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## BLM: A DREAM WITH OTHERS CAN BECOME REALITY AT GU

Not since 1963's March on Washington that drew 250,000 people to illuminate the inequalities and challenges facing African Americans has this country heard a louder or more persistent outcry for racial equity and justice. Fueled by summer police killings of unarmed Black Americans, the Black Lives Matter movement has dramatically raised the level of America's conscience, and that of our community, as well.

**Gonzaga deans rallied, sharing their thoughts on envisioning an anti-racist practice in higher education.**

"With each act of violence, hatred and discrimination wrought upon Black, Brown and Indigenous people in our country, we lose a piece of our souls because we allow hatred to persist. Our society is steeped in racism," Deans **Ken Anderson, Paul Bracke, Annmarie Caño, Yolanda Gallardo, Karlene Hoo, Rosemarie Hunter, Jacob Rooksby, Vince Salyers** and **Jason Houston** wrote in a Sept. 4 message to the Gonzaga community. "These problems are systemic and so our response must be, as well."

They called on all faculty to engage in understanding what racism is, how it functions and the power it can have when it is not addressed. They asked faculty members to demonstrate their commitment to this anti-racist work through courageous conversations, questioning teaching methods, examining curricular content and creating new policies or reforming old ones.

On Sept. 11, Gonzaga leaders **Thayne McCulloh, Deena González, Kent Porterfield** and **Raymond Reyes** said work is underway to "harness this contentious moment as a catalyst to address racial justice across the curriculum and co-curricular programming in the Jesuit tradition," encouraging us to "work together to be better and to do better."

President McCulloh shared in his Juneteenth message five actions "we are taking as a university community."

- Engaged listening with students and colleagues – especially our community members of color – to understand their experiences and identify opportunities for support and intervention.



*Black Lives Matter #SayTheirNames memorial to unarmed Black individuals killed by police in last decade.*

- Education as well as personal and professional development regarding prejudice and discrimination.
- Continued efforts to recruit, hire and retain a more culturally diverse workforce.
- An Implicit Bias Review of curriculum and pedagogy to evaluate what we teach and how we support culturally inclusive instruction.
- Supporting collaborations among key programs (and more): Diversity, Equity and Inclusion (DEI), Diversity, Inclusion, Community & Equity (DICE), Student Affairs, Mission & Ministry, Academic programs such as Critical Race and Ethnic Studies, Center for Civil and Human Rights (School of Law), Institute for Hate Studies (GIHS) and Center for Public Humanities.

### Tide Beginning to Turn, But Work to be Done

**Deb Ellis** is the social justice programming manager at the Unity Multicultural Education Center (UMEC), which is part of DICE, and works primarily with students. She's been here 10 years and has seen the tide beginning to turn on racism. And the opportunity has never been better to educate ourselves on racism, to listen to what people of color have shared with us, what we need to learn from, and to practice daily the work of anti-racism," she says.

"By coming together, not being defensive, understanding our differences, not trying to

change each other, we can become more creative in better addressing issues for the benefit of us all," Ellis says.

UMEC offers two Gonzaga community events this month. "Talk About it Monday: It's Not About Good Cops, Bad Cops," is Oct. 5, a session tackling the history of racism in policing and what defunding police would mean. A collaboration with the Lincoln LGBTQ+ Resource Center, which is also part of DICE, "Calling In the Calling Out Culture," features guest **Loretta Ross** on Oct. 13. She represents an approachable way to consider how we come together in community, and yet still hold structures accountable. Reservations are required for both, through [Zagivities](#). But her favorite student event is Diversity Monologues, scheduled in late March, which highlights student stories and experiences. "The vulnerability that these students share on stage is so powerful, and the learning that takes place leaves those who attend humbled by the experience," Ellis says.

As part of the Division of Student Affairs, DICE organized professional development opportunities for their colleagues to increase cultural fluency and humility through book groups, film discussions and identity-specific spaces – a Black, Indigenous, People of Color (BIPOC) affinity group as well as a White Accountability Space. The latter addressed the question: How do I understand my privilege

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# BLM: DREAM WITH OTHERS

*Continued from previous page*

and my role in today's environment? Not a comfortable conversation for many people in this country and here at Gonzaga, but necessary.

