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Large Gift for Immediate Student Support, COVID-19 Focus of President's Update

While most of the president's annual update to the Fall Faculty Conference pertained to COVID-19 protocols, procedures and outlook, perhaps the message that took most by surprise was **Thayne McCulloh's** declaration that despite a \$15 million deficit projection last fall, the University's audited financial report this summer showed instead a very slight surplus at year end, May 31, 2021.

"This happened because people here pulled together, we didn't travel, we passed on pursuing some projects," McCulloh said.

He shared another piece of good news. The past year was one of the University's better out-of-campaign fundraising years. At the end of the year Gonzaga received an unexpected gift from a longtime Gonzaga family. "The family said they want to give \$5 million, indicating they were so impressed with the way we continued to support students through the pandemic. They did not want the money to go into an endowment with their names on it. They wanted us to use that money to immediately support our students who needed it," McCulloh said.

COVID: Tough Year Ahead

The president expects this year to be tougher than the last, citing resistance to vaccinations and masks creating a real fragmentation, not so much here, but throughout our region and the country. "We have to deal with this concern," he said.

"When I became interim academic vice president, I was unable to continue teaching psychology. But I am using a lot of it now," he only partially joked. "It is going to be different this year because the virus is demonstrating to us that we know far less about it than we had hoped, and it is beyond human understanding."

Lulled into reopening much of the country earlier this year, people developed false confidence in where we were. "People were enjoying their spring and early summer, but now we understand that we were in the eye of the hurricane. That has passed and we are back in the storm," the president said.

He cited vaccinations as a game-changer. Last year the university adapted to random

testing and contact tracing, isolation and quarantine accommodations.

"Our main line of defense remains masking, but vaccinations will further reduce the possibility that people behind those masks get COVID," the president said.

He thanked colleagues who have worked so hard to create approaches that will allow us, with intentionality and some luck, to navigate this coming year as we did last year. But there's still work to do.

President McCulloh concluded with a heartfelt thank you to faculty and staff for the dedication, care and expertise they bring to their work, where students find assistance with mental and emotional needs, where DACA students find a home, where LGBTQ+ students find support.

"The work you do directly applies to all of the things in our world today that students are struggling to understand and rectify," said McCulloh.

Other Conference Highlights

- Vice Provost **Kent Porterfield** reported as of Aug. 25, 88.5% of GU's students had been vaccinated. Of that total, 92% of our undergraduate students had been vaccinated.
- Residence halls are fully occupied this fall.
- Athletic Director **Chris Standiford** reported 96% of our student-athletes on campus have been vaccinated, and indoor athletes may compete without masks.
- There are no capacity limitations currently for spectators.
- Ticket distribution for home men's and women's basketball games will revert to a digital operation, with more details to come.
- Rudolf Fitness Center is open 109 hours a week, and the locker rooms and pool are open. Masking is required for all activities.
- Provost **Deena González** shared her office's top three priorities:



Campus returned to a more recognizable form of activity on orientation weekend last week.

- o Tackling accreditation recommendations
- o Incorporating feedback into the Academic Strategic Plan draft, with listening sessions upcoming
- o Resuming work on Faculty Handbook changes.
- Co-chairs of Gonzaga's Commission on the University's Response to the Catholic Sexual Abuse Crisis, **Megan McCabe** and **Michelle Wheatley** submitted their report to President McCulloh, with recommendations in five areas: academics, memorials and liturgies, mission identity, policies and procedures, and tribal relations. McCulloh endorsed and released it to the GU community on Sept. 1. The co-chairs have assembled a steering committee (General Counsel **Maureen McGuire**, Arts & Sciences Dean **Annmarie Caño** and Della Strada Community Rector Father **Tom Lamanna**, S.J.) to ensure the report's recommendations are further developed and implemented.

Value the Work, Work the Values

Zags within and outside the University are well-versed in the institutional mission of the University. But what you may not know is that Gonzaga has a set of Institutional Work Values intended to inform our work relationships with one another in service of that mission. The Institutional Work Values project, initiated in December 2020, was formed to assist in the promulgation of those work values within the Gonzaga community. At the same time, an IWV working group was created to direct the work of implementing the work values. That group has worked since January 2021 to develop a communication plan and set of action items to pursue during the upcoming academic year.

