

Spirit

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Q&A Professor Besmer talks Phi Beta Kappa

An honor as old as the United States itself.

After a years-long effort by faculty, staff and administrators, the Phi Beta Kappa society voted this summer to establish a chapter at Gonzaga. The University is now one of less than 300 notable schools across the country recognized for their academic excellence.

Kirk Besmer, professor of philosophy and one of only a handful of existing society members on campus, steered the application process through what he describes as a “series of trials and errors.”

(Responses have been edited for length and clarity.)

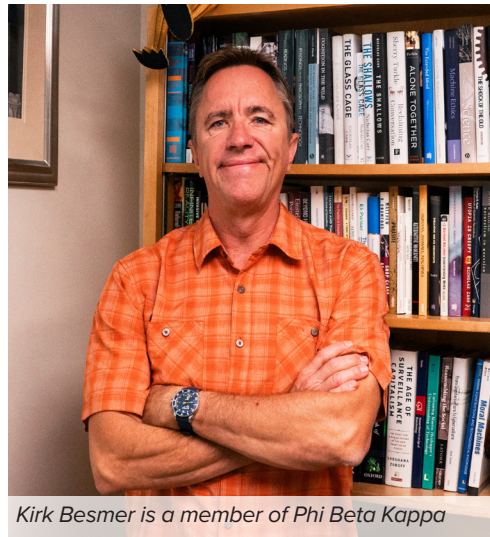
Spirit: *What is the Phi Beta Kappa Society and why is this recognition important?*

Besmer: Phi Beta Kappa is the oldest and most prestigious academic honor society in the U.S. It was founded in 1776 as the original honor society that others have modeled themselves after. It’s important because it means Gonzaga is recognized among the best universities in the country, particularly for our central focus on the liberal arts and sciences. That’s what we’ve been doing all along, but we have now a national body that says, “You have been doing this very well, and we will bestow this honor on you in the understanding that you’ll continue to do that.”

As for the University as a whole, this helps position Gonzaga in a competitive higher education market.

Who worked to make this dream a reality?

The University cannot apply for a chapter. The application must be initiated by Phi Beta Kappa faculty. I am a member of the society, that’s why I spearheaded the application along with Paul DePalma, professor of computer science. But it was really a team effort. President **Thayne McCulloh** has been a steadfast supporter, and we could not have done it without him. The Office of the Provost – starting with **Deena González**, **Sacha Kopp** and now **Mia Bertagnoli** – has been unstinting



Kirk Besmer is a member of Phi Beta Kappa

Phi Beta Kappa members include 17 U.S. Presidents, 42 U.S. Supreme Court Justices and more than 150 Nobel Laureates

in what they’ll do for us. Everybody on campus who could contribute has been incredibly supportive and enthusiastic.

I went to these people, hat in hand, asking for them to dedicate staff and time to this project and they willingly did, knowing it’s an institutional goal and that it’s been a part of the broader strategic plan for a long time.

How do the values of the society align with Gonzaga’s mission as a Jesuit institution?

The main function of the Phi Beta Kappa Society is to advocate for the liberal arts and sciences as a central pillar to undergraduate education. At Gonzaga, those are central to

the University’s core curriculum. And the basic idea of a Jesuit institution is that education is formation, and that a Gonzaga education changes you as a person. It develops you as a whole person. The same is true of Phi Beta Kappa. The society believes an education with the liberal arts and sciences as a central tenant creates different kinds of people. You live a different life as a person who has studied widely and deeply in those fields. That idea of education as transformation really aligns with Gonzaga’s mission.

What does a Phi Beta Kappa chapter do?

Every year there will be an induction ceremony, and the University will induct roughly 10% of the graduating class from the College of Arts and Sciences. We haven’t fully determined how that top percentage will be decided, but we know we’ll want to induct students who have demonstrated intellectual curiosity that led them to study broadly and deeply within the arts and sciences.

We’ll also continue the Phi Beta Kappa lecture series that has come to campus the past few years. Typically, a nationally recognized scholar comes to speak on campus.

