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GONZAGA FACULTY AND STAFF NEWSLETTER

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Gonzaga Presidential Speaker Series

THE POWER OF SOCIAL DISCOURSE AND THE COMPLEXITY OF THE #METOO MOVEMENT



TARANA BURKE
Senior Director of Programs



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BURKE, FARROW TALKING JUSTICE

Tarana Burke and **Ronan Farrow** have captured the attention of the world, and have made great strides in bringing renewed awareness to the widespread nature of sexual assault and harassment in our society. Burke, founder of the 'MeToo' Movement, is a sexual assault survivor who for 25 years has been an advocate for thousands of victims. Farrow helped break the Harvey Weinstein sexual assault story, and for years has been a voice for the marginalized as a Yale-educated human rights attorney, State Department official and award-winning author.

They are featured speakers at the seventh annual Gonzaga Presidential Speaker Series, here to shed light on the 'MeToo' Movement and the social discourse arising from it. They will share their perspectives **April 20, 7 p.m. at the McCarthy Athletic Center.** Gonzaga graduate and KHQ TV anchor **Stephanie Vigil** will moderate. Student questions for the speakers will be collected from sexual assault awareness activities April 9-13, as well as through faculty in integrated media, communications and women's studies.

"This contemporary issue affects all of us," says President **Thayne McCulloh**. "My hope is that this event provides an opportunity for us to engage with leaders at the forefront of this social justice movement,

to better understand the epidemic of systematic sexual harassment and abuse, and to more deeply appreciate the profound cultural change the MeToo Movement represents."

Burke is among those recognized as *Time Magazine's* 2017 Person of the Year: **The Silence Breakers**, and Farrow, recipient of several human rights awards, received global recognition for his culture-shifting series of articles on Harvey Weinstein published in *The New Yorker*. His speeches are listed among NPR's "Greatest Commencement Speeches Ever."

Burke is senior director of programs at Girls for Gender Equity in New York, and has been able to provide a place for comfort and healing to those who have experienced trauma. Farrow, who was raised in a multicultural, multi-race family of 14, is a former U.S. diplomat to Afghanistan and Pakistan with emphasis on global youth, reporting directly to the Secretary of State.

A limited number of complimentary tickets for faculty and staff are available at the Hemmingson Welcome Desk April 3; student tickets are available at GSBA offices April 9 and 11. Public tickets are available through TicketsWest and the McCarthy ticket office, \$14 for the general public, \$10 for students, educators and seniors.

Sharp Avenue Reconfiguration

Work Begins Late Spring

The Gateway to Gonzaga, Sharp Avenue, is receiving a facelift beginning late this spring. The City will reduce the stretch between Cincinnati and Pearl streets to one lane each direction and create safer pedestrian crossings with bump outs on both sides at every intersection reducing the crossing space. The project includes a new planted median down the middle and bike lanes on both sides. Current parallel parking will remain as is.

The wider medians will collect and treat storm water much more ecologically. The new porous pavement of varying materials will help water drain through it. The project is expected to be completed this fall, city street officials say.



Sharp Avenue, looking west, will be reduced to one lane of traffic each way, creating safer pedestrian crossings.

