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WELCOME BACK GONZAGA

Plans for a return to in-person campus operations described in this July/August Spirit are still in progress and subject to change. This story provides faculty and staff an overview of what returning to in-person campus operations means to our community.

As the University prepares to return to in-person campus operations beginning Aug. 1, it is required that every faculty and staff member involved in on-campus programs and operations complete their vaccination series and documentation in the employee [Benefits](#) portal by Aug. 6. Exemptions for medical or religious reasons also need to be documented in the portal by Aug. 6. So reminds the president's Chief of Staff **Charlita Shelton**, who has the significant task of making sure Gonzaga's community is safe and in compliance with state and local mandates for the start of a new academic year.

That is a shared task, she says. "We all must accept responsibility to keep our colleagues, students, vendors and visitors safe and healthy as we fully return to in-person instruction, housing and campus activities for fall 2021. Part of this commitment is to ensure that every Zag is vaccinated as quickly as possible to help bring this pandemic to an end."

Prize drawings are held every Friday through Sept. 3 for employees who have verified their vaccination status at the [Benefits](#) portal. More than 70 giveaways are available, including men's and women's basketball tickets, Zag swag, annual parking permits, employee meal plans, and more.

Failure to document your vaccination status is not an option, Shelton says. To be considered fully vaccinated, you must:

- 1) have received a full course of an authorized vaccine, be two weeks removed from your last shot, and
- 2) have completed the documentation of your vaccination status in the employee benefits portal.

Currently, those who are fully vaccinated are not required to wear a mask or physical distance in or outside campus buildings. However, those with exemptions must wear

a mask and physically distance themselves from others. And anyone who wishes to wear a mask and distance on campus is welcome to do so, understanding that many are immunocompromised or may have family members at risk.

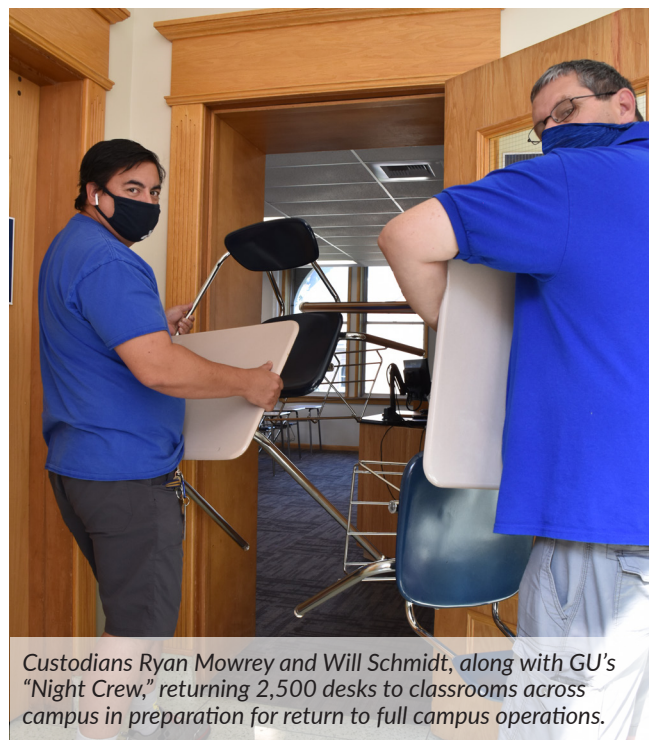
Some options for faculty and staff to work remotely may be available through dialogue with their supervisors and leadership. But the expectation, President **Thayne McCulloh** reiterates, is for the vast majority of our community to be back on campus.

Returning to Normal

In the meantime, campus is beginning to buzz again with preparations for the start of the new year. Custodial crews are moving most of 2,500 desks that were removed from classrooms last year, back into their normal spaces. Previously necessary signage on floors, doors and along pathways is being removed. Shelton says room capacities will return to their pre-COVID numbers. The Rudolf Fitness Center has reopened, by appointment this summer, but Director **José Hernández** expects to be back to pre-COVID protocol by the beginning of fall semester.

Through guidance from the state and the Spokane Regional Health District, meetings may return to in-person format. However, with 16 months of training in Zoom technology, remote meetings are expected to remain a part of the work landscape for the sake of convenience, when appropriate, Shelton says.

