

SPIRIT



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Maccarone brought one student to tears when she simply said, "I'm proud of you." Support is critical for our students, now and beyond.

Four Encouraging Words

"I'M PROUD OF YOU"

By Ellen Maccarone

It isn't the most profound thing I've said to my students in 16 years of teaching upper-division philosophy. But it's probably had a bigger impact than other things I'd thought long and hard about expressing.

It was a Tuesday about halfway through the fall semester, and, as is often practiced to elicit greater engagement with students behind screens, I used the "breakout room" feature in Zoom and gave the students topics to discuss among themselves. When I joined one of the small groups, it was clear these seniors were a little down. After I gave them a little pep talk, I asked if they thought the rest of the class needed to hear it, too; they said yes. We ended the breakout room session and the whole class came back together on one screen.

"I'm proud of you," I told them. "This is not easy stuff. It's new theory, and everyone's making a good effort. It would be easy for you to play Animal Crossing or watch TV, but you're here in class. You've created little communities and you have each other's backs. Stick with it - you can do this!"

Lots of students responded, saying, "Thank you, I needed that."

So, on Thursday, I gave the same talk to my junior class. Through the private chat feature in Zoom, one student thanked me and said her parents never told her they were proud of her.

Hard pause.

I had to hold it together to continue teaching for an hour, but afterward, I was just so heartbroken. Here's a student working hard in conditions that are terrible, without this basic affirmation.

If anyone tells me Millennials are not resilient, I'm going to call BS. They are - they roll with the punches and deal with uncertainty. And, unlike their parents' and teachers' generation, they know how to say, "I'm taking a break - I need to take care of my mental health because I'm really stressed." We often don't recognize that vulnerability in ourselves; that's something I want to learn from them.

TOUGH TIME FOR TEACHERS, TOO

Professors don't always get to learn such things from their students. My first teaching position was at a big university and I had huge classes of 250 people. I didn't learn anything from them. But here, we have this personal relationship with students, and that's important to me as a person and as a teacher.

It's exactly the reason our faculty are working so hard. (Hint: It's not just because we don't know technology like our students!) It's because we want to do right by them - because we know and care about them.

So, while our students are working hard, faculty are as well, delivering a real Gonzaga education. The format is different, but the relationship is the same. The vast majority of us are mustering the compassion to give students grace when they need it, to be kind to one another and our students. And we hope our students will do that for us. Sometimes Zoom will freeze and students can't hear or see us, it makes us feel incompetent. We've had to try new things to develop trust with students, and they are recognizing this in return.

Are some faculty members struggling more than others? You bet. It's because we all have our tried-and-true teacher tricks that just don't work in this online environment where we can't visit with students and each other in person. Many teachers are also basically homeschooling their own kids at home. It's frustrating when we know we're not at our best. Most professors are exhausted and frustrated, but I don't see anyone throwing in the towel.

It Takes a illage

Care from All Corners Brighten Days for Sequestered Students

Hats off to Gonzaga students who are doing their part to mitigate widespread transmission of COVID-19 this fall. [See COVID case dashboard at www.gonzaga.edu/ZagOn]

“Our low case numbers are a testament to our students’ care for one another,” says COVID-19 Coordinator **Taylor Jordan** (’15).

Gonzaga was braced with processes and protocols in how to handle outbreaks, but it wasn’t until the first big flush of cases about three weeks into fall semester that the real learning took place.

“The learning curve was steep,” says **Jon Wheeler**, director of Housing and Residence Life. “But after the first big surge, we learned a lot about students’ needs in those situations.”

Jordan’s COVID-19 Response Action Team, including Health and Counseling Services, Housing and Residence Life, Auxiliary Services, Plant Services, Human Resources, Sodexo and several arms of Student Affairs — in rather extraordinary synchronization — responded quickly and effectively to better care for students in quarantine.

Quarantine housing established in residence halls and apartments is for students who may have come in close proximity with someone positively diagnosed with COVID-19. These students remain in their rooms for 14 days following the date of their exposure. Students testing positive for COVID-19 are put into

isolation in a residence hall and allowed to roam freely within that hall as they can’t infect others with the same virus.

