen and share their personal experiences.

Carol Tomsic, a mentor from Lincoln Heights, notes that the Academy's thoughtful design is both practical and inspiring. And Kathryn Alexander says mentors help participants "see how things have been, and how they might change." She's a strong advocate of the Community Assembly, where neighborhood leaders work together.

"Neighborhood council leaders are busy handling multiple jobs and problems, and they traditionally think of their neighborhoods first," she says. "One neighborhood is one voice; the more we work together – at Community Assembly in particular – the stronger we all are."

Schmidt says she sees her neighborhood a bit differently after attending the Academy.

"I'm enjoying going for walks more. I'm appreciating residents who pick up trash and plant flowers. I'm saying 'hi' to more people on the sidewalk. I'm noticing graffiti and wondering how to redirect that energy into art."

» **The Spokane Neighborhood Leadership Academy welcomes applications for its 2024 cohort this fall.**
gonzaga.edu/snla



Molly Ayers, assistant dean of GU's Center for Community Engagement, teaches a life skills course to residents at Gonzaga Family Haven as another opportunity for community members to connect and grow.



Bailey Wootton, CCE's director of strategic partnerships, is one of 17 staff members who oversee a wide cadre of programs.

The Center for Community Engagement (CCE)
oversees these many activities

IMMERSIONS

Ignatian Family Teach-In, Spring Break service projects, and Justice In January at the U.S./Mexico border

ADVOCACY INITIATIVES & DAYS OF SERVICE

Promoting issues awareness and advocacy

GONZAGA UNIVERSITY SPECIALIZED RECREATION (GUSR)

For adults with developmental and/or intellectual disabilities

FELLOWSHIP PROGRAMS

Wolff Fellowships support community organizations during the academic year; Summer Outreach Liaisons provide programming in Northeast Spokane in summer months

LOGAN HOUSE

Home where students engage with neighbors to build a sense of community

Campus Kitchen: serving meals through **6 neighborhood organizations**

Zag Volunteer Corps: weekly commitments at **7 organizations**

Community Engaged Learning: supporting faculty in more than **100+ courses every year**

Mentoring Youth: options in **9 vibrant programs**

A Catalyst for Belonging

In 2021, a dream came to life within Opportunity Northeast, which sought to create educational pathways for members of the Northeast Spokane community. A five-day college immersion program was born, engaging rising 9th- and 10th-graders, first at John R. Rogers High School and later expanding to North Central High School. The goal, says Director of Strategic Partners Bailey Wootton, “is for youth to gain exposure to what college is like, from the academic coursework to the co-curricular activities that can be so pivotal to the educational experience, and begin envisioning themselves as a college student someday.”

The program can help build confidence.

“For many youth, college may not seem like an option, or they may not know the steps to get there. Catalyst helps address this uncertainty,” Wootton says.

She and colleagues from the Center for Community Engagement crafted the program with insights from Joan Iva Fawcett (dean for social justice leadership and community empowerment), faculty members Juliane Mora and Jeff Dodd, and several other campus partners, plus high-school career counselors. Due to COVID restrictions, the first event operated like a day camp, but by year two, participants had the full experience of staying on campus to eat, study, take a class, participate in activities and sleep in a residence hall.

Dynamic classes focus on personal narrative exploring themes of identity, becoming and overcoming, movement, science

and place-based discovery related to the Spokane Tribe and the history of the community, plus rafting, painting and other activities alongside Gonzaga students who serve as Catalyst Summer Fellows. Participants have expressed feeling comfortable sharing parts of their identity that they may not be as open about in other spaces. One student said they experienced “a sense of belonging” among their peers and gained confidence in themselves and in college.

Fawcett, whose educational doctorate capstone focused on accessible and equitable pathways to Jesuit higher education, used Catalyst as a case study. Her surveys showed that the program – designed for commonly underrepresented students (those of color, from low-income homes or future first-generation college students) – achieved its goal of helping these participants envision themselves as being successful in college.

“It’s really special to see the youth grow over the course of the five days and become more confident in who they are and who they want to become. We’ve had several youth come back for a second year. Their increased comfort level and sense of pride being at Gonzaga illustrates the significance of these types of experiences,” Wootton says.

“Ultimately, we want to support youth in exploring their future. For some, college is a key part of that journey, and Catalyst is an important and formative step along the way.”



Betsy Bancroft, associate professor of biology and environmental studies, provides hands-on experiences for participants



Breaking Down Stigmas

For 21 years, Gonzaga University Specialized Recreation (GUSR) has paired students with adults who have disabilities to form friendships based on respect and mutual support. Its design breaks down stigmas faced by people with disabilities, celebrating all abilities and advocating for inclusion.

Students and their partners meet weekly for activities, including practice for a play they perform at the end of each semester. Led by students, GUSR teaches life skills through sports, theater, dances, retreats and crafts, and brings visibility to Disabilities Awareness Week.

Having worked with students with developmental disabilities in high school in Carson City, Nevada, Taylor Licon ('26) joined GUSR in her first year and will be a coordinator next year.

"I loved watching them grow from year to year," Licon recalls. "Once I found out Gonzaga had a similar program, I signed up immediately and have been in love with the atmosphere and the people since."

She and her GUSR partner, Bruce, spend time coloring, talking and dancing. "He is one of the sweetest people I know," she says. He loves to sing "Can't Help Falling in Love" by Elvis Presley – "and he is really good at it, too!" she notes.

Befriending Bruce and other GUSR participants, Licon says, "really opened my eyes to some struggles the disabled community goes through that I was not aware of before." Gonzaga students learn about the disabled-rights movement and the important improvements yet to be made.



Licon and her GUSR partner, Bruce, enjoying a baseball game.

"I left GUSR every Thursday feeling better than I did when I entered, and it is all because of the joyous environment you feel when you interact with everyone," Licon says. "It was the highlight of my week, and I cannot wait to be a part of GUSR for the next three years."

Putting Community Experience at GU into Action in Medical School



Former GSBA president **Taylor Kratochvil** ('16) was in his second year of medical school at the University of Nebraska Medical Center in Omaha when COVID arrived in January 2020. Medical students transitioned from clinics and hospitals to remote learning.

"Everyone wanted to help," he recalled in a recent conversation. "We all felt the need to do something productive and to contribute in a meaningful way."

President of his class, he took a call from an associate dean who underscored the urgency of the situation and the practical contributions medical students could make: "I have a resident who cannot find child care with all the day care closures," she said. "Do you know someone who can babysit?" It was the first step in a quickly evolving system of action. Students developed a spreadsheet to identify everyone who was willing and available to take shifts.

"We provided childcare and pet care for frontline health care workers so they could work in the clinics and hospitals," Kratochvil shared. "We worked out schedules involving more than 200 medical students as well as student volunteers from public health, nursing, pharmacy, allied health and dentistry."

Addressing the urgent need for PPE – personal protective equipment – quickly became another vital challenge. Kratochvil and the team developed a system to get materials delivered, masks produced by volunteers, and then distributed to the health care centers.

"One of my partners used Google maps to determine volunteer routes to distribute cloth for masks and where to pick up supplies," Kratochvil explained. "She went through, neighborhood by neighborhood, dropping pins at each volunteer's house. I remember looking at the map and feeling something eerily familiar. Then it came to me – this was exactly like the asset map of Logan neighborhood I worked on with Sima Thorpe in the Center for Community Action and Service Learning (CCASL) when I was at Gonzaga. I remember thinking: This is literally asset mapping."

Gonzaga's Mapping Assets and Promoting Strengths (MAPS) project in 2014-15 used the Asset-Based Community Development (ABCD) model that helps communities identify existing strengths and benefits including individuals, physical resources, agencies and programs to capture opportunity and improve the local neighborhood. The study helped form the foundation of GU's current Opportunity Northeast initiative.

There were professionals familiar with the ABCD model in Omaha, so when the COVID urgency cleared, an associate dean recommended reflections and self-study to explore takeaways from the experience. What was learned during the pandemic? What resources should be maintained to help guide future plans?

Kratochvil and colleagues addressed those questions in "Asset-based Community Response: A Model Promoting Effective Student-Community Engagement in Disaster Scenarios," a paper published in "Progress in Community Health Partnerships: Research, Education and Action."

"During a time of so much uncertainty, people were jumping at the opportunity to be involved," he said. "It would have been easier, though, if students were aware of what relationships and resources already existed. It took time to figure out how things needed to work."

"We need to recognize how valuable the investment is to work with neighbors – to truly understand who and what is working in our neighborhoods," he continued.

As GSBA president, Kratochvil had championed the first Logan Block Party in 2016. He points to the importance of establishing rapport with neighbors and fellow citizens.

"Things like the block party help you learn about the neighborhood – it's great to invest in them. Then, when you ask for help or you want to connect – it won't be outside of the normal. We are already partners. It shouldn't take a disaster to force us to work together."

Kratochvil is completing his residency in pediatrics at Boston Children's Hospital (Harvard University) and Boston Medical Center (Boston University) and plans to return to Nebraska to practice pediatric medicine.



Lida Chen ('25, computer science) was one of many students from the math department who volunteered to tutor children on Saturdays.