Gonzaga returns to face to face, in-person instruction, save for those classes that were originally online or were approved for online delivery before the pandemic. Housing and dining services return to near-normal for fall 2021. However, space will be set aside in



Custodians Ryan Mowrey and Will Schmidt, along with GU's "Night Crew," returning 2,500 desks to classrooms across campus in preparation for return to full campus operations.

the COG with Plexiglas partitions for those with health risks, who are unvaccinated, or who simply feel more comfortable with these protections in place.

Details are still being worked out for how third-party participants may use campus space.

Meanwhile, Shelton reminds everyone to continue hygiene protocol, washing hands frequently, covering mouth when coughing, frequently disinfecting high-touch surfaces and staying home when ill. "The Delta variant is 50% more contagious than the original Alpha COVID 19-variant," Shelton says. "So, it is important that we all remain vigilant."

Employees, which includes faculty, staff and current student employees, will receive the Employee Campus Operations Fall 2021 Plan in late July. Students will receive the Student Arrival & Return to Gonzaga Guide in early August.

GU Welcomes Underrepresented Minority Postdoctoral Fellows in Music, CRES

The Underrepresented Minority Postdoctoral Fellowship Program has reinvented itself and brings to campus this fall two new teacher-scholars: **Jadrian Tarver**, Ph.D., a fellow in music, and **Giselle Cunanan**, who is completing her doctorate and teaching in Critical Race and Ethnic Studies.

The program, originated by Academic Vice President **Patricia Killen** about seven years ago as a partnership with the University of Washington, was designed to bring faculty from underrepresented populations to teach in Gonzaga classrooms. In the last year, Chief Diversity Officer **Robin Kelley** and Provost **Deena González** have reimagined the program, expanding it to include post-doctoral candidates from throughout the country.

Professor Tarver comes to Gonzaga after completing his doctoral studies in vocal performance at Michigan State University. His professional activities include vocal performance, choral conducting, research, leadership and advocacy for musicians of color. As a graduate assistant vocal instructor at Georgia State University and MSU, he taught class voice and applied voice. He maintained a private studio of community citizens and vocal artists in Detroit, focused on underserved communities, offering students private voice lessons, ongoing



Giselle Cunanan

mentorship and preparation for college auditions. Tarver also taught high school for several years in the Atlanta area.

Professor Cunanan is completing her doctorate in American Studies at Indiana University in Bloomington. Her master's is in ethnic studies at San Francisco State University, with a bachelor's in sociology from Gonzaga ('10). Her primary work has been in critical ethnic studies, gender studies in



Jadrian Tarver

migration and indigeneity, Asian American and Filipino studies, and race, colonialism and empire. She has served as a consultant for the past three years to Gonzaga in developing critical race and ethnic studies programming and the school's Critical Race and Ethnic Studies minor program.

Recruiting and Retaining Diverse Educators Focus of Faculty Fellows

It was only by coincidence that two Communications Studies faculty members were selected as the College of Arts & Science dean's first Summer Faculty Fellows. But recently promoted Associate Professor **Karen Petruska** and Professor **Jonathan Rossing** have no complaints. Given the leeway to choose their own projects, they both chose to focus on diversity, equity and inclusion in recruiting and retaining faculty and staff.



Karen Petruska

Both will build on the work that began during the academic year through

Inclusivity, Diversity and Equity in Arts and Sciences (IDEAS) in Action, a CAS project envisioned by Dean **Annamarie Caño** and more than 40 faculty, staff and students in the College.

"Karen is creating a student internship model to recognize students who serve on faculty/staff search committees and also on a way for us to share the IDEAS in Action tools and resources on the web," says Dean Caño.



Jonathan Rossing

"Jonathan is crafting the ad that CAS will use to advertise the multiple faculty positions we will have open in the fall to ensure it broadcasts our inclusive environment and generates buzz. He's

also creating guidance for an inclusive teaching statement that can be requested of job candidates, so that candidates can showcase their inclusive and equity-minded teaching skills and search committees can effectively evaluate this information to continue to select the best teachers for our students."

In addition, the dean and fellows are reading from the book "Inclusive Academy" and discussing how academic leaders can build a better university in which everyone can thrive.

