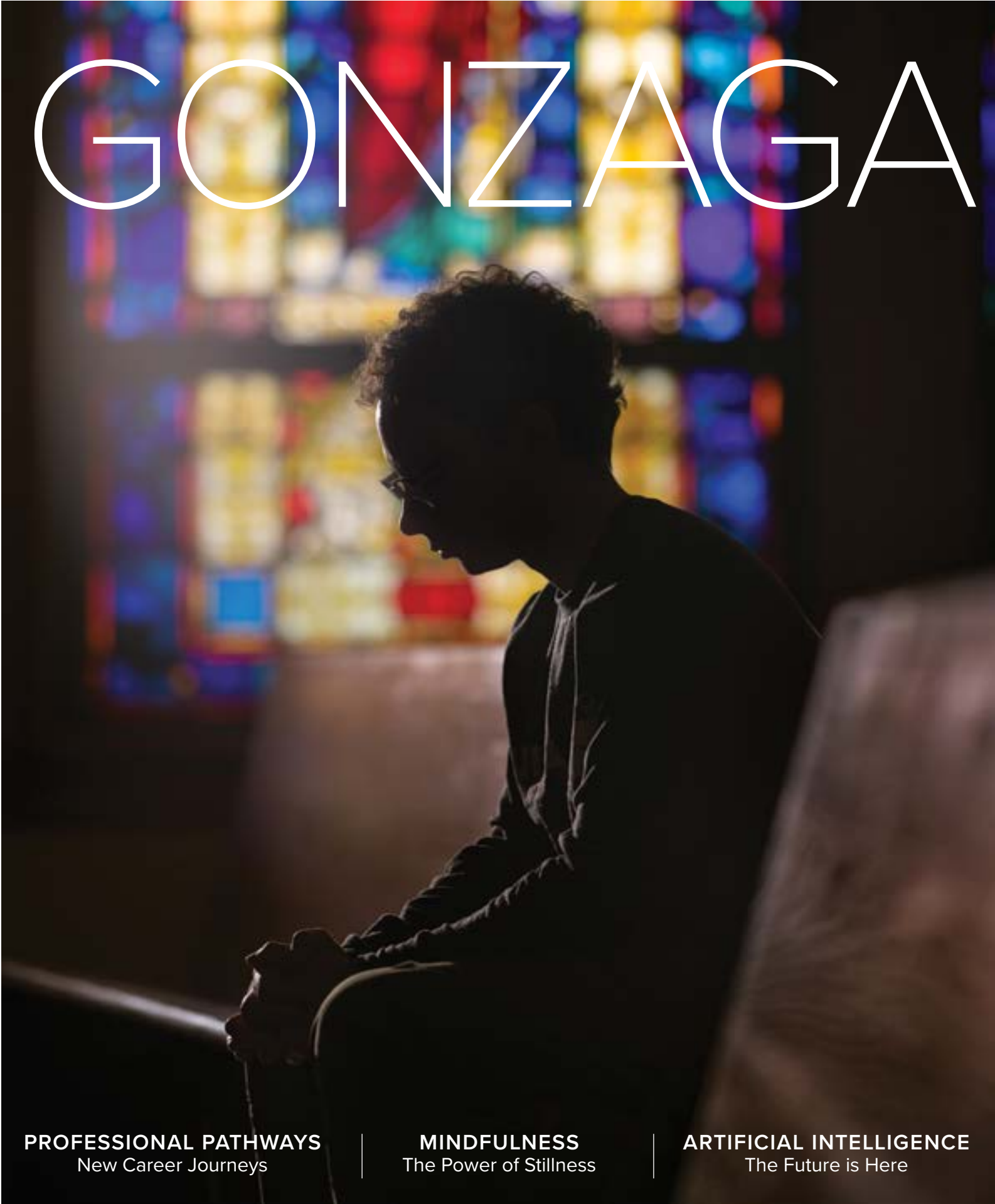


GONZAGA



PROFESSIONAL PATHWAYS
New Career Journeys

MINDFULNESS
The Power of Stillness

ARTIFICIAL INTELLIGENCE
The Future is Here

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On the Cover:

Gonzaga's Student Chapel provides quiet space for reflection. Photo by Zack Berlat.



Sam Morehouse ('24), is involved in Boone Street Hooligans, GUTS, theater productions on campus and made a feature-length movie during his time at Gonzaga.



Jack Githens ('24) puts his business studies into action as owner of a company named Table Topperz, which offers customizable toppers for tables and cornhole sets.



Online: gonzaga.edu/magazine



2024 Senior Spotlights

From theater to nursing, engineering to sociology, Zag seniors are making waves as they prepare to turn those tassels in May.



Kellie Tran ('24) is an economics and philosophy major from Spokane who launched a business during her junior year: Uoni Bubble Tea & Coffee, located on Hamilton Street near campus.



» Scan the QR code to read a collection of Senior Stories



SPRING 2024

Vol. 14 No. 3

Website

gonzaga.edu/magazine

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.

Have a response to a story? We welcome your feedback. gonzaga.edu/editor

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**“The real measure
of our Jesuit
universities lies in
who our students
become ... and
the adult Christian
responsibility they
will exercise in
the future toward
their neighbor
and their world.”**

**Father Peter Hans
Kolvenbach, *Former
general superior
of the Society of Jesus
(the Jesuits), 1983-2008***

CONNECT WITH US

Is it time to update your records?

Have you moved, changed names or marital status, or prefer to receive GU publications differently? Please let us know!

gonzaga.edu/update

Phone: 800-463-6925, option 4

Want to share your family or career updates?

Submit weddings, births/adoptions, promotions and accolades here.

[gonzaga.edu/
alumninews](http://gonzaga.edu/alumninews)

Have you published a book?

Submit info to [gonzaga.edu/
alumninews](http://gonzaga.edu/alumninews) and mail a copy: Editor, Gonzaga Magazine
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Care for the Whole Person

Rooted in our Catholic, Jesuit, and humanistic mission identity, the Ignatian concept of cura personalis – translated as “care of the whole person” – is at the forefront of our endeavors as we educate students who come to Gonzaga University. Although areas such as Student Affairs more obviously provide an array of support services, we endeavor to model and practice cura personalis in every aspect of the work. For example, in the pages ahead, you’ll hear our new School of Health Sciences’ Dean Julie Wolter frame care of the whole student as a means of infusing our communities with health care professionals who then provide holistic care to patients.

Care for the whole person is also a critical focus for Gonzaga’s faculty and staff. Last year, Provost Sacha Kopp initiated a series of events addressing faculty burnout – a very real phenomenon even within a mission-based institution that prides itself on strong community. Professor Addy Wissel shares her own story in this magazine of reclaiming joy after burnout, providing a reflection to which I’m sure many of you can relate.

For cura personalis to be more than a cliché, mindfulness is also key. Not simply paying attention to our actions and what we say, but being attentive to the motivations out of which we speak and act is critical. Just as the practice of prayer helps us to be attentive to God’s will for us, mindfulness practices in the Jesuit context ask us to be fully present to ourselves and to others – and to the presence of God in our life.

Ahead in Gonzaga Magazine, you’ll see how widespread the efforts of mindfulness are across campus and how these intentional practices impact our faculty, staff, and students positively. While we don’t often discuss mindfulness – just as we might not often discuss our private prayer practices – it is central to what we do talk about often, such as servant leadership, being people for others, and educating students for lives of leadership for the common good.

The quote of former Father General Kolvenbach at left often ends before the ellipses, with the remainder left off. But owning the responsibility to how students carry cura personalis through their careers and with their fellow humans is a critical criterion of

success. I believe you’ll find examples of that in the stories ahead – not only in the mindfulness feature, but from the collection of insights on artificial intelligence (which also requires thoughtful reflection) and from the experiences of adults forging ahead with continued education amid demanding careers and family lives.

This spring, my hope for you, our alumni, friends, and supporters, is that you are able to practice and experience cura personalis in your own lives – whether that looks like renewing (or beginning) a prayer practice or investing in yourself through new training and development possibilities. Your support is a vital part of our work in educating students for a world that desperately needs them. And for that, we are ever grateful for you. Ad Majorem Dei Gloriam!

Sincerely,



Thayne M. McCulloh, D. Phil.
President

The Value of our Readers' Input

Gonzaga Magazine is at the heart of storytelling for this great University community. The collective effort in writing, photography, design and weaving together a compelling story is rewarding, especially when our readers share its impact. Gonzaga Magazine storytelling follows a path much like faculty members delivering classes informed by the Ignatian Pedagogical Paradigm: context – experience – reflection – action – evaluation. The evaluation stage is where you come in, sharing important feedback to ensure this work provides value.



For the love of paper ... or not

I love holding books and magazines printed on paper AND I love the trees from which they come. (Besides reading, my other main hobby is planting, hugging and spending time around trees.) In light of Gonzaga's commitment to the care of our common home, Gonzaga Magazine is printed on 100% recycled paper, and when you are finished with it, it can go into your recycling or composting bin. Further, the company that prints our publication participates in a carbon-neutral program to ensure the impact of printing is offset by forest conservation. We're proud of these high standards.

So, why do we still print, when digital tools are prolific? That was a widespread point of discussion several years ago. (I vividly remember headlines such as "Print is Dead!") However, as technology offers increased ways to connect practically everything in our lives on a screen – business, banking, health care, family and more – many people have begun retreating, looking for some small modicum of engagement without an electronic device. Digital platforms have great value, for sure, which is why we continue refining the use of web, email and social media for specific purposes. However, studies show that print still has power, particularly for readers who have a strong affinity or deep connection with a beloved organization.

So ... you tell us!

The occasional magazine survey is always valuable to learn what resonates with our readers. But this year, your feedback is even more critical as our staff seeks to mitigate the substantial inflation of paper costs over the last two years. New questions in this year's survey include asking whether you feel one or two magazines a year would be sufficient, or whether the publication could be fewer pages. The ultimate goal, however, is not just to yield a bit of cost savings for financial stewardship, but to know what YOU value.

What do we know about Gonzaga Magazine readers?

48,000

HOUSEHOLDS

You are a community of alumni, current parents, donors, partners and friends who "gather" for information, inspiration, connection and celebration, three times a year.

107

LETTERS TO THE EDITOR IN 2022-23

You are engaged. In the 2020 magazine survey, GU readers' rate of engagement was higher than the 208 other schools using the same survey, on 8 of 10 measures. And in 2022-23, you sent 107 letters to the editor – a rate that causes envy among colleagues at other colleges. (Keep them coming!)

\$60,597

CONTRIBUTED ANNUALLY

You are generous. Annually, an average of 108 readers contributes an average of \$60,597 through those business-reply envelopes in the magazine (or through related web links). Those gifts go directly toward scholarships and the University's general fund.

78%

PREFER PRINT

You let us know your preferences. In 2020, about 7% of you said you would be happy to read content online and 78% preferred to read solely in print; the remainder chose a mix.

The survey is included in print this year (pages 9-10) to ensure that those of you who don't "do" online can still provide your input. For those who love a clickable form, you're covered too! Regardless of your preference, I thank you in advance for your response.

Sincerely,



Kate Vanskike ('22 M.A.)
Editor

» See page 9 for survey, or visit gonzaga.edu/MagazineSurvey.

Complete it by June 15, 2024, and include your name to enter to win a \$100 gift card to the ZagShop.

Letters to the Editor

More Zags in Space

It was very cool to see the section on Zags in aerospace. I interned at NASA during my junior year at Gonzaga, working with the airborne/climate science group. I even got to fly on board a DC-8 aircraft to take air samples, which was way beyond anything I thought I would get to experience in college. Thank you for writing that piece and the memories it evoked. Hoping more Zags get inspired to work in the field.

Jimmy Sherman ('17)
Austin, Texas

Editor's note: The winter issue's feature on Richard Koelsch's work at Johnson Space Center included a list of "Zags Who Soar" in related aerospace careers. Thanks to the readers who chimed in to show just how big this list should be.

Michael Peterson ('60) worked on Apollo, Skylab, Space Shuttle and Space Station with NASA at the Johnson Space Center and retired in 1995. "I spent my entire working career (35 years) in the industry, specializing mainly in aerospace guidance and navigation systems," he wrote. He still lives in Houston.

Charles Boehmer ('65) was in the space business for more than 40 years and has spent the last two decades teaching satellite design at universities in New Mexico and Arizona.

Francis Pastizzo ('82) has been in the field for 40-plus years, the last 31 in space design and building satellites at Maxar Space Systems.

Mark Perry ('84) received his master's in aerospace engineering from Notre Dame and enjoyed a 34-year career in aerodynamics and wind tunnel testing for Lockheed Martin.

Roy Wortman ('02) worked at Collins Aerospace (now part of RTX Corp.) as a program engineer and at Parker Aerospace as a quality manager.

Melissa Ingram ('11) performed analysis for multiple space missions, including trips orbiting the sun and Mars.

Michael Rossi ('17) is a principal aeronautical engineer with Northrup Grumman.

Connor Nation ('18) is a test engineer for Karman Space and Defense, and says his employer in Mukilteo, Washington, is a great place to work, testing components used on all major spacecraft.



For Those Who Read Mastheads

From the editor: If you scanned the masthead to see who produced the magazine, you may have noticed – for the first time – an outside agency listed for Gonzaga Magazine's design. The usual designer, Tracy Martin, was involved in an accident that kept her homebound for several months. Gratefully, she is on the mend and returning to us parttime as she continues to heal. In the meantime, I'm happy that the firm helping out temporarily is directed by Reanne Hoblin, a former member of our marketing team. You know what else? I'm equally pleased that you noticed and asked.



Lasting Impressions

In June 1920, Ted Crosby, who edited the alumni section, published a poem, “A King,” by his brother Bing, then a high school senior.