## Cultural Fluency Opportunities

That same vulnerability is sometimes seen as an obstacle for faculty asking questions or participating in conversations around diversity, racial equity and justice. "Some faculty are not trained to be comfortable in conversations about racism and bigotry," says **Kristine Hoover**, director of Gonzaga Institute for Hate Studies (GIHS). "But as more faculty and staff are wanting to learn about structural inequalities, they become more comfortable asking questions and engaging with others who ask questions."

One of the challenges is providing proper intercultural training for established, as well as new employees. Are faculty hired for their intercultural fluency as well as their academic credentials? Are staff members evaluated on their intercultural competence?

DEI is doing its part. Nearly 900 faculty and staff have taken, or are in process of taking the Diversity.edu training. Associate Provost and Chief Diversity Officer Reyes and 11 Intercultural Development Inventory-certified trainers have administered the IDI instrument to 550 employees so far, following up with individual meetings to extend the conversation. New Associate Chief Diversity Officer **Robin Kelley** works directly with departments needing additional education, helping people to engage with each other across their differences and similarities, growing stronger relationships and understanding.

Reyes has introduced three initiatives this fall to help improve our intercultural understanding: Office Hours with Dr. Reyes, which he hosts via Zoom three times a month, Intercultural Yoga, a podcast he describes as a "provocative conversation, designed to stretch us out of our comfort zone," featuring guests like former Interim Vice Provost for Student Affairs **Manuel Gómez**, Provost **Deena González** and Special Consultant to the President/COVID-19 Compliance Officer **Charlita Shelton**, and Diversity Digest, a monthly newsletter geared to faculty and staff as an equity resource.

GIHS is another University office dedicated to reducing racism and hate in all its forms. It is

the only such entity of its kind in the country, hosted by a university, and provides support and expertise for campus programming as well as hosts a biannual international conference on hate studies.

## Academic Offerings Expanding

Gonzaga has made significant strides in bolstering its academic offerings on the subject in recent years. For example, the Critical Race and Ethnic Studies program was created, adding new topic-related classes each year. A First Year Seminar, "Intergroup Dialogue – What's Race Got to Do with It?" was awarded the Jesuit Association of Student Personnel Administrators 2020 Ignatian Award for Outstanding Academic Partnership. Associate Professor **Melissa Click**, then-First-Year Experience Director **Kelly Alvarado-Young** and Assistant Dean **Joan Iva Fawcett** joined forces to bring more diversity, equity and social justice into the curriculum. This class has morphed into a senior Core Integration Seminar, taught by Click and GUEST's **Tere Graham**, and is a partnership between Communication Studies and DICE, overseen by UMEC Program Manager for Intercultural Development **SR Gibson** and Fawcett.

Meanwhile, three doctoral students in Gonzaga's doctor of Leadership Studies program received their school's inaugural Teaching Award, supporting their team-teaching with Hoover in her Organizational Leadership course on Leadership Strategies to Counter Hate.

Students raved about the class. One said, "This course is thought provoking and asks you to reflect on your lived experiences and understanding of society. It is painful yet freeing, and encourages you to be a better person and pursue a better world."

Sport and Physical Education Assistant Professor **Ryan Turcott** teaches a class in International Sport Management & Culture, with a focus on understanding cultural competencies. "As a society, I hope we have learned that we can't be neutral anymore," Turcott says.

New Center for Teaching and Advising Director **Mia Bertagnolli**, along Hoover, business Professor **Molly Pepper** and Reyes, presented a two-session summer workshop on dismantling structural bias, which pressed faculty to take a close look at unintentional bias that exists in many of our classrooms, with intent to address it. Communications Studies Assistant Professor **Juliane Mora** and Kelley both presented.

These examples are but a small portion of the myriad initiatives taking place on campus. The need for a strong and continuing effort to find the roots of racism here and address them head on is a University priority.

## A Call from Students

**Fese Elango** is Gonzaga's student body president. "This summer I wrestled with the fact that I'm a Black woman at a predominantly white institution. I learned a lot this summer, but I still have a lot to learn to better understand my own experience," she said, crediting Fawcett for being her inspiration. Elango hopes that her generation can create a catalyst to make this country a more equitable place for all people, but "we can't do it alone. It will take a concerted effort by all people to move this initiative forward and bring about equity for all."

As many in this story did, Elango pointed to Gonzaga's Jesuit, Catholic and humanistic mission, and challenged this community to call out discriminatory acts and live up to the University's ideals.