The Summer Faculty Fellows program is funded by the College's advisory board and was created to empower faculty interested in developing academic leadership skills while working on a project to support the three College priorities: academic excellence, *cura personalis* and building inclusive community. The fellowship offers participants a chance to promote positive change.

'ESSENTIAL WORKERS' KEPT CAMPUS ON AN EVEN KEEL – THANK YOU

Throughout the past 16 months while the majority of Gonzaga's workforce served from home, the University's "essential employees" were here on campus keeping our facilities updated, clean and safe, our community cared for, and our students fed and housed.

From the Plant Services group designated the 'COVID crew' and members of Auxiliary Services and Zag Dining who serviced GU students in isolation and quarantine all year long, delivering meals, supplies and homework assignments, to those in the Registrar's office who made sure transcripts were printed and ready for pick-up for alumni and students applying jobs, the Zag essential employees kept the University on an even keel when the world around them was tossing and turning.

Take Purchasing Manager **Megan Self** and her crew who sometimes resorted to exhaustive measures to locate and acquire scarce PPE for students and employees, sanitizer and disinfectants. Or the Plant crew who emptied and cleaned a storage room, built shelves and made it GU's PPE storage center. A work study student dutifully filled PPE orders, arranged delivery appointments with departments, and left supplies at their door. Supply-chain disruptions added to the toil.

How about Visit Coordinator **Sandra Vance** and her Admission cronies who kept welcoming visitors to campus, and her 65 student volunteer Ambassadors who either assisted with virtual programming, virtual events or continued to walk backwards around the campus with families and their prospective students, all for the love of Gonzaga. Ambassadors even stepped up for each other. When one ambassador was forced into isolation of quarantine, others took their tours. "By spring, we were giving 12 tours a day from our white tent on the Quad," Vance says. "And not a one ever asked for incentives."

Director **Becky Wilkey** and her Campus Security and Public Safety team were tested, for sure. They were here every day, first responding to many unknown circumstances and exposures to the deadly coronavirus – helping students experiencing symptoms, addressing policy violations in quarantine and isolation halls, dealing with large gatherings of students in the Logan neighborhood, and responding to suspicious activity and crime by non-GU community members. "Yet, these officers still responded to incidents with sympathy and attentiveness, and in some cases, could not



The pandemic didn't keep groundskeepers like Todd Coleman from maintaining one of the most beautiful campuses on the west coast. Hats off to the 12-person groundskeeping crew.

keep their distance. But they carried on," says **Taylor Jordan**, GU's COVID-19 coordinator.

Zag Dining Services had 120 folks working every day to make sure students were fed, whether in the COG, with take-out meals or meals delivered to students isolated and quarantined.

Plant's COVID crew included 10 maintenance tradespeople and 35 custodians who were trained in safety protocols and volunteered at some health risk to be a part of this unit – when vaccines were not available – to offer service to students in their rooms, from vomit cleanup or fixing a plugged toilet, to changing a light bulb or fixing a heater or a window that wouldn't close.

Auxiliary Services continued to serve the University's on-campus needs, from Campus Printing and the Mail Room that never closed, to keeping Hemmingson Center open throughout the year. **Wayne Shadd** and **Steven Ponce** were two who went above and beyond, delivering birthday goodies and a birthday tune to students in isolation or quarantine, and sharing a video of it with their parents.

Says Career and Professional Development's **Ray Angle**: "When we went virtual, we moved all of our office plants into the main lobby area so that when a CPD staff member came into the office, they could water all of the plants at one time. But every time somebody stopped by the office to water the plants, somebody else had been taking care of them. We can only assume that it was the cleaning staff but it was so very much appreciated and we're not sure who to thank because we never saw them. So thank you."

Hawley, Zag Shop Lauded



Zag Shop Manager **Megan Hawley** was named 2021 Store Manager of the Year by its parent company, Follett. She was one of six award winners out of 1,050 stores nationally.

She has immersed herself in the Gonzaga culture and fostered strong relationships across campus, her nominators say. She makes sure her team is empowered to deliver an exceptional level of service.

The Zag Shop remained open from the country's initial shutdown through an NCAA tournament run, despite extreme challenges requiring skillful planning in inventory, COVID safety protocols and customer outreach.