Sodexo Resident District Director **Pat Clelland** used feedback from a student in isolation who, on his own, collected information from peers about what would make food service better for his sequestered classmates, “which helped us modify our menu options and quantities,” Clelland says. Meals are delivered by members of GUEST/Auxiliary Services each day to all students in isolation or quarantine who wish to receive them, including lunch, dinner and the next day’s breakfast, as well as snacks. Each room has a microwave and refrigerator.

While not ideal, “Food services were incredibly considerate. At any time, we were able to voice dietary constraints and modify what we received with a phone call or email,” says student **Anders Svenningsen**.

He says time inched along slowly during certain portions of quarantine and flew by in others. “Zoom meetings, assignments and online classes kept us busy, and we gathered on the weekends for some friendly ping pong, pool and card games. Catching a Lakers game on TV or listening to someone playing the piano added bright spots to our unusual stay,” Svenningsen says.

“While students are isolating themselves to keep our community safe, they are still part of

our community,” says **Colleen Vandenoorn**, assistant dean, Student Involvement and Leadership. “Our goal is to continue care for every student’s body, mind and soul.”

She and a group of campus partners developed a 14-day self-guided retreat, for students entering isolation and quarantine. The retreat was inspired by St. Ignatius’ time healing in his sickbed. The goal is to make students’ time in isolation an opportunity for them to slow down and reflect. Each day students are encouraged to focus on a new topic, from joy, grace and laughter to embracing their place.

Students “on the outside” record positive messages to share with those sequestered. Mission and Ministry, Student Involvement and Cura Personalis play big parts in this exercise.

“A new student to Gonzaga could feel quite isolated from others in this situation. Our goal is to make them feel comforted,” Vandenoorn adds.

Activities include Bingo and trivia nights, and for those in quarantine, half-hour daily breaks for outside yoga, in-place circuit workouts or to feel the new-fallen snow, masked up, of course.

Out of a concern for the disruption and stress students might experience in moving and isolating from their friends, President **Thayne McCulloh** initiated the QI Hospitality program, which partners with several areas to provide personal attention to each isolation or quarantine campus resident. Students receive a small plant and inspirational poster to liven up their space, hand-written postcards of encouragement from members of the campus community, and a gift bag of activity and care items with a personal card from President McCulloh. The hospitality team includes **Julia Bjordahl, Gayle Clayton, Ashley Martin** (President’s Office), **Suzie Mize, Carol Osenga, Angela Ruff, Carrie Senn and Janeen Steer**, with several more volunteers for card-writing and special deliveries.

A special group from the hospitality team assists the Health and Counseling Center by confirming negative COVID-19 test results to the students participating in the University’s testing program. Before Thanksgiving, this number totaled more than 4,000 contacts.

Pretty good teamwork. It’s the Zag way.



Sodexo and Auxiliary Services work together to see that meals are prepared, packed and delivered to students in isolation and quarantine.

Students' Ideas for a Better Pandemic Experience



To maintain proper distancing, dance students use a 6-foot hoop as part of their routine.

As a health educator in the Office of Health Promotion, part of **Katie Noble's** job is educating others about mental health, and advocating for resources for students to help them navigate their challenges.

But in 2020, her job is much broader, normalizing the anxieties brought on by emotional challenges, disconnection with peers and family, screen fatigue and isolation that many of us are facing during the pandemic.

On Oct. 30, she conducted a public virtual conversation with a panel of six students, who spoke about their class and interpersonal experiences. Noble outlined these key takeaways, in hope that it inspires empathy for what our students are experiencing, and offers a look into how we might best care for students.

To watch the full recording, please visit youtu.be/BrZ828kp7nU. Listed below are some of the major themes and take-a-ways from this 50-minute session:

- Significant amounts of screen time. Students shared that they are spending between 8-10 hours per day on their computers whether doing homework, in meetings, synchronously in class via Zoom, or asynchronously watching videos or other materials for their courses. Students noted that they feel that they have more classwork and time dedicated towards classes compared to pre-pandemic courses.
- Major disruptions to life and school schedule. Several students had changes to their schedules, are no longer studying abroad, and/or are creating shifts to their course schedules and plan based off whether courses were offered in person, via Zoom, or hybrid. Significant impact on social

connections with friends, family, professors, and classmates. Students are still living with uncertainty.