The idea is to give back to our colleagues and students, to show them why this chapter matters.

What does this mean for Gonzaga, specifically for students, going forward?

For students who are inducted, there are practical benefits – it is a great thing to have on your resume. But I think about the kinds of students for whom this really matters, like first-generation students or veterans or students from underrepresented backgrounds. These are students for whom college was not necessarily in the cards. By receiving this honor, they start to imagine a different future for themselves. Somebody they respect is saying, “You are a nationally recognized scholar.” That can really impact people.

GU RECEIVES 2024 HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD

By Dan Nailen

The oldest and largest diversity-focused publication in higher education honored Gonzaga with the 2024 Higher Education Excellence in Diversity (HEED) Award.

Robin Kelley, Gonzaga's chief diversity officer, said the honor is a reflection of the considerable work done by Gonzaga's [Office of Inclusive Excellence](#) as well as other university offices, students, faculty and staff across campus.

Among the recent efforts on campus are the publication and implementation of Gonzaga's Inclusive Excellence Strategic Plan, a road map for campus stakeholders to pursue belonging, equity, and justice as called for by the school's Catholic, Jesuit, humanistic mission. Gonzaga is also home to myriad community and ally groups such as Colleagues of Color, Transnational and International Faculty and Staff, and IMPACT, which work to support students, faculty and staff from racial, ethnic and other marginalized groups that are least represented on campus.

Kelley also notes Gonzaga's work in recruiting and retaining faculty from diverse backgrounds and increasing enrollment of students from underrepresented communities, as well as the implementation of the Inclusive Excellence Strategic Plan, helped Gonzaga in earning the HEED designation. Only 5% of faith-based schools were named HEED award recipients in 2024, Kelley said.

"I am honored for Gonzaga University to have received the HEED Award," Kelley said. "Not only does Gonzaga University receiving the award reflect that we are living our mission and values, but it also demonstrates our longstanding commitments to diversity, equity, inclusion, and belonging."

"Rarely can this work be done alone, or in one area of the university. This award is due to the efforts of many offices, students, faculty, staff, and administrators grounded in the work."



RESPECTED FACULTY & PREPARED STUDENTS

Gonzaga continues to bolster research efforts for faculty and students

To bolster academic reputations at Gonzaga, for both faculty and students, the University hosted the Northwest Primarily Undergraduate Institutions Research Nexus Workshop in October.

It's part of the University's Strategic Plan to expand research this year, which states:

"Academic excellence thrives when skilled and accomplished teacher-scholars and aspiring students come together to explore human knowledge..."

According to **Jacqueline Van Hoomissen**, dean for the College of Arts and Sciences, this was an opportunity for the academic community to level-up support for faculty scholarship.

Smaller, private schools like GU often rely on external grants. "This can be daunting for schools where the policies are not as clear as at research institutions like the University of Washington or the University of Oregon," Van Hoomissen says.

Despite this, GU is determined to provide students with opportunities for authentic research. Van Hoomissen believes this is how the University will continue to elevate its reputation as a hub for respected faculty and highly-prepared students.

"Hosting this national workshop is a sign of our commitment to supporting the scholarly lives of our faculty and students," she says. "We recognize the importance of this work as part of the Jesuit mission."

If you know of exciting research underway that could be featured in the future, let us know!

Spirit@gonzaga.edu



Supporting and expanding research is a integral part of the University's strategic plan

STUDENTS FIND HOME IN PUBLIC HEALTH

It's been in the works for more than a decade.

This year, with a powerhouse professor at the helm, an undergraduate degree in public health officially launched its first cohort.

"My job was to make the classes come to life," says **Robin Pickering**, professor and chair of the new offering in the School of Health Sciences, "to make the courses line up with the broader vision for the program."

Pickering spent the past year developing that path. After months of paperwork and meetings, she says it all felt real the minute students walked into class this fall.

"It's been so invigorating to see how passionate they are," she says. "I had so many students come up to me and say they wanted to study public health. It's great to watch that happen in real time."