Bollier Family Support STEMS from Lived Experiences

Gonzaga's new science and engineering facility has been named the John and Joan Bollier Family Center for Integrated Science and Engineering, recognizing the family's significant financial support of and commitment to helping students pursue careers in science, technology, engineering and mathematics (STEM).

Pronounced bōw-LEAR, four of the five Bollier family members are engineers. In addition to John and Joan, their sons Brett ('13) and Nolan (Gonzaga-in-Florence '15) have degrees in mechanical engineering from Gonzaga and Marquette, respectively, while daughter Emily ('15) is a graduate of Gonzaga's School of Business Administration.

When will the Bollier Center open?

While COVID and wildfire smoke created delays with construction, it is on track to open in fall 2021. Many faculty and staff will move into their offices starting in September, and students will gain access to the common areas and study spaces. General classroom space will also be available. Classes will likely be held beginning in spring 2022.

When will labs and research spaces open?

Current equipment from Herak and Hughes will be installed in the new



The John and Joan Bollier Family Center for Integrated Science and Engineering connects to Hughes via skywalk, and PACCAR directly to the east.

space early this fall, with new equipment arriving later in the semester.

What is the building LEED certification?

GU is working toward securing LEED Silver certification. Certification will be evaluated at a later date.

Other facts & figures

The facility completes a quadrangle of buildings focused on STEM areas of study, connecting physically to Hughes, PACCAR and Herak centers. When the building is fully operational it increases STEM space on campus by 44%. Bollier Center will include 82,679 square feet of

the total quad space of 270,490 square feet in this STEM complex. Walker Construction of Spokane is general contractor on this facility.

In the Bollier family's decision to support Gonzaga's new facility, what was most important to them is that young people who have an interest in science, technology, engineering and math hear, "You can do anything you want to."

The Bolliers have supported Gonzaga Athletics and scholarships, in addition to the Bollier Center gift. John and Joan are also involved in the Opportunity Northeast (ONE) initiative that impacts the Logan and Gonzaga communities.

Survey of Admitted Students Show Career Prep, Academic Offerings, People Connections Key to Their Decisions

Every year Gonzaga participates in the Admitted Student Questionnaire to gain a sense of how prospective students react to the University's messaging, specifically, and to the institution in general.

In the most recent survey, 1,359 students from the high school class of 2020 responded, 645 who enrolled at Gonzaga, and 714 who chose another school.

Nate Mannetter, associate director of undergraduate admission, analyzed the major takeaways.

1. "The high school class of 2020 was facing a lot of unknowns while these students were making a college decision. They just had the last part of their senior year in high school

anceled, they did not know whether their first year at college was going to be in-person or online.

2. "The most important characteristics for students admitted to Gonzaga during the time they are making their college decision are 'Preparation for a Career' and 'Availability of Majors'. Gonzaga students also value offerings outside the classroom, 'Quality of Social Life', more than those students that chose not to enroll at Gonzaga.

3. "Gonzaga faces steep competition from very strong colleges throughout the West. It is essential that the University continues to show students why Gonzaga is a strong choice for them. The colleges that non-

enrolling students are most likely to choose are University of Washington, Cal Poly-San Luis Obispo, Washington State University, Santa Clara University and University of Portland.

4. "Students listed connection with staff, current students and faculty as the most impactful information sources. This shows the importance to our enrolling students of events like Preview Day, GEL Weekend and other campus visits. When students connect with the Gonzaga community either through outreach by faculty, meetings with staff on campus, or interactions with current students, their decision is positively impacted by those interactions."

Growth in Online Graduate Programs a **VIRTUAL REALITY**

In a Communication and Leadership class on corporate communications, students partnered with White's Boots to create a strategic communications plan to expand its market into Japan. Students were introduced to the company via a video featuring the company president, which laid out the parameters of the project. Students then received real-life prompts from the president and other White's Boots employees every week, adding new dimensions to the process.

All coordination of this effort was done online, and in the end, White's Boots received dozens of iterations of possible models for their expansion.

This is just one of many examples of Gonzaga's growing capacity in its online graduate offerings to professionals who need the flexibility to work at their own pace, in their own place, and still gain real-world experiences to advance their careers or personal interests.

Technology has been a primary mover of the online enrollment needle, and Gonzaga has been at the forefront in developing online courses.