- Creating a balance between school and life is hard to navigate. Panelists shared various experiences about how their physical environments have changed and the difficulty of creating and maintaining their social and support networks.
- Communication and Gonzaga's Response to the Pandemic. Most undergrads agreed that the response has been good or great. They would prefer an excess of information compared to not enough information. Our law school panelist shared that they felt the response to law students has not been as supportive or responsive to their needs.
- What do you want staff and faculty to know as we move into the second half of the semester and think ahead to the spring?
 - Participation via Zoom is difficult, especially for introverted students. Consider using Zoom tools such as the chat feature, polls, or breakout rooms to encourage engagement and participation. (Hosts/professors can visit the rooms to hear conversations.)
 - Breakout rooms can help build connection amongst students in a smaller setting.
 - Consider ways to decrease screen time or use of electronics (e.g., audio recordings).
 - Reflect on ways to build meaningful connection with your students. Panelists noted doing a quick check in survey or reminding students to connect with you via office hours for quick 1:1s is helpful. Remind students when and how you're available to them.

- Normalize the struggle for students, staff, and faculty. Talk openly with your students about how they're doing and try to adapt and be flexible. Many students may be struggling but they also recognize that faculty and staff may be struggling as well. Create space for students to feel comfortable talking about their challenges and consider how you may open up about your challenges.
- Students feel they have the academic support needed to be successful.
- Mental Health and/or Self-Care Day(s). Students advocated for self-care breaks or mental health days. Consider multiple days or shortening a few class periods and encourage students to use the time for self-care. As we move to next semester, consider what this may look like within your course knowing you and your students will not receive a spring break to recharge.
- Students are sad and frustrated with no Spring Break but they understand why. Consider a lighter week during that time, if possible.
- Positive effects of the pandemic: more intentional and better connection with close friends and family, developing skills around maintaining and fostering relationships, and more appreciative of their health and well-being.

Student campus resources are available at [Student Resources](#). For staff and faculty members needing additional support, contact Human Resources.



Jundt: 25 Years Strong

Curating A Masterpiece

Manoguerra enjoys watching visitors find joy in his research on the walls.

Rembrandt, Picasso, Warhol and Toulouse-Lautrec.

Pieces of their original artwork are preserved and stored in the Jundt Art Museum, and on occasion, exhibited in the Jundt Galleries.

While the names Manoguerra, Kaiser, Dare and Stiles may not be as well known, these are the Jundt caretakers who attend to the more than 5,600 pieces of art housed in the museum for generations to come.

You don't see much of them. By the time one exhibition goes up, they're busy preparing for the next show, everything from art selection, framing and building displays, to scheduling school tours, creating marketing pieces and building hype for the next show.

Director and Curator **Paul Manoguerra** leads the operation. He came to GU following his 11 years as curator of American Art at Georgia Museum of Art. He arrived eight years ago, and this is his dream job. Curator of Education **Karen Kaiser** is the veteran on this staff, 15 years into her job and perhaps the team's most versatile colleague. Preparator and Art

Handler **Robin Dare** worked previously as a fine artist, carpenter, teacher, gallery curator and framer, and in his five years here has applied every one of his many skills. **Anna Stiles**, three years on the job, is art registrar and program coordinator, and contributes in nearly every aspect of the museum's operation.

The Jundt Art Center and Museum opened in 1995, and is celebrating its 25th anniversary this academic year, although the fanfare is not what was expected, with COVID-19 limiting museum access to Gonzaga faculty, staff and students. In a typical year, the Museum would welcome in the neighborhood of 25,000 visitors.

Nevertheless, the toil has not changed. Exhibits are still being installed, GU students are taking tours in small groups and the print study room is available for any student or employee to view a particular art piece in museum storage.

All this with the hope to reopen the museum and galleries for public consumption as soon as safe to do so, Manoguerra says.