Forty-something years later, the magazine presented a vision for what Gonzaga in Florence could become, and then in another five years, showcased the outreach of Gonzaga students to assist others when a flood ravaged four blocks of Florence not far from campus.

Spireside reported the purchase of land from Diamond National Lumber Co. on the south side of campus that would double our footprint. An IBM 1103 computer would become Gonzaga’s first entry into the technological world, and season tickets for men’s basketball in the new Kennedy Pavilion were \$15 for reserved seats.

A feature in 1996 talked about “The Dilemma of Priestless Sundays,” a topic still receiving attention. Diversifying students, faculty and staff, maintaining our Jesuit mission, managing university growth and combatting hate have been topics often seen on our pages.

One of my favorite stories-within-a-story was a piece on John Stockton, who shared his embarrassment as a senior at GU when students asked him for his autograph, quipping, “It’s not like I’m going to play in the NBA.”



**1910–
1936**

Gonzaga Magazine

Edited by students with alumni in mind, this served as a source of history before yearbooks or student newspapers.

**1952–
1957**

Zag Mag

A 16-page pamphlet published by the Office of Alumni.

**1954–
1970**

Spireside

A reference to the steeples of St. Aloysius Church, with a broader audience as an 8.5x11 magazine chronicling the tremendous growth of campus infrastructure.

**1970–
1999**

Signum

Latin for “sign of the times,” this quarterly publication had a newspaper format, and in its early years included the fall class schedule.

**2000–
2005**

Gonzaga

The name change capitalized on the value the University’s name on a publication would have sitting on family coffee tables and in business reception areas.

Unchanging Priorities

One thing that all magazines before and after Spireside would include were alumni updates such as births, weddings and deaths, always the most-read section of any university publication.

Service to others has continued to be a major story topic: A summer trip to Guatemala to offer relief to children there, Fr. Al Carroll's efforts to bring Vietnamese mothers to Gonzaga and fund their educations, manpower provided to New Orleans restoration projects following Hurricane Katrina, and a behavioral clinic in the Rosauer Center for Education to serve children with severe challenges. And this list goes on and on.

Magazines have highlighted the outstanding teaching and scholarship of countless beloved professors, and nationally known guest speakers such as Tip O'Neill, Cokie Roberts, Maya Angelou, Archbishop Desmond Tutu, Jane Goodall, Lou Holtz and Tarana Burke with Ronan Farrow, among others.

We celebrate milestones – the University's 100th and 125th anniversaries as well as historic moments such as Sue Weitz becoming Gonzaga's first female vice president, and her protégé, Thayne McCulloh, becoming our first regularly elected lay president. We honor the legacy of Jesuits like Fr. Tony Lehmann through "To Be Continued" at the back of every issue, featuring stories of insight and inspiration.



**2006–
2009**

Gonzaga Quarterly

A magazine format produced on newsprint, this 10.5x14 publication provided broader photo and design options.



**2010–
today**

Gonzaga

This 9x11 magazine format features high-quality design on sustainably sourced paper. In 2015, the publication also began to have an online life at gonzaga.edu.

Lessons Learned

I leave you with a snippet from the most memorable story I've ever read in a Gonzaga magazine – and one which continues to have a profound impact on me. "Cannonball" was adapted from Molly Bosch ('18)'s commencement message to fellow grads (printed in fall 2018).

A nursing student, Bosch wrote about an evening she spent at a local hospital, following an empathetic nurse who asked each patient how she could best tend not only to their medical complications, but also to their identities. One patient the nurse was caring for was in the last few days of his life, and since he did not speak English, she asked for an interpreter to help determine how to best care for him.

The next shift, Bosch and the nurse were not assigned to the gentleman, and none of the other nurses wanted to take his assignment. Bosch shared: "With astounding grace, my quiet nurse stood up, looked them in the eye and said, 'He does not speak Chinese, he speaks Mandarin. His favorite foods are sorbet and apple juice, and he prefers to have his family care for him because it is culturally inappropriate for us to intervene during his last moments. Here's my extension if you have any more questions about his identity.'"

As the nurse walked out the door, Bosch could think of only one question to ask, "Where did you say you went to school?" And the nurse smiled and said, "I went to Gonzaga."

Telling stories like that is what compels us to keep sharing Gonzaga Magazine stories with you. God bless you all.

The Crew

Some outstanding photographers:

Don Evavold, Derek Hanson, Amy Sinisterra, Jennifer Raudebaugh, Rajah Bose and Zack Berlat, to name just a few

Some of our most recent lead designers:

Lou Maxon, Jerry Almanza, Pat Skattum and Tracy Martin

Special Collections Archivist:

Stephanie Plowman

Editors over the last 50 years:

Jim Glynn, 1969-1977
Lee Norton, 1977-1978
Bill Thompson, 1978-1980
Georgina West, 1980-1988
Dale Goodwin, 1989-2004
Marny Lombard, 2005-2014
Kate Vanskike, 2015-present

Leading the Way on Bail Reform

By Lucy Klebeck ('23, '24 M.A.)

How does an English and psychology student find her way leading bail reform with the ACLU?

Today, Andrea Woods ('09) is championing the rights of low-income individuals and people of color within the criminal justice system. But getting to this place included volunteer placements, leading as GSBA president, participating in retreats and service immersions and more while in college.

She says a clear line is evident between her time at Gonzaga and her current career.

"The social justice teachings that you can't just help but absorb as a Zag inspired my first steps, and those steps led me to where I am today," Woods says.

She joined the Jesuit Volunteer Corps (JVC) and was an organizer with death-row survivors. Then, following law school, she worked at a public defender's office in Alaska where she saw firsthand the impact of bail hearings on mass incarceration.

"When we look at people like they are 'less than' or dangerous, we can make that a self-fulfilling prophecy by sticking them in jails," says Woods.

So when she saw the opportunity to work professionally in bail reform, she took it.

At the ACLU as a staff attorney within the Criminal Law Reform Project, Woods worked to secure a whole-scale reform of the bail system in Shelby County (Memphis), Tennessee. She also sought to improve conditions for medically vulnerable people in the Shelby County Jail during COVID-19.

"There are so many creative people building solutions, like restorative justice models that look completely different than what we think of as criminal justice," Woods says.

American culture teaches that incarcerating people is synonymous with public safety, but Woods believes if this were true, the U.S. would be the safest country in the world. Rather, it is necessary to invest in ways that will make our communities better and more whole, such as



Andrea Woods ('09)

education, housing, mental health resources and substance addiction care.

It is also vital to elevate the voices of those who have been marginalized and criminalized.

"There are numerous court opinions emphasizing that it is unconstitutional to jail people just because they're poor; there are ample research studies demonstrating that when you do that, it has negative effects for the individuals and society as a whole," she says. But there's a way to change that. "Real, firsthand accounts are the things that a resistant politician can't argue with."

Woods mentions Kalief Browder's story as an impetus for the modern resurgence of the bail-reform movement. Browder was held in solitary confinement for 700 days for allegedly stealing a backpack (he maintained his innocence) and was incarcerated because he could not afford bail. Ultimately, he took his own life.

Woods' dream is for no one to sit in jail pre-trial. Such a reality would create a decline in mass incarceration.

She says: "We don't have to choose between justice and safety. We can have both."

2024 Gonzaga Magazine Readership Survey

Your feedback is important and will help shape the future of this magazine!

Tear out this page and mail it to Gonzaga Editor, AD70, 502 E. Boone Ave., Spokane, WA, 99258-0070.

Or, complete the survey at gonzaga.edu/MagazineSurvey.

1. How often do you typically read Gonzaga Magazine?

- ☐ Every issue (3 per year)
- ☐ Some issues
- ☐ Never read an issue

2. How much of each magazine do you read?

- ☐ All of it
- ☐ Most of it
- ☐ Some of it
- ☐ None of it

3. How long do you typically keep an issue of the magazine?

- ☐ More than one month
- ☐ Up to one month
- ☐ Up to one week
- ☐ Discard immediately

4. Do you prefer to read your Gonzaga Magazine ...

- ☐ In print
- ☐ Online (including mobile devices)
- ☐ Both

5. If some or all of Gonzaga Magazine content is available only online, how likely are you to go to the website and read it?

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Unlikely

6. Please rate your interest in knowing about the following GU subjects. Mark the corresponding number to your answer beside each object.

[1] Very interested [2] Somewhat interested [3] Not interested

- ___ Campus Growth
- ___ Academics (Faculty/Students/Programs)
- ___ Strategic Planning
- ___ Campus Life
- ___ Student Experiences
- ___ Athletics
- ___ Donors/Giving
- ___ Community Partnerships
- ___ Issues in Higher Education (as they relate to GU)

7. Please rate your interest in the following ALUMNI subjects. Mark the corresponding number to your answer beside each object.

[1] Very interested [2] Somewhat interested [3] Not interested

- ___ Alumni Events
- ___ Careers/Pursuits
- ___ Weddings and Babies
- ___ Obituaries

8. Please rate the quality of Gonzaga Magazine on the following. Mark the corresponding number to your answer beside each object.

[1] Excellent [2] Average [3] Poor

- ___ Topics
- ___ Cover
- ___ Ease of reading
- ___ Layout and design
- ___ Photography
- ___ Writing

(continued on back)

9. Please indicate your agreement with this statement:
"Gonzaga Magazine strengthens or maintains my personal connection to the institution."

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Disagree

10. Please indicate all the ways in which Gonzaga Magazine strengthens or maintains your connection to the University. (Check all that apply)

- ☐ Helps me to feel more in touch with my graduating class/es
- ☐ Provides useful career and networking information
- ☐ Reminds me of my experience at Gonzaga
- ☐ Encourages me to support the institution financially
- ☐ Other: _____

11. What actions have you taken as a result of reading Gonzaga Magazine? (Check all that apply)

- ☐ Attended an event
- ☐ Contacted a classmate or friend
- ☐ Submitted an update
- ☐ Discussed or forwarded an article or issue
- ☐ Saved an article or issue
- ☐ Visited the magazine's or Gonzaga's website
- ☐ Written a letter or e-mail to the editor or institution
- ☐ Made a donation to Gonzaga
- ☐ Recommended GU to a potential student or family member
- ☐ Other _____
- ☐ No action taken

12. What article/topic or image would you consider to be the most memorable in the last several issues?

13. The sustainability of Gonzaga Magazine (FSC certified and printed on 100% recycled paper) is...

- ☐ Extremely important
- ☐ Somewhat important
- ☐ Not important

14. What changes or improvements would you suggest?

15. Due to cost inflation of paper, printing and mailing, Gonzaga is evaluating several possibilities for Gonzaga Magazine. Choose TWO options you consider most appealing:

- ☐ Reduce the mailing from 3 to 2 issues per year (with 1 additional issue online only)
- ☐ Reduce from 3 to 1 issue per year (with 2 additional issues online only)
- ☐ Reduce the page count of the magazine
- ☐ Cease printing altogether and only share online content
- ☐ Other: _____

Please provide the following information about yourself. (All information is kept confidential.)

What is your relationship to the institution?

- ☐ Alum
- ☐ Current student
- ☐ Current faculty/staff member
- ☐ Retired faculty/staff
- ☐ Donor
- ☐ Parent/relative
- ☐ Attended (non-graduate)
- ☐ Other _____

What is your age?

- ☐ Under 25
- ☐ 25-34
- ☐ 35-49
- ☐ 50-64
- ☐ 65 or older

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Non-binary/Other
- ☐ Prefer not to say

Win a \$100 Gift Card to the ZagShop!

Provide your name and email address or phone number to be eligible.

Not Playing Around

By Sydney Fluker ('24)

Two weeks after graduating from Gonzaga in 2014, **Joe Barsh** arrived in Williston, North Dakota, ready to serve as a summer intern for Williston Parks and Recreation.

At that time, Gonzaga's Summer in Williston internship program was in its second year of operation, having begun as a result of the energy development boom at the Bakken Shale, an underground rock formation containing massive deposits of natural gas and oil. Gonzaga alumni and Williston-raised brothers **Jim ('79)** and **Tom Powers ('77)** saw an opportunity for partnership between the city and the University, and now the program sends 15-20 students each summer to the western North Dakota city to intern at local businesses and organizations.

After his summer internship, Barsh, who studied sports management, joined the staff at the Parks & Rec office. Ten years later, he's its executive director.

"Recreation is a passion of mine," Barsh says. "I love working with people directly and running different events and programs throughout the community. I love the process – to see the fulfillment then start it all over again and keep building on the successes and learning from the failures."

Today, Barsh remains as involved as possible with the programs and events he loves, but with a big-picture focus on overseeing staff, funding, and working with the city and business leaders.

"It's just hard to call it 'work' because my job is ever-changing and very fulfilling. I'm at the baseball field a lot in the summer, I'm constantly traveling around checking on parks, facilities and programs, and in a lot of ways, I get to call it play," Barsh says.

"Working with community members on projects that give life to our city is a joy. You see so much passion in people when they're invested, so it's fulfilling. I'm very fortunate to be in this position."

He makes it sound easy, but in reality, Barsh is overseeing an updated master plan for the park district, an expansion of the municipal golf course from nine holes to 18 and preparing for a new outdoor waterpark scheduled to open in 2025.

Staying Connected to Students

The internships that jumpstarted Barsh's career continue to be available to students through Gonzaga's Career and Professional Development Center.

Barsh and his wife, Shelby, their 4-month-old son AJ and their dog, Magic, welcome Zags to Williston with dinner at their home. He helps students connect with the community as much as possible.

"This is a community that has a lot of money to invest in itself," says Karen Rickel, associate professor and chair of the kinesiology and sport management department at Gonzaga. "It's a giant athletic center, but it's also a community place. It is solely devoted to people getting physical activity and movement, and that is what our department is all about."