Michelle Wheatley, vice president for Mission Integration and executive sponsor for the IWV Project, envisions the work “as an opportunity for important dialogue and action about how mission values show up in our work culture.”

Sherry Steinaway, director of organizational development, and **Brian Steverson**, John L. Aram Chair of Business Ethics, co-chair the IWV working group. The working group is composed of members from across all areas of the University.

For more information on the IWV Project or to provide feedback, go to the [Institutional Work Values](#) page on myGU. Be on the lookout for forthcoming communications from

the working group via direct emails, as well as weekly updates in Morning Mail.

Guiding the Workplace

Promoting Excellence in Academic Endeavors and Professional Practice:

Fostering intellectual depth, competence, reflection and creativity in pursuing exemplary, rather than satisfactory, outcomes.

Sharing Responsibility for Mission Identity and Leadership:

Making a personal commitment to learn about Gonzaga’s mission, discovering ways to contribute personally and collaboratively to our distinctive learning and research community.

Affirming a Commitment to Human Dignity:

Engaging one another with profound respect, professionalism, and an ethic of care while supporting one another’s continued learning, development and maximizing of potential.

Advancing a Culture of Inclusiveness:

Developing cultural fluencies and global awarenesses, and practicing habits that enable us to value, recruit and support community members from historically underrepresented backgrounds.

Caring for the Earth while Stewarding our University Resources:

Recognizing the interconnectedness of human life and the Earth, safeguarding and conserving University resources, balancing the needs of the moment with those of the future.

Cultivating Individual and Community Accountability:

Demonstrating mutual commitment to our shared project by holding ourselves and others responsible for actions, expecting appropriate behavior, and aligning activities with ethical and professional standards.

COVID Protocols and Practices

QUICK FACTS

Beginning the 2021-22 academic year, here are the guidelines in place.

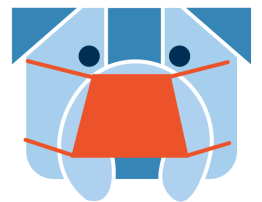
- Masks are required for all indoor spaces regardless of vaccination status.
- Masks are not required outdoors. However, consider wearing a mask in large outdoor gatherings especially when social distancing is not possible.
- Vaccinations are required with the exception of approved medical and religious exemptions.
- All employees are required to read and acknowledge that they have read the [Fall 2021 Campus Operations Plan for Staff, Faculty and Student Employees](#).

- Visitors are still required to check in when visiting public settings on campus. All visitors are required to wear masks and be fully vaccinated. Visit <https://www.gonzaga.edu/zagon/campus-visitor-guidelines>.

“Gonzaga acknowledges the burden its students, faculty and staff face in light of where they thought they’d be by now,

and offers gratitude for their resilience in the face of these ongoing challenges,” says Chief of Staff **Charlita Shelton**. “Remember, these guidelines may change as the virus tracks through this fall semester. Be nimble and Zag On!”

Zag On



IGNATIAN YEAR CELEBRATES EVERYONE'S 'CANNONBALL MOMENT'

Church and Elementary School, Della Strada Community, and Spiritual Exercises in Everyday Life, along with the Spokane Catholic Diocese and the Rocky Mountain Mission – in reflecting upon and celebrating this milestone. More information about local events will be forthcoming.

In the meantime, everyone might consider reflecting upon these questions:

- Have you had a “cannonball moment” in your life – an event that stopped your normal routines and allowed you time to reflect on your life and the deeper desires of your heart and what you want your life to be?

Ignatius was a man of action. While he and his Spanish troops were defending their fortress in Pamplona on May 21, 1521, he was struck by a cannonball, shattering his left leg and injuring the other. Laid up at his home in Loyola, Spain, he requested romantic books about battle heroism, but the only reading materials available were books on the lives of Christ and the saints.

His heart was summoned by God the more he read, and he broke from the life as a squire on a new journey with Christ.