AROUND CAMPUS

- >> Gonzaga's longest-serving president and only chancellor, and former chair of the Spokane Chamber of Commerce Fr. **Bernard J. Coughlin, S.J.**, will be the focus of a new exhibit in the Foley Center Reading Room on third floor, beginning April 12. The exhibit examines his life as scholar, president, priest and friend, and is an effort of the GU and Oregon Province archives.
- >> "Beautiful Weapons: the diversity of life" is co-produced by Biology Professor **Brook Swanson** and Theatre and Dance Assistant Professor **Suzanne Ostersmith**, an amalgamation of how science can be depicted by dance, and how artists interpret science. The performance, narrated by Swanson and performed by the Gonzaga Repertory Dance Company, is April 19, 4:30 p.m. in Magnuson Theatre.
- >> U.S. News & World Report ranks Gonzaga's graduate accounting program the 13th (tie) best in the nation, a reflection of the Master of Accountancy and Master of Science in Taxation programs.
- >> Expect 650 prospective students and as many parents to converge on campus April 14-15 for GEL Weekend. Admission asks colleagues to help welcome families Saturday during the Clubs and Organizations Fair, 10 a.m.-1:30 p.m., along Bulldog Alley.
- >> Of 120 Gonzaga Law graduates in 2015, 117 took the Bar Exam within two years of their commencement, and 113, or 96.6 percent, passed, ranking Gonzaga among the top 25 law schools in the nation.
- >> Please complete the short Washington Commute Trip Reduction Survey April 30-May 4 at www.gonzaga.edu/ctrsurvey, letting us know how you get to work.
- >> Throughout April, the photographic portraits of diverse women of Spokane will be on exhibit at Gonzaga's Kreielsheimer Gallery at the Jundt Art Museum. Artists **Rick Singer** and **Hilary Hart** show photographic portraits and stories of diverse women of Spokane. Included are portraits of high school students, university professors, Holocaust survivors, Bosnian refugees, doctors, janitors and musicians.
- >> Students of Professor **Beth Cooley's** poetry class and Professor **Mary Farrell's** screen printing class display their observations on Urban Landscape in print and poetry, April 3-27, in the student gallery in the Jundt Art Center.
- >> Disney Institute's professional development course, "Disney's Approach to Employee Engagement," is designed to help area and university professionals explore ways to shape organizational culture based on desired employee behaviors, and select people who are a right-fit for the organization's culture. The event is June 5, 8 a.m.-4 p.m., at the Hemmingson Center. To register, go to www.gonzaga.edu/disneyinstitute.

TAKING ACTION TO PROMOTE POSITIVE CAMPUS CLIMATE

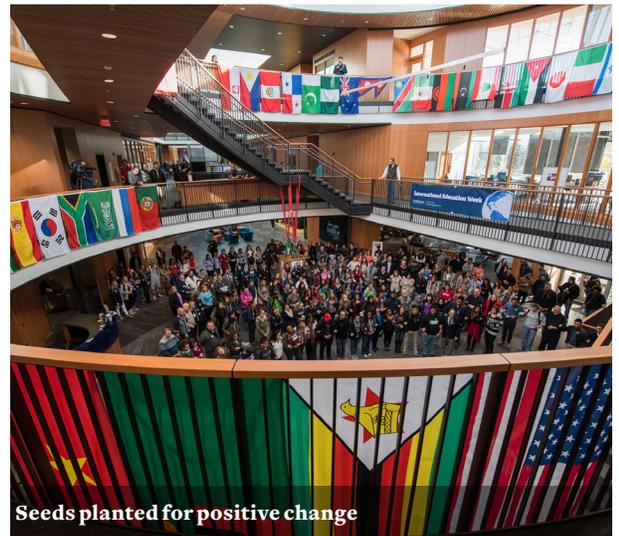
The Council on Equity, Inclusion and Intercultural Awareness held 16 community forums, from November to January, to gather feedback from nearly 200 students, staff and faculty in attendance, on how to make our community more welcoming and inclusive.

The Council's Campus Climate Committee identified major thematic categories, and is setting priorities for tackling initiatives systematically.

"We initially moved those themes into 40 recommendations that came from our community," says **Chris Purviance**, co-chair of the Council. "We looked at what we can accomplish in the next 12-to-18 months and made those our top priorities. As we move forward, we will identify the recommendations we can accomplish in the next 3-to-5 years. These are things that will take longer to complete," she says.

A current action is to create a website by June 2018 as a communication tool for internal and external community members to learn about and track progress on activities, initiatives and events at Gonzaga related to diversity, equity, inclusion and intercultural awareness.

Another action is to create a website to support the Bias Incident Assessment and Support team, which responds to and supports victims of bias incidents on campus. A bias incident is one generally defined to be a conscious or unconscious act of hate or hostility motivated by race, religion or other prejudice. The website will track, educate and



support increased awareness around bias-related incidents happening in our community, as well as provide resources to those experiencing bias incidents.

"We will also look at implicit bias programs other universities have implemented to determine which one could best be adapted to fit Gonzaga," Purviance says. "There are a variety of unique programs already in place around the country. This research and evaluation of potential programs will begin this summer and continue into fall semester."