Kelley reminds us that white people must be part of the mix, to "galvanize the point that it will take their leadership to resolve our racial issues.

"Let's make this discussion a part of the culture, not just for some people, but for all people," Kelley says. "A white male once told me that 'diversity' doesn't mean him. I told him he had a race, a gender, an orientation. Diversity is what makes us who we are. We are all diverse."

"Poet John Keats once said 'being blessed, we can bless, count your blessings.' In this consciousness examen of how BLM and the current racial reckoning is forming, informing and transforming how we are living out our educational mission, it becomes obvious how blessed we are with an abundance of passion, commitment and creative ideas for future action," Reyes said. "We are uniquely positioned, in the spirit of St. Ignatius, to leverage being practical visionaries to take our DEI commitments to the next level of excellence. Beatle John Lennon, in an interview about the song 'Imagine,' emphasized that 'a dream you dream alone is only a dream; a dream you dream together with others becomes reality.' Are you ready to dream? Let us all be the alchemist and transform ideas into reality, promise into practice when it comes to establishing and sustaining a robust multicultural learning community."

# MISSION: MAKING VOTING EASIER

Gonzaga is home to many voters from out of state, which is why one woman on campus is taking the rights and responsibilities of those many voices very seriously, and has made it a personal goal to ensure that every vote is delivered on time and counted.

Born on Flag Day, **Colleen Quinn Vandenboom** ('20 M.B.A.) is a first-generation American who shows up to wave the red-white-and-blue with great pride.

"My parents became United States citizens in 1998, which was a really meaningful moment for me," she says.

Vandenboom's appreciation for the role each American plays in the political process runs deep — it was a childhood dream of hers to become a congresswoman, an experience for which she got a taste in college as an intern with a U.S. Representative.

In 2016, while serving as Gonzaga's assistant dean for student involvement and leadership, Vandebloom determined that an on-campus ballot box would make things easier for students, faculty and staff to cast their ballots. When she learned from the Spokane County Elections Office that an official drop box could not be located on private property, she helped



*Vandenboom ('20 MBA) helps others to make their voices heard by supporting voter registration and ballot collection efforts on campus.*

negotiate a drop box being placed on DeSmet in front of the Hemmingson Center's northwest entrance so that campus voters could leave their ballots, which she hand-delivers to Spokane County Auditor **Vicki Dalton** at the elections office by the deadline.

But her work doesn't stop there. Vandebloom researches the dates and registration requirements for voting in each state. She then sends up to 50 unique emails (one to students from each of their home states) with information about voter registration processes, absentee ballot requests and voting dates. Since 2016, Gonzaga students have been greeted by the subject line, "Good afternoon, (insert state here) voter!"

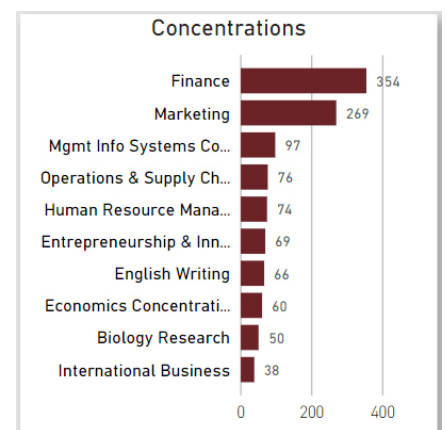
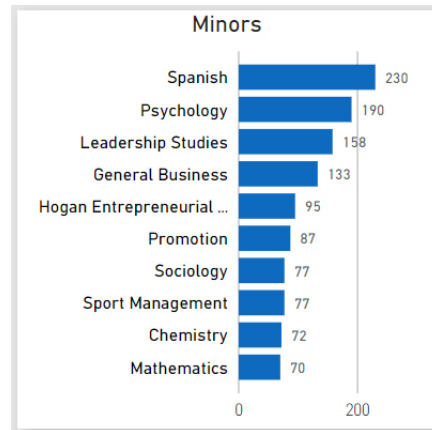
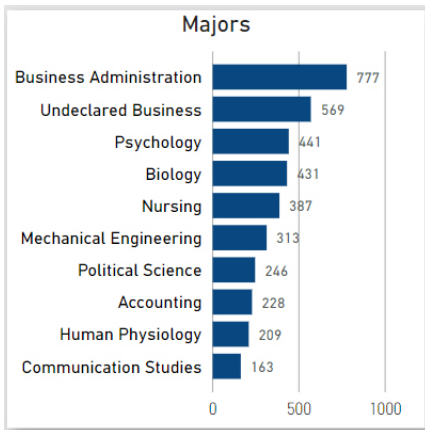
Vandenboom also provides stamps for students' absentee ballots. In the first year, she delivered nearly 1,000 Washington ballots to election headquarters and gave out more than 200 stamps. Additionally, she helped drive the creation of a webpage, [gonzaga.edu/voteredu](http://gonzaga.edu/voteredu) to guide and encourage students to show up and vote.