So, from now through July 31, 2022, the Society of Jesus worldwide will join with companions in Christ to celebrate an “Ignatian Year” in recognition of the 500th anniversary of the “cannonball moment” of St. Ignatius Loyola, the founder of the Society of Jesus.

Gonzaga joins with the area’s Jesuit apostolates – Gonzaga Prep, St. Aloysius



An ice cream social for the Feast of St. Ignatius, with Ignatius-themed raffle items, kicked off the yearlong celebration.

- If so, how did this moment, which might have had negative consequences at the time, turn out to be a blessing, or a moment of grace?
- How did it lead you forward on a new path of solidarity with others, and a deeper desire to love and be of service?

Class of 2025 Is Impressive

1,329 first year students

- Second-largest class ever
- Most geographically diverse class, from 44 states and D.C.; 11 other countries
 - o Australia, Canada, China, Ethiopia, India, Nicaragua, Nigeria, the Philippines, Spain, United Kingdom, and Vietnam
- Includes:
 - o 14 student body presidents
 - o 128 class presidents and officers
 - o 64 members of speech and debate
 - o 298 musicians
 - o 170 participants in theater

- o 1,072 students involved in athletics and/or outdoor activities
- o 998 with significant volunteering experience
- o 30% self-identified as students of color; most ethnically diverse class ever
- o 3.85 high school GPA (3.69 unweighted GPA)

164 transfers

- Largest transfer cadre in years
- Hail from 21 states and 15 other countries
- 28% self-identify as students of color



STUDENTS EXPLORE LIVED EXPERIENCES OF HATE VICTIMS IN NEW MULTIDISCIPLINARY CLASS

To understand why people hate, seniors in last spring's Core Integration Seminar "Why People Hate" – team-taught by Literature's **Jessica Maucione**, Business' **Adriane Leithauser** and Psychology's **Monica Bartlett** – ventured into the Spokane community and learned firsthand from those who historically experienced hate and discrimination by others.

"The best way for our students to learn about these issues is to provide them with opportunities for learning from those with lived experiences," says Gonzaga Institute of Hate Studies Director and class creator **Kristine Hoover**. "Oftentimes we don't know what we don't know until we expand and stretch our learning beyond our own loves."

One example: Students worked with deaf and limited-hearing individuals, participating in Zoom meetings using sign language, which provided "rich learning" for the students, Hoover says.

"As much as we may or may not know about a person who is formerly incarcerated, as another example of people who experience discrimination, until we build a relationship with the person in those shoes we don't really know what that experience is like. We learn a lot from books and theory, but building relationships with people who have lived experiences moves us into a world that becomes more inclusive," Hoover says.

This interdisciplinary seminar examines the topic of hatred through multidisciplinary content, experiential learning, and a semester-long project. The course explores not only why hate occurs but how it is expressed, and the ways in which it can be identified to prevent the growth of marginalization and fear with more holistic approaches. Maucione, Leithauser and Bartlett explored hate from three perspectives.

Hoover and Spokane County Human Rights Task Force Director **Dean Lynch** identified eight local organizations "willing to volunteer time to work with GU students and share with them the unique experiences of their community members," Leithauser said. Groups were Catholic Charities, Asian Pacific Islander Coalition, Odessey Youth Movement, Hispanic Business Professionals Association, I Did the Time, Islamic Center of Spokane, Washington Deaf and Hard of Hearing and the Carl Maxey Center. Topics included homelessness, race and ethnicity, religion, sexual orientation and disabilities.

"We don't know what we don't know . . . we learn best from examining the lived experiences of others."

For example, one student group worked with attacked victims, making them aware of the importance of reporting their incidents to the recently established Spokane Hate Report.

"Hate reporting happens through the FBI, but its reach is limited. The Spokane Hate Report gathers more data and helps attacked victims of hate incidents find more support and get the assistance they need," Hoover says.

Students worked with the local organizations and determined the best communication channels for each agency to relay information

about the report. Students created videos, flyers, web pages and handouts, among other channels. "If people are aware, they'll use the report," Hoover explains.