In the meantime, work is progressing on making employee and student campus tours inclusive of departments and programs that offer support to underrepresented groups on campus to bring greater awareness to our diverse community and resources available.

INNOVATION HIGHLIGHTS DESIGN EXPO

A Cincinnati Greenway, an interactive historical timeline on Miss Myrtle Woldson for the new Performing Arts Center, and an augmented campus tour complete with historical figures and buildings are just three Senior Design Projects on display at this year's Design Expo, May 2, in the Hemmingson Center Ballroom.

Civil Engineering Professor **Rhonda Young** is guiding her students in creating a design for Spokane's first "bicycle boulevard" from Spokane Falls Boulevard to Euclid along Cincinnati, featuring reduced speed limit, greenery, parking and bicycle lanes on both sides. Part of the students' work is taking City Council and Bicycle Advisory Council members on a bike ride along the proposed corridor. They've consulted neighbors, attended neighborhood councils and researched other city greenways. They will present their recommendation to city staff in April, final designs will be drawn up in the fall, with construction beginning in summer 2019.

Computer Science Professor **Rob Bryant's** students are creating design of a 3D display of multiple, intersecting and interactive timelines, dedicated to Miss Woldson's life, to be displayed in the new Performing Arts Center. "In collaboration with humanities students, they have created a program containing three paths corresponding to highlight different story lines. Users can navigate through time looking for intersecting artifacts and view the media associated with each themed story line. One may also click on an artifact to learn more about it, play videos and view pictures," Bryant says.

Another group of students working on an augmented reality guided walking tour of campus whereby a user is able to see historical photographs superimposed on their mobile phone screen with access to historical facts and stories relevant to specific locations. Eight residence halls will be part of this initial tour. For example, a designated spot in front of DeSmet Hall will superimpose a picture of Fr. Peter DeSmet on your phone and offer historical pictures and background information.

NOTEWORTHY

New Hires

Stevi Robinson, assistant volleyball coach, Athletics; **Cameron Bushey**, men's soccer assistant coach, Athletics; **Sheila Schulz**, desktop publishing specialist II, Campus Printing; **Azra Rasic**, program assistant III, English Learning Center; **Ismael Teshome**, network tech, Information Technology Services; **Renee McKenzie**, custodian, Plant; **Austin Mendez**, security officer, Campus Security and Public Safety

New Positions/Promotions

Cheryl Mitchell, senior director of data, reporting & analytics, Advancement; **Jason Allread**, custodial lead, Plant; **Candice Newkirk**, custodian specialist, Plant; **Astrid Kingsford**, senior assistant to vice president & budget officer, Advancement; **Brian Best**, Bozarth property manager, GUEST

Goodbyes

Quinn Kesselring, assistant director, Rudolf Fitness Center; **Christina Turner**, associate director, Institutional Research & Assessment; **Cliessa Allen**, human resources office coordinator, Human Resources; **Molly Wood**, clinical coordinator specialist, Nursing; **David Frank**, custodial lead, Plant; **Chris Heitner**, groundkeeper, Plant

Anniversaries

15 **Stephanie Conlin**, assistant to the dean, Law School

10 **Patricia Skattum**, senior graphic designer, Marketing and Communications

5 **Paul Meehan**, head men's soccer coach, Athletics; **Vicki Weaver**, intake specialist, Disability Access

Cradle Call

Anthony Tardiff, instruction and first-year engagement librarian, Foley, and wife Andrea had a baby girl, Regina. **Jeff Populus**, HVAC tech, Plant, and wife Courtney had a baby girl, Isabel.

FOCUS ON... PHILOSOPHY ACCORDING TO EARLY ADOLESCENTS

Once a week, 20 Philosophy 101 students in 'Reasoning' meet up in small groups to discuss stories with middle schoolers. Known throughout the philosophical community as 'head scratchers,' and 'thought experiments,' these stories provoke interesting and personally relevant insights.

Students recently tackled the story of a 'Goodness Detector.' Imagine a metal detector. But not one that beeps at the sign of precious metals. It sounds when something or someone good is found. Is goodness something we can detect? Is morality invented by people or discovered by them? One can imagine the middle school students taking that metaphor with them into their hallway encounters, or to their family dinner banter, remembering what they learned and how it trickles down into their everyday lives and interactions.