'I Am Because We Are' Gonzaga in Zambezi

By Kristina Morehouse
Senior Lecturer, Communication Studies

On a warm evening in late May 2023, a small group of Gonzaga University students and faculty sit around the long table inside the Our Lady of Fatima convent in Zambezi, Zambia, listening to Kakuho Josephine Lipako describe the teenage years she spent fighting for Zambian independence. At 75, Mama Josephine has spent a lifetime in various governmental roles. When a student asks Mama what makes a good leader, she is quick to respond. "Love," adding that nothing good can happen without love.

Love is a feeling our group encounters frequently among many residents of this small town in the Northwestern Province of South Central Africa. The Zambian concept of ubuntu – *I am because we are* – is evident in the way locals express abiding passion for their nation, their traditions, their churches and extended families. It is evident in the way they celebrate each other and the way they greet our Gonzaga group with songs and dancing when we land at the small dirt airstrip in Zambezi.

After 22 hours of air travel and time to visit Victoria Falls and Botswana, our group arrives at this town along the western edge of the country to sit at the table with the legendary Mama Josephine and listen to her stories. We will spend three weeks taking part in the Gonzaga-in-Zambezi program, a 16-year-old cultural immersion experience developed in 2007 by Professor Josh Armstrong and the University's community engaged learning center. He and Professor Jeff Dodd, who joined the program in 2013, emphasize that the program is about accompaniment or "coming alongside" the local community. Gonzaga students and faculty support ongoing efforts to improve health outcomes, inspire business entrepreneurship, and help in primary and secondary classrooms that are often woefully understaffed.

Catholic social teaching contemplates a concept known as subsidiarity, "a principle that implies those who are closest to the problem often best know how to solve it" (McLaughlin, see note). Our group is not here to instruct locals on how to fix things but to find out what they are doing and accompany them. Without question, we are students of this culture, guided by generous locals, acknowledging that our short stay here allows us only a tiny glimpse into this complicated place.



Mama Josephine and Mama Katendi – two of our many teachers in Zambia

It is tricky, this program, finding ways to support the community without disturbing its environment. We wrestle with how much support to give, whom to give it to, and how to confront the guilt that lingers from the devastating effects of colonization that left Zambia and the entire continent with limited resources. Our nightly reflections can be difficult as we contemplate the inevitable cultural clashes that come from our Western lens and their Global South one. Despite these challenges, 13 young women, Jeff and I cannot help but find ourselves frequently enchanted by the experience.

We are also frequently overwhelmed by the graciousness with which we are received here and the seemingly endless generosity from so many people – Mama Josephine, Father David, Brother Moses, Mama Violet, Father Yona, and too many others to list. Each day, we are cared for by Mama Katendi Sengevu, who began cooking for that first group and gradually expanded her role, learning more English and preparing Zambian renditions of our familiar foods. Mama Katendi also serves as our cultural guide, explaining traditions and sometimes serving as an interpreter. In every way, she is the heart of this program.

The steady, almost fierce love that Mama Katendi gives us can never be fully appreciated, and it is our relationships with her and others that keep Jeff, Josh and a rotating cast of others coming back year after year. This spirit of accompaniment works both ways as we come alongside them and they us.

McLaughlin, J. (2014, July). "Unfinished houses: Building the kingdom on God's time." *America: The Jesuit Review*.
<https://www.americamagazine.org/issue/unfinished-houses>

Post-Grad Year of Service

Every year, Gonzaga missions more than a dozen new graduates into a year of service – many of them with the Jesuit Volunteer Corps, AmeriCorps, Peace Corps and Teach for America. In 2023, Andrew Newman shared with recent grads his own lessons from a year of learning through service.

Condiments & Other Duties as Assigned

By Andrew Newman ('16, '21 J.D.)

If you've ever worked at a nonprofit, you will deeply understand that it's summed up in the job posting with the catch-all phrase "and all other responsibilities needed by the organization." During my time working at Cristo Rey Atlanta, I worked as a work-study associate, served lunch on a daily basis, was a bus attendant, worked in the campus ministry office, coached both boys' junior varsity and varsity soccer teams, chaperoned events and "all other responsibilities needed by the organization."

The job that I absolutely cherished most was serving lunch every day. My most meaningful job for an entire year was asking every student whether they wanted ketchup, mayo, barbecue sauce or mustard. Partially because it was incredibly easy, but more so because it gave me the opportunity to build a relationship with each and every student who walked through my station.



Over the course of the year, I was able to watch each of those students grow in their own ways. I saw awkward freshmen grow socially. I saw students struggle with trauma. I saw students ask each other to prom and grow their relationships with each other. I saw students make mistakes and I saw students flourish as they slowly found out who they were.

I hope that each of you can find your own version of the lunch line condiment section. I hope that you can be in proximity and relationship with the people you work with, regardless of what nonprofit you are working at. It was in being in proximity and relationship with my co-workers and students that I realized that I had nothing I could teach them. I found out quickly that being in a relationship means being equal. Being in a relationship means being attentive with no preconceived notions. It means knowing that you are called to be present – no more, no less.



Tia Moua: Paragon of Advocacy

After receiving the President's Award for Civic Engagement from President Thayne McCulloh, Spokane resident and 2023 graduate Tia Moua earned the Governor's Civic Leadership Award from the Washington Campus Coalition for the Public Good. Moua majored in communication studies and sociology with a minor in solidarity and social justice, and put those disciplines into action.

As the College Equity Ambassador for the Asian Pacific Islander Community (APIC) Spokane, Moua organized and led a census outreach event, assisted with the 2020 Census by helping develop voting information videos translated in several Asian languages, and collaborated with artists to create COVID vaccine education.

Through GU's Center for Community Engagement, Moua participated in a number of programs to mentor youth in the community, including the Walking School Bus at Logan Elementary and the Boys and Girls Club. She also lived in GU's Logan House for a year and a half, committed to strengthening relationships between Gonzaga University and the Logan neighborhood.

A paragon of advocacy, Moua increased awareness of and support for the Asian American community. She worked with faculty, staff and administrators to help create a more diverse and inclusive campus community. She advocated for increased education on Asian American history, organized a featured speaker discussion with activist Helen Zia, advanced the movement to commemorate Filipino-American and labor rights organizer Philip Vera Cruz on campus, and increased support for Asian language programs.

As a Morris Summer Research Fellow, Moua explored research on the rise in anti-Asian hate and racism during COVID due to scapegoating and its impact on the mental, physical and social health of Asian Americans in Spokane. She gathered recommendations for combating anti-Asian hate and creating a more inclusive community.

"I've learned a lot from my time at Gonzaga, from good mentors," she said. "It inspires me to keep doing advocacy work and getting involved to help other people develop a sense of belonging, because they helped me to feel connected to something bigger than myself."

Bloomin' Blumen: A Campus Kids Success Story

By Dale Goodwin ('86 M.A.T.)

Lynn Blumen was a very shy fourth-grader at Stevens Elementary School when she was chosen to take part in Campus Kids through Gonzaga University.

She describes herself as beyond socially awkward at that point in her life, and anytime she tried to participate in an activity or answer a question in class, she bungled her attempt and her anxiety soared. She took up violin and loved playing music, but didn't want anyone to hear her play "and mess up."

Then one day during a Campus Kids visit to Gonzaga, her GU student mentor Kate took her and her violin to a vacant auditorium.

"Kate encouraged me to practice and play, and so I did," Lynn said. "She helped me realize that it doesn't matter if people hear me mess up, they will appreciate that I am playing. That was one of the major lessons I learned from Campus Kids, which helped me become a more functional person."

She spent three years in the Campus Kids program and bloomed.

Blumen's family moved to Texas, where Lynn flourished in middle and high school, participating in cheerleading, Future Farmers of America raising show pigs and serving as state delegate, volleyball, track and field, and band.

Her passion for music and playing in the marching band led to lasting friendships.

After graduating from high school in a class numbering more than 1,000, she enrolled at Texas A&M-Corpus Christi, earning a degree in biology. She graduated cum laude in the Honors Program.

Propelled by her newfound confidence, Lynn pursued a master's degree at Old Dominion University in Norfolk, Virginia, in Ocean and Earth Sciences.

Now she is blooming as a wife, mother and research scientist.

"Everything here is going great," Lynn says. "I work with a group of people willing to help each other, working as a team. There's not just one task. We all do it all. A good mesh of individual responsibility and teamwork, which I really enjoy," Lynn says.

In a letter to Gonzaga Campus Kids a few years back, Lynn thanked the organizers and her mentors for helping her to become the person she is today.

Thanks, Lynn, for letting us tell your story.

Civic Connections

Woven into the fabric of life in the Spokane community, Gonzaga University contributes expertise and vital support to a variety of civic endeavors through signature projects and innovative partnerships. Here are some of many interdisciplinary initiatives.

Gonzaga Family Haven. Together with Catholic Charities Eastern Washington, Gonzaga Prep and St. Aloysius Parish, the Haven provides housing and essential support services for more than 70 formerly homeless families. With a safe place to live, and access to services that help them make lasting improvements to their wellness and stability, the Haven aims to build community and break the cycle of intergenerational poverty for residents. It also allows students to practice what they're learning in classrooms, such as nursing students offering vaccines and sports physicals.