"I think it is extremely important that Gonzaga is actively invested in the Spokane community," says **Alexandra Moeller** ('21). "Our community members appreciated not only our physical help but also our personal interest in learning about the individuals and community groups that are being affected by hate in Spokane."

The Why People Hate class will be offered as a First Year Seminar in spring 2022, co-taught by Maucione and Leithauser, and continue to be a part of the Core Curriculum moving forward.



Poster created by students.

It's a Nice Feeling COMING HOME

When Lt. Col. Ed Rodriguez first took a seat in his College Hall office as Gonzaga's new professor of military science for the ROTC Bulldog Battalion, he looked around and tried to forget an admonition or two he had absorbed there as an ROTC cadet and GU student in 1993-98.

He returns to his alma mater as what is believed to be the first Gonzaga graduate to return to campus and guide the Army's ROTC program here.

"This is a dream come true," Rodriguez says. "My wife Michele's family is from Post Falls, Idaho, and this is a homecoming for us. I'm passionate to see this program reach new heights," a tall order considering the program's record of success in Ranger Challenges, the classroom and the community.

"The quality of the cadre here is of the highest standard."

“I want our cadets to feel the same passion for the traditions and values of the University as they do for that of the Army,” Rodriguez says.

He recalls three of many favorite memories from his previous time here. "As a college student, I remember that night in 1995 when the Zags won their first West Coast Conference (men's basketball) tournament to advance to their first NCAA tournament. An impromptu party broke out between College Hall and DeSmet. As a cadet, I remember the Bulldog Battalion winning Ranger Challenge," nodding to a plaque of that team, which includes himself, that had hung in the ROTC halls years ago. As a servant leader, Rodriguez



Lt. Col. Ed Rodriguez

remembers the work he and his fellow Knights did, helping those on campus and in the community.

Campus has changed significantly since his school days, and the same can be said for the Army.

"I was in for two-and-a-half years when 9/11 happened. That changed our mission dramatically. Readiness is still first and foremost, but since 9/11 we have seen some deployments change to people doing non-standard things (like an artillery unit conducting infantry-type operations). And it changes constantly," he says.

"When I entered the Army as an artillery officer in 1999, you saw very few combat patches on our soldiers' right shoulder sleeve. Nowadays, it looks weird if a soldier doesn't have one. What's also changed is the experience level of soldiers and increased responsibilities in what we ask them to do. It is greater than when I was a young enlisted soldier. It's a sign of how much we do around the world."

He finds there is more emphasis on leadership studies in the Army now, and on a much grander scale. The term "strategic corporal" signifies that newer soldiers are placed in situations where they can make major impacts.

As for Rodriguez, "I want to make a positive impact on our cadets like my mentors made on me."

Rodriguez, whose 22 years as an officer include two deployments in Iraq and two in Afghanistan, totaling more than three years, most recently served a two-year stint as professor of military science at McDaniel College in Westminster, Maryland. He holds a master's degree in management and leadership from Webster University. He and his wife have three sons: Austen, 24, who served three years in the Air Force and now is a Washington State University student and Army ROTC cadet; Christian, 22, who serves as a U.S. Marine in North Carolina; and Gabriel, 18, who just graduated from high school. The family resides in north Idaho.

GU Students Enlightened About Issues Facing Our Neighbors

Opportunity Northeast, Gonzaga's initiative to support its neighbors in Northeast Spokane, offers a summer fellows program for 10 GU students supporting neighborhood youth and fostering food security efforts in an area of the city that has a significant share of social and economic issues.

The fellows form a cohort that works together in programs like the Boys and Girls Club and the Hillyard Youth Collaborative. The cohort meets regularly for community building and professional development provided by the Center for Community Engagement.

Students recently finished their fellowship work in Northeast Spokane. Spirit asked two seniors, **Mateo Acosta** (Business Administration) and **Ally Schmidt** (Psychology), to reflect on the impact of their work as an Opportunity Northeast Fellow.