A big part of Manoguerra's work is researching art from around the world. He is looking for traveling exhibits that complement Gonzaga's Jesuit mission, thinking about how the themes connect with the teaching and research going on at GU, and how it might interest the greater Spokane community. In addition, he always is seeking to find the right balance between photographs, prints, paintings and ceramics; contemporary and historical.

He earned his bachelor's degree in history at Notre Dame, his study abroad year in Rome cementing his love for art. He earned a master's in museum studies from George Washington, and his doctorate in American Studies from Michigan State.

His greatest joy comes when the exhibit goes up, he can watch visitors interact with his academic research as displayed on the walls. "Few academicians, artists and authors get to see people read their books or enjoy their art. But I get to see people react to my research," the director says.

Exhibits typically range from 100-150 pieces, are changed three times a year in each of the museum's two galleries, and are split between traveling shows and works from Gonzaga's own collection.

Perhaps the most burning question is this: How do you clean the 800-piece Chihuly Red Chandelier in the Chancellor's Room? The answer: very carefully.

Kaiser's title is far from inclusive. In addition to serving as an art educator, she is a fine artist herself, with degrees in painting and printmaking. She helps install exhibits, places exhibit labeling, writes press releases, and designs exhibit marketing three months before an exhibit shows. She trains the docents by walking them through the exhibit and sets up a meeting with the artist for background.

But the part of her job that ignites her passion is taking groups through the exhibit and being able to explain what they are seeing.

She is elated when the third graders from Sagle (Idaho) Elementary come to visit, "and they are always so well prepared," Kaiser says.

"We often have a high school group of students from Colville who we take to the Print Study Room. They know what they are going to see, but when I place a Rembrandt or Picasso original in front of them, I've seen them get teary eyed. They get to see the originals up close, pieces that could go back a few hundred years. We talk about how it was created and the process to do so.

"That's easily the best part of my job," Kaiser says.

For the Roman Myth and Mythmaking show a few years back, Dare studied Roman history and built a replica of an ancient Roman lararium, an alter table in Roman homes 2,000 years ago that held figurines and incense burners, to offer good will to homes and meals served within. It fit nicely with the exhibit's authentic ancient Roman artifacts, coins, jewelry and sculptures. He also crafted a picture frame to display both sides of a coin, made securely enough to keep it from "walking off."

He recently built a case for 10 pieces of Gonzaga's Dale Chihuly glassware collection, using black Plexiglas for shelves to make the pieces look like they're floating in space. Just the way Chihuly likes it.

Dare, who has a master's in fine art, mats and frames the paintings and prints for exhibitions of GU's collection, and is meticulous in his care for, and preservation of, the artwork. He has primary responsibility for hanging and

presenting the exhibitions. He starts preparing for the next exhibition about three months out, and generally has two weeks to take down one show and install the next.

His scariest task: learning to operate the scissor lift, used to hang banners from ceiling wire. Best part of his job: "My job is a combination of all the things I have done previously."

As museum registrar, Stiles maintains the museum's extensive data base on every piece of art in the collection, and processes art donations and purchases. "Donating to the museum ensures the art you love will be cared for in perpetuity and used for education," she says.

She coordinates loans of artwork, manages the shipping arrangements, insurance and event catering, and works with students to maximize social media exposure for every show.

With a Gonzaga bachelor's in sociology with an art minor, and a master's from Washington in museum studies, she is well-equipped to handle most museum tasks. She pulls the work for Dare to frame, and maintains the list for every piece in the exhibitions.

"Everything here is a team effort," Stiles says. "You can go to any one of the four of us for help, and you'll get it. Paul gives us the responsibility and autonomy to do our jobs well. For me, as a registrar, to be able to curate the Makoto Fujimura exhibition last fall was an opportunity I would not have gotten anywhere else."



Kaiser's favorite job is talking with visitors about art and how it's created.



Dare is the master of many trades.



Stiles, like the others, has her hand in every aspect of museum management.