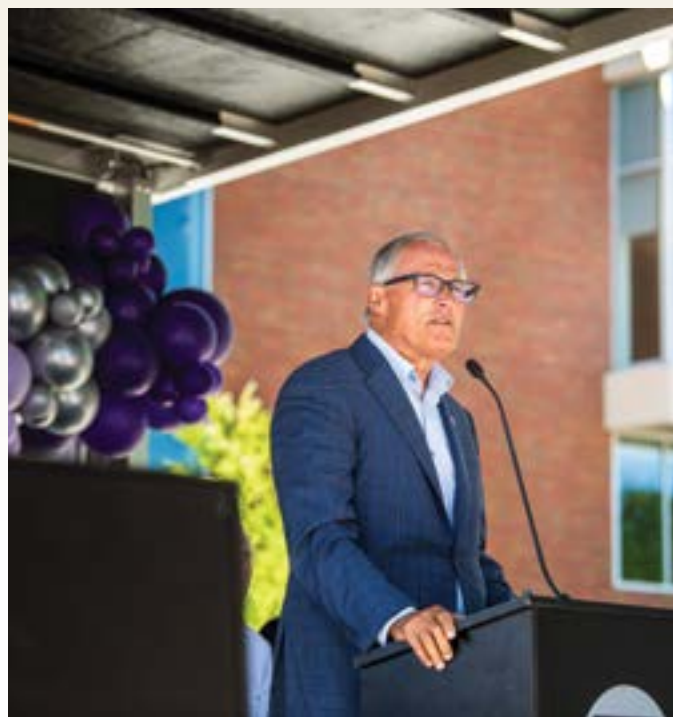
Gonzaga Climate Institute. GU's Institute for Climate, Water and the Environment is a leading voice on the impact of climate change regionally. Members led studies of the 2021 heat dome that claimed 19 lives in Spokane County (119 across the state), and with funding from the National Oceanic and Atmospheric Administration has mapped urban heat islands in Spokane. The center works with the Spokane Regional Health District to develop "Beat the Heat" information to help keep residents safe during extreme heat, and with The Lands Council to engage students in planting trees in neighborhoods with few natural sources of shade.

UW-GU Health Partnership. Since 2016, GU and the University of Washington School of Medicine have advanced health care education for better access throughout the region. GU's School of Leadership Studies has provided training to health professionals through the Partnership, and the School of Health Sciences works with UW faculty, staff and students on research and innovation projects focused on rural and community-based needs.

Opportunity Northeast. Gonzaga's place-based initiative is strategically focused on improving outcomes for youth and families in Northeast Spokane. Built on more than 30 years of experience, the initiative involves students, faculty and staff in experiential learning opportunities while engaging in shared community development. With a focus on improving whole health, expanding access to educational opportunities for youth and adults, and building an engaged campus and community, the initiative works in partnership with Northeast neighbors and a number of local organizations. From developing business plans and workforce development to youth programming, Gonzaga's faculty in Business

Administration, Engineering, Health Sciences, Leadership Studies, Education, and Arts & Sciences contribute to the building of community capacity while providing students with transformative learning opportunities.

Transportation. The new STA City Line, which features all-electric, state-of-the-art, zero-emission vehicle technology and high-frequency service seven days a week, runs through GU's campus, connecting Spokane's urban core with historic Browne's Addition to the west and Spokane Community College to the east. Recent renovations to the Don Kardong Bridge across the Spokane River ensure safe and growing pedestrian access to the Centennial Trail. With funding from the National Endowment for the Humanities, faculty members Greg Gordon and Katey Roden continue working on the new Children of the Sun Trail along the growing north-south freeway. Rhonda Young from the School of Engineering and Applied Science engages students on Spokane's expanding Bicycle Master Plan.



In July, Gonzaga hosted several city and state leaders, including Gov. Jay Inslee, for the ribbon cutting of Spokane Transit Authority's new electric City Line, which stops at two locations on campus.



At Home with the Haven

While studying sociology, criminology, and solidarity and social justice, **Skye Clark** ('22) was deeply involved with the Center for Community Engagement. She was a Justice in January participant and leader, Summer Outreach Fellow and a student leader for Connections at Shaw Middle School. In her junior year, Clark was a Rogers High School Postsecondary Summer Outreach Fellow, assisting recent graduates with their postsecondary plans and providing support in their transition from high school to the workforce, training programs or further education. During their work, Fellows deepen their understanding of the needs and assets of Northeast Spokane.

After graduating, Clark committed to a year of service through AmeriCorps, choosing a role at Gonzaga Family Haven, which relies on volunteers and

community partners to provide support services to families transitioning out of homelessness. In her coordinator role, Clark helps GU student volunteers in forming connections with kids who live at the Haven, plans activities, organizes programming and spends time with the youth after school.

Her passion is building sustainable solutions to issues such as homelessness, poverty, substance use and injustices within the criminal legal system.

"I'm grateful to all the volunteers, residents, youth and partners who have committed to this program despite it being the first of its kind," says Clark. "It's been so special for me to witness and participate in the strengthening of our community by working directly and intentionally with our neighbors."

Center for Community Engagement: By the Numbers

*2022-23

4,354* students completed **87,363** hours of community engagement and volunteer work, an **80%** increase from the previous year and on par with numbers from the pre-pandemic academic year 2018-19

3,651 meals served in Northeast Spokane through GU's Campus Kitchen

104 sections of community-engaged learning courses taught, with students earning **5,446** course credits (*up 12% from last year*)

Bringing the community to campus: The Foley Center's exhibit on "Americans and the Holocaust" brought **4,630** community members and schoolchildren to campus, plus **630** youth from John R. Rogers High School, Garry Middle School and Shaw Middle School.

**Some students participate in club service activities in addition to a program in the Center for Community Engagement and thus may be counted twice.*

Acting on Inspiration

Indeed, we belong to each other.

Working in community can be transformative for all involved – from students and alumni to program participants.

For Mary Francesca Fontana ('04), being in community with others changed her mindset, and even how she measured her own worth. "I came to understand that the real work was not the busy list of tasks that occupied much of my time. ... It was the work of being present."

» **Don't miss her full story, page 48.**

We hope this collection has helped to spark a new passion or revitalize an existing fervor for volunteering in your own community. If so, tell us about it!

» **gonzaga.edu/editor**

Find more about the programs mentioned, read additional stories and explore ways to be involved:

» **gonzaga.edu/ReadersCare**

Thanks to all who make this work possible!

Gonzaga University's learning opportunities through the Center for Community Engagement are possible through the generosity of many, including these individuals who have taken a leadership role in this important cause: **Heather Barbieri, Scott & Emily Scelfo, Darin & Mia Davidson, Mari Morando Schwalbach '96 and Nate Schwalbach '94** (on behalf of The Cedar Spray Foundation), **Mary Schweitzer, Daniel & Anne Stoner, STCU, Fritz and Jeanie Wolff and many others.** You can join the effort!

» Visit **gonzaga.edu/ReadersCare** to give today.

A Playful, Restless Intellect

By Dale Goodwin ('86 M.A.T.)

Mary Jeannot has always taught that any language, and communicating with speakers of other languages, is more than just the spoken or written word. It involves getting to know people.

Take, for example, this interaction:

"Yesterday we were buying two coffees at a stand in Akko, Israel," Jeannot says. "Prices there are never fixed, and the man, who didn't speak English, held up a two and a four. So, naturally, my husband thought the price was 24 shekels, but it was 42. The vendor was counting from right to left (Hebrew and Arabic), not left to right (English) ... It's possible he was toying with us, too!"

Now bearing the title Associate Professor Emerita, Jeannot retired in May after a stellar 30-year teaching career at Gonzaga where she founded the master's program in Teaching English to Speakers of Other Languages (TESOL) in 1998, a work of love she describes as centered in context and ambiguity.

"When you find yourselves in the thick of cultural difference, it's inevitably ambiguous. So, embrace it. Learn from it," she says. "What you see on the surface is not always what is below it."

Like knowing that people in Israel write and read right to left.

Between making and finding

Jeannot, a learner of several languages, has worked in the Central African Republic, Ivory Coast, Micronesia, Hungary, Poland, Japan, Italy, Colombia, Benin, Zambia, Malawi, China, Cuba and Mexico. She loves the literacy challenges she has found in each locale.

"Mary is dynamic in the classroom," says retired Assistant Professor Marilyn Jackson Runyan, who accompanied Jeannot early in her career. Runyan recalls a memorable class Jeannot taught, highlighting a short conversation in Sango, a central African language.

"She danced around the room, using hand gestures, drawing stick people on the whiteboard, speaking Sango but no English at all," Runyan says, "almost magically drawing out of those initially nervous future teachers the words of a language they had never spoken, let alone heard of."

Within half an hour the students were reciting the conversation without much hesitation.

Education Associate Professor James Hunter, who succeeded Jeannot as director of the TESOL program, adds "invention" to his definition of his predecessor.

"Invention is characterized as somewhere between making and finding, creation and discovery," he says. "Mary has urged us all – faculty and students alike – to be co-inventors of our practice and our academic community. In this way, we are all mentors to each other, rather than separated into experts and novices, as one might expect in a typical graduate program.

"Mary encourages us to embrace ambiguity, rather than seek an elusive, even fictitious, exact meaning."