Rickel served as Barsh's adviser during his time at Gonzaga, and the two continue to partner to serve both students and the Williston community. Barsh joins Rickel's class each semester via Zoom to speak about the program and his experience, which Rickel says is a highlight of her semester.

"He's just such an amazing representation of Gonzaga," Rickel says. "I'm so proud to see him thrive and work his way up to the top level."

Building the Zag Network

Do you know of another alum whose work or passions help to continue building the Gonzaga network? Share with us for possible inclusion in an upcoming feature about ways alumni keep this University community strong.

>> gonzaga.edu/editor



Joe Barsh ('14)

Faculty Focus

NOTEWORTHY NEWS

Heather Crandall (communication studies) and **Carolyn Cunningham** (communication and leadership) received an honorable mention from LaborTech Research Network for the book they co-authored, “The Climate Girl Effect.”

Brian Henning (philosophy, environmental studies) authored “Value, Beauty, and Nature: The Philosophy of Organism and the Metaphysical Foundations of Environmental Ethics.”

Hugh Lefcort (biology) and students Sierra Salter and Sean Brockman published research on the impact of climate change on tick populations.

Bi Zhao (political science) attended COP28, the 28th United Nations Climate Change conference, as part of her research on international environmental politics.

The following faculty members published articles for **The Conversation**, a nonprofit independent news organization showcasing academic scholars:

Nichole Barta (kinesiology and sport management) – “Is College Stressing You Out? It Could Be the Way Your Courses are Designed”

Robert Donnelly (history) – “Jimmy Carter’s Lasting Cold War Legacy: Human Rights Focus Helped Dismantle the Soviet Union”

Jeremiah Favara (communication studies) – “How the U.S. Military Used Magazine Ads to Target ‘Vulnerable’ Groups”; also featured in The Washington Post in a related story

Brian Henning (philosophy, environmental studies) – “Saving Lives: Lessons from the Deadly 2021 Pacific Northwest Heat Wave”

Ryan Herzog (economics) – “GOP Candidates Find Common Ground on Inflation, Need for School Choice”

Maria Howard (philosophy) – “COVID-19 Crisis in Los Angeles: How to Help Overwhelmed Hospitals”

Martin Schiavenato (nursing) – “50 Years After Bunker Hill Mine Lead-poisoning Disaster, Idaho’s Silver Valley Still at Risk”

Ray Rast (history) – “With ‘White Christmas,’ Irving Berlin and Bing Crosby Helped Make Christmas a Holiday for All Americans”

» Find these and more, including short video profiles of professors: gonzaga.edu/FacultyVoices

SMOKE READY

SPOKANE

In January, the Environmental Protection Agency (EPA) announced a \$1.1 million grant to support the Smoke Ready Spokane project, a partnership of the Gonzaga Institute for Climate, Water and the Environment, the City of Spokane, Spokane Regional Clean Air Agency and the University of Washington.

Since 2021, The Climate Institute has helped the Spokane community navigate the effects of climate change through rigorous academic research and scholarship, strategic regional partnerships and outreach directly into communities affected by impacts of wildfire smoke and extreme heat.

The EPA’s grant will go toward health awareness outreach, air-quality monitoring, HVAC upgrades and a public-engaged process of developing smoke readiness plans for buildings and communities,

with a specific priority for programs serving disadvantaged populations, including the Martin Luther King Jr. Family Outreach Center, West Central Community Center and Northeast Community Center.

Smoke Ready Spokane is a cross-campus partnership with Climate Institute Director Brian Henning, mechanical engineering’s Marc Baumgardner and Aaron Crandall in computer science.

CIVIL DISCOURSE

DISCUSSING THE MIDDLE EAST **CRISIS *THOUGHTFULLY***

“Conversations on Israel and Gaza Series” launched this spring for campus discussions and learning opportunities that lean into interfaith dialogue, the history and causes of Islamophobia and antisemitism, the experiences of grieving Palestinians and Israelis, and the history and politics of the Middle East. The effort is coordinated by the offices of the Provost, Mission Integration and Inclusive Excellence.

“Before such a global crisis can be addressed, it must be processed in how it came to be,” said Provost Sacha Kopp. “Before it could be processed, it had to be spoken about. Even the language used to speak about these events caused further misunderstanding and harm, as we saw on numerous college campuses. This series aims to help our Gonzaga community to better understand the complexities.”

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gonzaga.edu/News



LEARNING FROM **A *DARK PAST***

Remember the Aryan Nations compound in North Idaho, which garnered national news during its heyday and in its downfall?

Gonzaga’s Foley Library is hosting the Diana Gissel Digital Photo Archive named after the official photographer of the Kootenai County Task Force on Human Relations (KCTFHR) for decades. Gissel’s work documents the demise of the Aryan Nations’ compound in Hayden, Idaho, in 2000, along with myriad activities organized by the KCTFHR to support human rights throughout the region. She and her husband, Norm Gissel, the Task Force attorney, were part of the team that bankrupted the Aryan Nations through a lawsuit in partnership with the Southern Poverty Law Center.

“Diana’s quiet and humble presence leaves a lasting contribution that inspires us all with possibilities of how we each can find our own ways to help create more safe and welcoming communities for everyone,” says Kristine Hoover, professor in Gonzaga’s School of Leadership Studies.

The Diana Gissel Digital Photo Archive offers descriptions providing the appropriate context for each image. About 20% of the collection is open for viewing without restrictions; the remainder is restricted to Gonzaga campus accounts, and to off-campus scholars who provide a letter of reference from a sponsoring academic institution or organization.

This puts Gonzaga in a small community of archives that preserves the artifacts and documentation of hate in history, says Heather James, interim dean. “It’s a complicated responsibility that has to be taken seriously.”

View the collection:
gonzaga.edu/GisselArchive

You Can Quote Me On That

Jeff D. Borden, Ed.D.

Dean, School of Leadership Studies

Before becoming the new Dean of the School of Leadership Studies in summer 2023, I traveled the globe in an attempt to help others transform education. I have presented to faculty, presidents, ministers of education and even politicians in 49 states and 44 countries around the world, all with similar problems surrounding a failing education system.

But my thesis can likely be summed up by Dan Pink, who wrote in “Drive” (2005): “There is a significant gap between what scientists know about how our brains work and what organizational behaviorists will tell you our institutions do.”

If you have read “Nudge” by Thaler & Sunstein (2008), you may remember reading how most people think that they are “above average” at most any activity they participate in. Most drivers think they are better at driving than most drivers. Most parents think they are better at parenting than most parents. Most professors think they are better at teaching than most professors. Most CEOs think they are better at leadership than most CEOs.

Besides the mathematical impossibility, we all know how untrue those notions are, right? We experience bad drivers every time we leave our houses. How many people are in therapy at any given time trying to overcome bad parenting? We’ve all had professors we couldn’t believe were hired in the first place and we’ve all had bosses who we secretly hoped would be sent to the Tampa office. (Sorry, Tampa.)



I am the new dean at a school that focuses on leadership. But everything I’ve written thus far illustrates how hard and problematic the entire notion of leadership can be. Most people believe themselves to be leaders; in fact, most people think they are really good at leading. Many people inappropriately confuse leadership with managing or directing, just as companies report “leading” the market with innovative products. We hear politicians railing against

the opposition that we need better leadership only to turn around and yell, cajole, lie and inflame.

But we know good leadership in 2024. While there is no single formula, there are a handful of crucial principles that can be combined with various strategies to build culture, promote productivity, establish efficacy, create satisfaction and give people a sense of purposeful pride.

At the same time, we know more about leading than ever before. Going back to the previous examples, how

*Our world
needs more
powerful and
purposeful
leaders.*

does one lead people who already feel they have mastered everything? How do effective leaders deal with the noise of back channels or the problem that people have simply stopped believing in facts if those facts differ from their desired opinion? Again, with principles and strategies that involve communication, organization, change, adaptivity and intentionality, which happen to be core competencies of the School of Leadership Studies.

I’m genuinely excited to lead a group of world-renowned leadership studies faculty. I’m excited to help students explore how to adapt leadership styles and strategies to an ever-changing world. Because our world needs more powerful and purposeful leaders. And you can quote me on that.

Addressing Real-World Health Issues

Julie Wolter, Ph.D.

Dean, School of Health Sciences

It was 2000, and I was practicing speech-language pathology in a rural hospital outside Boise, on the Oregon border. There, I met a 5-year-old boy (we'll call him Ben) who was getting ready to start kindergarten. There was a problem: Ben was still not talking in complete sentences, and he communicated mainly by echoing others' words.

After my first session with Ben, it was clear he had autism spectrum disorder. Since the rural community did not have available expertise, Ben missed critical years of early language intervention. It took consultations with a multidisciplinary team of teachers and allied health specialists, but he progressed in basic communication skills and language expression.

With Ben on my mind, I decided to pursue my Ph.D. I was ultimately interested in being a university professor to prepare future health and education providers to support language-literacy in children with developmental disorders, including those in underserved communities. I supplemented my studies with grant proposal writing because I understood that work like this would require grants — lots of them.

Almost 25 years later, I'm proud to say I saw great success with those goals, achieving funding through the National Institutes of Health to study new clinical methods and a grant through the U.S. Department of Education to fund health students to stay and serve in their rural communities. A great privilege was seeing one of the funded graduates fill a position that had been vacant for more than two decades in a rural Native American school district.



Today, my passions expand to encompass the multidisciplinary aspects of health and to create new opportunities for education and clinical research. I couldn't be more excited to fuse my thirst for innovation and equity with the vision for Gonzaga University's newly named School of Health Sciences. Already steeped in the Jesuit value of *cura personalis* (whole-person care), the school has a strong history of community engagement, experiential learning, and excellent faculty, programs and students. We are now expanding from nursing and human physiology to broader health programming so that any potential student who wants to help others but may not be seeking a career in direct patient care can find a rewarding path.

The University of Washington-Gonzaga University Health Partnership affords a natural connection to UW's well-established rural medicine training and research. As the Gonzaga arm of the Health Partnership, GU's School of Health Sciences is ready to drive applied implementation

science research and work alongside UW medical students to build interprofessional health teams. Imagine the potential we have to support communities that historically have been underserved and provide them the same quality care available to others!

Indeed, I am honored to be part of Gonzaga's vital humanistic mission, helping to develop students who will become health science leaders who treat mentees, clients and patients with the same whole-person care they receive in their education. It is a privilege to spearhead the launch of new programs, including the Public Health department (undergraduate degree starting in fall 2024 and the distance-accessible graduate degree in the coming year).

I look forward to more conversations with community partners to study and address real-world health challenges, continuing a journey that all started with Ben.

THE FUTURE IS NOW



ARTIFICIAL INTELLIGENCE, ACADEMICS AND HOW
GONZAGA IS HANDLING THE NEW TECHNOLOGY



By Dan Nailen

[Notice: A human wrote this article.]

Tech company OpenAI released its ChatGPT tool at the end of November 2022, and it took only a couple of weeks for Gonzaga professors to notice students had quickly adopted the program that miraculously seemed capable of “writing” essays.

Justin Marquis remembers one professor mentioning that some papers she’d received for an assignment seemed odd. The papers were a little too perfect. Perfect grammar. Perfect spelling. Perfect Spanish usage. Perfect to a degree that just doesn’t happen at the undergraduate level, or even among graduate students. And each of the essays had the same structure: five paragraphs, the last one beginning with the words “in conclusion.”

Marquis saw the signs of assignments “written” by ChatGPT or similar tools like Google’s Bard or Microsoft’s Copilot. As director of GU’s Instructional Design and Delivery, Marquis and his team help faculty and staff harness the latest technology, including AI, to deliver innovative classroom experiences. And he’s used ChatGPT since its debut to assist in brainstorming blog posts, designing class materials and helping fellow faculty approach courses in creative new ways.

“What AI knows – and I’m using the word ‘knows’ not very accurately –

is the past of all human knowledge,” Marquis explains. “If it’s happened, if it’s been written down, and if it’s on the internet, AI has ingested it.”

“AI is basically math. It’s taken the information on the internet and turned it into equations. It seems like magic because it actually does work, because it’s parsing so much information and doing computations to make things make sense. But it doesn’t understand context in any way. So, when you prompt it to write an essay about “Beowulf,” it might process all early English literature and pull random characters from other stories, completely unrelated.”

ChatGPT’s foibles didn’t stop people from embracing it. Two months after its launch, it had reached more than 100 million monthly users, according to Reuters. By comparison, it took TikTok nine months to reach that many users, and Instagram more than two years.

At Gonzaga, Marquis has worked with offices like Human Resources to improve training programs via ChatGPT brainstorm sessions, and collaborated with the Center for Teaching and Advising to provide workshops for teachers interested in adopting some AI in their work – or at least getting a better understanding. (See *AI Around Campus*, page 22)

ART PROMPT: create an image inside school with math equations and magic in sky futuristic scientific style with computer
(generated by Adobe Firefly)

'CHEATING' IS CHANGING

Is a student cheating if using ChatGPT to write a paper?

That depends on each faculty member's expectations for each class. Some actively encourage students to use ChatGPT to hone arguments, spark new directions for writing, or simply to learn new technology that will be part of life from this point forward. Others strictly prohibit AI for class work.

The key for faculty is making expectations crystal clear at the beginning of any class, something Marquis encourages his peers to do both as Gonzaga's resident AI expert and interim chair of the Academic Integrity Board, the entity that handles any accusations of cheating on campus.

"The thing I'd like students to understand, and for faculty to impress, is that you are responsible for the thing AI creates. Whether you write something or make art, you put it out under your name," Marquis says. "This is a representation of you and you are the one who will bear any consequences from it."