SENIOR RICHARD KENNEDY: A Positive Return on Investment

Senior **Richard Kennedy** grew up in San Jose, bullied most of his young life and lacking self-esteem. He felt like he had never amounted to much, and wanted to make a change.

So, to start with, this 270-pound high school senior, with tendonitis in both knees, trained diligently for six weeks and completed a 26.2-mile marathon. He never lacked for discipline.

Take that, bullies!

The son of a founder of an insurance and HR consulting firm, Kennedy is using his entrepreneurial heritage, grit and due diligence in Professor **Todd Finkle**'s Startup Accelerator class to plan the launch of a 36-unit, working-class apartment in Spokane. He has purchased the land and raised more than \$1.5 million in investment capital so far, with a list of investors waiting to join the next project. He also has the support from many of the School of Business Administration's entrepreneurial advisory board. He hopes to break ground this summer.

After exhaustive research of the construction industry, he is confident he has found his niche:

- **Prefabrication:** Every unit will be prefabricated and shipped to Spokane. This offers an opportunity to create efficiencies, cut down costs related to mistakes and weather, and create an overall production cost-savings of about 15%. Kennedy sees this streamlined process similar to the automotive industry.
- **The right target market:** Addressing a distinct need in Spokane for working-class housing.

The target rent is affordable for a household earning slightly above the government subsidized limit, but under the target rent for most new construction apartments.

And he's done the homework.



Kennedy's work in his Startup Accelerator class has set a foundation for a strong business plan.

"I have analyzed everything extensively, so I know I have a reasonable buffer margin for the properties to profitable," he says. He has talked with numerous developers, property managers, landlords, city agencies and nine modular home manufacturers.

His vision is to build 200 units in the first five years. Already he is drawing up plans for his second Spokane apartment complex in the 50-60-unit range. His goal is to provide affordable housing for thousands of households, consistent returns of 12%+ for investors, create high-paying jobs and reward people for exceptional work, and give back to the community.

His confidence comes from a network of experts, from his family – his grandfathers were entrepreneurs in real estate and investment – his father an angel investor, to many business people on the advisory board, including lawyers, accountants and construction managers.

"The network connected me with other people I needed. Their goal is to help people start on their journey," says Kennedy.

He appreciates what he learned from Associate Professor **Don Hackney** in business law, and Assistant Professor **Casey McNellis** in accounting, and the contacts provided him by Professor Finkle and the entrepreneurship program.

"My operations class got me thinking more in-depth about automation and the ability to transfer construction to a factory, where there are obvious efficiencies over traditional one-off construction methods," he says. "And the Startup Accelerator program is where a student with an idea can get the help they need."

His biggest challenge now, he says, is not getting too far ahead of himself. "I have a tendency to be thinking five or 10 steps ahead, but I realize I can't get there until I finish the next four steps," he says. "For example, he has already spent more than 100 hours thinking about how he can own his own manufacturing process."

Finkle, Gonzaga's Pigott Professor of Entrepreneurship, says "Richard has the characteristics of an entrepreneur. He's a self-starter. He doesn't need to be told what to do. He makes it happen. Even with COVID impacting us like it has, he still gets members of my board to sit down with him for coffee and he picks their brains. He's unlike any student I've had in my 30 years of teaching."

Bullies, look at him now.

Masterful Money Measures Keep GU Balanced During COVID Calamity

While lights were dimmed and some shut off at colleges and universities around the country, Gonzaga stood the test through masterful measures to keep the institution up and running through the pandemic.

- No layoffs or furloughs of faculty or staff; retained compensation and benefits at current levels
- Classes began as planned on Sept. 1
- And we're finding ways to balance the budget



Joe Smith ('01),
chief financial officer.

"When we knew in April that COVID-19 was not a short-term issue, and we were rethinking a budget for the next fiscal year, our community rallied.

Our leaders and budget officers across campus were thoughtful in refining the expense side of

the budget," Smith says, with a decline on the revenue side almost a sure thing.

