

# SPIRIT



DECEMBER 2021

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This holy season provides most of us with reason to be grateful. It also reminds us of those who are less fortunate or experiencing great strife in their lives and need our prayers.

Spirit asked its readers what they are grateful for this year, as we have navigated through nearly two years of a catastrophic pandemic, great fluctuation in the job market (see related story on page 7), loss, and personal sacrifices to keep our families safe and sane.

The objects of gratitude are widespread, from co-workers and jobs, students and families, to a beautiful campus, thoughtful spaces and the Spokane seasons. Many individuals were cited for their positive impact on others, from those who keep our technology running and our grounds looking magnificent, to our servicemen and women ensuring our freedoms.

Here's a look at what you said:

I am grateful for my friends and family! It has been a challenging couple of years, but through it all we have grown closer, and have all made a significant effort to stay in touch and make sure that our loved ones know how much they are loved. I am also grateful to be working here at Gonzaga! Working in the Religious Studies Department at Gonzaga has always been a dream of mine, and this year that dream came true! – **Chelcee Lewis**, Religious Studies

I am grateful for a beautiful workplace. I enjoy every walk across campus and appreciate the people who work to keep it lovely. – **Amy Barton**, Arts & Sciences



The Spirit newsletter, co-workers who are fun, helpful and have my back (they know who they are. I wouldn't be at GU without them). Thoughts & Prayers – as sad and heart-wrenching as they are, it's helpful to be reminded what others near us are going through and what life priorities I should be focusing on. The online Advent calendar and particularly the Christmas wallpaper, which I have rotating on my computer all year to put a smile upon my face. Our campus which provides a beautiful place to walk (we are so lucky to work in such a gem, right here on the Spokane River). Our

students – without them I wouldn't have a paycheck. And not being limited to just one grateful item! – **Shannon Zaranski**, Nursing

I am grateful for my spouse and two children. Being deployed for a year and away from my family for the holidays was tough, but it was much tougher on them and they handled it beautifully! Let us not forget that it is not just the service member who serves, the whole family serves. My prayers and gratitude go out to all military families, especially this time of year if they have one or more family members deployed. – **Michael Rorholm**, Jesuit community

I am so grateful to have had my life blessed with such an amazing leader, mentor and friend, Dr. **Jose Hernandez**. – **Robin Thompson**, Rudolf Fitness Center

I am so grateful for our student employees,

I am grateful that my favorite season, autumn, lasted as long as it did in Spokane and that we did not get our first snowfall until November, unlike previous years when it snowed as early as late September! I am grateful for the new television show, "Ghosts." It's witty and light and something I can enjoy with the whole family. I am grateful for my supportive supervisor who is a great listener and thought partner. – **Joan Iva Fawcett**, Diversity, Inclusion, Community & Equity

Holding doors open to a cool-looking joyful space?

Someone standing alone reflecting on Lake Arthur?

A student jumping for joy?

One of those images of faculty and students holding hands and standing in a circle.

– **Heather Crandall**, Communication Studies

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# CARING FOR OUR STUDENTS

Safety issues, health worries, mental exhaustion, family concerns, increased academic rigor within in-person classroom settings are creating anxieties for Gonzaga students, perhaps like never before.

As the pandemic stretches well into its second year, faculty and staff are dealing with the concerns of their students and doing their best to address student issues.

"We made an assumption that coming back in person would mean a return to some sense of normalcy," says **Jenna Parisi**, director of the Office of Health Promotion. "But we've found ourselves in a predicament new to all of us. The extension of, and exasperation in dealing with this mental health crisis, is wearing on everyone."

Meanwhile, Health and Counseling Services is seeing a significant uptick in visitors.

"We always see stress in the fall semester, but this year we have a sophomore class whose experience is very unique," says Counselor **Jeff Bafus**. "For them, many of whom spent last year taking classes remotely or in hybrid form, they are navigating this year on campus as if it was their first year. Then for first-year students, who have had 1<sup>1/2</sup> years of virtual learning and are building relationships and doing things outside of their home support system, it is extremely different. The stress on our students is significant, and some are overwhelmed by roommate conflict and how to navigate the academic demands of a college curriculum. What they are experiencing takes a lot of self-autonomy, and it's difficult.