Mateo Acosta

"I found joy in playing and conversing with fifth- and sixth-graders at the Boys and Girls Club. I felt excitement when listening to the dreams and aspirations of youth who participated in Catalyst (an on-campus, self-discovery program). I saw firsthand the abundance of community care in supporting the various programs that seek to further the well-being of kids, teenagers, adults and senior citizens. People here work collaboratively and arduously to create a safe space for everyone to learn, grow and expand their capabilities. These safe spaces do not discriminate against anyone for their race, gender or social status. Love has no labels here. Through this fellowship, I have experienced how something as basic as a meaningful conversation or a bonding activity can bring the community together.

"As perfect as this may sound, the fellowship also opened my eyes to some worrisome issues affecting not only our Spokane community, but the whole country. I realized how much impact the growing inequality gap in America is having on the prospects of our youth. While some of us see college as another mundane and obvious step in our lives, many kids in our community see it as a fantastic dream. Inequality continues to affect many generations. While the rich keep getting richer, the lower classes keep experiencing a reduction in their



Gonzaga students immersed themselves in Northeast Spokane this summer to support youth in a variety of ways.

opportunities. This fellowship has made me aware of how crucial it is that all of us contribute to reducing these issues before it is too late. We all should acknowledge our responsibility to this community, especially to the children of northeast Spokane."

Ally Schmidt

"As this program ends, I realize that I gained much more than I could have imagined. In my position as a Hillyard Youth Collaborative fellow, my co-worker Charlotte and I had the opportunity to work with various youth programs in Northeast Spokane. I assisted a sixth-grade math teacher at Longfellow Elementary, worked with siblings of students at Summer in the Zone at Rogers High School and Logan Elementary, and ran the Level Up middle school preparation program at the Boys and Girls Club.

What transformed me the most about my experience as an Opportunity Northeast Fellow was the people I was able to meet and interact with as a result. The other nine fellows that I had the pleasure of working with were an energetic, passionate, kind-hearted group that supported one another

and truly loved the work we were all doing. My direct co-worker, Charlotte, and our supervisor, Abbey, were the absolute best people to have by my side during the experience. Even in moments of stress outside of work, I felt supported and could count on them to give me encouragement. I also found joy in the moments of connection with the youth – whether it was a sixth-grade math student telling me that I made her excited about long division, or through a sixth-grader at the Boys and Girls Club telling us that he wished the Level Up program was more than two weeks.

"I am truly grateful for this summer and the work we were all able to accomplish, but if there is one last takeaway, it is this: that my desire to engage with Northeast Spokane and build community has just begun."

To learn more about Opportunity Northeast and the Summer Fellows, subscribe to the Opportunity Northeast newsletter by e-mailing one@gonzaga.edu or read the community newsletter at gonzaga.edu/one.

– By Trevor Iwata

Mapping Academic Success Through Data Collection

Coursetune is a course design and curriculum mapping program the Instructional Design & Delivery office piloted, mapping the curriculums of the Organizational Leadership and Communication Leadership programs and visualizing the redesign of the Doctoral Program in Leadership Studies. IDD can now use this tool to help all faculty design courses.

Currently, IDD is planning work with Chief Diversity Officer **Robin Kelly** and a group of faculty and university deans to collect data and map the University Core for the Office of Diversity, Equity and Inclusion. This effort will begin during the fall semester with initial results expected sometime in the spring.

The hope is that strengths and gaps in how the University is educating students about the diverse world in which they live can be revealed so that Gonzaga can continually improve how it educates and assesses its students in these areas. Eventually, the plan is to map the entire undergraduate curriculum and to make Coursetune available to individual faculty members to help with the design or “tuning” of their courses.

“If Gonzaga inputs the information about a majority of classes into the Coursetune system, the possibilities are many,” says IDD Director **Justin Marquis**. “For starters, a dean, department chair or program director will be able to quickly look across a program, department, school or even

the entire university and see where certain knowledge, skills or dispositions are taught and assessed and decide, for example, that there are sufficient courses being taught to offer a new major pulling from existing classes. It is also possible to see where we have gaps in the curriculum and propose new courses or revisions to existing courses that fill gaps in program outcomes.”