Student Affairs has helped create a new webpage, as well, offering voter registration and protocols by state, at [gonzagavotes](http://gonzagavotes).

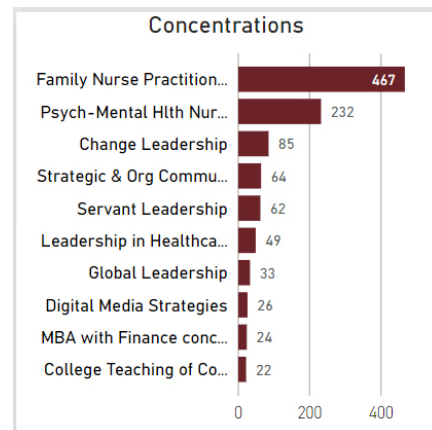
You can help Gonzaga further inspire and empower people like Vandebloom to show up for what they believe in by supporting the Fund for Gonzaga, which can be used to help provide things like the stamps for her civic engagement efforts. Go to [gonzaga.edu/showup](http://gonzaga.edu/showup) and look for Vandebloom's picture. - by Holly Jones

## Academic Selections: A Snapshot

The following shows Gonzaga's most highly enrolled academic program selections by our undergraduate students, as of 2020.



At the graduate level for 2020, here are top enrollments:



Story development is underway to learn more about top selections here, compared to national trends, and a look at popular choices of creative academic offerings like first-year seminars, too.

-Data provided by Institutional Research

# Ain't Our First Rodeo

## 1918 Spanish Flu Last Pandemic to Show Its Wicked Face at Gonzaga



Overcrowding may have been partially responsible for the spread of the Spanish Flu. This picture shows the student housing dorm on the fourth floor of College Hall in 1918. (Gonzaga Archive)

COVID-19 “ain’t our first rodeo.” A hundred and two years ago, the Spanish Flu came to campus, and thanks to the dutiful journaling of Jesuits at the time, we know quite a bit about what that was like for Gonzaga.

It was fall 1918 when the first case of the “Spanish Flu” was diagnosed on campus. The influenza outbreak was caused by an H1N1 virus with genes of avian origin, first identified among U.S. soldiers in this country in spring 1918. Before it was extinguished in 1919, an estimated 500 million people, or one-third of the world’s population, had been infected, with 675,000 deaths in the U.S.

More U.S. soldiers were killed by the Spanish Flu than on the battlefields of WWI. There was a shortage of medical personnel in the U.S. because many doctors and nurses were serving in the war. There were no

vaccines, antiviral drugs, antibiotics or mechanical ventilators. Treatment was limited to supportive care and unproven remedies. Control efforts worldwide included non-pharmaceutical interventions such as isolation, quarantine, good personal hygiene, use of disinfectants, and limitations of public gatherings, similar to what health experts are advocating for today.

Many believe that the virus may have been introduced to the Spokane and Gonzaga communities after the University began hosting a Student Army Training Corps program, accompanied by military training personnel who may have been exposed. The influx of SATC applicants increased crowded conditions among the boarding student population, as well.

Gonzaga’s first case was identified on Oct. 5,

and caseloads and severity of cases grew steadily for two weeks after initial reporting. The total number of cases will remain inferential, but can be estimated at 120-140. There were five fatalities in the Gonzaga community: one Jesuit, three students and one infirmary nurse. Four of these deaths occurred over a five-day period, Oct. 19-23. Classes were closed for one month, Oct. 24-Nov. 25.

On Nov. 27, the SATC program was terminated. While cases continued to rise in late November and early December, no new cases were reported after students departed for Christmas break, and students returned for second semester as scheduled on Jan. 3. Campus activity returned to normal.