Faculty notice the difference in students today versus pre-pandemic and are adjusting.

"I have talked with my colleagues about what we are seeing. Pandemic fatigue is huge among students," says **Kristina Morehouse**, senior lecturer in Communication Studies.



Students may click on Gonzaga's [Wellness Toolbox](#) for a plethora mental wellbeing support, which has continued to expand during the pandemic.

"I began asking them to articulate that for me. Students are quieter. Today I was talking about identity. How have their identities changed since the pandemic? Without fail, they said they are less talkative. One even said they learned how to hide as a student. They multitask more than in the past (that's what they did on Zoom). They have increased workloads. One said they learned how to do things on their own and talking to other students now is odd for them.

"I teach in a dialogue-oriented way, and I want to give students the opportunity to feel comfortable speaking in a classroom again. I think they're out of practice. I wasn't prepared for the increased rigor, nor were they. Hopefully, we will preserve some of the good things from the pandemic such as caring more for each other," Morehouse says.

Students' need for grace is one outgrowth of the pandemic.

"We try to encourage people across campus to engage with students around their personal well-being," Parisi says. Wellness days were initiated last week for students, faculty and

Gonzaga offers many support options for students' wellbeing, these among them.

- o The Center for Cura Personalis has four full-time staff and a graduate assistant who provide case management services and support for distressed students
- o GU offers a referral form and a [website](#) with many resources to support students and assist faculty/staff with also providing support
- o The Office of Health Promotion fosters student health on campus through proactive and inclusive [public health principles and practices](#).

staff to come together for fun and push for hope as the semester comes to an end. "Taking intentional time away is time well spent," Parisi adds.

The University is working with financial aid, Sodexo, GSBA and others to address student concerns more directly, and working with outside partners, as well.

## Gratitude *continued from pg. 1*

not only for their great work, but for their enthusiasm and passion for the work which is so inspiring and motivating for me. I am so excited to see what this generation will do to improve our world in the years to come!  
– **Beth Hickey**, Health Promotion

**Ivette Godwin** (Enrollment Management) patiently and diligently helped me with the logistics of transitioning from the School of Leadership Studies to Enrollment Management this summer. She is not only a true professional, but deeply kind. EM is fortunate to have her!  
– **Rachelle Strawther**, Lifelong Learning

I'm grateful for a warm home, my loved ones, and the opportunity to work from home.  
– **Jackie McCormick**, Arts & Sciences



Every day, **MaryAnn Rinderle** does her job (jobs, really), making mine easier and smoother. She embodies our mission and values to think well of others, to do for others, and to model in the Provost's office and beyond our work to improve students' educational experience. I am proud to work with her!  
– **Deena González**, Provost's Office

Registering for classes is always stressful for students, and last spring technical problems made the process difficult and frustrating. I am grateful for the dedicated colleagues from the Registrar's Office and Information Technology Services who worked together to improve and test the system and then started work at 6:30 a.m. for two weeks to monitor the system and fix any student problems in real time during November registration for

spring classes. As a result, we had one of the smoothest registrations in several years.  
– **Borre Ulrichsen**, ITS

I am thankful to be part of the Center for Community Engagement. The folks I work with are dedicated, humble, brilliant and always advocate for growth and learning. I'm happy to come to work each day knowing that I'll be surrounded by thoughtful folks who encourage me to be my best self and support wonderful community collaboration. It's an honor to work toward our collective mission with people who wholeheartedly care about our students, community and one another.  
– **Anonymous**

Family . . . and GU! – **Lori Leonard**, GUEST



# DOLLARS AND GOOD SENSE

## Resource Planning Update

The budget updates delivered by Chief Financial Officer **Joe Smith** at a mid-November Town Hall meeting of the Staff Assembly and an open session for faculty were overall encouraging, most attendees agreed. Of course, any budget of this magnitude – \$323 million – amid a pandemic, must be nimble and informed by external forces, Smith said.

“We cannot always control everything as we’d like,” Smith said. Supply chain shortages and what economic forecasters are calling The Great Resignation certainly are having an impact across the country.