Jeannot has always been the heart of this program, Hunter adds.

The affable Jeannot has a vision for, and a purpose to, her work. She also exhibits a playful persona.

continued next page



Amber McKenzie, now assistant dean of Global Education and Strategic Partnerships at Community Colleges of Spokane, served as Jeannot's right hand for 14 years.

"Mary was born to teach and innovate," McKenzie says. "She is incapable of being boring. She is passionate about engaging students in the most meaningful and transformational way, and she does this by pushing them outside their comfort zones."

Naomi Hagen attests to this.

"I was an MA/TESOL adviser, working on my practicum in Zambia," Hagen shares. "I had worked previously with middle and high school students. My practicum assignment was working with 5th- to 8th-graders. After the first day, Mary saw this was too comfortable for me. The next day I was working with another practicum teacher teaching adults. Still a day later, I was learning their native Bemba by day and training college students to teach others by night. Each time forcing me out of my comfort zone."

"Within a two-month span, Mary had pushed me into every different aspect that I would encounter in my career. I now have the career and the confidence I need," says Hagen, a professional development coach in Spokane Public Schools where she trains teachers to work with multilingual students.

McKenzie will always look up to her mentor.

"What I love most about Mary is her ability to play, laugh and not take herself too seriously. She has the brain and the intellect of an academic, but the heart of a child, which is a rare and unique combination if you ask me," McKenzie says. "She is whimsical, engaging, self-reflective and so much fun."

"She is also outrageous, in the best possible way, outspoken, and possesses a style of dress which sometimes includes wearing her shirts inside-out and backwards," McKenzie adds with a smile.

In the Beginning

While a French major at Seattle University, Jeannot was part of the university's travel abroad program in France. She joined the Peace Corps, working in the Central African Republic, and then completed graduate studies at the University of Massachusetts, Amherst.



But she was homesick for the West Coast. She knew about Gonzaga as her older brother Tom teaches philosophy here. When she learned of an opening for an English as a Second Language position, she applied and was hired in 1992.

In 1998, she started the MA/TESOL program and played a significant role in merging the TESOL and English as a Second Language programs. That same year she created the free TESOL Summer Institute. Today, that program draws upwards of 400 middle and high school immigrant and refugee students to campus to gain academic, linguistic, social and cultural enrichment from graduate students, GU faculty members and teachers in the community. Not only does the partnership with Spokane Public Schools benefit Spokane's youngsters, it also provides a great training ground for teachers to build their resumes and get substantial experience in international education.

Discovery Over Mastery

“Any account of Dr. Jeannot’s legacy also needs to include her longstanding and consistent efforts to bring Gonzaga’s domestic and international students into meaningful interaction with the larger world,” says Anny Case, chair of Teacher Education.

In 2009, for example, she launched the Peace Corps Master’s International program, which prepared students for a master’s degree that included a Peace Corps assignment overseas.

She also helped initiate the Bachelor of Education degree in Community, Culture and Language in 2019, an interdisciplinary program where students gain deep understanding of the ways in which cultures, languages and literacies affect communities.

“With cultural humility, we can develop alongside individuals from diverse linguistic and cultural backgrounds,” Jeannot says.

Working with Hunter and John Eliason in the Writing Center, this threesome was able to hire a much-needed multilingual specialist. Jeannot’s graduate students serve assistantships across campus, in business, English, law, modern languages, nursing and engineering, serving GU’s international community.

“Dr. Jeannot’s influence on international education at Gonzaga is unsurpassed,” Case says.

“Mary understands firsthand how meaningful global relationships can challenge our unchecked thoughts, beliefs, biases and perceptions about the world and those in it, forcing growth and transformation in unexpected ways,” says McKenzie.

Former student Hagen talked about mastering a subject in a class with Jeannot, who responded: “Do you ever think anyone reaches mastery, where there is nowhere else to grow? No matter what you’ve learned so far, there is always more to learn,” Jeannot said. “Mastery is a swear word in my book.”

What’s Next

An enthusiastic traveler, a retired Jeannot would love to venture to Vietnam and Southeast Asia, when she is not reading, practicing yoga, hiking and taking steps to ask the universe “What’s next?”. Husband Jeff Hazen, a chemistry and biochemistry instructor and stockroom assistant, does not want to pollute the world with jet fuel, so when he retires this couple plan to travel the U.S. in a small electric car, free and open to whatever the world has to offer.

Be a Part of the Story

Here are some of the topics planned for future Gonzaga publications:

- Artificial Intelligence
- Civil discourse
- Health equity
- Native/Tribal connections
- Adult professional development

Do you have specific questions you’d love to see answered from a Gonzaga perspective, or have expertise in these fields?

We want to hear from you!
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Gregg Hersholt

SEGUES INTO RETIREMENT

Seattle's Radio News Voice

Hersholt worked nearly 40 of his 50 years in radio with three of Seattle's most widely heralded radio stations - KIRO, KJR and KOMO

By Dale Goodwin ('86 M.A.T.)

Gregg Hersholt ('73) always imagined himself tooling down the highway as a passenger in his listeners' cars.

The drivers may be shaving or applying makeup, but they have Hersholt's strong, upbeat and steady voice sharing the ride with them, offering the news on the radio about what's happening in their world today.

"Just trying to keep things simple and uncomplicated," says the longtime morning radio news anchor with stops in Spokane, Portland and Seattle.

He signed off at KNWN, formerly KOMO radio in Seattle, on Jan. 13 after a distinguished 50-year career in radio broadcasting. His colleagues shared his studio with him on that last day when Seattle Mayor Bruce Harrell and Washington Gov. Jay Inslee offered recorded messages applauding his gift to Pacific Northwest listeners.

I knew of Gregg Hersholt listening to KJRB AM Radio in Spokane back in the mid-1970s. I was a high schooler and his voice was immediately recognizable.

He grew up in Beverly Hills, attended Loyola High School, was the grandson of Hollywood actor Jean Hersholt,

for whom the Oscar Humanitarian Award is named, and the nephew of movie actor Leslie Nielsen of "Airplane" and "The Naked Gun" fame. Hersholt came to Gonzaga University in 1969 with 12 of his Loyola classmates.

Gregg had just graduated from GU with a degree in communications, cutting his radio teeth on KZAG Radio, "coming to you from the bowels of the COG." He always envisioned himself being a newspaper reporter.

But KZAG taught him that radio could be a fun career.

"I was the second vice president of the student body association at GU, and I leaned over the second-floor balcony in the COG about 5:30 every evening during dinner and read the announcements of movies, concerts and programs for the next day, and I frequently had to duck as my 'friends' hurled the evening's entrée at me," says Hersholt, now 71. "I enjoyed that a lot. My friend Don Fitzpatrick ('71) encouraged me to introduce myself to the radio manager at KJRB, the top 40 station in town back then, so I did.

"They were planning to add a news guy who could relate to their audience of teens and young adults. They let

me work the first month for free. After graduating, they offered me \$650 a month and I thought I was the richest guy in the world," Hersholt remembers.

He initially worked the 6 p.m. to midnight shift, preparing and reading the news. He worked his way up to the afternoon drive slot, then morning news anchor before earning his job as news director.

His career would take him back and forth from Portland to Seattle for rewarding and sometimes grueling experiences, including being fired a few times.

He spent 26 years as a reporter, afternoon news anchor and then morning news anchor at KIRO in Seattle. But when management decided to pivot from news to talk radio, Hersholt was out and looking for work at age 58.

At long last, a dream job opened up at KOMO radio and Hersholt spent what he calls "the most rewarding 10 years of my career" writing and reading the morning news with his best radio partner, Manda Factor.

"We were always on the same wavelength," Hersholt says. "Being on live radio, you must have a good instinct with your partner, knowing what to say when. We have great mutual respect for each other."

He also has great respect for his favorite radio guest, former President Jimmy Carter, "such a humble guy," Hersholt says.

"I had met him at Expo '74 when he was governor of Georgia, and I was emceeding a program there. He was so unassuming and down to earth. He wanted to know all about me and my family.

"Then, some 40 years later President Carter came to our studio for an interview. He patiently sat for 20 minutes while I read the news before we had a chance to talk on air. He listened to the news and during breaks complimented me on my work. I reminded him that we had met 40 years earlier. It was surreal."



Hersholt emceed the kick-off to the 1992 campaign and returned in 2004 with his daughter Via ('06) to emceed the grand opening of McCarthey Athletic Center.



Hersholt's favorite interview was former President Jimmy Carter

Hersholt recalls two of his toughest days on the job, first on 9/11 having to maintain his sanity while talking listeners through what had just happened.

"Then, on March 18, 2014, our TV news helicopter took off from the top of our building and crashed with two co-workers aboard. For six or eight hours we had to broadcast about this tragedy and what these workers meant to us. It was difficult to put our emotions aside," Hersholt says.

He claims most days were fun and funny, behind the scenes. "But we had to act like adults on the air," he quips. Much of the news came from television reports, and a big part of his job was translating TV copy into word pictures that listeners could imagine.

All in all, radio was a perfect fit for this gregarious Zag. "Right away it was so much fun for me, I knew I was in the right place," he says. "Being fired a few times, mostly working for music stations, made me wonder. But finishing with a news station was the perfect end to my career.