For years Philosophy Assistant Professor **Charlie Lassiter** envisioned talking philosophy with kids, as much to benefit his college students as to benefit these early adolescents.

Here's how it works. Lassiter picks the stories, and his students journal their thoughts. When they interact with middle schoolers, it becomes symbiotic, offering GU students the chance to be contemplatives in action, or practicing philosophers.

The program is made possible through a partnership



Philosophy's Charlie Lassiter

with **Molly Ayers** and the Center for Community Engagement, service-learning advocate and Psychology Associate Professor **Anna Maria Medina**, and Spokane Public Montessori School.

Lassiter believes the early adolescents have the most to gain from this interaction, and he is always delighted to see the youngsters make connections between the stories and their own lives. Middle school-age children are managing many conflicts and challenges.

"It's getting back to philosophy at its origins," Lassiter says. I pick topics that cause them to think about these big questions. Who am I? What is a friend? How do I fit into the world?" Issues of morality, social justice and identity become more accessible when the tools of philosophy are available for engagement.

—By **Sidnee Grubb '18**

Students with Varying Abilities Focus of April CTA Workshops

The Center for Teaching and Advising is well into its second decade serving Gonzaga faculty in innovative and contributive ways. Director **Jeff Dodd** sees CTA's mission extending beyond the classroom. Take his April 7 workshops, for example.

"The morning workshop will focus on serving the whole student. Facilitators from Special Education, DICE, UMEC and Electronic Accessibility will collaborate to help faculty develop strategies for supporting students from all backgrounds and with all types of abilities," Dodd says. "The afternoon session will explore approaches to globalizing the classroom in small and large ways."

Dodd inherited the center from **David Boose** (Biology) in 2015, grateful for robust one-off and cohort programs and a community of faculty leaders like **Rob Bryant** (Computer Science), **Heather Easterling** (English) and **James Hunter** (MTESL) who were excited to carry those programs forward. The Saturday workshops resulted from a sense of missed opportunity. Monthly brown-bag, lunch-and-learn sessions on various topics were in place, "but I wanted to find a way to give faculty something more in-depth," he says.

Dodd worked with College of Arts and Sciences colleagues on innovative teaching, and Saturday programming arose. Then Dean **Elisabeth Mermann-Jozwiak** incentivized faculty participation with modest stipends. Dodd has since worked with all of the academic deans to include faculty from other schools.

"The Saturday format allows me to address their challenges," Dodd says.

OUTGOING FACULTY PRESIDENT REFLECTS

Colleagues ask me if I'm looking forward to no longer being faculty president. I always answer, "No, I'm not. But, I am looking forward to my sabbatical in the Fall!"

My four years as faculty president will always be one of the highlights of my professional career. I would never have imagined that I would have the opportunity to serve the faculty community that has meant so much to me over the past 26 years in that way. I hope that I have served my colleagues well over the past four years.

It was important for me as I entered into the role to carry on the work begun by my predecessor **Rose Mary Volbrecht** to build meaningful networks of shared governance with administration. Prior to her term as faculty president, faculty had endured a period characterized by a much more adversarial relationship with administration. I am happy, and proud I suppose, to say that we now enjoy a level of shared governance grounded in good faith that is the envy of many colleagues from other universities that I speak with.

As I look back on my term, I would point to what I would consider major achievements. First, in partnership with former Executive



Brian Steverson

Vice President **Marty Martin**, via the Faculty Senate, faculty were more involved in the development of our current strategic plan than had been the case with previous such plans. Second, in response to faculty calls for a greater voice in policy formation, I had the pleasure of working with the Faculty Senate and Chief of Staff **John Sklut** to develop a systematic process for policy creation and vetting that has a substantial faculty presence and voice. Third, working with our AVP at the time, **Patricia Killen**, we were able to create a Faculty Compensation Committee that functions as a consultative body in the compensation-setting process. And finally, carrying forward an initiative started in the Faculty Senate before I came on board as faculty president, we now have a robust faculty parental leave policy reflective of our mission values.