But here is what Gonzaga has done or is doing:

- Maintaining current workforce and benefit levels as many of its competitors were unable to do
- Closing a \$23 million revenue/expense gap resulting from good management of COVID-19, to \$13 million with plans to eliminate that gap over the next three fiscal years
  - o Smith expressed gratitude to everyone within the community for working through a tough period, operating with less at times, yet stepping up to meet our obligation to students
- Identifying new revenue from existing sources, and investing in new initiatives to grow and stabilize revenues
- Continuing to improve efficiency and institutional effectiveness

- Identifying spending reductions that do not compromise the core mission
- Investing in people
  - o Annual compensation increases at rates slightly higher than the pre-COVID year (1.5 times the prior percentage increase)
- Increasing tuition moderately, by 4.71% for undergrads, 2.6% for grad programs and 5% for law.
- Investing wisely through the pandemic, GU’s endowment has reached \$467 million, very close to GU’s Strategic Plan goal of \$500 million by 2022

One colleague asked about the workweek and what we have learned. Smith said discussions are ongoing concerning the work environment, how best to serve our mission, meeting educational needs of our students, life/work balance for our employees, and adapting to changes in technology.

Another asked about compensation and benefits. “We have hundreds of different types of positions. Some compete against local, regional or national markets, which are changing constantly. As new benchmarks come forward, we are examining ways to be sure positions are within ranges of those benchmarks,” Smith said, offering that Gonzaga’s total compensation package of salaries and benefits “is incredible, looking at the package holistically.”

## Nursing Students’ Work Honored



Providence Health Care’s Tiffanie Hoffmeyer and Crystal Talamantes presented GU nursing students Elaine Frank and Quincy Neal with Honor Your Caregiver awards as a surprise during Sarai Libsack’s senior-level nursing class. Both student nurses provided care for a patient in Providence Sacred Heart Medical Center’s cardiac unit, who offered the hospital glowing accolades for both nurses along with a donation recognizing the students’ quality of work.

“While I found most of the staff were great, especially those who go unseen, I must say that the two student nurses, Elaine and Quincy, were most attentive and helpful, as were my RNs,” the patient wrote, and recognized the difficult circumstances. “I was impressed with the care your staff gave, despite the fact that they were dealing with so many COVID patients on two floors. So many needed direct attention, I was amazed at how well they took care of those that didn’t have the virus, and how they kept their spirits up, and never showed that they were tired or ready to go home.”

# Ostersmith, Boysen Honored as Women of the Year

Gonzaga’s Suzanne Ostersmith and Susan Boysen were among 15 honorees in The Spokesman-Review’s annual Inland Northwest Women of the Year series.

Ostersmith, recently tenured associate professor and founder/director of the University’s dance program, gave



Suzanne Ostersmith

SR photo by Jesse Tinsley

an overview of her efforts on campus and in Spokane since deciding to “put all of my eggs into the Gonzaga basket.”

Boysen, who retired in May after 30 years as a nursing professor at GU, received one of three Legacy Recognition awards for lifetime



Susan Boysen

SR photo by Dan Pelle

achievement. She spent her career teaching, researching, writing textbooks and traveling to educate others on community health.

She often coordinated health clinics for Gonzaga students, finding organizations in the community that needed a partner in health promotion. She played an integral part in developing GU’s nursing program.

# Picture a Scientist, or an Engineer, Human Physiologist or Nurse Leader: Smart, Innovative, Female



It was the brainchild of Human Physiology Assistant Professor Elise Donovan (center) to stage a panel discussion on women in science, here with students in lab.

An October presentation of the documentary “Picture a Scientist” and subsequent panel discussion on women in science raised the important question for faculty and students, “How do we engage more women in the STEM areas at Gonzaga?”

Organized by Human Physiology Assistant Professor **Elise Donovan**, the discussion focused on the representation of women in science, and biases and obstacles women face either getting there or experience after they’ve arrived.

“The analogy from the movie is an iceberg, and the gist of the conversation was this: It’s easy to see the big issues like blatant discrimination and harassment which are above the surface, but below the surface there are more subtle issues that you might not always see or be aware of,” Donovan said.