The degree tackles innately human issues from the root, which is exactly what seems to have drawn the trailblazing cohort to the new degree.

Maddie Ediger ('25) is an applied math major with a concentration in biochemistry and a minor in sociology. She knows two things about herself – she loves math, science and analyzing data, but she also loves people.

"I knew I liked all these things in different areas, but I didn't know if there was a home for all of them," she explains. "And then there were these conversations about public health starting at GU, and that was an 'aha!' moment where I realized there is a home for all my skills."

Ediger, a senior, didn't change her major but she did enroll in public health classes as soon as she could, taking the opportunity to ingrate into the discipline.

"For someone who is really numbers-driven, the idea that those numbers can have a broader impact and can help make life better for different corners of our country, our world, our communities, that's science with a purpose."

"It's definitely an affirmation that this is the path I want to be on," she continues.

Madeleine Smathers ('27) started as a political science major, but as she headed toward sophomore year, something was missing. Just like Ediger, Smathers heard about the incoming public health major and says it "immediately struck a chord."



Efforts to enhance health education at Gonzaga began in 2022 with the opening of the GU-UW Health Partnership building

Smathers comes from a medical family and public health seemed a natural choice, a tangible link to her values.

"I felt like it really connected me to the problems people are actually facing in our communities," she continues, saying her parents were both frontline workers during the COVID-19 pandemic and she watched as people around her grew hesitant of vaccines.

It made her want to understand.

"What went wrong in the vaccine rollout that made so many people apprehensive to get it? How do we combat vaccine hesitancy going forward?" Smathers wondered. Questions like those during her formative years in high school would eventually push her toward a major in public health.

It's a common theme in the new cohort – entering as one major, feeling off, then finding a home in public health.

Emma Swenson ('27) started in engineering management. There were aspects of the degree she liked – the research and business-like practices – but Swenson found as her freshmen year went on, she didn't like engineering as much as she thought she did.

A quick scroll through Gonzaga's website revealed an undergraduate degree in public health coming fall 2024.

Now more than a month in, Swenson, feeling deeply connected to the material, says it's made her a more active participant in the world's problems.

"We're in a time where everything is changing so much," she explains. "But now in class, I'm learning not only what things I can do, but the things I should do and why. It's giving me a more realistic and educated perspective on the world."

College is a time of great self-exploration. It's entirely common for students to commit to a major, take a class in a different major and fall in love with a completely different discipline. That's an essential part of discovering one's path. Gonzaga's Jesuit ethos encourages a discovery process that helps students match their academic life with their personal calling.

Adding new degrees will continually open doors for students they didn't even know were there. And as Pickering will tell you, there is no archetype for what a public health student should be.

"It's an interesting convergence of different perspectives," she says. "And I think that's really representative of what public health is all about."



Robin Pickering helped develop the new public health degree



JIM WHITE

HONORED FOR HELPING STUDENTS PAY THEIR WAY

It's been a tumultuous year in the world of financial aid in higher education.

A major update from the Department of Education brought the Free Application for Federal Student Aid (FAFSA) to a virtual standstill, leaving students with uncertain futures and financial aid counselors with tied hands when it came to offering help.

That's a tough position to be in for a university branch that exists to help students afford a college education.

But there amid the bad – some good news for Gonzaga's financial aid office.

Recently retired Dean of Student Financial Services **Jim White** received one of the highest awards given by the National Association of Financial Aid Administrators.

The Allan W. Purdy Distinguished Service Award honors either a person who has made significant contributions toward the organization's goals over a long period of time, or for a single contribution of momentous importance.

With more than three decades of dedication to student support, White fits that description perfectly. The NASFAA adds, he made "an indelible mark on the financial aid community."

White started his career at Seattle University but packed up and moved across Washington about 15 years ago, taking on director of financial aid at Gonzaga. It didn't take long for White to advance to dean.

According to **Sarah Everitt**, current director of financial aid, one of his biggest accomplishments was the inception of the Gonzaga Access Pledge (GAP). Formerly known as the Magis Commitment, GAP works alongside the Federal Pell Grant, providing eligible students with full-tuition scholarships.