*(Thanks to Gonzaga Archivist David Kingma for his focused research on this topic. Read his full accounting [here](#).)*

## ENROLLMENT REPORT – FALL 2020 [By Headcount]

The Class of 2024 numbers 1,052, about 200 less than fall 2019, an impressive stat considering COVID’s impact on the world. Here are some highlights from this freshman class:

- Avg. HS GPA: 3.83 HS Reported, 3.69 Unweighted
- Avg. HS ACT and SAT scores: ACT 28, SAT 1260
- States they represent: 30 (+ Guam)
- Class presidents: 76
- Involved in HS music: 282
- Involved in HS athletics: 852
- Involved in HS debate: 60
- Persons of color: 28.4%
- Self-described as Catholic: 37%

Year	Total Enrollment	Under-graduate	Master’s	Doctoral	Law	Other
2020	7,295	4,852	1,735	294	414	103
2019	7,548	5,222	1,665	286	375	51
% change	-3%	-7%	+4%	+3%	+10%	+102%

-Data provided by Institutional Research

“The new Zags are a remarkable group of first-year and transfer students who will grace the Gonzaga community. I have marveled at their resilience, hope, activism, desire to make the world better, and commitment to their education,” said **Erin Hays**, director of undergraduate admission.

# Operating In CRISIS Fits Her Fine

When **Taylor Jordan** earned her master's degree in public health a few years back, she never imagined her first foray into the public health arena would be as a COVID-19 coordinator during a worldwide pandemic.

But then, she admits to leaning into jobs during crisis. "I like the challenge," the 2015 Gonzaga alumna admits.

She finds herself leading a team of four contact tracers – **Bethany Hickey, Alina King, Anastacia Lee** and **Nicole Porterfield** – coordinating testing, tracking, relocations, meals and other services for students who test positive, who have come into contact with others who tested positive, or who have not tested positive but are symptomatic. "These contact tracers have to be nimble, be able to work in a dynamic environment, and provide support, information and care for the students involved," Jordan says.

"The COVID-19 Coordinator's role is critical to the management of the process in mitigating the virus on campus," says **Charlita Shelton**, special consultant to the president/COVID-19 compliance officer.

"Taylor's ability to juggle the tracking, organizing moves for those students who will need to either isolate or quarantine, and handle the data reporting piece is a monumental task."

When a student tests positive for the virus, Jordan and the COVID-19 Action Response Team (CART), a multi-disciplinary team spanning several departments, follow this routine:

- Interview the student to identify close contacts who will need to quarantine
- Contact the close contacts and provide instructions for packing and what to expect from the moving process
- Reserve a new room in the isolation/quarantine hall
- Obtain keys from the housing office
- Coordinate a time with the on-call resident director to pick up student's belongings
- Pick up and transfer student belongings (and the student if they choose not to walk)
- Assess dining needs, including dietary restrictions and allergies, and coordinate emergency food deliveries if after hours

- Report spaces that need additional cleaning to Plant Services

Those students who test positive have a little more leniency in their isolation accommodations than those who may have been exposed or who are symptomatic, and are in quarantine, Jordan explains. The "positives" live in a designated residence hall set aside for them, share common bathrooms and are free to mingle with others on that floor. Those in quarantine, however, are provided rooms with their own bathrooms, and are asked to stay in their rooms to keep them from spreading the virus if they do develop COVID-19 based on the exposure, Jordan says. Quarantine typically lasts 14 days. All students are equipped with linens, internet connection, refrigerator, microwave, snacks and three meals a day.

Impacted students and their parents have many questions. "Part of the criteria for hiring the contact tracers was their empathy for others, along with experience in public health," Jordan says. "The more we explain the importance and intention of quarantine, and the university processes in detail, the more understanding people tend to be."

Admittedly, there were some rough patches when the first students needed to quarantine, causing some confusion for students receiving notices. That learning curve demonstrated exactly what steps needed to be implemented to make it easier on all parties moving forward.

"Taylor brings a tenacious drive to her role and keeps the process of COVID-19 mitigation moving forward," says **Kristiana Holmes**, who oversees the work. "She realizes that students and their families can feel distressed in these situations, and provides clarity and empathy to those who may be experiencing this challenge."

Another of Jordan's primary roles is serving as the University's primary liaison with the Spokane Regional Health District. In addition to reporting, this connection guides Jordan and Gonzaga through best practices for mitigating COVID-19, and offers counsel, when necessary.