Gonzaga's first remote classes began in the early 1980s as teachers recorded lessons on VHS tapes, mailed them to their students, who viewed their lessons, fulfilled their assignments and mailed them back to their instructors at Gonzaga, who would in turn mail them feedback on those assignments.

Obviously, the speed of message transmission and the capacity to deliver more sophisticated and engaging media has provided the biggest improvements in remote education since then. Now students can meet with fellow students and professors face to face, on their computers or smart mobile devices. Classes can be connected to the world's experts via live streaming. Blackboard has made course material readily available at any time and from any location. And sometimes a course chat room provides an even more comfortable and



Cat Sullivan (left) mastered her work on a degree in organizational leadership while working her regular job in Maine. Cheryl Johnston (right) has found that taking her master's in communication and leadership online has allowed for little distraction from her work as director of GUEST here at GU.



inclusive space for class discussion than an in-person classroom.

"We can interact with students from all different time zones, learn about their careers and how they're utilizing course material," says Spokane's **Cheryl Johnston**, a master's student in Communications and Leadership.

"The Blackboard platform is very intuitive, and easy to use. Lots of imbedded videos with easy access to content," says **Cat Sullivan**, a master's student in Organizational Leadership from Maine. "I feel like everything I need is at my fingertips."

Much of Gonzaga went to online and hybrid delivery during the past academic year. Director **Justin Marquis** and his Instructional Design & Delivery team were ready for the call, primarily because they had been doing this work for several years for graduate programs in education, leadership, nursing, engineering, sports administration and law.

"Most of our work has been in video production, but we recently hired a fulltime graphic artist and developer who specialized in digital animation, augmented reality and virtual reality which will allow us to do more engaging and immersive programming. As one example, we hope to create immersive environments like a virtual hospital for the nursing program, which will allow students a more realistic experience for their online classes," Marquis says, adding that expansion of this technology will grow into a number of other academic programs.

After what faculty have learned about remote delivery during the pandemic, more of them are feeling confident about including some

online work in their classes, Marquis says, which would provide greater flexibility for students, as well as faculty.

Director of Graduate Enrollment Management **Jon Billings** sees online instruction continuing to grow interest in graduate course studies. "Online programs attract the kind of student who has a lot of other things going, juggling work, family and kids, finding it harder to block out specific time to come to campus for school. Online programs bring school to our busy students."

COVID-19 has catalyzed further development of online tools, and Billings predicts Gonzaga will not return to the place it was before the pandemic hit. "I believe we'll take what we learned about online education and move toward a more robust online or hybrid presentation in our graduate programs. The pandemic forced programs to offer their courses online so they now have options for either format or some combination. Faculty are using this opportunity to make their courses even better."

A further example of the evolution of Gonzaga's online offerings is the "Immersion" program for the Doctoral Program in Leadership Studies students which previously required doctoral students to come to campus eight weekends over the course of a semester. They now are asked to come just once each semester, saving them time and expense of travel and lodging, ultimately making education more accessible to a larger audience, Billings says.

A win for the students, and a win for Gonzaga.

FIRST CADRE OF SCHOOL PSYCHOLOGISTS WELL PREPARED TO MAKE A DIFFERENCE

Gonzaga's first class of degreed school psychologists are eager to join the frontlines of K-12 schools when the demand for their expertise and dedication has never been greater as our nation slowly begins to heal from the devastating COVID-19 pandemic.

With the graduate degree of Education Specialist in School Psychology (Ed.S.), the eight professionals will apply principles of psychology and education to support schools' academic and social-emotional programs, lead teams in identifying students' learning and behavioral challenges, and develop evidence-based intervention plans.

These first graduates of the program have invested three years in earning the degree – two years of academic work followed by a yearlong, 1,200-hour internship in the field. They graduate prepared for national certification in a profession in sharp demand in Washington and nationwide.

"School psychologists work to address community needs, and in particular the mental health needs of K-12 students," says **Joseph Engler**, associate professor and program director.

As society has grown more complex there's greater awareness of how the social, emotional and behavioral well-being of young people impacts their academic success, he explains. With students facing increasing anxieties ranging from cyberbullying to poverty to trauma and other pressures, schools are increasingly focusing on students' well-being to ensure they succeed in school.

Meeting the myriad and complicated needs of modern students is the central role of school psychologists.