"I'm ready to ditch the alarm clock and wake up whenever I want," Hersholt says. But his nightlife has yet to awaken as around 7 or 8 he's still ready for bed.

Travel and writing a memoir about growing up in the shadow of his famous grandfather are next on Hersholt's priority list.

10-4, good buddy.

Have a suggestion for a grad to feature in "Segues"? Share with us!

» gonzaga.edu/editor

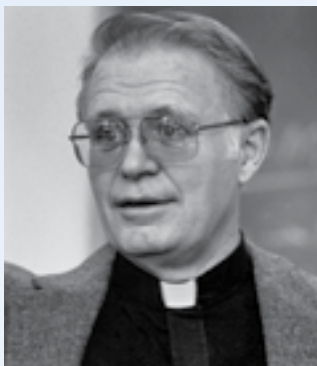
Who's this Zag?

This Sister of St. Joseph of Carondelet and professor of Religious Studies Emerita taught a wide range of courses during her 31 years (1987-2018) at Gonzaga. She also directed retreats and workshops in various locations around the country and in Canada, England and Ireland. She frequently taught in study abroad experiences and helped create "Spirituality and the Arts of England." This professor helped design and direct a two-year training program for spiritual directors called Hearing God's Voice. She was committed to an integration of spirituality and social justice in responding to our Mission and took numerous groups of Gonzaga students on Habitat for Humanity Global Village experiences. Who is this Zag?

» **If you know this Mystery Zag**, please share a favorite memory: **Visit gonzaga.edu/editor**, or write Editor, Gonzaga Magazine, Gonzaga University, 502 E. Boone Ave., Spokane, WA 99258-0070.



Our Mystery Zag from Summer 2023



Fr. James Powers, S.J.
Professor, English
(1985-2003)

He was humble, witty and a steadfast mentor to students and colleagues alike.

He thrived on those times when he energized the imagination and creativity of others. His office was often filled with students who sought his counsel and good humor. Most who knew him were uplifted by his witty perspectives on life and living. He was a man who could see through the heart of a problem and clearly articulate it. Fr. Powers grew up in Spokane, attended St. Xavier School through World War II, then Gonzaga Prep and received two degrees from Gonzaga University before earning his doctorate in 18th Century British Romanticism and Philology from Colorado. He loved words and wove them together in the most artistic ways. He spent 20 years as English professor and dean of Arts & Sciences at Seattle University before becoming English professor and later chair of the department at Gonzaga. In 1988, he was diagnosed with Parkinson's disease, but it didn't stop him from traveling the world frequently. He was named English Professor Emeritus in 2003 and died in 2005.

Reader Responses

Fr. Powers was the best professor, and I loved his English literature course. He and other phenomenal educators inspired me to become an English literature teacher. When I returned to Gonzaga nearly 10 years after taking Fr. Powers' course, I ran into him in the basement of the Ad Building. I recognized him immediately, and he shocked me by addressing me by my name. He stopped to ask about my life and we had a pleasant conversation. Fr. Powers was an amazing Zag.

— Paula Savenelli-Schulte ('91) — Fox River Grove, Ill.

Wow, oh yes. I remember Fr. Powers VERY well. "Tick tock Greenwich Time" he'd say in a television-like narrator's baritone voice when we did not know the answer to his questions in class.

— Lisa Browne Banic ('90) — Boca Raton, Fla.

I took his etymology of speech class circa 1994 and it was a very engaging and fun class. Definitely a touch more fun than the Age of Enlightenment class he also taught, and I enjoyed that one, too. Father Powers was very funny and personable and kind. I still think of him every day with words like crapulous that he enjoyed informing us about.

— Mike DeBellis ('95) — Novato, Calif.

In class, he would comment on how Jesuit House was sinking and how he prayed he would be trapped with the alcohol cabinet and no way to be rescued.

— Rebecca Clark ('94, '22 Ed.D.) — Spokane

I remember Fr. Powers. He taught me to be a stronger writer. He taught me that strong work ethic will reap exponentially greater rewards. His kindness and professionalism reside in my memory bank and he is part of who I am.

— Noel Leary, Teacher ('90) — Lihue, Hawaii

I remember when we sat down for our final exam of the semester, he distributed the materials and said, "Now write like a bat out of hell." It was the perfect tension breaker.

— Gina Maffei ('00) — Seattle



UNITE to IGNITE

Coming to Your Region

Join **President Thayne McCulloh** and a select group of influential leaders and renowned alumni for an extraordinary experience as the University embarks on a momentous regional tour, exclusively designed for YOU — Gonzaga’s esteemed alumni, friends, parents and donors. Get ready to have your interest sparked, your GU connections deepened, and the impact the Zag network is having around the globe illuminated.

This series of events will ignite Zag Nation in multiple cities. Join in the celebration of Gonzaga’s most distinguished and cherished alumni and donors, whose unwavering support has propelled the University to unprecedented heights of success.

Unite to Ignite is more than just an event, it is an opportunity to be part of something truly exceptional with Gonzaga University. Prepare to be inspired as you reconnect with fellow alumni, rekindle friendships, and forge new alliances within the remarkable Zag network.

You will also have the chance to contribute to the success of Gonzaga and learn how the University is playing a pivotal role in local communities. Engage in stimulating discussions, explore innovative initiatives, and gain exclusive insights into the direction of YOUR Gonzaga University.

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2024

1/24 Portland, Ore.
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5/16 & 18.... Florence, Italy
8/11 Bozeman, Mont.

Unite to Ignite!

For details:

gonzaga.edu/UnitetoIgnite

Igniting the Zag Network is all about Sparking Connections

Amy Moran ('01) has begun her journey to become a translational cancer immunologist at Oregon Health & Science University where she is also associate professor of cell biology and cancer biology.

“Mia Bertagnolli (professor of biology) was the spark,” Moran wrote. “She graciously trained me as a Murdock Scholar in her lab over the summer, then connected me to her sister-in-law (Monica Bertagnolli), a surgeon in Boston, whose lab I joined at Harvard Medical School for four years. This

was the start of my own journey to becoming a translational cancer immunologist at OHSU.”

In May, Moran had the honor of sharing the stage with Monica Bertagnolli at the American Association for Cancer Research’s annual meeting.

Have a similar story of a Gonzaga connection that made a difference?

Share with us! » gonzaga.edu/editor

Community-minded

By Dan Nailen

One hears a lot about connections in the business world, typically in the context of making them to increase profits, or to help in a job search.

But what about the connections that link a person to a community, to an ethical approach to business, to the idea of serving others through one's work?

Ezra Eckhardt (M.B.A., '02), president and CEO of Spokane-based credit union STCU since 2018, is one person whose network informs his life.



His affinity for his Spokane hometown brought him home after years away attending West Point, serving around the world in the U.S. Army and then working in Seattle. His fidelity to the military informs his can-do attitude and skills as a communicator and leader. And his belief in the Jesuit ideals learned first at Gonzaga Prep followed by Gonzaga University's M.B.A. program fuels the work he does with STCU supporting the people of the Inland Northwest.

Case in point: STCU recently announced a five-year, \$100,000 gift to Gonzaga University, split among Opportunity Northeast and its Campus Kids and Essential Skills programs and the School of Education and its Office of a Pedagogy of Hope Through Research and Practice. STCU also recently launched the Here for Good Foundation, which committed \$250,000 over five years to help the organization LaunchNW ensure every student in the region has the opportunity to pursue post-high school education.

"We were started by teachers and for teachers," Eckhardt says. "We have a very important place in our heart to support education and early development and full, lifelong development, so we absolutely want to stay committed to the education resources in our community. We want people to have access to knowledge so they can open doors for themselves."

Eckhardt can just look in the mirror to find someone who used education as a catalyst to a life that was perhaps unimaginable when he was growing up in North Spokane. The grade school across the street from his house was torn down, and his parents enrolled him in Trinity Elementary School, which eventually led him to Gonzaga Prep. One of the most important realizations he had was that his parents wouldn't be able to pay for him to go to college.

Enter West Point, the U.S. Army's military academy in New York, followed by a six-year military stint before returning to the states and a career in business that eventually brought him home to Spokane, to Gonzaga's M.B.A. program, and to his leadership role at STCU.

After years working in the traditional banking industry, Eckhardt was thrilled to move to the not-for-profit credit union where "my focus isn't around paying shareholders dividends, it is around community service." STCU is owned by its 270,000 members and "our shareholder dividend comes in the form of how we give back to the community."

"I'm totally committed to the community here in the Pacific Northwest, and how we build our resources so that we're creating community that can stand the test of time," Eckhardt says. "That's something I think ties into the mission of GU and being able to create community leaders for the country."

Closing the Hunger Gap

By Carolyn Lamberson

In the 2022-23 academic year, students checked into the Law School food pantry more than 6,000 times.

Mariah Welch ('23 J.D.) had started a food pantry during her undergraduate studies at the University of Montana, so when the Gonzaga Law School's Student Bar Association (SBA) survey of students revealed a need, Welch was a likely person to champion the effort.

When asked if students would want this or need this the response was "a resounding 'yes,'" Welch says.

"A lot of students were going without nutritious meals because they couldn't afford them," she adds.