She cited lots of barriers to women in science, including but not limited to, implicit bias, lack of opportunities, lack of

representation and fewer resources than their male counterparts, in some cases.

“One example discussed in the documentary is women presenting credible ideas, only to have their thoughts dismissed, while male colleagues say the same thing and their ideas are taken seriously,” Donovan said.

“We need to be willing as individuals, departments and institutions to see where some of those challenges lie in our organizations, identify our own implicit biases, and develop cultures that promote inclusivity of women at the table. A diversity of ideas is important, and a culture where microaggressions and biased behaviors can be addressed when they happen,” Donovan added.

Panelist **Shannen Cravens**, assistant professor of chemistry and biochemistry, expressed joy in talking about the topic. “This subject is on the minds of faculty and female students. Student response to the documentary and panel discussion

was overwhelmingly positive,” she said.

Some of the barriers include historic impressions of women in the kitchen, not in the lab, and women starting with fewer rights than men. “It is women who are generally expected to take time off for family leave when they are giving birth or caring for sick kids. There is a disconnect between expectations for women and expectations for men,” Cravens said.

Fellow panelist **Carla Bonilla**, Biology associate professor, suggested traditionally female roles are prevalent at Gonzaga, from note taking at meetings to expressing nurturing behavior. “While some women exhibit these behaviors, it should not be expected of the women on campus to immediately step into these roles,” she said.

The documentary makes the point that when women are not invited to the table, only half of the great minds are present, and the product is diminished. An MIT investigator showed lab space for women

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# Women in Science

STEM Area/Faculty Count	Regular FT & Regular PT Faculty*	Women Faculty	% Women Faculty
Biology	22	10	45%
Chemistry/Biochemistry	17	6	35%
Engineering	37	9	24%
Human Physiology	8	1	13%
Mathematics	20	10	50%
Nursing	33	29	88%
Physics	10	2	20%
<b>TOTAL</b>	<b>147</b>	<b>67</b>	<b>46%</b>

\*Does not include adjunct faculty

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scientists was much smaller than for their male counterparts.

At Gonzaga in STEM areas, 46% of the 147 faculty are female, with a large preponderance of those women in nursing [see statistics above]. Gonzaga's student enrollment is 56% women.

"Our fields of science lose out on so much when people are marginalized or excluded just because who they are doesn't match the expectations of the existing power structure," said **David Boose**, Biology chair and co-panelist. "Science has always been done by a very diverse group of people, but the people who get credit for that work are most often the ones who look like me – straight, white, male. When the scientists who don't look like me aren't seen and recognized for the work they do, then others like them don't see themselves

in the profession and don't see it as an inviting path for them."

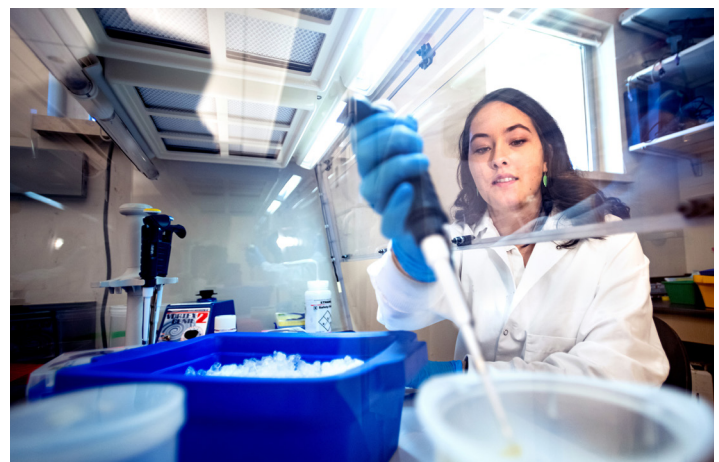
"Being conscious of our own biases and how they shape expectations of women is a place to start," Bonilla said. "Bigger changes like offering on-campus day care for staff and students could be a huge step. Child care often falls on women and can mean that women spend less time on academic/professional pursuits. Therefore, providing on-campus support would allow women and men who are involved in child rearing help in their professional development."

Boose said everyone in every department needs to be heard and their voice valued. He said white males need to give up some of their power, step back and allow the ideas, experiences and motivations of others to decide what to do and why.