At an individual level, Coursetune allows faculty to build courses and assess coverage toward their learning outcomes, assess how much time is spent on each item in a class, and how items in the class connect to program, department or even institutional learning outcomes. Coursetune gives faculty insights into the design of their courses that aren’t easily perceived without a tool that paints an easy-to-interpret picture of the complex work that faculty are already doing. These insights allow instructors to be more intentional about the design of their courses and to improve the Gonzaga experience, Marquis says.

To learn more about Coursetune, the DEI mapping project, or leveraging Coursetune to improve one’s own classes, contact Marquis (marquisj@gonzaga.edu).



Around Campus

- » Staff Assembly has launched an anonymous feedback form for staff to share comments or concerns related to their role as a staff member. Feedback is reviewed by the Staff Assembly Executive Council officers, compiled and brought to University administration when appropriate. Link to the new form at <https://forms.office.com/r/gDp8aBntSL>.
- » Psychology Assistant Professor **Adam Sivers** has authored an article for Proceedings of the National Academy of Sciences of the USA on how social mindfulness and prosociality vary across the globe.
- » Thanks to a \$100,000 grant from the Washington State Office of the Superintendent of Public Instruction (OSPI), the Center for Climate, Society and the Environment will hire undergraduate Gonzaga students to serve as climate literacy fellows trained to facilitate climate literacy activities with students in grades K-6
- » GU received four of five stars on the Campus Pride Index and is listed in the Campus Pride Best of the Best Colleges and Universities for LGBTQ students. Credit **Matthew Barcus** in the Lincoln LGBTQ+ Resource Center for the nomination.
- » UMEC received the Jesuit Association for Student Personnel Administrators’ Ignatian Medal for Outstanding Commitment to Diversity and Social Justice for Diversity Monologues. Kudos to co-advisers **Deb Ellis**, **SR Gibson** and **Tere Graham**.
- » Community Engagement’s **Molly Ayers** received JASPA’s Ignatian Medal for Outstanding Achievement in Student Affairs.
- » **Kathleen Jeffs** has been selected as director of the University Core, replacing **Molly Kretchmar-Hendricks**, who served six years in this role.

NOTEWORTHY

NEW HIRES

Joe Flores, lecturer, *Communication Studies*; **Gary Weber**, asst professor, *mechanical engineering*; **Gillian Edgar**, asst women's crew coach; **Amber Atwood**, residence director, *Housing & Residence Life*; **Joshua Somrah**, residence director, *Housing & Residence Life*; **Danela Nasser**, asst women's tennis coach; **Jenny Connolly**, data analyst, *Institutional Research & Assessment*; **Melissa Kilmer**, asst director, *Law Academic Support & Bar Programs*; **Nathan Sine**, project manager II, *Project Management*; **Samantha Galluzzo**, counselor, *Admission*; **Iain Chambers**, custodian, *Plant*; **Briana Martens**, program asst II, *Plant*; **Maya Jain**, program manager, *Community Engagement*; **Herbert Shah**, campus reservationist, *GUEST*; **Emily Eakins**, receptionist, *Health & Counseling*; **Leah Simeon**, Native student accomplishment coordinator, *Tribal Relations*; **Sara Groat**, program asst III, *Financial Aid*; **Erin Hash**, communications officer, *Security*; **Frank Bruno**, coordinator I, *Mission & Ministry*; **Nicole Wheir**, asst director, *Law Professional Development & Externships*; **Curtis Buysier**, security officer, *Security*; **Marit Thorkildsen**, major gift office, *University Advancement*; **Tamila Garbuz**, industrial hygienist, *Chemistry*; **Kayla Johnson**, admin asst III, *President*; **Claire Le Poullouin**, program asst I, *International Student Services*; **Kristen Rose**, services coordinator, *Registrar*; **Joe Spencer**, constituent relations coordinator, *University Advancement*; **Morgan Sheerer**, program coordinator, *Student Media*; **Aaron Danowski**, counselor, *Admission*; **Andrea Taylor**, business manager, *Student Involvement & Leadership*; **Ryan Hooper**, groundskeeper, *Plant*