What they knew about potential lost revenue and extraordinary expenses:

- Loss of net tuition dollars and auxiliary revenue, i.e. dining, lodging, athletic-related revenues, amounted to \$23.7 million, driven largely by a reduction in overall headcount enrollment of 253 students (3.4%) and on-campus residence of approximately 66% of capacity.
- Projected \$3.5 million for COVID-19-related expenses, including PPE, off-campus quarantine space rental, technology investments, testing and contact tracing, cleaning supplies and signage.

Where Smith and his crew, leadership and campus budget officers found expense savings and other revenues:

- Judicious reduction of discretionary expenses for the current fiscal year, without jeopardizing GU's commitment to deliver what is promised to its students
- Travel all but eliminated
- Hiring pauses applied to most vacant positions
- Reduction in activities, banquets, and events largely due to health and safety restrictions

- Received \$2.7 million in CARES Act funding last spring (half awarded directly in the form of grants to students and half to support operating expenses this year)
- Received another \$591,000 from a CARES Act distribution from Spokane County to help cover PPE
- Deferred some renewal and replacement expense on facilities and IT infrastructure
- Projecting \$1 million in additional fundraising
- Trustees authorized up to \$6 million from reserves (about 12% of institutional reserves).

While the University did not provide for cost of living compensation increases in this unusual year, some funds are allotted for equity adjustments for both faculty and staff to meet benchmarking standards.

"The strategy to hold everyone together is something I'm proud of, particularly under these challenging circumstances," Smith says, acknowledging that it "takes all of us doing our part to make this work."

In the end – and there are still many unknown factors ahead – net revenue and expenses are budgeted at \$182.2 million for the year. An amazing accomplishment, while maintaining Gonzaga's academic endeavors and serving students in the best ways possible, considering limitations imposed by the pandemic.

Four Encouraging Words *from Page 1*

SAME GONZAGA SPIRIT

Early in our messaging to Zags about the safety precautions necessary for returning to campus, we had to ask them not to hold doors open for one another anymore. (What?! That's a Gonzaga hallmark!) When we suggested that keeping our distance and wearing our masks would be the new symbol of courtesy on campus, students got it.

Among the technology failures (or user errors!) and the reality of "COVID fatigue" among us all, the compassion and grace offered for one another is just a new iteration of the same Gonzaga spirit we've always been known for. We are get-it-done kind of people. We persevere.

COVID is a new challenge, but it's no match for the intellectual and spiritual resources we've always had.

To all the families who provided helpful input and made the decisions that were right for them, to all the students showing up for a million Zoom meetings when they'd rather sleep or watch Netflix, to all the staff members working long hours handling the logistics of a pandemic, to all the alumni who are reaching out to see how their university is doing while managing their own challenges ...

I'm proud of you.

NOTEWORTHY

NEW HIRES

Tracy Barcus, quarantine student support coordinator, Housing & Residence Life; **Kiara Kudron**, video coordinator, Women's Basketball; **Tanner Chick**, systems analyst, Registrar; **Ashley Martin**, sr. director, Marketing; **Patty Deines**, benefits and leave specialist, Human Resources; **Tim Benson**, basketball admin coordinator, Athletics; **Lilian Morrill**, admin asst, Education

POSITION CHANGES/PROMOTIONS

Alexandria Young, director of operations, Women's Basketball; **Mikhail Mitin**, custodial lead, Plant; **Nevanna Pool**, counselor, Financial Aid

GOODBYES

Linda Wilson, director of financial systems, Controller; **Shannon Donegan**, director of operations, Women's Basketball; **Julius DeFour**, adviser, Academic Advising & Course Enrollment; **Margaret Schott**, moderate means supervising attorney, Law; **Carly Halverson**, residence hall director, Housing; **Darby Harrington**, welcome desk agent, Hemmingson; **Alice Loc**, coordinator, Student Involvement & Leadership; **Allison Peterson**, events coordinator, President's Office; **Lisa Meyer**, sr. faculty asst, Modern Languages

ANNIVERSARIES

15 **Todd Coleman**, groundskeeper, Plant; **Ellen Rowland**, program asst, Plant; **Carol Bradshaw**, asst to the dean, Education

10 **Brian Michaelson**, asst men's basketball coach

5 **Cole Kelly**, Hogan program coordinator, Business; **SR Ross**, social justice & outreach program manager, DICE

GONZAGA CELEBRATES the Spirit of Giving



Gonzaga's Spirit of Giving is all about being a community for and with others.