In April 2022, the SBA opened a food pantry in a small closet, using money from its own budget. In February 2023, the pantry moved to a permanent larger space on the third floor, complete with a refrigerator, providing easy access to canned goods, snacks, lentil and rice packets, eggs, butter, yogurts, cheese sticks, as well as fresh fruit and vegetables.

She also heralded a partnership with Second Harvest to bring a mobile market to the law school once a month to feed students; any leftover food would go into the pantry.

"We hear students say they maybe haven't had fresh fruits or veggies all semester because they couldn't afford it, except for the food pantry," Welch says. "We've heard a lot of students say this is the best thing Gonzaga has ever done to show support for students."

Welch adds, "It's humbling and makes me really proud that students are willing to accept that help and that we're able to give it to them."

An endowment established by an alum will keep the pantry running in perpetuity.



"It's humbling that students are willing to accept help and that we're able to give it to them."

Waste Not

The options for meal bars seem limitless. From Power Bars to Protein Pucks, there are dozens of options for busy folks needing energy on the run. So, what makes the Act Bar different?

Founded by Amelia Allen ('16), a former GU varsity volleyball player and communication studies major, Act Bar exists with a hope to fight hunger.

During COVID, Allen was living with her sister Ashley, a teacher at a school with a high percentage of children who qualified for free or reduced lunch programs. When Ashley shared that the school lunch was the only meal some students could rely on, Amelia researched further, discovering that 34 million Americans experience food insecurity every year – and yet a third of all food in America goes to waste.

“Ultimately, the desire to waste less so we can feed more is what inspired Act Bar,” says Allen.

“The U.S. hunger crisis isn’t going to get solved overnight, but I knew that enough small actions would lead to change,” Allen says, “So I created a bar wasting less through the use of upcycled grains and feeding more through our donation of one meal for every bar purchased.”

“I hope Act Bars inspire others to take action with us to close the hunger gap.”



ACCOLADES

'11 **Ryan Candee** is a physician assistant for Matthews-Vu Medical Group. He recently was named Physician Assistant of the Year by the Colorado Academy of Physician Assistants.



'12 **M.A. Essence Russ Batson** was featured in the “40 under 40” spotlight in the Puget Sound Business Journal (fall 2022). She is director for Technology Access

Foundation, a role for which she says Jesuit education prepared her. She attended Seattle University (where she is on the Board of Regents) before she completed a master’s in communication and leadership at Gonzaga.

Want to share your family or career updates? Submit weddings, births/adoptions, promotions and accolades here » gonzaga.edu/alumninews

CAREER UPDATES



'89 **Tim Harrington** began as an education major at GU but ended up switching to economics. Harrington is happy to announce that after

acquiring a Master of Arts in Teaching, he is a third-grade teacher at Monte Cristo Elementary in Granite Falls, Wash. After all these years, he is doing what he should have all along, teaching.

'95 **Bryan Thorn** celebrated his 23rd season working in sport stats for the Sounders, Sonics, Storm, Huskies, Seahawks and Mariners.

'10 **Raevyn West** is vice president of Global Markets Development at Engie where she is responsible for commercial activities across five continents. She shares: “I love the topic of decarbonization and working with businesses on their strategies. Working to decarbonize the energy-intensive sectors like steel, consumer goods and manufacturing is highly technical, and each business has a unique set of

challenges. This work is dynamic, and I have had the opportunity to manage teams around the world.”



'14 **Kari Nore** is director of external affairs for Alaska Chamber, responsible for the chamber of commerce’s communications and advocacy.

'15 **Kaitlin DeBarros** is director of marketing communications, responsible for overseeing a global team at Simply NUC, a Texas-based computer hardware company.

'15 '18 **M.A. Mark Smith** has joined the Spokane Public Facilities District as an event coordinator.

'18 **M.A. Kimberly Virtuoso** is senior vice president of Fontainebleau Las Vegas after having completed her master’s in organizational leadership. She also serves as vice chair of the Civil Services Board in Henderson, Nevada.

In Print

'66 **Robert Roberg** published "The Mount Spokane Poet," a collection of short poems. Roberg says he was drawn to poetry in the eighth grade, and in high school received a prize from a Spokane districtwide competition. A life of lessons as a Peace Corps volunteer and community developer permeates the pithy reflections.

'81 **Teresa Janssen** released a novel, "The Ways of Water." This historical fiction piece tells of a young woman's coming-of-age in the American Southwest in the early 20th Century.

'98 **Kelly Tuttle** is a neurology nurse practitioner and herself a survivor of traumatic brain injury (TBI) who has published "After the Crash," a guide to help individuals keep working, learning and living life as their brains

recover. She also provides tips to prevent TBI from devastating your livelihood.

'10 **M.A. Dena Rosko** is wrapping up a five-book series, "Kingdom Come," about heritage theology, formation and care. The chapters provide a heritage model, devotional and prayers that invite us to design organizations and partnerships with a heritage model-informed language to dialogue the gospel by rekeying, reframing and recontextualizing our conversations about basic needs and safe love.

'13 **Chelsea (Caslavka) Caslie** published the second book in the "Fantasia Series, Fatal Reset," an exciting take on video-game genres and multiverse storytelling with fun banter.

'15 **Eli Francovich**, who (after being a student writer for Gonzaga Magazine) worked as a staff writer and editor of the outdoor beat for The Spokesman-Review, has published "The Return of Wolves," about a topic that continues to present challenges throughout the American West. True to Francovich's journalistic roots, the book explores perspectives from ranchers and politicians to environmentalists and everyday folks interested in the comeback of the gray wolf in Washington.

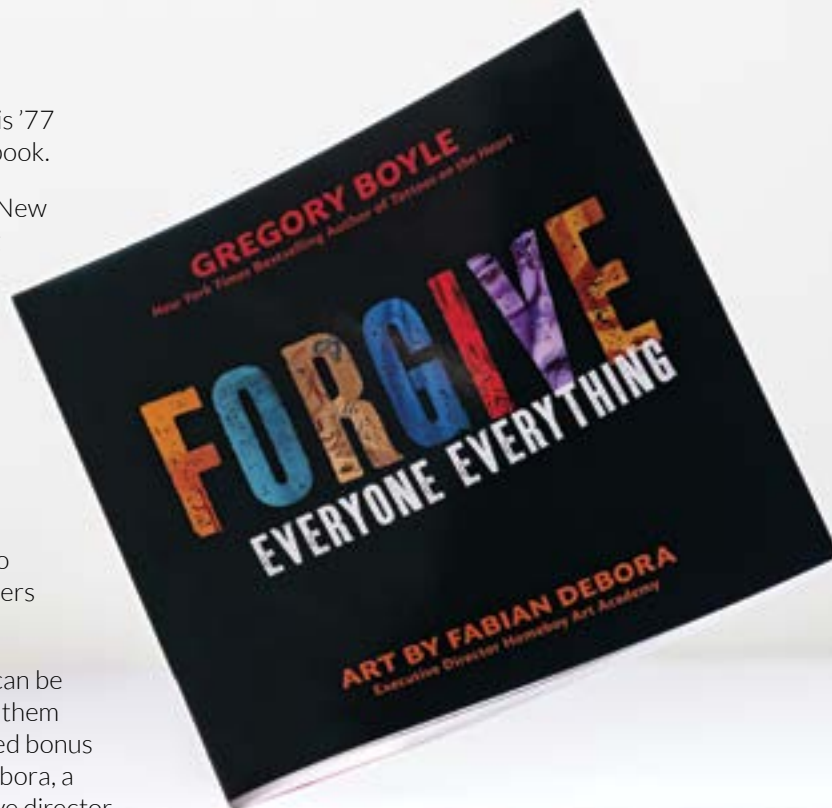
'22 **M.A. Evan Wildstein** published his first book, "The Nonprofitteer's Fundraising Field Guide," an enhanced version of his thesis from the organizational leadership program in the School of Leadership Studies.

RECONNECTING WITH FATHER BOYLE

"Forgive Everyone Everything" is '77 Father Greg Boyle, S.J.'s latest book.

After "Tattoos on the Heart" (a New York Times bestseller), "Barking to the Choir" and "The Whole Language," readers across America have fallen in love with "G's" way with words and his unlimited love and commitment to people who come through the doors of Homeboy Industries and Homegirl Industries – both of which provide jobs and dignity to those who were formerly members of gangs and/or incarcerated.

"Forgive Everyone Everything" can be enjoyed in small doses – think of them as short homilies – with the added bonus of original artwork by Fabian Debora, a Chicano muralist who is executive director of Homeboy Art Academy.



Have you published a book? Submit info » gonzaga.edu/alumninews and mail a copy: Editor, Gonzaga Magazine AD 70, 502 E. Boone Ave., Spokane, WA 99258

Best wishes to all the happy couples!

'09 **Jamie Wopschall** and Richard Olsen wed in December at the Historic Flight Foundation in Spokane surrounded by many Zags. Jamie is a teacher for Spokane Public Schools and Richard is a lineman in construction.

'13 **Patrick Spencer-Rios** and Lourdes Tames celebrated their wedding at Valle de Guadalupe in Baja California, Mexico.

'15 **Kristina Taylor** and James Gately recently married.

'16 **Taryn Smith** and '14 **Zachary Hanson** married at St. James Cathedral in Seattle last October. Taryn is an RN at Loma Linda University Medical Center.