"It's not an exaggeration to say Jim has helped hundreds of students and their families attend GU," Everitt says. "As a colleague, Jim was kind, caring and always ready to lend an ear. His open-door policy was genuine; he would drop whatever he was doing to offer his time and wisdom."

An abundance of kindness in a field that even Everitt admits can be a bit dry. White, with a golden sense of humor to boot, was the remedy for that, cracking jokes while finding ways to make education accessible to all.

Even after retiring, White couldn't stay away from the department he dedicated so many years to. He's back working part-time in the office, filling in where needed and lifting spirits.

KEEPING COSTS DOWN

The start of fall brought some good news from Human Resources.

Just one year after Gonzaga employees trended above the predicted average for use of emergency services, **Ray Kliewer**, vice president of Human Resources, says those numbers are going down.

- *Overall visits to the emergency room have decreased 12.1%*
- *Emergency room visits deemed "avoidable" by the treating physician are down 2.2%*
- *Urgent care visits have decreased 20.9%*

Work is also underway to streamline certain benefits. Keep an eye out for these changes:

- *TeleDoc virtual physician returns January 1, replacing Doctor on Demand*
- *Weight management solutions will move from Omada to TeleDoc*
- *This means most chronic care services will now be managed in one place*
- *ZagFit will also move to a new platform through SupportLinc*

Kliewer emphasizes each employee's role in keeping costs low saying, "I extend my gratitude to each of you for your thoughtful use of our array of benefits and your contributions to the Zag community."

Around Campus

- »» **Nov. 4, 12-1 p.m.** The Office of Sustainability will host a town hall to gather ideas and insights to shape the Climate Action Plan for carbon neutrality | Hemmingson Ballroom
- »» **Nov. 6, 11:30-1:30 p.m.** The Women Lead Fall Luncheon returns to campus, featuring three Gonzaga alums who are all leaders in their organizations | Hemmingson Center
- »» **Nov. 13-14** Attend this year's Columbia River Transboundary Water Governance and Ethics Symposium, hosted by the Climate Institute | Cataldo Hall Globe Room
- »» **Nov. 14, 6-7:45 p.m.** Watch "No Place to Grow Old," a documentary produced by Gonzaga alumni **Michael Larson**, an intimate portrait of homeless seniors in Portland | Myrtle Woldson Performing Arts Center
- »» **Nov. 19, 5:30-7 p.m.** UW School of Medicine - Gonzaga University Health Partnership Student Research Symposium | The Historic SIERRA Building
- »» **Nov. 23, 2-3:30 p.m.** Listen to the Gonzaga Wind Ensemble conducted by Peter J. Hamlin in "The Storyteller" | Myrtle Woldson Performing Arts Center
- »» **Nov. 23, 6-8 p.m.** "Salmon Tales," a fundraiser dinner for Salish School of Spokane featuring a salmon dinner, student performances and parent testimonial | Hemmingson Ballroom
- »» **Nov. 25, 7:30-9 p.m.** Gonzaga symphony orchestra plays alongside violin virtuoso, Itamar Zorman | Myrtle Woldson Performing Arts Center

USING AI WELL & WISELY

If you Google, “Should we fear artificial intelligence (AI)?” AI itself will compile answers from articles across the internet and tell you what you might already know: “The debate over whether to fear AI is complex.”

Justin Marquis, director of Instructional Design and Delivery, not only believes we shouldn’t be afraid of this rapidly developing technology, but that we need to embrace it.

And he’s not the only one.

Integrating AI into Gonzaga’s curriculum is top of mind for leaders across campus. It may have started as something faculty felt they had to fear – a paper submitted by a student but written by ChatGPT – but the attitude is shifting. Turns out, if used right, AI can make us better.

“An understanding of AI and its many applications is becoming increasingly important for not only the career readiness of students in every discipline, but also in their academic and personal lives,” Interim Provost **Mia Bertagnolli** says.

“We want to provide opportunities for our students to develop into leaders who not only excel in their fields,” she continues, “but who are also driven to use their knowledge, skills and positional influence to make the world better for others.”