POSITION CHANGES/ PROMOTIONS

Susan Lee, asst dean, *Law Student Affairs*; **Laurie Powers**, asst dean, *Law Professional Development & Externships*; **Abraham Ritter**, asst director, *Law Professional Development & Externships*; **Bryn Boorman**, special events & student activities manager, *Law*; **Jacqueline Bennett**, operations specialist II, *Admission*; **Alexa Salvador**, sr counselor, *Admission*; **Rebecca Stockton**, sr counselor, *Admission*; **Shenae Hennagir Barkas**, cataloging & metadata librarian, *Foley*; **Sandra Vance**, asst director, *Admission*; **Joan Perkins**, finance systems administrator, *Controller*; **D.J. Gurule**, head men's tennis coach; **Natalie Pluskota-Hamberg**, head women's tennis coach; **Roger Cummings**, product manager enterprise resource planning, *ITS*; **Sara Clarkson**, accounts payable lead, *Controller*; **Joslyn Carley**, technical analyst, *Student Accounts*; **Jared Uhlenkott**, custodian lead, *Plant*; **Sandy Hank**, supervisor, *Campus Printing Services*; **Steven Ponce**, financial/business support analyst, *Auxiliary Services*; **Jenna Larson**, admissions specialist, *Graduate Enrollment Management*; **Michael Reamer**, security officer, *Campus Security*

GOODBYES

Sonad Abu-elzait, lecturer, *T&D Engineering*; **Michele Berger**, academic support & bar programs asst director, *Law*; **Emily Larson**, lab coordinator, *Biology*; **Krystal Bates**, assoc director student services, *Graduate Enrollment*

Management; **Darcy Phillips**, services immersion manager, *Community Engagement*; **Claralyn Burt**, digital collections specialist, *Foley*; **Kathleen Nollenberger**, adviser, *International Student Services*; **Noah Max**, ticketing services supervisor, *Athletics*; **Katy Noble**, health educator, *Cura Personalis*; **Marek Zaranski**, IT technician, *ITS*; **Jacque Fulton**, program asst III, *Religious Studies*; **Michael Christiansen**, electrician, *Plant*; **Raven Lloyd**, asst professor, *Communication Studies*; **Mason Marks**, asst professor, *Law*; **Bruce Worobec**, lecturer, *Computer Science*; **Joey Sammut**, associate director, *Student Involvement & Leadership*; **Meghan Adams**, admissions asst director, *Law*; **Kaitlin Steele**, residence director, *Housing & Residence Life*; **Paul Meehan**, head men's soccer coach; **Micah Goris**, custodian, *Plant*; **Amanda Long**, marketing specialist, *Theatre and Dance*; **Gale Snyder**, program coordinator, *Teacher Education*

ANNIVERSARIES

30 **Stephen Sepinuck**, professor, *Law*; **Lynn Daggett**, professor, *Law*; **Scott Bozman**, professor, *Marketing*; **Paul De Palma**, professor, *Computer Science*; **Jerri Shepard**, assoc professor, *Education*

25 **Shann Ray Ferch**, professor, *Leadership Studies*; **Nancy Yamaura**, custodial shift supervisor, *Plant*; **Gary Weber**, professor, *Accounting & Kinsey Chair*; **Quanhua Liu**, assoc professor, *Philosophy*; **Colleen Goodwin**, sr lecturer, *Mathematics*

20 **Daniel Morrissey**, professor, *Law*; **Ross Windhorst**, working maintenance supervisor, *Plant*; **Kelly O'Brien-Jenks**, assoc professor, *Foley*; **Joseph Haydock**, assoc professor, *Biology*; **Kevin Chambers**, assoc professor, *History*; **Michele Pajer**, sr lecturer, *English*

15 **Monica Bartlett**, professor, *Psychology*; **Matthew Lamsma**, dean of student engagement, *Student Affairs*; **Andrea Bertotti Metoyer**, professor, *Sociology*; **Donald Hackney**, assoc professor, *Business Law*; **Chris Francovich**, assoc professor, *Leadership Studies*; **Amanda Braley**, sr lab coordinator, *Biology*; **Claire Silva**, assoc director, *Admission*; **Gerhard Barone**, assoc professor, *Accounting*; **Kevin Henrickson**, professor, *Economics*; **Ashish Thatte**, assoc professor, *Operations*; **Jeffrey Watson**, professor, *Chemistry*; **Brook Swanson**, professor, *Biology*; **Jeffrey Miller**, professor, *English*; **Brian Cooney**, professor, *English*; **John Sheveland**, professor, *Religious Studies*; **Karen Rickel**, assoc professor, *Physical Education*; **Luis Garcia-Torvisco**, professor, *Modern Languages and Literature*; **Eric Ross**, professor, *Chemistry*