Jordan provides data for Gonzaga's COVID-19 [dashboard](#), updated daily at 5 p.m.

She has been pleased with the community's efforts to create a safe campus environment. "Overall, the majority of our students are incredibly engaged in preventative behaviors,



*The picture of poise, Taylor Jordan finds calm amid chaos, and supports students during this unfamiliar time.*

and are taking protocols seriously," Jordan says. "I don't take this work lightly, knowing the stakes are high. The better job we can do, the higher the likelihood we can keep the University open."

And Holmes couldn't be more pleased with Jordan's efforts. "From day one, she has been designing, implementing and evaluating new and uncharted processes to care for our students impacted by COVID-19. She directs the COVID-19 Action Response Team (CART), coordinating services between the contact tracers, Housing & Residence Life, Zag Dining Services, Health & Counseling Center, Plant Services, Cura Personalis and others, all working to keep students and our campus as safe and healthy as possible."

In the meantime, Jordan has other plans in the works. Pending the pandemic, she and fiancé/Admission Counselor **Matt Lyons** ('16) are scheduled to wed in the summer. But like COVID, everything remains in flux. Good thing she thrives in crisis.

*“A Place Where You can Be Yourself; to be Native”*

Gonzaga’s Native American students have had their own center on campus since 2009. “It’s a place for Native students to gather and study, socialize and build community; a place where their voices and experiences are centered. Some students have referred to it as *cura personalis* for Native students,” explained Gonzaga’s Tribal Relations Director **Wendy Thompson**.

It was time for a new, appropriate name for their gathering place, and so it was rededicated in a formal ceremony Sept. 17, on the 133rd anniversary of the historic first day of what was then called Gonzaga College.

The new epithet is scintx<sup>w</sup> Native American Cultural Center, at 414 E. Sharp Ave. Spokane Tribal Elder **Pat Moses** told the in-person and virtual audience that this house sits on sacred ground. “When you walk in here, you should feel Indian. You should feel the ancestry, the elders, the spirit and power of Mother Earth.”

**Marsha Wynecoop**, Spokane Tribal language program manager, said the name, which was given to the house by tribal elders **Pauline Flett**, Spokane, and **Felix Aripa**, Coeur d’Alene, is pronounced s-CHEEN-t-wh, a Salish word that means much more than its literal translation, Indian house. The entire meaning of the word describes a place where you can go to be yourself, to be *Native*.

However, it is important to note that Native Americans were not always welcome at Gonzaga. The story has been passed down that when the doors opened in 1887, the class included seven white boys, all 17 or under. When Father **Joseph Joset, S.J.**, brought two Indian boys to enroll in school, Father President **James Rebmann, S.J.**, denied them admission.



Wendy Thompson

Current President **Thayne McCulloh** acknowledged this unfortunate decision. “This is a time to make choices, and use these moments for profound and important change.

Current President **Thayne McCulloh** acknowledged this unfortunate decision. “This is a moment in our country’s history where we have the opportunity to make choices, and for us, use this as a catalyst for real profound and lasting change.”

He invited colleagues, students, partners and friends of the University into the important work of creating a campus environment where the truth of our national, regional and



President McCulloh and students Logan James and Alec Tabish unveil the new name.

institutional histories, which includes instances of racism, are addressed.

“It is only when the realities of this history and the impact it has had on the lives of our people is unpacked and more deeply understood that the opportunity for authentic reconciliation and healing has a chance to occur,” he said.

Thompson shared that the history between the Native American tribes and Jesuits is long and woven together with many complexities that intersect right here at Gonzaga.

“We have come together now to honor those who were there – the only ones who truly know the history that brought us to this important moment in our collective story – and to look forward with reverence for who we were, are and can become,” she said.

She told the story of how Gonzaga came to be. The Salish sent four delegations to St. Louis to request Black Robes for their people. In 1839, Father **Peter DeSmet, S.J.**, arrived, and in 1841 the first mission in Montana was established.

By 1880, Jesuit Superior Father **Joseph Cataldo** oversaw the Jesuits of the Pacific Northwest and missions of Montana, Idaho and Washington.

Fr. Cataldo wanted to build a school for the tribes the Jesuits were serving through the missions, and he found the right spot on the

north bank of the Spokane River, “where we could build a large school for Indian children, or even for white, if many should come to the country,” history quotes him as saying.