"Right now," Engler said, "and in years to come, there'll be an increasingly important role for school psychologists, in post-pandemic operations, to help students and schools adjust again."

School psychologists are called to support students in a variety of ways. Some work directly with students in individual counseling settings, or they may focus on running counseling groups – or both. School psychologists routinely conduct assessments for special education programs and can be called upon to develop a wide range of intervention services.



For Jenna Finnerty, the program offered career options in both mental health and education.

School psychologists also work holistically within in the system to help teachers, parents and administrators address system-wide problems, and facilitate training.

For new program graduate **Jenna Finnerty**, who went back and forth on a career decision for a few years, the degree "was a good fit, so I can pursue interests in both mental health and education," she said.

"There's greater awareness of how the social, emotional and behavioral well-being of young people impacts their academic success."

"There's lots of self-reflection in a degree program focused on mental health and brain development," she adds. "We can't advise

others without self-reflection, too. We have to walk the talk, and I learned much about myself over the course of this program."

"There are all sorts of different competency areas and a variety of paths in this work," Finnerty said. "The one-on-one aspect is powerful – it reminds me of why I'm there. I want to make a broader impact as well."

As an intern in the Medical Lake School District, Finnerty served on a districtwide inclusion committee. The group looked at how students with disabilities are served in each school, assessed the percentage of students receiving in-classroom support, and scoured research to find solutions that will support desired outcomes. The group's members, who were also trained on positive behavior support, in turn trained others in the district.

Emily Smith, another member of the cohort, echoes praise for the distinctive and engaging approach she and her classmates received.

"Doctors Engler, **(Mark) Derby** and **(Vincent) Alfonso** are an extraordinary group of educators. They have a wealth of knowledge, experience and perspectives, and they share openly. They put a lot of work into making each of us successful. What you get from them is more than an education," Smith says.

Smith says her own diagnosis of ADHD in the fourth grade made her feel there was something wrong with her. "I want to work with families and change the perception of what a disability is. It's a label, of course – everyone learns differently, and people adapt differently. I want to work in a system that changes the negative lens around a disability," she notes, adding what she believes is the true value of her work.

"This class was thoroughly invested and engaged to helping build strong community partnerships," Engler said, "and to embody the goals of the program. Each one is so committed to our kids."

"I couldn't imagine a better first class of school psychologists!"

What You Said

Before the spring semester ended, Spirit asked its readers to give it to us straight. You did, and we appreciate your feedback.

The Ghosted Essential Workers

You hit us right between the eyes with this one: “While you offered numerous stories about colleagues working from home and juggling fulltime jobs while caring for and teaching their own kids, Spirit gave us very little about those ‘essential workers’ who came to campus every day and kept the infrastructure running and our facilities safe, often in ghost town-like conditions.” (see p. 3)

For the half-dozen people who offered that revelation, we have a seat for one of you on the Spirit Advisory Council. We should have seen that and didn’t even take a good swing at it. We apologize, and will do a better job in telling those important stories.

Intellectual Depth

Readers also told us we are light on intellectual and academic focus in Spirit. We’d love ideas from faculty members who believe they have a good story to tell about their work on the academic side, work that is important to the University and of interest to faculty and staff colleagues.

Breadth of Topics

You’d like to hear more about departmental work, and what happens in offices big and small to contribute to the overall success of Gonzaga. Some of you would like greater focus on our Catholic identity and what’s new in the Jesuit community. You want Spirit to bring you more features on Gonzaga’s



‘regular’ people, perhaps behind the scenes or a personal project or passion. Some would like to hear from recent GU retirees about life after work. One suggested Spirit could do a better job “highlighting employee-specific concerns as a channel to our leadership.”

Community

A couple of colleagues asked that Marketing and Communications return to crafting the popular “Why I Teach” video series, and highlight some of that in Spirit. One reader suggested a story from time to time on how Gonzaga has changed, and suggested we “Let Spirit help unite our community.”

Which provides an excellent segue into Spirit’s mission, which was established 22 years ago, to keep all colleagues ‘in the loop,’ by sharing news about the university, its programs, people, projects and initiatives, striving to help keep morale high.