"So when I think about how hard this equity work is for people who look like me, I remind myself how much harder all of the inequity is for those who have to experience it every day," Boose said.

"This is an opportunity to come together as a community and keep the conversation going," Cravens said.

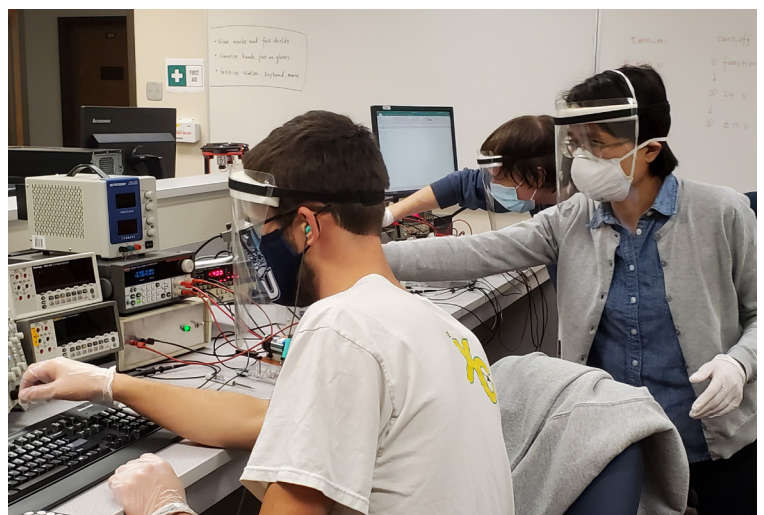
Other panelists in the Picture a Scientist discussion were Associate Professor **Sara Diaz**, women's and gender studies, and Professor **Sue Niezgod**a, civil engineering.



Gonzaga has seen a significant increase in female students entering the sciences.



GU nursing students making an impact on the community even before they graduate.



Engineering Assistant Professor Mary Zhang became an IEEE senior member this fall, recognized as the highest level of professional competence.

# Laudato Si' Action Platform Taking Shape at Gonzaga

The Vatican recently launched the enrollment phase of the Laudato Si' Action Platform, an initiative in collaboration with partners around the world to empower the Catholic Church to achieve total sustainability in the spirit of integral ecology.

The platform is inspired by Pope Francis' 2015 ecological encyclical, "Laudato Si': On Care for our Common Home."

**Gonzaga University announced in October that it had become the first university in the United States to join the initiative.**

<https://www.gonzaga.edu/news-events/stories/2021/10/4/gonzaga-joins-laudato-si-action-plan>

Enrollment began on the World Day of Prayer for the Poor, a meaningful symbol of the platform's commitment to serving those who are most vulnerable to the consequences of the socio-ecological crisis.

It is also a powerful Gospel message, especially in the wake of the recent United Nations Climate Change Conference in Glasgow, Scotland, that the transformation of the world and societies will begin from below and be led by ordinary people.

Once enrolled, institutions, communities and families can make commitments to creating their own Laudato Si' plans. They will then have access to a suite of practical resources that help them understand and evaluate where they stand along the road to integral ecology; tools to reflect on their values and the Laudato Si' goals; and ways to develop effective plans to achieve the goals.

In making its commitment, Gonzaga is seeking to advance integral ecology not only on campus but also in the broader community.

"The Gonzaga Center for Climate, Society and the Environment is committed to building the capacity of teachers, parishes, parochial schools and communities to begin or deepen their own journey of integral ecology and Laudato Si' action planning," explained **Brian Henning**, director of the Gonzaga Climate Center.

A road map for the seven-year process was outlined in May at a news conference held in Rome by the Vatican Dicastery for Promoting Integral Human Development. The first year is dedicated to community building, resource sharing and developing plans to achieve the goals. Five years of concrete actions follow, capped by a year to praise and thank God.

As a "Laudato Si'" university, Gonzaga will chart its own path for the seven-year program.

"We see this action platform as a path to amplify, connect and expand important existing work within our community, rooted in our mission," **Michelle Wheatley**, vice president for mission integration, said at the time of GU's commitment. "Our hope is to engage many people and units in this initiative, and we will be following up with more information soon.