'16 **Katie Burns** and '16 **Kyle Johnson** married at St. John's in Seattle in August 2021. Katie is an occupational therapist and Kyle is a financial adviser.

'17 **Emily Diedrich** and '17 **Chris Williamson** married in Seattle in August 2022, attended by many members of the class of 2017.

'18 **Cody Miller** married Rachael Delamare. Cody is a product marketing manager.

'18 **Hannah Yount** and '18 **Gonzalo Del Carpio** exchanged vows at Liljebeck Farms in Woodinville, Wash. Hannah is a behavior therapist at Seattle Children's and Gonzalo is a retail success manager at Salsify.

'21 **Rachel Erdman** and '22 **Cecilio Flores Roque** wed at Pioneer Park in Walla Walla, Wash. Rachel is a care coordinator for Senior Services Associates.

'21 **Erica Gonzales** and '21 **Mathew Kucsak** celebrated their wedding. Erica is a medical assistant at an ENT and allergy clinic and Matthew is a test engineer for Gaming Laboratories International.

'21 **Isha Singh** and '21 **Josh Madison** married in May, surrounded by Zags. Isha is a structural engineer and Josh is a geotechnical engineer.



'11 **Ilaria Ghattas** and Trenton Erker met on the first day of high school at Bellarmine Prep in Tacoma, didn't see one another for 15 years, and then married at St. Mary's Coptic Orthodox Church in Seattle. Ilaria, of Egyptian descent, said the ceremony included an ancient Egyptian hymn for the enthroning of a king and queen. As a global production and program manager at Duolingo, she produces the annual learner's conference, Duocon, a free virtual global event featuring language, learning and technology.



'16 **Gabbie Perko** and '15 **Greg Esteban** met as RAs in 2013. Gabbie is a third-generation Zag. Their officiant was Father Peter Byrne, S.J., who Gabbie says gave "the most beautiful wedding homily I've ever heard." She says even their non-Catholic guests "walked about singing Fr. Byrne's praises."



'18 M.A. Francois Rene married Marie Evrardine-Berroutte in Montreal, where Francois is entering his sixth season as the women's basketball head coach at Vainer College. Marie played at Bishop's University. Francois also runs a basketball academy providing training services in Quebec and eastern Canada.



'18 Bethany and **'17 Shawn Adame** welcome a son: Levi. Furry family members shown are Hurley and Posie.

Congrats to all the growing families!

'07 Meaghan (McAuley) Bedrossian and Chris: a second boy, Conley Charles

'08 Amy (Martinez) and **'09 Peter Cangany**: a daughter, Belen Elenna

'10 Kelsey (Higley) and **'04 Kevin O'Brien**: a son, Callum

'12 Kenna (Schutz) Day and James: a son, Walker

'12 Maureen (Cahill) and **'12 Dave Soto**: a daughter, Alyson, who arrived in time to watch her Zags make a run in the tournament!

'12 '13 (M.I.T.) Janet Ortega: a son, Lincoln

'13 Jonathan Mora and **'14 Meghan (Roletto)**: a daughter, Beverly Mae

'14 Courtney (Fisher) Gibson and Christian: a son, Callahan Luke

'14 Callie (Turgeon) and **'13 Anthony Galvan**: a son, Caden Joseph

'14 '18 J.D. Meagan (Nibarger) and **'14 Matthew Bennett**: a son, Gryphon Thomas

'15 Nick Mason and Lindsey: a daughter, Lucy Mackay

'15 Megan (Newman) and **'15 Kevin Ward**: a daughter, Louise Elizabeth

'15 Caitlyn (Rosellini) and **'15 '16 M.Acc. Tyler Schmutz**: a son, Oliver

'16 Katie Burns and **'16 Kyle Johnson**: a boy, Wesley James

'16 '21 Ed.S. Jenna (White) and **'16 Matthew Finnerty**: a boy, Michael James

'17 Johnna (Coughlin) and **'18 Drew Zender**: a girl, Clara Catherine

» See all the photos at gonzaga.edu/magazine and submit your announcement at gonzaga.edu/alumninews

“Blessed are they that mourn: for they shall be comforted.”

(Matthew 5:4)

'51 **Charles Tonani**, Coast Guard veteran who used the GI bill to obtain a degree in business administration. May 18 – Spokane

'51 **Edwin Zapel**, Army veteran. June 10 – Ellensburg, Wash.

'55 **Fr. Rock Leo Sassano**, priest who served several churches in Oregon and enjoyed poetry. May 5 – Beaverton, Ore.

'56 **Harold Ripple**, Navy veteran who practiced medicine in Wisconsin and later established a house for those recovering from substance abuse. March 29 – L'Anse, Mich.

'57 **J.D. George McCabe**, first lieutenant while stationed in France who later practiced law and supported many community endeavors. April 15 – Great Falls, Mont.

'57 **Joseph Grismer**, Air Force veteran and VA psychiatrist and chief of psychiatry; recipient of Wallace, Idaho's Citizen of the Year award in 1998. May 6 – Spokane

'58 **James Driscoll**, lover of the performing arts, he taught English at Butte High School. April 14 – Butte, Mont.

'58 **Betty Reder-Ellis**, nurse of more than 50 years and teacher at Sacred Heart School of Nursing who also served the Washington State Long Term Care Quality Assurance Program. June 23 – Spokane

'60 **Mary Lynne (Llewellyn) Barcott**, advocated for others through the Washington State Developmental Disabilities Administration and Catholic Community Services. March 16.

'60 **Arthur Folden**, enjoyed more than 50 years in business. June 16 – Tacoma, Wash.

'60 **Anne (Horthor) Jesse**, ER nurse in Spokane and Tacoma. April 18 – Lakewood, Wash.

'60 **Joan (Hively) Gagliardi**, past president of the Gonzaga Alumni Association, a Gonzaga Regent and chair of the President's Council. June 22 – Spokane

'61, '82 **J.D. Carolyn (Gale) Louthian**, teacher, writer, lawyer and Spokane County Deputy Prosecutor. March 29 – Spokane

'61 **Arthur McGinn**, reporter for United Press International news service. April 30 – Spokane

'61 **Robert Meighan**, loyal volunteer and patient golf instructor to his grandchildren. June 11 – Arlington, Va.

'62 **Albert Nephew**, professor of philosophy for 43 years at the College of St. Scholastica, Duluth, Minn., and one of the college's 100 Century of Saints honorees. June 27 – Duluth

'63 **Phillip Herres**, engineer, executive manager and leader of several tech companies before forming a consulting agency to mentor start-ups. His wife Lorelei Herres is a member of Gonzaga's Board of Regents. July 7 – Redmond, Wash.

'63 **Howard Tennant**, held various positions at University of Saskatchewan and was president of the University of Lethbridge; also served a number of educational boards. April 6 – Lethbridge, Alberta

'64 **Chris Ledwidge**, veteran and lawyer in practice with his father. June 16 – Portland, Ore.

'64 **Barrett Spek**, health care administrator who assisted in developing the first Medicare program for Washington state skilled nursing facilities. March 24 – Roundup, Mont.

'65 **Jeanne Barker**, medical technician who retired from United Blood Services. March 25 – Billings, Mont.

'68 **Daniel McGonigle**, long-term care nurse. April 13 – Astoria, Wash.

'68 **Peggy Mullen** died in Soldotna, Alaska, with a legacy noted by her induction into the the Alaska Women Hall of Fame in 2020 for civic leadership, conservation advocacy and championing the League of Women Voters. She started three businesses: a restaurant with healthy Alaska fare, a whimsical gift shop and a bookstore that was a community gathering place. She was an early climate-change activist who circulated petitions, talked with senators and encouraged young people to run for office. She picked up trash and pulled invasive weeds along the roadside, always working to protect nature and improve trails and parks. “Ride a bike on the Unity Trail between Kenai and Soldotna, hike local trails, fish the Kenai River, visit the Soldotna library, picnic in Soldotna Creek Park, attend the Kenai River Music Festival and you have been the recipient of Mullen's efforts,” cites the Hall of Fame website. The woman who once embarrassed her daughters is now their idol.

'72 **Leo Blodgett**, worked in sales of industrial tools and performed in community theater and vocal groups. May 13 – Portland, Ore.

'73 '90 **M.A. Susan (Pfeifer) Curalli**, elementary educator. May 21 – Spokane

'74 **J.D. Jon Parker**, practiced law with his father, passionate about the Grays Harbor community. June 19 – Hoquiam, Wash.

'75 **Jill Robinson**, accountant who spent her career with Spokane Transit Authority. Jan. 25 – Spokane

'76 **J.D. Paul Counts**, Vietnam veteran, lawyer, music lover and beloved by family. May 24 – Edgewood, Ky.

'76 **J.D. Richard Hildebrand**, Air Force veteran who practiced law in Seattle and served with the Human Rights Commission. May 16 – Maui

'78 **Frederick Barela**, Army officer who later worked at Kaiser Aluminum and Union Pacific. March 18 – Spokane Valley

'80 **M.I.T. Colleen Maglio**, a career teacher in British Columbia. March 2 – Nelson, B.C.