The survey results showed 96% of our readers found Spirit to be extremely valuable (59%) or somewhat valuable (37%). And 95% of you read it every issue (60%) or at least some of the time (35%). Spirit’s Noteworthy

column on those colleagues coming, going and moving up is the most read part of the newsletter at 97% most or some of the time, with the other top favorites being Around Campus, University issues, benefits and HR news, presidential updates and campus construction.

Readers have grown to like their Spirit delivered in PDF online, acknowledging that while print was nice, reducing paper consumption helps us be better stewards of our environment. Only 13% said they now preferred a print version, which still is available at www.gonzaga.edu/spirit.

Relative to other sources of internal communications:

- 83% read Morning Mail most of the time and 16% part of the time
- 77% read leadership emails most of the time, and 22% part of the time.
- Gonzaga’s internal website, myGU, and the public-facing Gonzaga.edu, are read when specific information is being sought, but not on a regular basis.

NOTEWORTHY

NEW HIRES

Chrishone Wilson, employment specialist, Human Resources; **Alyssa Gorman**, asst director, First Year Experience; **Sarah Marr**, learning coordinator, Community Engagement; **Lacey Lawhon**, operations specialist I, Admission; **Christopher Wagner**, art technician, Art; **Tara Pittmann**, registered nurse, Health & Counseling Center; **Stephen Gentry**, asst men’s basketball coach

POSITION CHANGES/PROMOTIONS

Melody Alsaker, assoc professor, Math; **Christy Andrade**, assoc professor, Biology; **Steven Bjerken**, information security officer, ITS; **Dan Bradley**, professor, Philosophy; **Chris Combo**, ticket manager, Athletics;

Patrick Crosswhite, assoc professor, Human Physiology; **Catherine DeHart**, sr lecturer, Accounting; **Gregory Gordon**, professor, Environmental Studies; **Lauren Hackman-Brooks**, director of mission formation, Mission & Ministry; **Don Hackney**, professor, Business Law; **Kristine Hoover**, professor, Organizational Leadership; **Carol Kottwitz**, assoc professor, Nursing; **Ashley Martin**, admin asst III, President’s Office; **Casey McNellis**, assoc professor, Accounting; **Joan Owens**, assoc professor, Nursing; **Melanie Peterson**, assoc professor, Counselor Education; **Karen Petruska**, assoc professor, Communications Studies; **Marianne Poxleitner**, professor, Biology; **Jeffery Ramirez**, professor, Nursing; **Beth Reamer**, program asst III, Plant; **Larissa Robinson**, Digital Campus assoc director, ITS; **Forrest Rodgers**, assoc professor, Sociology; **Nodiainez Rogers**, counselor, Financial Aid; **Paul Romanowich**, assoc professor, Psychology; **Jonathan Rossing**, professor,

Communications Studies; **Ellen Rowlan**, program asst III, Plant; **Casey Schmitt**, assoc professor, Communications Studies; **Joshua Schultz**, assoc professor, Civil Engineering; **Samantha Scott**, assoc director, Student Accounts; **Wayne Shadd**, director of finance & business, Auxiliary Services; **John Tadrous**, assoc professor, Electrical Engineering; **Jane Tiedt**, professor, Nursing; **Dorothy Veron**, asst director, Housing & Residence Life

GOODBYES

Jim Angelosante, vice president, Administration; **David Kingma**, assoc professor, Foley; **Cynthia Johnson**, assoc professor, Education; **Nicole Lustig**, lecturer, Special Education; **Susan Boyesen**, professor, Nursing; **Alexis Gidley**, asst professor, Human Physiology; **Janalee Issacson**, asst professor, Nursing; **RaGena DeAragon**, professor,

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PACT IS BOON TO LOGAN NEIGHBORS

Partnership with Washington Campus Compact Renewed & Expanded, Offering GU Students Opportunities to Assist Area Students

The Washington Campus Compact renewed Gonzaga and the Center for Community Engagement's program partnership in the WACC AmeriCorps Civic Leadership and Engagement (CLEC) program, creating opportunities for Gonzaga students to make an impact on the broader community.