"These Laudato Si' goals are expressions that resonate with our mission values, our university strategic plan, and the current Universal Apostolic Preferences of the Society of Jesus (Jesuits)."



Institutions, communities and families can make their own commitment and learn more about the Laudato Si Action Platform at [laudatosiactionplatform.org](http://laudatosiactionplatform.org). Regional communities looking for assistance in taking up the work are encouraged to contact the Gonzaga Climate Center at [ClimateCenter@gonzaga.edu](mailto:ClimateCenter@gonzaga.edu).

For more information: Professor **Brian Henning**, 509-313-5885, <http://henning@gonzaga.edu>

## Being Able to Walk the Talk

### Heightened Intercultural Fluency Goal of New Academy

In continuing to help the Gonzaga community raise its level of intercultural fluency, the Office of Diversity, Equity and Inclusion has launched its newest project, the Inclusive Excellence Leadership (IEL) Academy. The yearlong program is designed to help Gonzaga faculty, staff and graduate students develop skills, knowledge and abilities to interact better with people of various ethnicities and cultures.

This pilot program began with its first of six half-day sessions Nov. 19, and concludes April 6. Thirty-eight members of the Gonzaga community are part of this first cohort.

In addition to each month's workshop, participants will engage in a one-hour debriefing following each monthly session to discuss how they are applying lessons from the academy. They'll also participate in a service project to support other campus groups to develop their collective intercultural fluency.

Following up on last year's DiversityEdu training for faculty and staff, the academy will utilize multidisciplinary strategies and cover topics such as oppression, antiracism, equity, diversity, inclusion, implicit bias, micro-aggressions, race, privilege, power, inequities,

intercultural dialogue, current issues and more. The inaugural class is divided into three cohorts, each taught by a faculty facilitator. The program has been developed by an IEL Academy advisory committee composed of Chief Diversity Officer **Robin Kelley**, Women's and Gender Studies Assistant Professor **Noralis Rodriguez-Coss**, Gonzaga Institute for Hate Studies Director **Kristine Hoover**, Communication Studies Assistant Professor **Juliane Mora**, and UMEC Program Manager **SR Gibson**.

Graduates of the IEL Academy will receive an IEL Certificate and digital badge.



# ADDRESSING THE GREAT RESIGNATION

The country is amid The Great Resignation, and Gonzaga is no stranger to this epic, COVID-motivated phenomenon. Since April, when vaccinations made many feel safer and more comfortable, people began to explore work options and the workforce across the country became more mobile.

“There is a lot of turnover nationwide and people are evaluating their options including the ability to retire early or make other transitions for their mental well-being or family situation,” says Benefits Director **Lisa Schwartzenburg**.

Gonzaga began to see increased turnover early in 2021, as the national labor market began to heat up. Many of the people waited until the vaccines were widely available to consider changing jobs, says Associate Vice President for Human Resources **Tom Chester**. The University held some vacancies during the COVID-19 initial year while there were fewer people on campus. But since the return to normal campus operations in summer 2021, the University has amped up its efforts to recruit and hire employees. With increased wage competition and lower applicant availability, HR staff and leadership worked strategically and creatively with hiring managers to address recruiting difficulties across campus. There is still much work to be done to address increased turnover and vacancies in this dynamic labor market.

For example, Gonzaga encouraged custodial employees to refer acquaintances seeking work to the University. While GU’s recruiting agency was unable to supply the needed custodial candidates over the previous year, it has been more successful recently, as have GU’s own direct recruiting efforts.

GU also initiated an internal job board for vacant positions. The University increased its focus via this internal job board to create transfer and promotion opportunities that allowed Gonzaga to retain valuable employees. Of course, that leaves openings behind them that still must be filled, Chester says.

“This is something we have wanted to do for some time, and the circumstances warranted this internal recruitment option. For some hiring managers, being able to post jobs internally first to see if they find an appropriate candidate from within has proven to be an excellent option,” Chester says.