While the University doesn't have a specific policy aimed at AI, any student who might hand in a ChatGPT-written assignment without permission to use the tool and/or without citing they'd used AI would be in violation of GU's Academic Integrity Policy, which prohibits submitting a paper without proper attribution.

The challenge for instructors trying to prohibit use of AI is that proving an assignment was generated by AI is exceedingly difficult. Electronic tools designed to determine if an assignment is AI-generated have proved unreliable, Marquis says, and could even falsely accuse a student

of academic malfeasance, with possible significant consequences.

How should teachers draw the line on what they accept? No one argues against a student using Spellcheck or Grammarly as they write. How about a student whose first language isn't English using an AI translation app to help understand a professor's lecture or some assigned reading?

As experts in their respective fields, faculty are well-positioned to spot AI-generated assignments. Besides those predictable, unrealistically clean essays, they'll quickly notice when Macbeth inexplicably appears in an essay about "Twelfth Night." But the very concept of "cheating" might get tougher to define as AI is used by more students and teachers. It will remain, as now, the

faculty's obligation to make sure expectations are clearly defined as students born into an AI-dominated world matriculate.

CHALLENGES AND OPPORTUNITIES

Another important lesson for unsuspecting students and AI advocates goes back to the idea that the "magic" is based in math.

AI's ingestion of human history's knowledge means it also absorbs all the biases that humans have inserted into that history for hundreds of years. That means the "answers" it generates to innocent queries could be racist or misogynistic.

"Everything we've ever written or created and put on the internet has bias built into it. AI will probably not





Justin Marquis. Photo by Zack Berlat

only replicate that bias, but likely amplify it,” Marquis says. “We’re seeing examples where AI is saying really offensive and strange things, and people ask, ‘Why did it do that?’”

Users also need to know that AI is created to deliver the most common answers to a question, the most popular viewpoints, not necessarily the most interesting or most correct.

“Different perspectives or understandings of the world are not the most popular viewpoints,” Marquis says, noting that this is where Gonzaga’s liberal arts approach to a Catholic, Jesuit, humanistic education is vital when it comes to AI. “We, as humans, have to add value to the system. We can give those diverse perspectives and understand diverse perspectives that AI can’t.”

That human quality, Marquis adds, is how a faculty member can “hedge their bets” against AI, writing assignment prompts that require students to think outside the box of what AI is able to do, prompts for both personal reflection on material studied and demonstration of perspectives beyond the obvious.

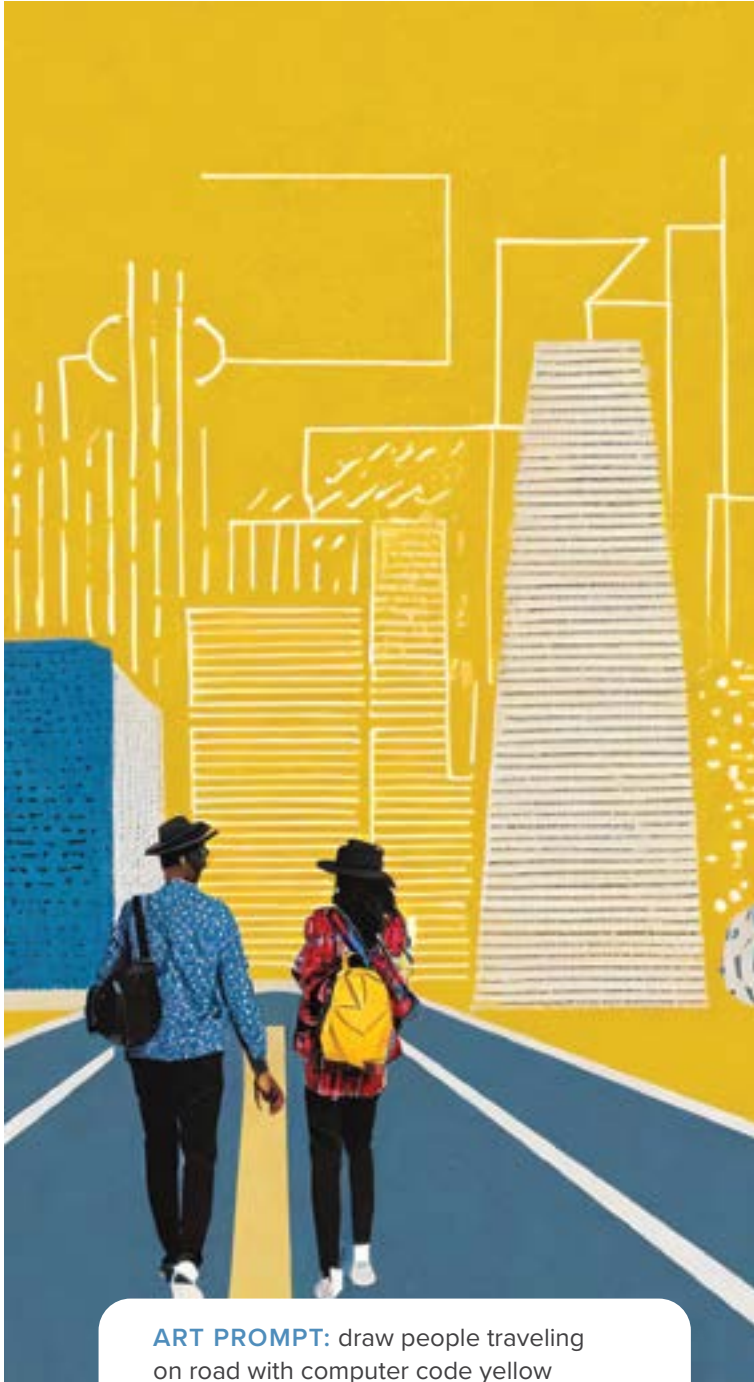
AI isn’t bad, it’s just a tool to be used ethically and responsibly. In his role to help faculty to best deliver on Gonzaga’s educational mission, Marquis is excited that AI can help reduce faculty video editing processes from three hours to 15 minutes. For multiple functions, using AI tools to streamline basic tasks is not a possibility – it’s a reality.

And Marquis believes there’s no reason to be afraid of that.

“AI is probably not going to cause the world to end. It will evolve into a tool that we learn how to use, and it will change the way we function. We have to adapt all our practices to that understanding.”

(cont.)

AT THE INTERSECTION OF HISTORY AND AI



ART PROMPT: draw people traveling on road with computer code yellow background (generated by Adobe Firefly)

By Lucy Klebeck ('23, '24 M.A.)

Before 21st-Century artificial intelligence, there was the creation of computers. Before that, the television. And long before that, the wheel.

Christopher Miller ('96), who holds a B.A. in history, points out that society often reacts to new technology as if it signals the end of the world. However, those inventions typically are not life-shattering, such as doomsday headlines surrounding AI.

Miller shares this anecdote as an example. A few years ago, he and his wife drove to Glacier National Park, trekking west from Milwaukee, Wisconsin, on I-90. Coincidentally, this is the same route Miller drove as a teenager with his parents, bound for his first year at Gonzaga. Along the way, Miller notes that almost nothing in the landscape had changed on these hundreds of miles of interstate. What was the difference in the two trips? Use of the GPS: Technology changed the way Miller got from point A to point B, but it did not change the journey.

Currently an analyst covering emerging technology at Javelin Strategy & Research, Miller consults with clients about how they use AI in their business operations and their products.

The shift from history studies to working in financial services, he says, is a testament to his liberal arts degree. "Liberal arts serve as a basis for being able to deal with things like this," referring to emerging technologies. Learning specific tech-related skillsets is important, but even more so is learning how to approach and respond to new applications as they impact other industries in the long term.

Regarding AI, Miller thinks it "fits into a broader trend of tech that seems to devalue human technology or effort," and that people tend



ART PROMPT: create multiple roads crossing on map with computer code
(generated by Adobe Firefly)

to see AI as competing with or threatening human work. Skills may be challenged, but not the role of people, he suggests. Take the automobile or the telephone, which allow us to travel and communicate much more efficiently. People are still traveling and communicating, albeit differently than before those innovations. These developments created new types of jobs that required different skillsets and knowledge.

When Miller applied for his current job, he asked what the president of the company saw for the future of the analyst role. The answer was something like this: Fundamentally, it's similar to searching for a workout online but still hiring a trainer. People will still have analysts.

The way the world works is changing, but this is not new, Miller says. Television changed how we communicated and entertained one another. The computer changed how we calculate. The wheel changed how we moved and farmed. But what society does, at its core, remains largely the same.

AI, like any other technology, may change how people go about their daily lives, ideally in a way that allows us to be more efficient, to learn more, to communicate better and to continue to do what we have always done in different ways.

(cont.)

AI AROUND CAMPUS

“The implications of AI technologies for higher education are vast,” wrote **Jacob Rooksby**, dean of the School of Law, for the Spokane Journal of Business in March 2023, shortly after artificial intelligence app ChatGPT began making waves. While many have raised legitimate concerns about AI’s potential impact on education, Rooksby rings an optimistic note on how it can be harnessed for good.

“Artificial intelligence systems are designed to perform specific tasks efficiently and accurately, but they lack the creativity, empathy, emotional intelligence and ethical reasoning that are essential to a well-functioning society,” he writes. “That is where we in higher education come in. In particular, Jesuit higher education’s emphasis on critical thinking, ethics and social justice will help students develop the skills and knowledge necessary to work alongside ChatGPT in responsible and principled ways.”

Here are some ways that’s happening at GU.

ENGLISH & WRITING

Chase Bollig, associate professor of English and director of composition, was quick to brainstorm how to make AI work in composition-writing classes. Students served as both research participants and researchers, making their processes an object of study, and doing reflective writing about their experiences working with AI.

“It completely changed my experience of teaching first-year writing,” Bollig says. Because students were active researchers, “they and I were a little bit closer on equal footing. I still had all the scaffolding, but we were able to discover things together and that was fantastic.”

PHILOSOPHY

Charles Lassiter, associate professor of philosophy, has students submit a prompt to AI, allowing it to produce an essay. Students then must revise and critique the given essay. This gives them practice in evaluating written work and allows them to see how often AI makes mistakes. He also utilizes ChatGPT to expand classroom discussions.

“Students can type prompts into ChatGPT and treat it as another member of the discussion group,” Lassiter says. “Topics that are not understood can be asked to ChatGPT to be explained better.”

ART PROMPT: insert various images of students walking (*photo by Zack Berlat, alterations made in Adobe Photoshop using Generative Fill*)





ART PROMPT: design college campus building with spires, many students walking in autumn, blue and yellow and red, math in sky (generated by Adobe Firefly)

MATHEMATICS

Eric Hogle, associate professor of mathematics, uses AI to teach the importance of evaluating sources.

“I recently gave students an assignment in my proofs-writing course to evaluate a proof generated by GPT,” Hogle says. “The AI was good at imitating form, so the proof was written with an authoritative, confident style. However, the proof was factually incorrect.”

Hogle aims to hone his students’ evaluative skills, something he argues is “difficult when students are in a hurry and just gobble up text as quickly as they can.”

ADMISSIONS

It might seem counterintuitive to use artificial intelligence to forge greater human connection. But Gonzaga’s admission staff says AI can increase their personal interactions with potential students that are so important when they are deciding where to pursue higher education.

“As you can imagine, the number of documents that are evaluated, processed and created during the college matriculation process can be overwhelming,” says **Stephen Keller**, GU’s senior director of undergraduate admission. “We’re always watching for new technologies that will allow us to

be faster with processes so we can better assist more people.”

After all, Keller says, “One of Gonzaga’s greatest strengths is relationships and how we strive to be people who stand for and with others.”

(cont.)

AI AIDING IN RESEARCH

Research Librarians and Artificial Intelligence

By Lucy Klebeck ('23, '24 M.A.)

Where card catalogs and microfiche films were yesterday's research aids, today's go-to resources include artificial intelligence, and Foley Center specialty librarians **Candise Branum**, **Nicole Gustavsen** and **Anthony Tardiff** are here to help. They say that, at least for now, AI is just like the internet and social media: simply another tool that can be helpful when used correctly.

IMPROVING SEARCH RESULTS

All three librarians agree AI can aid in research by simplifying the process and allowing more time for analysis, synthesis and discovery. A chatbot such as ChatGPT "can help you craft good search strings that you can use in a database," Gustavsen says, and it can "simplify the search process and make it generally accessible by allowing users to find useful results through natural language searching," Tardiff adds.

RECOMMENDING RESOURCES

Branum, Gustavsen and Tardiff point to other AI apps that can help faculty and students find resources. Consensus, for example, "is not generating information but is instead surfacing it via the discovery of human-written academic articles," says Tardiff. "It's the first AI tool I have found genuinely useful for research."

PROVIDING PERSONALIZED ASSISTANCE

Branum says AI can be helpful in brainstorming ideas, creating outlines and highlighting areas for further investigation. Tardiff adds that AI can suggest new lines of thought and can even help to strengthen one's argument by providing opposing viewpoints. This can be helpful for students developing research topics and arguments. ChatGPT can offer basic definitions, provide synonyms and look up referenced studies and figures. It also saves the conversation so users can go back and see the steps that led them to their results.



Librarians Candise Branum, Anthony Tardiff and Nicole Gustavsen
Photo by Zack Berlat

TEACHING AND TRAINING

In medical research, Branum says AI is already frequently used in virtual simulations and evaluating health records to find trends, make predictions and identify outbreaks. In other fields, AI can aid in tracking climate patterns, developing quantum computing frameworks, coding and doing advanced math.

» Find extended stories on all of these topics and additional insights from our campus experts: gonzaga.edu/AI

I'M A TEXT-BASED AI, AND THAT IS OUTSIDE OF MY CAPABILITIES.

Gonzaga's librarians also caution against many of AI's shortcomings.