President **Thayne McCulloh**, like all of us, recognizes that this year is unlike any other before. But with all of the uncertainty and difficulties we have endured in 2020, there is one thing that holds true:

The Zag Spirit.

"The Zag Spirit is all about giving and supporting one another," the president says. "We see it every day, in all of you. For many in our broader community, this pandemic has

resulted in job loss and additional stress and anxiety as the holidays approach. This is the time, more than ever, to continue our legacy of being a community for and with others."

The holidays are a time of year when we celebrate the many blessings we have received and show our Spirit of Giving. Now through mid-December, here are four ways to support our community.

BITE 2 GO

A Second Harvest - At the Core program providing food for Spokane kids to take home each weekend during the school year. Through our Opportunity Northeast initiative, we are sponsoring youth at Shaw Middle School by providing financial support and helping deliver food each week. Bite 2 Go costs \$17/month per student. You can sponsor a student on a monthly basis or make a one-time donation by visiting the [At the Core](#) website (go to donation page, select Shaw Middle School). Questions? Contact **Bailey Wootton** at wootton@gonzaga.edu

CCE GIVING TREE

The Center for Community Engagement's Giving Tree typically supports youth and their families by providing gifts for an annual holiday

event. In lieu of an event, you can support area youth and their families with a \$10, \$15 or \$25 gift card to a local store to purchase gifts, clothing or groceries (Target, Fred Meyer or VISA gift cards are suggested). CCE will distribute gift cards and holiday treats and crafts for families. Drop off cards at the CCE Suite (HC 010) or email electronic gift cards to au@gonzaga.edu. Questions? Contact **Brandi Praytor-Marsters** at marsters@gonzaga.edu

GONZAGA'S COMPLETION FUND

When a crisis jeopardizes Gonzaga students' ability to finish their education, The Completion Fund is available to help. Made possible by donations, this emergency support is distributed through the office of financial aid. **GIVE NOW**

UNITED WAY

As a partner with United Way, consider giving a gift to support needs in our community. To make an online donation now through Dec. 11, visit www.unitedwayspokane.org/gonzaga-university-0. Questions? Contact **Nancy Masingale** at masingale@gonzaga.edu.

For more information, go to www.gonzaga.edu/guspiritofgiving.

AROUND CAMPUS

Gonzaga received a Gold rating from the Sustainability Tracking, Assessment and Rating System (STARS), a jump up from its previous bronze rating. The STARS rating indicates GU's commitment to sustainability and creation care, says **Jim Simon**, director of Sustainability. Learn more at www.gonzaga.edu/goldrating.

"The Night Gives New Light Candlelight Christmas Concert," featuring recordings by 60 Gonzaga singers from November 2020 in a live collage concert, along with

the Spokane Brass Quintet and contributions on guitar, violin and percussion by GU faculty, is Dec. 12 at 6:45 p.m. and Dec. 13 at 2:45 p.m. via live stream at www.gonzaga.edu/candlelightconcert Director **Timothy Westerhaus** will accompany on piano, live from the Myrtle Woldson Performing Arts Center.

"Our 2020 Project," hosted by Foley Archives, is collecting GU community experiences with COVID-19, racism and the presidential election. Donors are able to leave documents or photographs electronically or physically. Go to: <https://researchguides.gonzaga.edu/uasc/>.

Our2020Project to read more about the project. Archivist **David Kingma** is the lead.

A Town Hall Webinar with GU's Black Student Union featuring students asking questions of administrators **Thayne McCulloh, Deena González, Raymond Reyes** and **Kent Porterfield**, with Campus Security's **Becky Wilkey** and **Phil Tyler**, is Dec. 7, 5:30-7 p.m. Those wishing to attend must register by noon, Sunday, Dec. 6, through a link in the Dec. 1 all-campus email, subject: Gonzaga Community Town Hall on BSU Zoom Hate Attack, delivered at 4:59 p.m.