10 **Joseph Gardner**, assoc professor, *Political Science*; **Candice Newkirk**, custodial shift supervisor, *Plant*; **Greg Gordon**, assoc professor, *Environmental Studies*; **Janeen Steer**, sr coordinator, *Mission and Ministries*; **Sue Niezgoda**, professor, *Civil Engineering*; **Kathleen Nitta**, asst professor, *Teacher Education*; **Jennifer Neyman**, lecturer, *Special Education*; **Ute Perz**, sr lecturer,

Modern Languages and Literature; **Nathan Manetter**, assoc director, *Admission*; **Elaine Radmer**, assoc professor, *Education*; **Sarah Guzman**, director, *Law Alumni Engagement*; **Colleen Kinney**, sr operations specialist, *Admission*; **Deborah Harmon**, supervisor, *Grad Admissions Operations*; **Elizabeth Goldstein**, assoc professor, *Religious Studies*; **David Oosterhuis**, assoc professor, *Classical Languages*; **Rebecca Bull Schaefer**, assoc professor, *Management*; **Rebecca Marquis**, assoc professor, *Modern Languages & Literature*; **Eric Cunningham**, assoc professor, *Communication & Leadership*; **Joseph Mudd**, assoc professor, *Religious Studies*; **Logan Axon**, assoc professor, *Math*; **Todd Finkle**, associate professor/Pigott Professor, *Entrepreneurship*; **Gergely Gidofalvi**, assoc professor, *Chemistry*; **Heather Hoeck-Mills**, sr lecturer, *Physics*

5 **Borre Ulrichsen**, chief information officer, *ITS*; **Jennifer Towers**, asst dean, *Nursing & Human Physiology*; **Paul Bracke**, dean, *Library Services*; **Joshua Therrien**, head athletic trainer; **Jonathan Kemper**, sr lab specialist, *Physics*; **Jonathan Arnott**, custodian, *Plant*; **Melissa Jones**, front-end web designer/developer, *Marketing Services*; **Julie Krallman**, marketing manager, *Graduate Enrollment Management*; **Sam MacDonald**, director, *Trademark & Licensing, Athletics*; **James Weston**, lecturer, *Mechanical Engineering*; **Robin Dare**, art handler/preparator, *Jundt Museum*; **Laura Hutton**, user services manager, *Foley*; **Kristin Telin**, advising & alumni engagement specialist, *Leadership Studies*; **Kristina Manchester**, buyer, *Plant*; **Sarah Arpin**, assoc professor, *Psychology*; **Katharine Shultis**, asst professor, *Mathematics*; **Brandon Harmon**, asst baseball coach; **Nicole Moore**, assoc professor, *Physics*; **Joan Owens**, asst professor, *Nursing*; **Eric Moss**, asst director, *infrastructure operations, ITS*; **Karen Petruska**, asst professor, *Communication Studies*; **Timothy Weidel**, asst professor, *Philosophy*; **John Orcutt**, asst professor, *Biology*; **Marc Baumgardner**, assoc professor, *Mechanical Engineering*; **Timothy Fitzgerald**, assoc professor, *Mechanical Engineering*; **Adam Fritsch**, assoc professor, *Physics*; **Rhonda Young**, professor, *Civil Engineering*; **Chase Bollig**, assoc professor, *English*; **Masaomi Matsumoto**, asst professor, *Chemistry*; **Matthew Geske**, asst professor, *Physics*; **Naghme Morlock**, asst professor, *Sociology*; **Joseph Johnston**, asst professor, *Sociology*; **Dana Jacobson**, lecturer, *Nursing*; **Elizabeth Bancroft**, assoc professor, *Biology & Environmental Studies*