"It cannot replicate the skills and discernment required in building a search strategy, conducting a search database and selecting evidence that fits with your research topic," Branum says. "AI is advancing at a rapid pace, and I think we'll find inventive ways to use it to our advantage, but database research still requires a human hand."



The Power of Stillness

Story By Kate Vanskike ('22 M.A.)
Photos by Zack Berlat ('11)

Applications for Mindfulness in the Student Experience and in Life

In a sunlit room in the Hemmingson Center, I joined 20 or so graduate students who perched themselves on mats or cushions, settling into an experience of guided meditation. We were strangers from a variety of locations, industries and stations in life, gathered for a course that indicated we could become better leaders and healthier individuals.

The class was Mindfulness and Leadership, offered through Gonzaga's School of Leadership Studies. And as is the case with other classes and activities bearing a focus on mindfulness, what students gained was a lasting gift of experiencing the power of stillness.

Mastery of Mindfulness

When **Mike Hazel**, professor in the graduate communications and leadership and communications department, first proposed this course on mindfulness and leadership, he expected some questioning. Would there be enough academic rigor, especially for master's and doctoral-level students?

He was prepared to answer.

"There's plenty of hard science on the benefits of mindfulness, and data indicate its effects are meaningful," he says, citing neuroplasticity and mindfulness-based stress-reduction therapies that have undergone plenty of research.

Hazel designed the course to be a "multisensory, experiential introduction to mindfulness supported by empirical research," and included elements from Christian, contemplative and Eastern faith/philosophy traditions. "If one can integrate a practice that fits within their belief system, there is very clear evidence of significant positive effects," he adds.

Mindfulness is defined as nonjudgmental awareness of one's experience in the present moment, which, as Hazel notes, "seems so straightforward but is profoundly difficult."

He would know.

Hazel first experienced formal meditation at age 26 when he began studying a martial art at a traditional dojo in Japan where an integrated practice was the norm. By his 40s, he was more consistent, and continues a regular practice today.

In his own words:

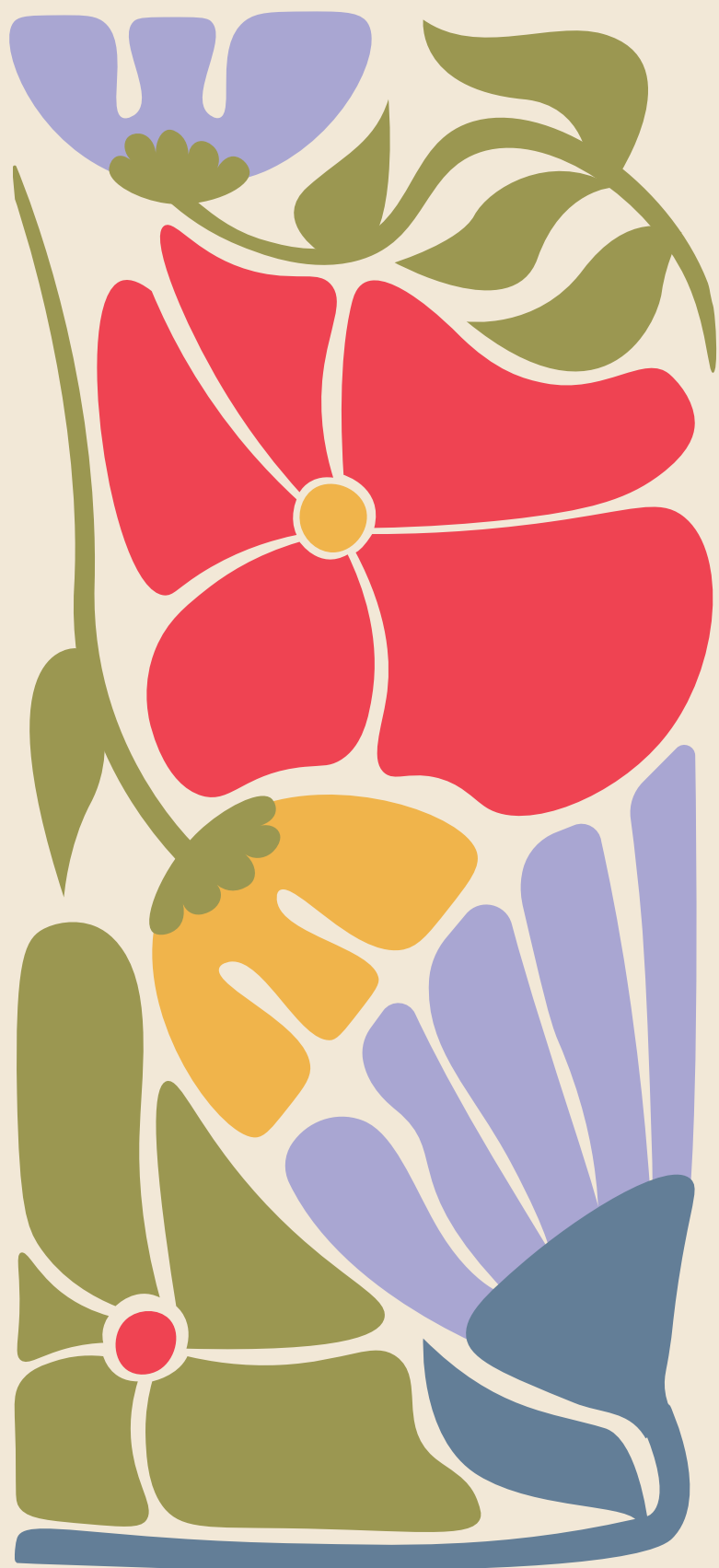
Reflection as a Cornerstone for Growth & Leadership

At Gonzaga, we speak of the five pillars of Ignatian pedagogy: context, experience, reflection, action and evaluation. The Jesuits are known for their commitment to reflection through the daily Examen and the Spiritual Exercises for Everyday Life.

Great value is placed on the practice of reflection in many other religious or philosophical traditions too. In some Native American cultures, there is the medicine wheel. In ancient European churches, the practice of the labyrinth. In Eastern contexts, meditation is key. All of these point to making time devoted to centering ourselves.



Mike Hazel



In the realm of leadership, mindfulness helps managers learn self-awareness and empathy for improving relationships. The act of listening, required for good leadership, is complex and requires self-regulation. Through mindfulness, you develop a stronger capacity for concentration, and this lends itself to so many uses – from running a meeting to building an environment of trust where people feel understood.

In meditation, we transcend thought to be present. Focus on the breath, acknowledge the sounds around us, refocus. These help us to harness the power of presence, and are useful techniques in so many settings, from athletic performance to addressing anxiety in public speaking.

Students Respond

Karla Parbon, adjunct dance instructor at Gonzaga, had degrees in psychology, women's studies and theology when she began the Doctoral Program in Leadership Studies and enrolled in Hazel's class.

She'd already been teaching yoga and meditation/ mindfulness classes herself, but says she was curious about how he would incorporate intellectual inquiry with those practices.

"He did not disappoint," she says. "This course gave us the permission to slow down, stop overthinking and just experience. Our cohort was a beautiful combination of beings at various levels of practicing mindfulness which presented an opportunity to learn and grow from one another."

Another doctoral student, **Laura Miner**, a certified leadership development coach, said she enrolled in the course to help her return to a consistent practice of meditation, but also because she was curious about the benefits of mindfulness for leaders specifically.

"I got more than I anticipated," says Miner. "Professionally and academically, it gave me an opportunity to research the intersection of mindfulness and self-leadership theory, which led me to an interesting study highlighting their mutually reinforcing benefits."

She also uncovered additional resources to integrate into her work with clients. "In other words, this course had real-world implications that brought both personal and professional benefits," Miner adds.

(cont.)



Nancy Worsham



Gloria Chien with students in class

Meditation for the Practice of Psychology

For years, given strong empirical support, Professor **Nancy Worsham** has included mindfulness meditation practice in her psychology courses. Fifteen years ago, she added a targeted course, Mindfulness and Psychotherapy. Many of her former students – whose work spans many disciplines – share how that has made a difference in their careers. Here are a few examples from the psychology department’s website:

Kayte Bradshaw ('12) completed clinical rotations at college counseling centers while completing her Ph.D. in counseling psychology. She employs a mindfulness-informed approach to care.

Paul Condon ('09) conducts research on meditation and well-being, with a special interest in how meditation practices shape social behaviors such as compassion and forgiveness.

Melissa Villeneuve ('14) is a mental health counselor who has enjoyed facilitating mindfulness groups.

As for Worsham herself: “Mindfulness practices have helped me navigate life challenges and be present and attuned to my students to engage them in learning.”



Inquiry into Buddhism

Gloria Chien teaches a Buddhist Meditation and Practice class that combines academic study with the act of meditation. She received funds to purchase 25 cushions and mats, which students use for contemplation sessions held in the Hearth Room, a quiet space near the University Chapel in College Hall. Here, she answers a few questions.

How would you describe the benefit of studying Buddhist meditation?

Buddhist meditation is one of the major religious contemplation practices, and its study promotes interreligious dialogue, for example, about traditions like Hindu mantra recitation, Tibetan Buddhist guru yoga, Catholic Lectio Divina (divine reading), the Ignatian Examen, etc.

How do you accommodate students who aren't Buddhist?

Each contemplation activity is designed to be undertaken without needing a belief in Buddhism. The activities are

influenced by my certification in the Cognitively-Based Compassion Training (CBCT®) developed at Emory University. The combination of experiential learning and critical thinking is related to the texts we are studying, and students reflect on how their contemplation experience is different than the Buddhist meditation practice explained in the readings.

What do you hope students gain?

In addition to fostering intellectual growth, I hope the resiliency activities help students become more aware of their emotions and more skillful in regulating them. I want my students to increase their ethical concern for others – awareness of how their perspectives may cause them to judge or discriminate against others – and reflect on the root of their perspectives and adjust if desirable.

(cont.)

Tips for Beginning a Mindfulness Practice

How can we integrate a meaningful practice into our regular activities? Here are a few ideas.

From Mike Hazel

Have a dedicated “no-device time.” For me, it’s when I have my coffee. Just enjoy a few moments without any other distractions.

Try (and continue to practice) the “ambiance awareness” exercise. Right before entering a different space, whether a room or a building, take a moment at the doorway to get a sense of what the space feels like. Step through the doorway and note the change – the light, the temperature, how any subtle or obvious changes influence how you feel. With consistent practice, this helps develop your senses, brings you back to the now, and adds to the enjoyment of life.

From Gloria Chien

Walk slowly in a quiet place focusing on the sensations of each step. Or, stand against the wall or sit on a chair. Through breathing, notice the rising and falling of your shoulders, back or stomach.

From the Author

Focus your commute. Even if you’re driving, you can practice being more aware of surroundings – not only the traffic around you, but the changes in the trees, or the progress on a construction project along the way. Really look at the people at stoplights: What might they be approaching in their lives today? Offer a kind smile or speak aloud a little blessing on their day.

From Karla Parbon

Start with the most universal and essential element of being human ... your breath. **Just take time to breathe deeply** with honest intention to embrace what yoga describes as your pranayama or life source.

From Laura Miner

In the wise words of Nike, **Just Do It.** Implementing a mindfulness routine can happen in as few as five minutes a day, and the benefits continue to compound over time. Plus, in line with the Jesuit tradition of educating the whole person – body, mind and soul – mindfulness is a powerful technique for bringing all three into alignment.

From Smokiness to Clarity

Ministry and Mindfulness with Ben Chu

Eco-spirituality specialist and retreat leader **Ben Chu ('21 M.A.)** lives his dream job of taking people into the woods to grow closer to God. Working in Gonzaga's Office of University Ministry, he coordinates camping trips, day hikes and other excursions for students who desire to feed their souls with experiences in nature.

A practicing Catholic, Chu once lived with a Soto Zen teacher and spent a month practicing Zazen (sitting meditation), which he continues to do amid his busy schedule today. While a philosophy and psychology student at the University of Oregon, he worked in a neuroscience lab where the Dalai Lama was a subject of scientific study of the impacts of meditation. Those experiences have played an integral role in facilitating retreats for students and navigating challenges.

Last fall, during the Gonzaga Out of Bounds (GOOB) program, wildfire smoke prevented students from having a typical outdoor excursion. "We were in Schoenberg with 100 students, unsure of what to do, and cortisol was high," Chu recalls.

They could find indoor activities, like rock climbing, but also sought to feel as though they were truly in nature, as was the intention. Fortunately, Chu heard of Harmony Woods, a retreat center in the woods south of Spokane, co-founded by Fernando Ortiz, director of Gonzaga's psychological services.

Inside Harmony Woods' large yurt surrounded by trees, GOOB participants settled into yoga and meditation.

"It really helped to heal the anxiety and disappointment of these first-year students," Chu says.

» See the full interviews with Mike Hazel, Gloria Chien, Ben Chu and more!

Interested in learning more about various mindfulness techniques? Check out the resources in the Wellness Toolkit offered by Gonzaga's Office of Health Promotion.

gonzaga.edu/Mindfulness



Harmony Woods Retreat Center. Photo by Kate Vanskike

Breathing Together

While it's true that meditation – like most things in our society – has been commodified through the selling of services and apps, the growing awareness and acceptance of mindfulness practices is encouraging.

I've witnessed a shifting openness to it in my workplace, the Marketing & Communications office at Gonzaga. Our former department leader began guiding our staff in centering ourselves with a few deep breaths together at Monday morning check-ins. For a while, I worried that some people may have been uncomfortable with this experience – the silence alone is hard for many.

But gradually, this time set aside for taking a deep breath and saying a prayer or reflecting on a prompt became normal, and we continue it under new leadership. There is certainly the risk of "going through the motions" as can be the case with any ritual. But sometimes our student workers participate, and we've heard comments from them, such as, "Wow, what a way to start the week." It's a good reminder that how we practice presence in our environment is another way to impact students' overall learning in a positive way.