Soon thereafter, the Jesuits paid the railroad \$936 for 320 acres of land. Jesuit historian Father **Wilfred Schoenberg** told of city fathers in the fledgling town of Spokan Falls wishing Fr. Cataldo well with the school for Native boys, and asking him to also build a college that would attract boys from throughout the West.

**James Glover**, sometimes called the father of Spokane, gathered 15 other settlers and sent Fr. Cataldo a pledge of \$2,650 to help build a college. It wasn’t until many years later that Native American students were admitted to Gonzaga. Today, 48 Indigenous students enroll at Gonzaga, and related academic programs include undergraduate studies and a graduate MBA in American Indian Entrepreneurship.

In recent years, Gonzaga celebrations and ceremonies have added a land acknowledgement statement to recognize the first peoples of the land where the University now sits.

“Today we gather to officially celebrate the House and its name – a new chapter in Gonzaga’s tribal relations,” said Thompson.



## Benefits Fair Oct. 14 Goes Hybrid; Flu Shots, Biometric Screening On Site

The annual Benefits Fair takes on a new look this year, and packs a punch. While most vendors will not be present, employees will be able to engage interactively with vendors and presenters through seven webinars. Biometric screening and flu shots will be available in person, as well as alternative off-campus options.

This year biometric screenings have been expanded to stretch over two days. This will allow for more appointment times and social distancing. Appointments are available Oct. 13, 1-8 p.m., and Oct. 14, 7:30 a.m.-2:30 p.m., in Martin Centre's main gym. Go to [benefits.gonzaga.edu](https://benefits.gonzaga.edu), select Health Advocate to schedule your appointment. To request a home screening kit or acquire a physician form to attest to your screening from a doctor, call Health Advocate at 800-970-1263.

Flu shots are available Oct. 13, 1-8 p.m., and Oct. 14, 7:30 a.m.-2:30 p.m., in the Martin Centre gym.

On Oct. 14, webinars will be offered on new programs and current hot topics. The schedule is as follows:

- 10-11 a.m. – Managing Income and Debt, TIAA
- 11:30 a.m.-12:30 p.m. – Student Loan Forgiveness Program, SAVI
- 12:45-1:30 p.m. – Building Resilience for Optimal Performance, SupportLinc
- 1:30-2 p.m. – Hinge Health, for pain relief
- 2-2:30 p.m. – Hypertension, Livongo
- 2:30-3 p.m. – Getting Ready for Retirement/Paying Yourself, TIAA
- 3-4:30 p.m. – Medicare: What You Need to Know, SHIBA

SAVI's Student Loan Forgiveness Plan is a new benefit available to employees. This program can offer lower monthly payments for immediate financial relief on certain types of student loans. The program navigates employees through federal loan forgiveness programs to significantly relieve loans.

Three additional programs will be available to employees and spouses on Jan. 1. Hinge Health offers innovative digital programs with a coach for chronic back, knee, hip, neck and

shoulder pain. Livongo is designed to help individuals better understand and manage their high blood pressure. Physera will provide virtual physical therapy.

In this time of pandemic, civil and social unrest, Gonzaga's wellness package has seen an increase in use, through SupportLinc [<https://gonzaga.mysupportportal.com/>], which offers an array of support services to employees.

"Our wellness program for many years has supported mental and emotional, along with physical, spiritual and financial wellness," explains Assistant Director of Benefits and Wellness **Lisa Schwartzenburg**. "Self-care is particularly important during this time as we need to be able to support our families and our students, who may also be suffering through these uncertain times. It is part of who we are."

More information on these new benefit resources and links to the webinars will be available at the Benefits Fair [www.gonzaga.edu/benefitsfair](http://www.gonzaga.edu/benefitsfair).

# AROUND CAMPUS

## GU Tabbed Among 50 Most Beautiful Campuses in USA

»» Among the beachside campuses on U.S. coastlines and the centuries-old grandeur of the Ivy Leagues, there is Gonzaga listed among the 50 Most Beautiful Campuses by editors at Conde Nast Traveler. From the acres of green grass and beds of bright summer blooms, to the fall colored trees with sun glistening through; from the pristine winter snowfalls blanketing campus to the colorful spring blossoms, Gonzaga is a campus of great beauty. Hats off to Supervisor **Tim Hatcher** and the groundskeeping crew.