'83 '85 **M.B.A. Martha Pomerleau**, directed refugee resettlement efforts and volunteers with multiple local organizations. April 29 – Spokane

'83 **Robert Foster**, mechanical engineer with passion for designing and building. Aug. 23 – Spokane

'85 **J.D. Salvatore Faggiano**, worked in Spokane County Prosecutor's office and City Attorney's office, as well as community volunteer. March 14 – Spokane

'86 **M.A. Joan (Parker) Sheard**, a passionate teacher and a beloved human being. June 6 – Spokane Valley

'87 **Ph.D. Donald James**, a hospital administrator and volunteer with the Civil Air Patrol. May 23 – Deer Park, Wash.

'87 **Steven Murphy**, mechanical engineer who worked at Key Tronics. April 28 – Spokane Valley

'90 **Carol (Knostman) Kerley**, an artist with a gift for sketching and painting. July 6 – Spokane

'91 **Ph.D. Arvel Hemenway**, lifelong teacher for the Church of Jesus Christ of Latter-day Saints. May 11 – Draper, Utah

'92 **J.D. Kenneth Coleman**, physician and medical malpractice attorney. April 11 – Deer Park, Wash.

'92 **M.A. Darrell Shane**, an engineer, police officer, teacher and coach. April 25 – Spokane

'93 **Scott DuVall**, educator and pharmacist. March 16 – Moses Lake, Wash.

'93 **J.D. Benjamin Nichols**, Marine and prosecutor who served Asotin County. May 19 – Clarkston, Wash.

'97 **M.A. Jill (Wagoner) Freeze**, served the Davenport (Wash.) School District. April 7 – Cheney, Wash.

'99 **Marcus Cunningham**, outdoorsman, athlete and natural comic. May 23 – Seattle

'01 **J.D. Adam Burkemper**, practiced in the family law firm for 20 years. June 20 – Troy, Mo.

'01 **M.A.T. Molly Gilden**, recognized for her work in after-school and substance abuse prevention programs at the YMCA, then taught in West Valley School District. March 14 – Spokane

'05 **M.Div. James Fyffe**, a civil service investigator who lived as a brother with the Cistercian Monks for 16 years. March 19 – Central Square, N.Y.

'05 **Anthony Longinotti IV**, a husband and father who loved sports. June 8 – Spokane

'07 **M.A. Cheryl (Munro) Nepoose**, longtime Alberta educator. May 27 – Alberta

'09 **M.B.A., J.D. Kenneth Huitt**, banker, estate planner, trust officer. May 22 – Camden, Maine

'10 **M.A. Steven Weatherford**, Air National Guard veteran who served three deployments in Operation Enduring Freedom. March 7 – Green Valley, Ariz.

'14 **M.A. Trenton Fox** died in his sleep in Alberta, Canada, at age 47. A First Nations member who represented the Stoney and Nakoda tribes, he sought in all ways to learn from and advocate for the local Indigenous people. He earned his master's in education at Gonzaga and was a Ph.D. candidate at the Werklund School of Education (Calgary), where he was studying the history and language of the Stoney and Nakoda communities, although, according to his obituary, he said the best education he received were the stories and teachings shared by Stoney elders. Fox published two books for the education of others: "Nakota Community" and "Grizzly Bear Woman Teaches the A's, Å's & B's." He leaves behind the Îethka Îabi Institute, for which he secured nearly half a million dollars in grant funding, to help preserve the Îethka language.

'19 **M.A. Amanda Smith**, nurse practitioner, beloved by family. June 4 – Las Vegas

'20 **Jason Robert Orr**, former GU RA and band member, achieved his dream of being an engineer for Boeing. April 25

STAFF

Jerry Krause, director of men's basketball operations and a consultant with the women's basketball team for a combined 30 years, and a prolific author on basketball, was named to the NAIA Hall of Fame in 2000, and the NCAA Collegiate Basketball Hall of Fame in 2022. May 24 – Spokane

BOARD

Angelo Mozilo, Trustee Emeritus and father of current Board Chair, Christy Larsen ('88), died July 16. A longstanding supporter of Gonzaga and a close friend of former president and chancellor Fr. Bernard J. Coughlin, S.J., Angelo was an active member of the Board of Trustees from 1993 to 2006. In 2007, he was elected emeritus in recognition of his distinguished service to the Board and university. He, his wife Phyllis and their family have provided funding for the Mozilo Chair in the School of Business Administration, countless scholarships, and a home for the Gonzaga In Florence program in Florence, Italy.

THE PARADOX *at the* HEART *of* SERVICE

BY MARY FRANCESCA FONTANA ('04)



Senior art on exhibit at the GU Urban Arts Center (2021)

Emilia wore her hair in two long grey braids. She was an energetic woman in her early 60s, always the first to volunteer for a chore. She liked to lead grace before meals – she had lived in a community of religious sisters for a while – and always ended her prayer with not one, but two Amens. I lived with Emilia only for a few months, but I will never forget her, because she helped me understand my place on this Earth.

I met Emilia during a year of volunteer service at Annunciation House, a Catholic house of hospitality for migrants and refugees at the U.S.-Mexico border. There, volunteers and immigrant guests live side by side, sharing meals and chores. Most of the guests are extremely poor, and many have experienced violence and deprivation in their home countries or on their journeys. Once in the U.S., they are thrust to the margins of society and must navigate unfamiliar territory with few resources and tentative legal status.

For decades, Annunciation House has sought to center the needs of these people, the “poorest of the poor,” in its daily work. Yet this intentional community did not come into being purely to ease their sufferings. The five young Catholics who founded the house in 1978 were looking to feed their own hunger, to satisfy their own need. They were asking: How can we live with greater purpose? How can we draw closer to the God we encounter in Scripture, who invariably identifies with the poor and powerless? Annunciation House, located mere blocks from the international border in El Paso, was their answer to that question. Founder Ruben Garcia, now the executive director, once told a reporter:

“I see some who come to Casa Anunciación to volunteer, and their whole frame of mind is, ‘I’m coming from a middle-class family. Look how bad off these poor people are. I’m going to help.’ There’s a place for that frame of mind, but not here. The starting point has to be: ‘I’m seeking to feed my spirit and my soul and I’m going to be among the poor because they can help me feed myself.’”

“We could both recognize a bit of ourselves in the other: the same *insecurity*, the same *longing to be valued*. And in that mutual recognition, we both found an *acceptance* we had been seeking.”

To me, Ruben’s words illustrate the paradox at the heart of service – that we must go humbly to others to fully realize our own selves. The same paradox appears in Jesus’ challenge to his disciples: “Whoever loses his life for my sake will save it.” After living at Annunciation House, I believe that the most authentic way to enter into service is to recognize that I have a need – a need for meaning, for connection, the need to feel that my small efforts matter to the world.

I arrived at the house in 2004, shortly after graduating from Gonzaga. Like many of my classmates, I opted for a year of service before continuing to graduate school. Little did I know how much that year would remake me. In college, I had been a “high achiever” – top grades, activities and accolades. But my past achievements were of little use at Annunciation House, where the tasks ran more toward sweeping floors, soothing babies and folding laundry. I wasn’t particularly good at being a volunteer; I lacked patience and perspective, and sometimes had difficulty tackling tedious chores with good humor. I soon found myself trying to emulate Emilia, to understand and channel her seemingly boundless energy.

As we spent time together, though, I learned that beneath her revving cheer was a deep blue sadness, a feeling of being unwanted. She had no family. Employers passed her over in favor of someone younger. The religious community where she’d lived for a time had dissolved as its sisters aged and passed away. In the evenings when chores were finished, I’d often join several guests on a bench in the patio, enjoying the cool evening air. Emilia would be the last one working, still washing out her dishcloth or cleaning the mop in the patio sink. I realized that – though I think she genuinely liked to be busy – there was also in her energetic pitching-in the desire to convince the volunteers that she was useful, that she was contributing. That she was not a burden.

To my surprise, I found myself relating deeply to her impulse. Like Emilia volunteering for chores, I too measured my own worth – or feared that others would – in terms of my accomplishments. I felt the constant urge to “do something constructive,” as my mother used to say. But eventually I came to understand that the real work I was here to do – if you’d call it work – was not the busy list of tasks that occupied much of my time, the cleaning and record-keeping and serving of meals. It was the work of being present to each guest: their unique story, their hopes, their sorrows. It was to convey to Emilia that she was welcome in our house, that indeed this was her house – not because she cleaned it with such enthusiasm, not because she was productive or cooperative, but because she was a human being and this was her birthright: to feel herself a part of the family of human beings, to know herself welcome on this Earth.

As we finally sat together after chores were done, sipping Kool-Aid from plastic cups, I could tell her honestly how grateful I was for her presence in our house – how much I had learned from her example. We could both recognize a bit of ourselves in the other: the same insecurity, the same longing to be valued. And in that mutual recognition, we both found an acceptance we had been seeking. For if Emilia herself was worthy simply by virtue of her humanity, then surely I was too.

Mary Francesca Fontana ('04) grew up in Yakima and studied biology at Gonzaga. After her service year, she pursued a career as a research scientist. She continues to volunteer with Annunciation House remotely as its volunteer coordinator, and is writing a book about the organization’s history. She lives in Seattle with her husband and two rambunctious children.





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What do students gain from outdoor experiences?

Find out
in this video!



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