And that is worth another big, deep breath of gratitude.



The Student Chapel in College Hall is a serene place for prayer and meditation.
Photo by Zack Berlat

Professional Pathways

Online and hybrid graduate and certificate programs broaden the horizon for continued learning

Stories by Peter Dunau, Dale Goodwin ('86 M.A.T.), Lucy Klebeck ('23, '24 M.A.) and Kate Vanskike ('22 M.A.)

Advancing in a chosen career. Starting a new profession. Looking for personal growth. These are a few reasons people start poking around on university websites for graduate or certificate options to consider. With online programs available across the nation, making choices can be hard. What kind of learning experience do I want? What do I hope to gain? How will this effort actually pay off?

Here, participants in several programs share their experiences and why Gonzaga was a great choice.



Russ Fiorella ('25 Ed.D.)

Thoughtful Pursuits in Educational Leadership:

The Online Ed.D.

Doctoral candidates **Russ Fiorella ('25 Ed.D.)** and **Catherine Olver ('25 Ed.D.)** come from different educational experiences: Fiorella was immersed in Jesuit schools and Olver attended public schools.

With interests in Ignatian pedagogy, project-based learning, instructional coaching and principal leadership, Fiorella has helped lead the design and facilitation of professional development workshops. Olver has 17 years experience teaching and working in mental health and runs special education programs in public schools, specializing in helping those with trauma and behavioral issues.

WHAT INSPIRED YOU TO EARN THE ED.D. AND WHY DID YOU CHOOSE GONZAGA?

Fiorella: I recognized in myself a desire to pursue education leadership but had to do a lot of digging to figure out what that meant for me. During the preliminary interview with Gonzaga faculty, the word they used often was "transformation" – of mind, of heart, of self. I knew I could trust them to accompany me as I pursued my purpose and deepened my vocation as an educator and leader.



Olver: I was drawn to action research, which aims to find solutions to problems. I chose Gonzaga because of the small class sizes, the ability to keep my current teaching position, and how knowledgeable the faculty is on the issues of the current education system.

WHAT ARE THE NEXT STEPS IN YOUR CAREER?

Fiorella: I think my future is less about what I want to do next and more about how I am called to be a leader in light of what I will have learned and where the greatest “apostolic debt” can be paid forward.

Olver: I hope to teach principals how to implement multiple frameworks at once so they can learn to prioritize their social-emotional learning without compromising other academic systems.

WHAT STANDS OUT ABOUT YOUR EXPERIENCE AT GONZAGA?

Olver: I assumed that a private, Catholic university would expect that I would be religious or think very conservatively while being surrounded by mostly white people. I was pleasantly surprised by the diverse faiths, outlooks and inclusive atmosphere that Gonzaga provides. It made me feel like I could belong and effect change in my field, even if I did not fit the religious mold.

Fiorella: In my first six months, I have wrestled with questions at the intersection of research and the practice of leadership, such as “Do you want to be right or do you want to be effective?” or “Is this a technical problem or an adaptive challenge?” I am grateful to have peers in diverse roles across the education ecosystem with whom I can learn as I tackle these questions. Similarly, I have benefited from personalized support and coaching from my adviser and other instructors.



Catherine Olver
(’25 Ed.D.)

Maximizing Power:

The Online M.E.

It was serendipity that **Josh Lankford ('13, M.E.T.D.)** entered the Master of Engineering in Transmission and Distribution when he did, hoping to find mentoring and practical knowledge as he tackled the complex problems in the power sector.

Lankford is a vice president at Umatilla Electric Cooperative in rural Oregon, overseeing engineering, IT and operations. Since 2009 when he joined as a distribution engineer, UEC has become one of the top five fastest growing and top 10 largest cooperatives out of 900+ nationwide in terms of kilowatt sales.

He appreciates the broad knowledge gained through the online T&D program in Gonzaga's School of Engineering and Applied Science, where every course was relatable to his job.

"The real-world projects gave me more of a commonsense approach and get-it-done attitude to the many different and exciting projects we have day to day," he says. "The T&D program really helps build validity and that's imperative in a lean utility like UEC."



Josh Lankford ('13, METD)

About T&D

Established in 2007, Gonzaga's online engineering degree and certificate in Transmission and Distribution cover substation design, grid operations, system automation and renewable energy, all built around real-world scenarios for the electric power industry. "Our courses focus on what engineers working in power need to know," says Assistant Director **Jilliene McKinstry**. "From designing grounding plans for substations to choosing transmission line poles and understanding how renewables affect the grid, the program has thrived because it has focused on what students and industry need today."

Nurses Expand Their Horizons:

The Online M.S.N.

Whether drawn back to school to learn a new specialty, conduct research or develop management skills, students in the Nursing Leadership in Healthcare M.S.N. program find an array of academic choices where distance delivery is not at the exclusion of hands-on learning.

One of the things that attracted **Kelsay Irby ('24)** to the online M.S.N. was “its long-standing reputation for high-quality education while requiring students to attend in-person educational assessments and hands-on lessons,” she says. A critical care transport nurse, Irby began graduate studies in the Family Nurse Practitioner program, but later moved seamlessly to M.S.N. in Nursing Leadership in Healthcare, which put her on a path more compatible with aspirations to advocate for and improve health care systems.

“The resources I’ve gained throughout my Gonzaga education have given me hope that I can be an effective agent of change,” Irby says. “I have been well-supported and ‘seen’ in a way that is sometimes hard to achieve through virtual learning.”

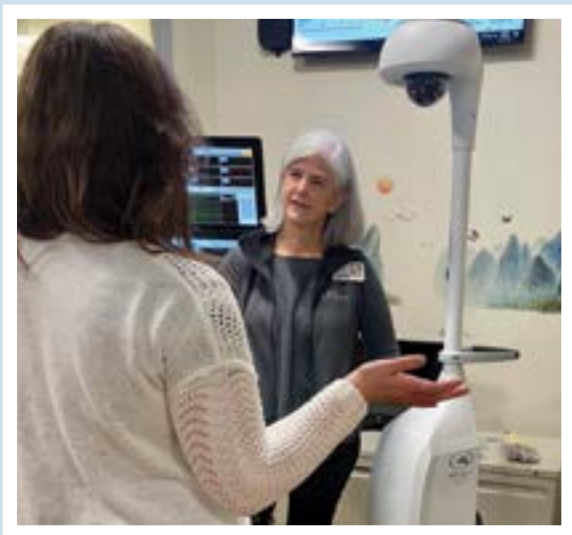


▲ **Bianca Hernandez ('24 M.S.N.)**, 10 years into pediatric nursing, pursued the degree after her supervisor “took me under her wing as her clinical nurse coordinator where I found my passion for leadership.” She was introduced to financial management, staff delegation and performance evaluations.

“My goal is becoming a director and truly being an advocate for our patients and for our nurses,” Hernandez says. “Gonzaga has set me up for success, not only by providing the best education, but also creating an environment geared toward my career – positive, innovative and inspiring.”

Kelsay Irby
(’24, M.S.N.)





▲
Donna Neely ('23 M.S.N.) worked 13 years at Harborview Medical Center in Seattle before working at an ICU in Bend, Oregon, where she transitioned into a clinical informaticist, helping optimize the electronic health record system and other tech tools to support patient care.

"I wanted to develop my own personal leadership philosophy," she says. The M.S.N. in Nursing Leadership in Healthcare enhanced her understanding of evidence-based practice, legal and regulatory issues and quality improvement strategies, which she has leveraged to help develop programs to improve patient care and support caregiver well-being.

An oncology nurse since 2016, **Lacey Negus ('23 M.S.N.)** completed a B.S.N. from Gonzaga, then earned a palliative care certificate in Colorado. Closing in on completion of her M.S.N., she was already thinking about earning a doctorate in the future.

Negus hopes to transition from active nursing into teaching at her local community college, and ultimately return to Gonzaga to teach and "allow myself the chance to give others the life-changing experience I was given by this University."

Helping Those Most Vulnerable:

The Hybrid Certificate in Foundational Leadership

In 2021, **Pat Castaneda** received a Certificate in Foundational Leadership (CFL) from Gonzaga. That same year she started Manzanita House, a nonprofit that attempts to meet the needs of immigrant and refugee populations.

After growing up in Venezuela and living in England, Castaneda settled in Spokane where she found her passion. She chose Gonzaga's CFL because it covered topics, such as diversity and actualized leadership, that resonated strongly with her. The nine-month, non-credit certificate program has practical learning, mentorship and assessments to hone interpersonal communication skills, self-awareness and working with diverse identities.

As executive director of Manzanita House, Castaneda works with people from all types of religions, backgrounds and languages – skills she gained during her CFL work.

ADVICE TO OTHERS THINKING ABOUT GOING BACK TO SCHOOL?

"It's never too late. Especially for immigrants who feel that at a certain age that you cannot pursue a change, but it is never too late."



Lacey Negus
('23 M.S.N.)

Expanding Leadership Out of the Military:

The Hybrid Ph.D.

Among Gonzaga's graduate leadership programs, there is a sector consistently represented among students: the military. Veteran **Nick Brock ('25)** shares his experience.

Retired in 2022 as Air Force chief master sergeant, Brock's final assignment was managing approximately 1,500 enlisted airmen and equipment at 77 worldwide locations and a \$30 million annual budget. He also "had the humble responsibility of educating and mentoring while modeling the way," he says.

WHAT INSPIRED YOU TO PURSUE A LEADERSHIP DEGREE, AND WHY GONZAGA?

Initial inspiration came from a cadet who shared their academic story. I thought as an emerging leader, there must be more than formal military education to build my playbook, and knowing an eventual return to my home state of Washington was a goal, I researched GU and discovered the Organizational Leadership (ORGL) program. Curriculum descriptions and a picture of Mount Adams drew me in, while the hybrid-immersion structure catered to my situation. Online learning allowed for base-to-base transfers without disruption, while on-campus immersions connected me to the institution community. I was so enamored with ORGL and Dr. Kem Gambrell's pitch at the graduation banquet that I elected to apply for the Doctoral Program in Leadership Studies. Once accepted, I took it as a sign of fate and have enjoyed every step along the way.

WHAT STANDS OUT ABOUT YOUR EXPERIENCE AT GONZAGA?

Although I enrolled in Gonzaga for academics, the community proved far more beneficial. The care and empathy felt at GU forever changed my outlook. I return each summer to mentor students and also participate in alumni adventures with a core group of amazing Zags who share similar passions.

Something for Everyone

Whether hoping to advance in your existing career or shift to something completely new, Gonzaga offers a wide variety of certificate programs (no prior degree required) and graduate offerings. Many offer the convenience of online coursework with the perks of occasional visits to campus.

» Start your journey here:

gonzaga.edu/graduate
gonzaga.edu/certificates

Who's this Zag?

She joined the GU community in 1977 just after completing her doctorate in counseling psychology and didn't leave her post until retiring in 2011. Over 34 years she helped counsel students with anxiety over a parent who could only be happy with an A grade, the death of a pet, eating disorders, depression and suicide contemplation. She was happy to chat with anyone who needed a friend. She modeled *cura personalis* in everything she did. "We are educators with a special focus," she said of her staff.

» **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 Winter '24 is . . .

Alan Westfield

Retired ROTC Recruiter and Assistant Professor of Military Science 2000-2024



When this West Point graduate retired from active duty as a lieutenant colonel in the U.S. Army after 21 years, Alan Westfield became a recruiting officer for the Bulldog Battalion at Gonzaga.

He welcomed students and their parents, helped with scholarship applications, ran physical training three times a week at 6 a.m., coached Ranger Challenge teams, worked with leadership labs, taught military science and maintained a huge network of former cadets, their family members and other GU students. Serving here for 23 years, he is also one of the best-connected and beloved colleagues in the GU community. He retired Jan. 30, 2024.

Readers Respond

I first met LTC Westfield in 2012 when we lost one of our students who was deployed to Afghanistan shortly after graduating. This was the first time I had experienced the loss of one of my students in this manner during my time teaching at Gonzaga. The loss hit hard and the grief we all felt was palpable. Alan was a big support to our community and kept us informed. Thank you to LTC Westfield for the care he has shown to the Gonzaga community.

Anjali Baretto, former GU faculty, Spokane, WA

It was an honor serving beside LTC Alan Westfield in the Bulldog Battalion. Together we solidified the training program and Alan maintained it for over 20 years, resulting in countless accolades and success for the battalion and Gonzaga. We flew to Arlington National Cemetery to honor Forrest Ewen, a super Bulldog who was lost in battle. Alan's absence will be missed, but what a legacy he leaves. If I know Alan, he will continue to give to the Bulldogs and GU in any way he can for as long as he can.

Michael Wright ('01 M.O.L.), Nine Mile Falls, WA

From the first time I met LTC Westfield as a senior in high school through my Army career, the care and lessons he taught me and my classmates during ROTC have carried me through difficult leadership challenges. He has shown us how a leader can genuinely care while maintaining high standards. A phenomenal leader earning a well-deserved retirement!

Alyssa Nuehs ('16), Great Falls, MT

Alan and I served as company commanders in the 1st Armored division in Germany in 1986. He was a great commander and we have been friends since. He is truly a great person and even greater soldier.

Sam Higgins, former ROTC faculty, Spokane, WA

The span of LTC Westfield's impact cannot be overstated. While he passionately coached, trained and mentored 427 cadets who would go on to commission, with each of those officers comes another 40, 100,

500, or more soldiers under their command as they advance in their careers. If each of these officers mirrored even a fraction of Alan's commitment to his country, his craft and his cadets, thousands upon thousands of lives have been and continue to be positively impacted. There are few leaders as dedicated, genuine and selfless as Alan Westfield. Retirement well-earned!