The program's objectives are to engage AmeriCorps members and college students in service activities intended to:

- Improve educational engagement of K-12 and higher education underrepresented students
- Improve medical/mental health of underrepresented college students and community members
- Improve food security of underrepresented college students and community members
- Strengthen environmental stewardship in vulnerable communities
- Improve workforce skills and civic leadership and engagement of college students

Gonzaga AmeriCorps members and students meet these objectives through four primary programs:

- Campus Kids, CCE 's mentoring and engagement program hosted on campus for 4th-6th graders from five Logan Neighborhood schools
- Connections, a continuation of Campus Kids delivered at Garry and Shaw Middle Schools



Communication Studies Assistant Professor Jeremy Gordon facilitated a lesson on the intersection of leadership and hip-hop music with students from John R. Rogers High School during a leadership workshop on campus.

- Zag Study Buddies, at Logan, Stevens and Shaw, where GU student volunteers go twice a week to help with homework completion, tutoring and academic support needed
- Sparks, a college and career readiness, leadership development and relationship building mentoring program at John R. Rogers High School, matching 25 Rogers students and 10 GU students

As a program partner, the WACC allocates four 1,700-hour AmeriCorps positions to Gonzaga, a portion of the awards being matched by Gonzaga. The WACC also

allocates 35 300-hour student positions to GU. Upon completing 300 hours of service, students receive an education award that can be spent toward student loans or future educational plans.

"Most of our applicants for the four 1,700-hour AmeriCorps positions are recent GU graduates," says CCE Assistant Director of Youth Programs **Brandi Praytor-Marsters**. "It offers a great opportunity for young professionals to develop skills while working in a university setting and supporting the Northeast Spokane community."

Around Campus

» GU is seeking to fill 15 custodial jobs in academic buildings and residence halls, as well as in Athletics, said Custodial Manager **Edin Jusic**. Benefits include tuition waiver for self, spouse and children. GU runs five shifts daily. He encourages employees to share these job opportunities with friends and family that might like to join the Gonzaga community. Check gonzaga.edu/jobs.

» GU alum **Rui Hachimura** ('18) will be carrying the flag for Japan in opening ceremonies of the 2021 Tokyo Olympic Games, and playing for his country's basketball team. Former Zag rower **Charley Nordin** ('19) will be representing the USA in the Tokyo Paralympic Games in late August, rowing in the mixed four with coxswain.

NOTEWORTHY Goodbyes - continued from page 7

History; **Seiko Katsushima**, sr lecturer, Modern Languages; **Stefania Nedderman**, assoc professor, Modern Languages; **Wayne Pomerleau**, professor, Philosophy; **Joanne Smieja**, professor, Chemistry; **Robert Waterman**, assoc professor, Political Science; **Gerry Snow**, lecturer, Mechanical Engineering; **Stephen Silliman**, professor, Environmental Studies; **Mark Shrader**, professor, Finance; **Chou-Hong Chen**, professor, Business-MIS; **Tim Westerhaus**, assoc professor, Music; **Steve Hamner**, lecturer, Biology; **James Beh**, residence director; **Shonna Bartlett**, program director, Ministry Institute; **Tommy Lloyd**, asst men's basketball coach; **Jack Nixon**, assoc project manager, Project Management; **Jonas Piibor**, men's tennis coach; **Maddie Hueske**, counselor, Admission; **Jason Allread**, custodial lead, Plant; **Trevin Irby**, comm officer, Campus Security; **Mike Leach**, HVAC tech, Plant; **John Ortiz**, custodian, Plant; **Paris Hochhalter**, custodian, Plant; **Diana Aguilar Amaya**, sr counselor, Admission; **Casey Nowacki**, custodian, Plant; **Jamie Cartwright**, custodian, Plant; **Brenda Roske**, payroll specialist, Controller

ANNIVERSARIES:

20 **Peggy Loroz**, professor, Marketing

15 **Brenda Senger**, assoc professor, Nursing; **Daniel Marx**, sr project manager, Project Management Office

10 **Tracy Garcia**, director of Annual Giving, Athletics

5 **Natalie Chapin**, custodian, Plant; **Christina Thomas**, lead investigator, Title IX/EO; **Jon Wheeler**, director, Residence Life/Housing Operations; **William Drake**, director, Athletic Medicine; **Scott Garrison**, compliance director, Athletics; **Jonathan DeLorenze**, warehouse worker, Plant; **Graham McIntire**, custodian, Plant; **Ryan Adams**, custodian specialist floor tech, Plant; **Faith Gilbert**, compliance coordinator, Sponsored Research and Programs