»» Associate Dean of graduate programs in nursing and human physiology **Jane Tiedt**, is one of 15 nurse educators selected as fellows for induction into the National League for Nursing Academy of Nursing Education. Her areas of expertise include diabetes, population health, health disparities & vulnerable populations, Native American and Indigenous Peoples, and educational strategies. She has earned two outstanding teaching awards. Her clinical background ranges from neonatal and cardiac intensive care to hospice care.



Jane Tiedt

»» **Katherine Brackmann**, assistant director in Career & Professional Development, is the recipient of the 2020 Ignatian Medal for Outstanding New Professional in Jesuit Student Affairs. She has progressively initiated new programming and more effective ways to serve students during her two years in the department.

»» Biology Professor **Brook Swanson** received a collaborative \$246,175 multi-year research grant, "[Multimodal Signaling in Rhinoceros Beetles](#)," from the National Science Foundation. He and other interdisciplinary investigators teamed up with Gonzaga's dance program Director Suzanne Ostersmith to design animal-inspired dance performances and much more. Swanson's research highlights how interdisciplinary collaboration can create welcome complexities, richer results and greater interactivity with the world at large.



Brook Swanson



»» GU received a \$40,000 grant to host a four-day research conference in spring 2022 as part of a new interdisciplinary initiative entitled "Taking Responsibility." The initiative was made possible by a [\\$1 million grant to Fordham University](#). The conference, coordinated by **Michelle Wheatley**, **Kevin Brown** and **Megan McCabe**, will address the crisis in the Catholic Church related to sexual abuse by priests.

»» Gonzaga ranks No. 80 among national universities in U.S. News & World Report's 2021 rankings released this fall. In addition, GU ranks 18th for best undergraduate teaching, placing it in the top 5% nationally. With a first-year retention rate of 94% and a graduation rate of 85%, U.S. News ranks GU's graduation and retention in the top 12% of national universities at 47th. The School of Engineering and Applied Science ranks in the top 10% (23rd best engineering program nationwide among the 220 non-doctorate engineering schools), while the undergraduate business program ranks in the top 19% (No. 97) among the 511 programs accredited by the Association to Advance Collegiate Schools of Business. Gonzaga is also recognized among the top 13% for "best colleges for veterans" (No. 50). There are 389 national universities based on categories that the [Carnegie Classification of Institutions of Higher Education](#) establishes.

## NOTEWORTHY

### NEW HIRES

**Mariella Zavala Trevino**, asst professor, Marketing; **Jamella Gow**, asst professor, Sociology; **MD Abdulla Al Mamun**, asst professor, Math; **Sohad Abu-elzait**, lecturer, Engineering; **Alina King**, **Anastacia Lee**, **Bethany Hickey** & **Nicole Porterfield**, contact tracers, Health & Counseling; **Christopher Bailey-Greene**, asst women's rowing coach; **Mike Nilson**, head strength & conditioning coach, Athletics; **James Hiers**, case manager, Cura Personalis; **Cara Smith**, simulation operations specialist, Nursing; **Trevin Irby**, communications officer, Campus Security & Public Safety

### POSITION CHANGES/PROMOTIONS

**Brenda Senger**, assoc professor, Nursing; **Joe Stover**, assoc professor, Math; **Julie Weiskopf**, assoc professor, History; **Leslie Stamoolis**, assoc professor, Theater & Dance

### GOODBYES

**Sandy Wentz**, benefits & leave specialist, Human Resources; **Todd Zeidler**, asst athletic director; **Myrna Carroll**, sr. staff accountant, Controller; **Cassandra Stelter**, emergency preparedness manager, Risk Management; **James Sjothun**, communications officer, Campus Safety & Public Security; **Taylor Kirschenmann**, strategic learning specialist, Student Academic Support; **Shane Florence**, custodial specialist, Plant; **Marnie Rorholm**, program asst, Music; **Tamara Herndon**, medical asst, Health & Counseling

### ANNIVERSARIES:

**30** Lori Leonard, concierge, GUEST  
**15** Karen Kaiser, education curator, Jundt Museum; Eric Loran, custodian, Plant  
**10** Noah Wright, custodian, Plant; Joe Smith, chief financial officer  
**5** Sean Cochrane, infrastructure engineer I, ITS; Wade Sase, infrastructure admin II, ITS; Krystal Bates, assoc. director, Graduate Enrollment Management; Olena Kudlaieva, custodian, Plant