Will Woodbery ('16), Eglin Air Force Base, FL

LTC Westfield picked me up at the airport and drove me to campus to introduce me to my cadet sponsor during a visit in high school. I didn't know at the time, but LTC Westfield would be one of the most consistent and impactful leadership mentors for my classmates and me throughout our journeys at GU.

LTC Westfield is a storytelling machine. He was quick to share stories of all of the amazing things cadets went on to achieve in their military careers. He was (and still is) the glue that holds the network of ROTC alumni together. Supervising our Ranger Challenge training he had such a relentless passion for our team's success that I think he would have traded his left hand to be able to compete with us out on the Land Nav course — just to show us how it was really done. What every cadet looked forward to throughout their college career wasn't commissioning or pinning our bars, but the commissioning after-party when we could finally share a Sam Adams (or two) with LTC Westfield. It was a right-of-passage that meant the world to

us. Even years after graduating, LTC Westfield was willing to write me recommendation letters for grad school. I am very thankful to have been one of the 427.

Christopher Smith ('13), Grand Rapids, MI

A truly earned retirement from an unmeasurable amount of time, care and sweat he gave to the GU ROTC cadets and program.

Bradley Rudolph, former sergeant on ROTC staff, Clarksville, TN

One cannot begin to measure the impact Al Westfield has had on our nation's leaders and the profession of arms.

Justin Pritchard ('04), Portsmouth, RI

Mr. Westfield is an exceptional leader and truly cares for his students/cadets. He loves his country and lives by example.

Robert Rochon, retired colonel, Dallas, TX

Alan Westfield is a wonderful leader with a heart for his ROTC students. He is truly the embodiment of what it means to be a Zag!

Kyla Jo Colliton ('19), Spokane Valley, WA

LTC Westfield was/is the face of the Gonzaga ROTC. At our introduction to the program, we met Col. Westfield and immediately knew that our daughter Anna would be joining a truly professional organization. Col. Westfield is an absolute treasure for young women and men, Gonzaga and the United States Army!

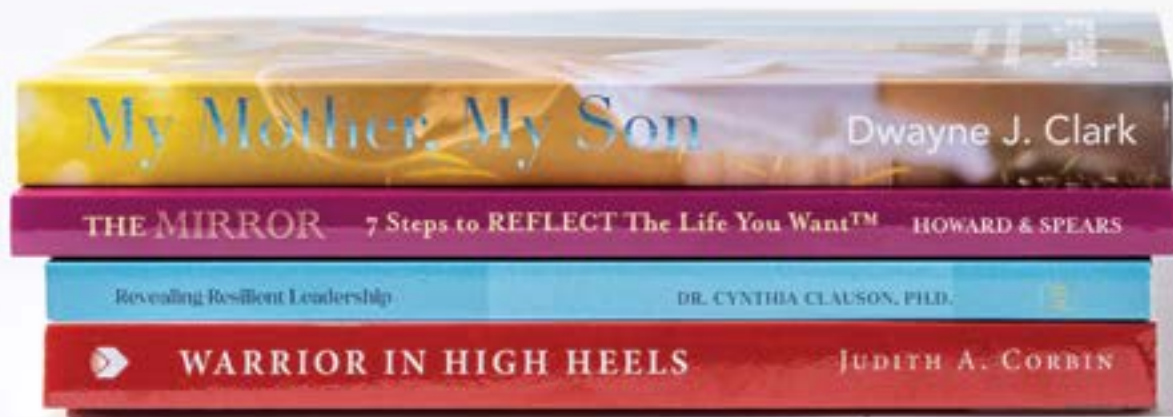
Bob Russell, parent, Chehalis, WA

LTC Westfield was one of the first people I spoke to about joining ROTC in 2003. He helped change the trajectory of my life and I will always have a deep gratitude for him. To this day, I always look forward to seeing and talking to him. He has always been the heart and soul of the Gonzaga ROTC program.

LTC Christina (James) Crittenden ('07, '16 M.A.), Olympia, WA



Alan celebrated his retirement in January with friends, colleagues and former cadets, including Erik Solbert ('05) and Colton Crawford ('11) shown here.



In Print

'68 Barry Andrews has released another book: "The Gospel According to This Moment: The Spiritual Message of Henry David Thoreau," to add to his list of published works on Transcendental authors Thoreau and Emerson.

'69 Tom Woodley wrote "Last Alarm: The Charleston 9," the heart-wrenching story of how nine brave firefighters died battling a 2007 fire. Proceeds from book sales benefit the International Fire Fighters Disaster Relief Fund and a Charleston-based nonprofit supporting first responders suffering from PTSD.

'76, '77 J.D. Judith Corbin tells a fictionalized account of her real-world experiences as a female trial lawyer, learning to wrestle with inner conflicts

between feminine instincts and masculine survival tactics, in "Warrior in High Heels."

'96 Stephen Fofanoff published "A Spiritual Toolbox for the Modern Man" as well as the three-book "Creation Seed" series, which provides short prompts for daily reflection.

'97 Ph.D. Cynthia Clauson published "Revealing Resilient Leadership: Empowering Leaders to Transform Schools for Long-term Success."

'13 Chelsea (Caslavka) Caslie released the third book in her LitRPG Sci-fi Fantasy Fantasia Series, titled "A Broken Game."

Dwayne J. Clark is founder and CEO of Aegis Living. He is the author of five books, including an autobiography, "My Mother, My Son," which Hollywood purchased to make into a feature film.



"Creation Seed" series,
'96 Stephen Fofanoff

Accolades

'77, '88 M.A. Jim Thomas (*right*) was chosen by Archbishop Paul Etienne to accompany him to Hiroshima and Nagasaki, Japan, for the 78th anniversary of the atomic bombings. Thomas served the delegation as a nuclear disarmament expert.



'93 Kristin Omberg was named a Fellow of the American Association for the Advancement of Science, specifically in the category of Societal Impacts of Science and Engineering. She works at Pacific Northwest National Laboratory in Richland, Wash.



'09 Mashonda Taylor (*left*) received honors as the Non-Profit CEO of the Year by the Birmingham (Alabama) Business Journal.

'11 Reedy Berg is a new city council member in Yakima, Washington.

'17 Ph.D. Felix Yerace received the Earl Reum Award by the National Association for Student Activities for his efforts to promote and enhance student leadership development.

'17 Joseph Harshbarger completed a master's degree in European, Latin American and Comparative Literatures and Cultures at the University of Cambridge.

Career Updates

'00 West Livaudais created Oregon Spinal Cord Injury Connection, a nonprofit to provide care and community to people with spinal cord injuries, after suffering from a spinal cord injury himself in 2013.

'09 Ellen (Mezzera) Lavaia is a producer for a non-profit organization called Broadway Cares/Equity Fights AIDS.



'12 M.A. Corey Gause (*left*) is an Air Force Colonel and Commander of the 167th Mission Support Group. He has served for 31 years.

'16 Anna James Miller (*right*) joined the Sierra Meadows Foundation as the development director to promote the expansion of regional mental health care.



'20, '23 J.D. Bridgette Roll (*left*) joined the Spokane law firm Piskel Yahne Kovarik, PLLC as an associate attorney, practicing real estate and property law, contract law, commercial and civil litigation.

'23 J.D. Scott Morse (*right*) joined the Spokane law firm Piskel Yahne Kovarik PLLC as an associate attorney, practicing in construction, real property and land disputes.





'16 Lexie Lucassen and Ross Kyman's marriage was officiated by Fr. Dan Nevares, S.J., at St. Aloysius Church surrounded by fellow Zags. Lexie is an environmental scientist at Avista.



'97 Mark Van Loan and Claudia Odalis Flores Contreras married in Santo Domingo, Dom. Rep.

'07 Blair Ostrem and John Pehanich had an intimate wedding surrounded by friends and family in GU's University Chapel. Blair is a wealth management analyst at Morgan Stanley.

'11 Cathy Caputo and Evan Cooper danced with other Zags to Zombie Nation during their reception. Cathy is an engineering program manager at Google.

'12 Karina Riskin and **'12 Ian Powell** tied the knot with Ian's groomsmen comprised entirely of Zags he met in DeSmet. Karina is a store director at Target and Ian is interim dean of students in the Shoreline School District.

'16 Mary Conyard and **'19 Brian Ramaswami** met in the old COG. Mary is employed by Niche and Brian by Expeditors International.

'16 Sierra Schmitt and **'16 Kevin Hernandez** were married by Fathers Kyle Poje, S.J., and Patrick Hartin, S.J. in St. Aloysius Church.

'17 Anna May and **'17 Drew Lombardi** celebrated their wedding with many other '17 Zags. Drew is a trial attorney, Anna a resident physician.

'17 Chandler McGuire and **'14 Alex Ramos** had a Jesuit-officiated wedding in California.

'17, '20 M.B.A. Erin Schultheis and Wyatt Mitchell married in Deer Park, Wash. Erin is a CRM system administrator at Community Colleges of Spokane.

'18 Spencer Martin and Kaleigh Roy married in Paradise Valley, Mont. Spencer is a sports director for KULR-8 News.

'19 Alisha Isensee and **'18 Michael McIntyre** married in Ravensdale, Wash. Alisha is a recruiting coordinator at Salesforce, Michael the investment banking VP at Chinook Capital Advisors.

'19 Anna Ogilvie and **'19 Andrew Christianson** met at a Coughlin Hall barbecue. The Ohio couple returned to Spokane for their wedding, a reception in Cataldo Hall and afterparty at Jack and Dan's. Anna is a strategy analyst for Merit America, Andrew a senior business development analyst for Lazurite.

'19 Brianna Higashihara and **'19 Zach Fobar** met while studying physiology and psychology. Brianna is a physician assistant student at Spokane's MEDEX, Zach an ICU nurse at Deaconess.

'19 Bridget Hoag and **'17 Andrew Nett** met as officers of the Gonzaga Ski and Snowboard Club and married at St. Bernard of Montjoux in Winter Park, Colo. Bridget



'08 Sandra Chin and **'01 Jason Kuska** celebrated their marriage with an intimate ceremony of 20 friends and family. Sandra works in finance at Goldrich Kest and Jason runs an event company, Nasstive Entertainment.

is a cancer biology Ph.D. candidate, Andrew a superintendent for a contractor.

'19 Cameron Schaffer and Colby Watilo celebrated with four other Zags, who meet regularly in a virtual Zag Bible study. Cameron is marketing director for the Fellowship of Christian Athletes.

'19 Molly Nistler and **'19 Richard Ryan McEvoy** married in the presence of fellow Zags.

'19, '20 M.I.T. Julia Camara and **'19 Nick Marchesano** celebrated with a group of Zags. Julia is a kindergarten teacher in San Diego, Nick a certified athletic trainer at Amazon.

'21 Shannon Page and **'22 Cody Buckley** married in Lake Tahoe. Shannon is a middle school English teacher at Blessed Sacrament Catholic School, Cody a pilot for United Airlines.



'14 Samantha Chin and **'17, '18 M.Acc. David Wright** attended their Zag-filled wedding reception wearing their matching custom Nikes with "Zag Up" on the back. Both work at Nike, Samantha as a senior accountant, David as senior consumer planner.

Family Joy

Congrats to the Zags adding to their families!



'14 Caitlin LeBrun and **'13 Benjamin Sexton:**
a son, Arlo

'12, '13 M.B.A. Rosalyn (Langer) and John Rossi: a son, JR

'13 Sarah (Katz) and **'13 Nicholas Hardin:** a daughter, Jolene

'14 Carly (Harris) and **'13 Timothy Eberhart:** a son, Reid

'16, '17 M.I.T. Brooke (Bonner) and **'14 Doug Forkner:** a son, Calvin

'18 Halle (Shumaker) and **'18 Luc MacKenzie:** a son, Carter

'21 Brianna (McCracken) and **'16 Rahmi Nemri:** a son, Rafe



'64 James "Jim" Jundt believed in the importance of a liberal arts education and a proponent of the arts. His 50+ years of generosity to Gonzaga, as well as his service as a Regent and Trustee was instrumental in aiding the University, particularly in challenging times. He and his wife, Joann, made possible the Jundt Art Center and Museum and the James R. Jundt Chair of Economics. Dec. 1 – Scottsdale, Ariz.

Jim with wife Joann, for whom the Joann Jundt lounge in the Hemmingson Center was named in 2015.

'55 Rhea Bennett, a lifetime learner and social justice advocate devoted to serving others with compassion. Sept. 20 – Martinez, Calif.

'55 Joyce Murphy, talented musician and first female to receive a full scholarship to GU. She accompanied the Men's Glee Club and later helped launch the Lyle W. Moore Endowed Scholarship fund with club alumni. Dec. 31 – Laguna Niguel, Calif.

'55 Joanne O'Toole, devoted mother to six children, all Gonzaga grads. Dec. 27 – Plentywood, Mont.

'55 Willard Wyman, beloved husband, father and grandfather spent over 40 years caring for patients and practicing obstetrics and gynecology. Nov. 5 – Hayward, Calif.

'58 Patricia Canty, Sister of Charity of Leavenworth, Kan., who taught for 40 years and loved to write poetry. Oct. 4.

'58 Marianne Malen, loyal friend, lover of travel, talented gardener and avid supporter of the Zags and Seattle Mariners. Nov. 5 – Beaverton, Ore.

'59 Patrick Cockrill participated on educational boards, chartered community organizations and was

president of the Yakima County Bar Association. Nov. 30 – Yakima, Wash.

'59 Robert Morford, beloved husband, father and friend with a selfless work ethic. Oct. 10 – Richland, Wash.