As for the future, the most important project will be the completion of the Faculty Handbook revision process. Our handbook must keep us in compliance with regulatory requirements, and also express those deeply shared value commitments that form the remarkable ethos of the Gonzaga faculty community. We faculty will be in the capable hands of incoming faculty president, **Tom McKenzie**, who I know will be devoted to serving the faculty in productive and meaningful ways.

— **Brian Steverson**

ACTIVE SHOOTER

Are You Prepared?

There have been several high profile mass shootings in the past year, and unfortunately the number of incidents is growing in frequency. We pray that a situation like this never occurs on our campus, but all need to be prepared. Do you know what to do if you encounter an active shooter situation? Following is a Homeland Security guideline endorsed by Gonzaga's Campus Security and Public Safety.

How to Respond When an Active Shooter is in Your Vicinity

Quickly determine the most reasonable way to protect your own life. Students and visitors are likely to follow the lead of employees and managers during an active shooter situation.

RUN • Have an escape route and plan in mind. As instructed when you board a plane, know where your nearest exit is in your office building or classroom. • Leave your belongings behind. • Keep your hands visible.

HIDE • Hide in an area out of the active shooter's view. • Block entry to your hiding place, lock the doors, pull the shades, turn out lights. Spread out. Work as a team to plan your next move should the shooter enter your space.

FIGHT • As a last resort and only when your life is in imminent danger. • Attempt to incapacitate the active shooter. • Act with physical aggression and throw items at the active shooter. • Know what you can use as a weapon.

CALL 911 WHEN IT IS SAFE TO DO SO

How to Respond When Law Enforcement Arrives on the Scene

- Remain calm, and follow officers' instructions
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as attempting to hold on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction

ACTIVE SHOOTER RESPONSE

LEARN HOW TO SURVIVE A SHOOTING EVENT



RUN



HIDE



FIGHT

when evacuating, just proceed in the direction from which officers are entering the premises

Information You Should Provide to Law Enforcement or 911 Operator:

- Location of the victims and the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

Recognizing Signs of Potential Workplace Violence

An active shooter may be a current or former employee. Alert Human Resources if you believe an employee exhibits potentially violent behavior. Indicators may include one or more of the following:

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism, and/or vague physical complaints
- Depression/withdrawal
- Increased severe mood swings, and noticeably unstable or emotional responses
- Increasingly talks of problems at home
- Increase in unsolicited comments about violence, firearms, other dangerous weapons and violent crimes

"The ability to recall action steps is critical in an emergency like an active shooter attack because reacting quickly can potentially improve a person's chances for survival," says Campus Security and Public Safety Director **Scott Snider**. "It is a common response for people under attack to not know what to do and remain indecisive while trying to come up with a plan.

"Survivors take responsibility. Awareness, preparation and rehearsal are key," Snider says. "You hear gunshots, don't second guess it. Escape, hide or take out the shooter. Assume a survival mindset. And this just isn't for Gonzaga. These are life skills we all need to possess wherever we go, i.e. other workplace, church, any social setting."

Should a campus emergency unfold, ZagAlert will communicate via text message next steps to take. But each person taking the **first** step is the most important action for surviving the danger, Snider stresses.

Training is available through Snider's office and the Office of Emergency Preparedness and Risk Management. Upcoming training dates will be announced shortly. Questions about your own preparedness? Contact Snider's office at ext. 6147.

Active shooter training resources:
my.gonzaga.edu/activeshooter,
my.gonzaga.edu/homeland-active-shooter-training

Name Change Best Reflects School of Leadership's Prime Focus

In 2013, Gonzaga created the School of Nursing and Human Physiology, leaving the School of Professional Studies. Come June, the School of Professional Studies will morph into the more appropriately named School of Leadership Studies, which offers 40 years of history in offering leadership studies to undergraduate, graduate and doctoral students.

In addition, more recently, the School began offering non-degree professional leadership training programs, including the Emerging Leaders Program, webinars, women's leadership conferences and programs customized for organizations.

The new School's enrollment is 829 students in degree programs: the undergraduate

Comprehensive Leadership Program, masters' in Organizational Leadership and Communication and Leadership, as well as a doctor of philosophy in Leadership Studies. An additional 750 professionals throughout the year are enrolled in non-degree leadership training and development courses.