Sodexo Regional District Manager **Pat Clelland**’s experience with The Great Resignation is even more pronounced. “Typically, this time of year we employee about 320. We currently have about 250 employees. Since August, we have recruited, hired and trained more than 50% of our current workforce. I have people who want to work as much as they can, yet they have COVID-related issues they are dealing with, like day care and family health, and they quickly run short of options and seek employment elsewhere, despite flexible schedules we work diligently to provide them.”

In addition to staffing limitations, Sodexo is experiencing supply chain shortages. Besides new equipment needs, Sodexo often doesn’t know the night before what they’ll receive in food supplies the next day. “This week, 117 items were not delivered as planned,” Clelland says. “And each ‘item’ could be up to 10 cases of product. We continue to strive to provide the best student experience possible. But it’s certainly a challenging situation.”

Gonzaga has initiated several emotional and mental health programs to assist employees during the pandemic, including new products, other options under current products, and group therapy sessions, among others, Schwartzenburg says. To learn more, visit <https://benefits.gonzaga.edu/>.

## Campus Community Vaccination Update

### Total individuals

7,717 out of 8,145 are fully vaccinated, 95%

Broken down as follows:

### Students

96% fully vaccinated;  
4% with approved exemptions

### Employees

93% fully vaccinated;  
1% in progress;  
6% with approved exemptions

### Vendors

87% fully vaccinated;  
13% with approved exemptions

As reported Nov. 30, 2021

## New Research Institute Looks to Provide More Opportunities, Efficiencies

The newly established Institute for Research and Interdisciplinary Initiatives, under the direction of Assistant Provost **Paul Bracke**, will enable the University to better leverage opportunities for both faculty and student research.

“We hope this will inspire faculty to come forward with ideas for interdisciplinary research in areas where such research is not currently being done,” Bracke says. “We do not aspire to be a Research 1 institution, but rather to build on the strength we already have as a premier undergraduate institution.”

The institute brings together existing administrative functions related to scholarship as well as inter- and multidisciplinary academic efforts. It will provide a home for mission-based, cross-institutional academic initiatives related to research, scholarship and

engagement with local, national and global communities. The following existing offices/functions will be housed within the Institute:

- [Office of Sponsored Research & Programs \(OSRP\)](#)
- [Institutional Review Board \(IRB\)](#)
- [Center for Climate, Society and the Environment](#)
- [Institute for Hate Studies](#) (to be renamed and titled as a Center)
- [Center for Global Engagement](#)
- [Center for Undergraduate Research & Creative Inquiry \(CURCI\)](#).

Bracke sees staffing and process efficiencies within the institute by better coordinating



Undergraduate research opportunities to be bolstered.

research and academic initiatives, sharing resources, streamlining ways to identify funding opportunities, and supporting faculty in grant writing.

## WHAT'S IN A NAME?

Name, image and likeness. It's the new talk on the street in college athletics. It allows student-athletes to monetize their name, image, likeness, nickname, signature, social media account or any symbol that readily identifies them in promotions or endorsements.

Since July 1, student-athletes have been able to participate in NIL activities, as long as the arrangement is not "pay for play" or an improper recruiting inducement to attend a particular school.

For example, a business can pay a student-athlete to promote its product but cannot pay a prospective student-athlete to come to campus for an unofficial visit.

Senior Associate Athletic Director **Rian Oliver** and her colleagues have been busy educating many of Gonzaga's 350 student-athletes on the particulars of this new program. The School of Business Administration provided a 10-week course on personal branding and business, team-taught by Marketing Professor **Peggy Sue Loroz** and Dean **Ken Anderson**, both former Zag student-athletes.

"The course was a natural fit between the academic expertise and education needed with new business opportunities for student-athletes," Oliver says. She sees a steady stream of student-athletes to the compliance office, asking questions about NIL. "We spend time with students and families in helping them find the right balance between their academics, athletics and NIL activities, and



One of Gonzaga's most widely recognized student-athletes has recently been seen in television ads.

to make sure what they pursue is within NIL guidelines."

The Athletic Department has contracted with a group licensing agency to provide group branding opportunities not requiring large time commitments. Group licensing opens the door for student-athletes and entire teams to share in benefits from trading cards or video games. "One thing we've seen is to be really active with NIL, it requires a significant time commitment, and extra time is not something our athletes have with classes, practice and travel to competition," Oliver says.