'59 Daniel O'Leary affectionately known as Gentleman Dan in the Portland legal community due to his empathy, grace and compassion for others. Dec. 7 – Portland, Ore.

'59 J.D. Philip Raekes, for 27 years a Gonzaga Regent, was a successful lawyer, Superior Court judge, husband and father. Involved heavily in St. Joseph's Catholic Church, he was one of the founders of the Central Washington Catholic Foundation. He and wife Mary started a scholarship in the law school. Jan. 29 – Kennewick, Wash.

'60 Donn Herron, member of Gonzaga's nationally ranked debate team, creator of several businesses in the Spokane area, beloved father and grandfather. Oct. 28 – Spokane.

'60 Merle Jackson, a free spirit and devoted Catholic, husband and father. Nov. 17 – Towanda, Ill.

'60 George Morrison, a remarkable lifelong

athlete who believed in the goodness and potential of everyone. Oct. 29 – Edmonds, Wash.

'60 Edgar Smith, French teacher and talented pianist. Nov. 13 – Spokane.

'61 James Comerford, a curious and energetic traveler, husband and father. Jan. 10 – Spokane.

'61 John Gallucci, veteran Army officer who served with distinction for 30 years. Spokane.

'62, '70 M.A. Dennis Codd, a passionate teacher who loved to laugh and cherished his family and faith. Oct. 12 – Portland, Ore.

'63 Allan MacDonald, also known as "Big Mac" to his students, mentored, inspired and created a place for those who did not fit in anywhere else. Jan. 10 – Lompoc, Calif.

'65 Mary Barbieri co-founded the Special Assault Unit and lead the Criminal Division at the King County Prosecutor's Office, taught at the University of Puget Sound Law School, opened a backcountry trekking business in the North Cascades, and ran a family counseling practice. Oct. 29 – Bow, Wash.

'66 J.D. Larry Krueger, Army veteran and lifetime Washington resident. Nov. 6 – Spokane.

God is our merciful Father and the source of all comfort. He comforts us in all our troubles so that we can comfort others.

2 COR. 1:3

'63 Donald Bodeau, veteran, Gonzaga basketball season ticket holder and accomplished farmer. Dec. 31 – Davenport, Wash.

'63, '73 M.A. Joseph Dawson, longtime educator, father and grandfather. Nov. 5 – Spokane.

'69 J.D. John Messina, brilliant lawyer and loving husband, father and grandfather. Jan. 2. – Tacoma, Wash.

'69, '74 J.D. Lee Schulz opened a successful law practice in downtown Seattle and enjoyed traveling with his family. Nov. 20 – Seattle.

'70 Susan Runtz, a fearless, independent and generous spirit who loved volunteering, traveling and sweet treats. Portland, Ore.

'70 J.D. Thomas Smith, a treasured father and lover of snow skiing, hunting and gardening who cherished the friends he made on the mountain. Nov. 18 – Sandpoint, Idaho.

'73 James Brilz, adventurer, sports fan and cherished family man who valued treating others well. Oct. 5 – Preston, Wash.

'73, '74 Mark Canales leaves behind a legacy of love and cherished moments. Oct. 2 – Austina, Texas.

'73 M.A. Sister Bernadette Gardiner, an educator, minister, caregiver, volunteer and member of the Sisters of St. Francis of Philadelphia for 76 years. Nov. 12 – Aston, Pa.

'74 Kathleen Smith, a generous soul, talented photographer and kind heart. Aug. 9 – Renton, Wash.

'77 J.D. Frank Siderius, a humble and kind role model whose greatest joy was his children and grandchildren. Nov. 8 – Seattle, Wash.

'78 M.A. David Black taught social sciences in British Columbia and had an infallible memory for details that made history feel alive. Dec. 25 – Vancouver, B.C.

'78 J.D. Mary Pfaff-Pierce, loving stepmother and wife with an ambitious and compassionate spirit. Nov. 25 – Port Angeles, Wash.

'78 M.A. Richard Pyfer, a titan of the community,

dedicated to supporting those around him. Nov. 11 – Helena, Mont.

'79 M.A. William Smeaton, former principal, passionate member of the EMS community. Oct. 23 – British Columbia.



Charlene Curtiss, photo by Richard Ross

'81 J.D. Charlene Curtiss (above) was an unforgettable life force and mentor to many. A talented athlete, she medaled and set records in multiple sports at the Paralympic Games in Rome. Founder of Light Motion Dance Company in Seattle, she choreographed and taught integrated dance. She performed wheelchair dance in national and international venues and was featured on national TV programs. Her original dance technique in front-end chair control redefined the choreographic terminology of integrated dance. Oct. 29 – Seattle.

'82 M.A. John Sage, a disciplined and dedicated husband and father who was the epitome of resilience and profound love. Dec. 8 – Spokane.

'84 Winnifred Carroll, also known as "Shooshe," an instrumental member of the Sacred Heart (Providence) team and mother of eight. Oct. 26 – Spokane.

'84 J.D. April Leach, selfless mother and wife, loyal friend and passionate animal lover

known for infinite kindness. Oct. 4 – Bozeman, Mont.

'85 M.A. Thomas Beil, a lifetime banker with a knack for lighting up every room he entered with his humor. Jan. 5 – Spokane.

'85 M.A. Lois Bender, teacher, clog dancer and member and officer of the Daughters of the Revolution. Oct. 19 – Spokane.

'87 Tim Reardon, a fierce believer in the word and works of God. Nov. 13 – Walla Walla, Wash.

'88 Rick Vlahovich, an electrical engineering major, was a fixer of all things and the engineer to his wife's creative projects. Jan. 19 – Houston

'90 M.A. Margaret Ann Christian believed that family, faith and friends are the most important pillars of life and spent her life serving others. Nov. 9 – Richland, Wash.

'90 M.A. Johnny Lancaster, passionate educator who lived his life to the fullest and invited others to do the same. Cranbrook, British Columbia.

'91 M.A. Sister Mary Ann Hardcastle served a life of ministry that included years of community leadership and education and touched the lives of many. Oct. 27 – St. Louis, Mo.

'93 Renee Crawford, a labor and delivery nurse across much of the western U.S., passionate Zags fan and beloved grandmother. Dec. 26 – Northridge, Calif.

'93 M.A. Peggy Schibig-Moultine, a dedicated teacher, cherished friend and beloved stepmother with a generous heart. Nov. 25 – Tacoma, Wash.

'94 Katherine Iverson, assistant to the Dean of the College of Arts & Sciences at Seattle University, lover of nature and fashion. Nov. 15 – Bainbridge Island, Wash.

'04 M.A. Edward Mosey, veteran and lifelong learner who adored his family. Dec. 29 – Wilsonville, Ore.

'11 M.A. Sarah Werkman, dedicated educator and beloved mother. Oct. 3.

GONZAGA FACULTY, STAFF & FRIENDS

'84 Doss Mellon, former Gonzaga ESL faculty member who offered a unique perspective, wonderful sense of humor and great humility to all who knew him. Oct. 27 – Spokane.

'04 J.D. Jeff Hart, former director of security and assistant dean for student research who had a passion for the betterment of students. Oct. 25 – Spokane.

Patrick West (left), was a beacon of hope and generosity to Gonzaga and the Spokane community, along with his wife Carol. Hundreds of lives



were impacted by their contributions, particularly to the Ronald McDonald House, Gonzaga Prep and Gonzaga University, where he served as Trustee from 1983-2007, and Trustee Emeritus thereafter. The couple's GU interests included athletics, the Jundt Art Museum, business, the Jesuit community and many building projects and scholarships. Pat passed Feb. 11 – Spokane.



Surviving Burnout and Reclaiming Joy

Addy Wissel

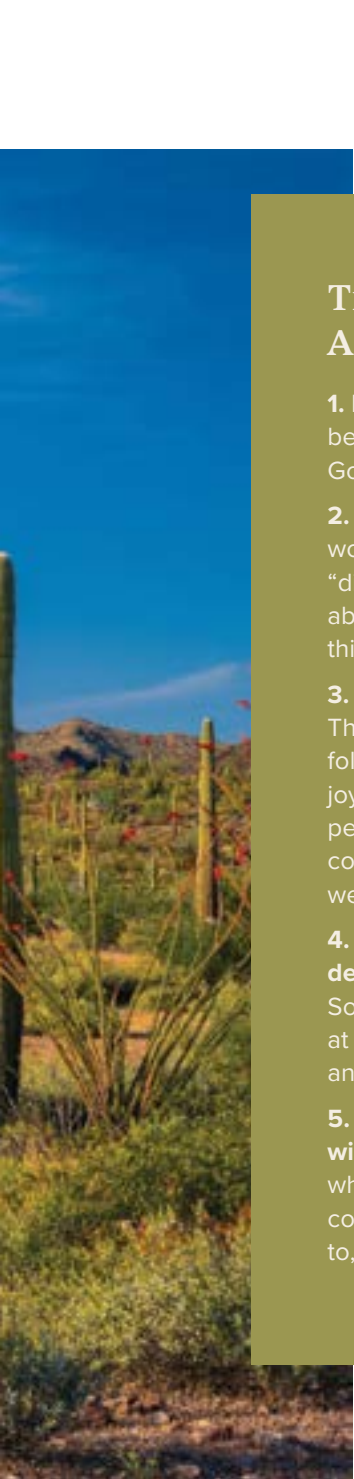
Associate Professor and Chair
Counselor Education

I grew up on a farm in the middle of nowhere in southwest Idaho. In second grade, I viewed my vocational options as quite limited. I knew I could be a farmer, but as the oldest of three girls, I offered my share of hoeing fields and delivering fresh produce to local grocers. I decided I could be a lawyer. I am not exactly sure where this idea emerged, but I did watch a lot of “Matlock” as a child.

I was steadfast on the path to attorneyhood through my undergraduate and graduate studies. While completing

my first master’s degree (criminal justice administration) and working at the Office of the Governor, I realized that perhaps it wasn’t law I should be doing but rather something else with a different kind of impact. Soon, I left my job with the state and pursued graduate studies in counseling.

At every step, both professionally and personally, my perception of self was informed by the lenses of my identities and lived experiences, primarily farm kid, Mexican, female, and first in family. What came with these identities were



Tips for Avoiding (or Addressing) Burnout

1. Look up. Notice. We live on a beautiful planet; be in awe of God's blessings.

2. Mind your language. Certain words don't serve us well, like "disaster," as in something that is absolutely insurmountable. Most things are figureoutable.

3. Thin out your social media. Those accounts and 'friends' we follow can actually take from our joy. I had to remove accounts of people that I admire because I compared myself to what they were achieving.

4. Decrease the number of decisions you make in a day. Sometimes, by the time I've arrived at work I've made 462 decisions, and I'm tired starting my day.

5. Choose your free-time activity wisely. Spend time with people who give you joy and reduce contact with those who do not add to, or deplete, your joy.

my interpretations. Being a farm kid meant that while I was hard working, I knew some people saw us as "dumb farmers." Being Mexican and female, while trying to obtain professional success, was its own challenge. I can remember my mom telling my abuela (grandma) that I completed my Ph.D., to which she said, "but she can't make tortillas." I interpreted that to mean that I couldn't hold on to my cultural roots while also advancing professionally. Finally, being first in family meant that I navigated a lot on my own.

I didn't know what a FAFSA was or what it meant to live on campus at college. My parents were incredibly supportive and even expected me to obtain a college degree but couldn't offer much insight. This left me wondering, "Who am I to teach at a university?" and "What do I know?"

When I began teaching at Gonzaga University in summer 2013, I was prepared to do this work well; however, the lenses above were ever present. At the end of my first semester when students completed evaluations, I was blown away when one of students wrote, "I love when you wear that green dress." The way in which I interpreted this feedback only confirmed the lenses through which I viewed myself – I was not good enough and I, in fact, didn't belong here. I took this one sentence to mean that the student gained nothing from my course and therefore decided to comment on my attire instead. Oof.

This experience sent me into a tailspin and turned into a seven-year trajectory toward burnout. While a comment from the student fueled the journey, my own behaviors, mindset, and perceptions placed me on this path. I hustled and grinded. I focused on "proving" to others that I was great at my work and that I did, in fact, deserve to be here. During this experience, I neglected my health (I thought that's what I got for being a professional and mom), my family took a backseat, I felt less successful at my work and even worse at home, I struggled to have empathy for others, and I lost my ability to see and experience joy. I was a shell of a human.

After these seven years, I was honored to receive tenure and promotion, and the next year, I was awarded a sabbatical, which saved my life. This sacred time in my life allowed me to get quiet and to sit in deep reflection about what I had just endured, and thoughtfully consider which of my lenses, identities and experiences had served me well, and which were causing harm. I had the opportunity to make choices about how I wanted to do life differently.

While I was on sabbatical, I booked a weeklong, solo getaway to the desert. I distinctly remember my first day on vacation as I decided to head to the pool with my bags which included five books to read for pleasure, one data set to analyze, one journal article to finish, and an audit on my life. I proceed to work by the pool all day, neglecting my surroundings.

The next day, I proceeded to the pool again but this time, I looked up. I'm not sure what made me look up but when I did, I was stopped in my tracks. I was in awe and tears filled my eyes. The beautiful rock formations, the vibrant blue sky, the desert foliage. I was stunned because I couldn't recall the last time I had looked up.

The rest of my week in the desert was spent enjoying the scenery and I finished those five books for pleasure.



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

Photos courtesy of Gonzaga University Archives and Special Collections. Years, clockwise from left: 1985, 1993, 1986, 2011 and 1957.



Hey Alumni:

Remember how you felt when you became a Zag?

Send a note of welcome to new students, starting with **THIS IS WHY YOU'LL LOVE GU...**

Submit your greeting at
gonzaga.edu/ReadersCare
to receive a Gonzaga sticker!