About 40 student-athletes have participated in some sort of NIL, with a handful signing significant deals. Others are interacting in the business community through social media ambassador programs where companies might provide a discount on product and student-athletes post the company's discounts on their websites. All transactions must be reported to Gonzaga's compliance office.

## NOTEWORTHY

### NEW HIRES

**Amber Bavishi**, international student adviser, Global Engagement; **Carlos Ramirez-Mazuera**, counselor, Admission; **Jeremy Rouse**, Native student accompaniment coordinator, Mission & Integration; **Kaitlin Cushman**, interlibrary loan lead, Foley; **Rex Shaw**, accounting asst II, Controller; **Sarah Staudle**, compliance coordinator, Athletics; **Zack Bagdon**, video producer, Marketing & Communications; **Aaron Faulks**, custodian, Plant; **Cheryl Johnston**, HR project asst, Human Resources; **Devon Thomas**, sr associate athletic director, Athletics

### POSITION CHANGES/PROMOTIONS

**Gregg Pratt**, maintenance supervisor, Plant; **Kim Vietz**, office & communications coordinator, Diversity, Equity & Inclusion; **Krista O'Brien**, executive assistant to the athletic director, Athletics; **Rhian Thomas**, assistant director, Rudolf Fitness Center; **Ross Windhorst**, safety asst, Plant; **Vince Velonza**, web producer, Marketing & Communications

### GOODBYES

**Jazmine Jackson**, program asst, Arts & Sciences; **Leslie Burks**, administrative secretary II, Military Science; **Megan Roland**, custodian, Plant; **Naghmana Sherazi**, office & communications coordinator, Diversity, Equity & Inclusion; **Nathan Sine**, project manager II, ITS; **Sally Freese**, registered nurse, Health Center; **Vince Hamilton**, student services specialist, Graduation Enrollment Management

### REST IN PEACE

**Rick Soelster**, custodian, Plant

### ANNIVERSARIES

**20** **Matt Gerdes**, parking enforcement, Security; **Nihad Suljic**, custodian specialist, Plant

**15** **Debra Loudon**, assoc director, Student Accounts

**10** **Tomson Spink**, director of maintenance & grounds, Plant

**5** **Danielle Bennett**, cataloging/database maintenance, Foley; **Chris Watkins**, head women's soccer coach

## Around Campus

»» Reminder: Gonzaga will be closed Dec. 20-26 for Christmas break, and on Dec. 31 for New Year's Eve.

»» To celebrate the holidays, employees are invited to participate in Gonzaga's Spirit of Giving campaign. There are several ways to support others in our community throughout the month of December. Visit [www.gonzaga.edu/guspiritofgiving](http://www.gonzaga.edu/guspiritofgiving) to learn more.

»» Business Dean **Ken Anderson** will serve as interim provost for key administrative and ceremonial functions such as review of petitions for promotion and tenure, continued progress on Faculty Handbook, and Academic Honors Convocation and Commencement. With a number of established leaders serving in key positions within the Provost's Office and its larger administrative structure in place, leadership will involve a collaborative "team approach" that delegates responsibility among senior members of the office, President **Thayne McCulloh** announced in November. He expects a new provost to be in place in summer 2022, replacing outgoing Provost **Deena González**.

»» GU's MBA program attained a top 30 spot in the annual Corporate Knights 2021 Better World MBA Ranking, reflecting its emphasis on sustainability in course content and faculty research. Only seven U.S. programs are ranked higher than GU.

»» The Center for Teaching and Advising is seeking applications for two faculty fellow positions that will begin three-year terms in fall 2022 – one in early career support and another in inclusive pedagogy. Applications are due to CTA Director **Mia Bertagnolli** by Jan. 18. Full-time faculty of any rank and discipline may apply.

»» December music events in the Myrtle Woldson Performing Arts Center include: Candlelight Christmas Concert, Ring Out, Ye Bells!, Dec. 11, 7:30 p.m.; Dec. 12, 3 p.m.; Instrumental Recital, Wind & Percussion, 1 p.m., Instrumental String, 3 p.m., both Dec. 11; Piano Studio Recital, 10:30 a.m., Dec. 13.