The Institute for AI, Pedagogy and the Curriculum

Marquis is leading one of those opportunities.

This year, GU was one of more than 122 schools selected to participate in the new Institute for AI, Pedagogy and the Curriculum. Hosted by the American Association of Colleges and Universities, the goal is to provide a focused venue to look at AI and its impact on higher education.

It was a competitive group, according to Marquis. But GU’s pitch, focusing on the use

of AI through a Jesuit humanistic lens, set the University apart from public institutions.

From there, Marquis and his team developed three goals.

- **First:** *Establish a university-wide policy for the use of AI*
- **Second:** *Integrate AI across the University curriculum, leveling the playing field for students entering the job market*
- **Third:** *Discern the use of AI from an ethical perspective*

In addition to Marquis, Gonzaga’s participating team includes four faculty and staff members – **Nichole Barta, Chase Bollig, Gina Sprint and Anthony Tardiff**.

Throughout the year, they’ll participate in events and mentorship, meeting regularly, as they develop an action plan for the University, grounded in the goals detailed above.

Marquis says GU has a unique role to play when it comes to developing this action plan and it has to do with what he argues is the universal truth about AI: “There are no guardrails right now. There are no constraints, so we’re trying to bring some understanding from an informed, reasonable perspective.”

The Institute of Informatics and Applied Technology

Bertagnolli says the key to integration is to leverage our expertise and resources. “To be meaningful, these efforts and initiatives need to be as broadly based as possible,” she elaborates.

Enter **Jay Yang** – inaugural director of the Institute of Informatics and Applied Technology.

With a \$5 million dollar donation from David and Cathleen Reisenaur in April 2023, the new Institute seeks to become Gonzaga’s hub for AI-centered learning, while also offering programs in data science and cyber security.

As the University undergoes a transitional period, losing a longtime president and learning the priorities of a new one, Yang will continue developing programs that place students at the forefront of technological advancement. Meanwhile, Marquis and his team will prepare a plan to show campus leaders why AI integration is the future.

And not necessarily something to be feared.

“AI is here,” Marquis concludes. “We’re going to use it. It’s going to impact us. Let’s figure out how to use it well and wisely.”



Justin Marquis, director of Instructional Design and Delivery

WORK VALUE CHAMPS

As we close out the first two full months of the school year – the temperature is dropping, the leaves are changing colors, and your colleagues are continuing to do incredible work.

Three people were nominated as September Work Value Champions:

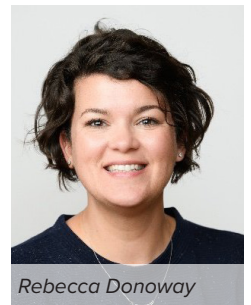
Jess Loomer, ticketing services supervisor at the Myrtle Woldson Performing Arts Center, is deeply caring and thoughtful in everything she does.

Peers noted Loomer’s relationship with her work study students – she ensures they feel supported, recognized and heard. The Myrtle Woldson Center wouldn’t be what it is without her!



Jess Loomer

You may have seen **Rebecca Donaway** starring in videos about the upcoming election, but she does much more than star in the occasional YouTube video! The communications studies lecturer creates strong foundations for her students so they can hold each other accountable, as members of a larger civic society. Her nominator says, “Donaway represents the best of what Gonzaga should be.”



Rebecca Donaway

Continued on pg. 6

QUIET IN THE BACK

Janel Anderson explores the importance of successful, safe discussions

“Anyone? Anyone?”

Who recalls that relatable moment in “Ferris Bueller’s Day Off” when the teacher tries to engage an uninterested classroom of students, leaning back in chairs, gazing out windows?

Janel Anderson, assistant professor of education leadership and administration, knows that feeling all too well.

She also knows there’s a better way.

In September, Anderson led a packed room of faculty, staff and students through her presentation “Quiet in the Back,” a discussion, ironically, about how to facilitate better discussions.

“Discussion is something that can be a challenge for anyone in almost any context,” Anderson said.

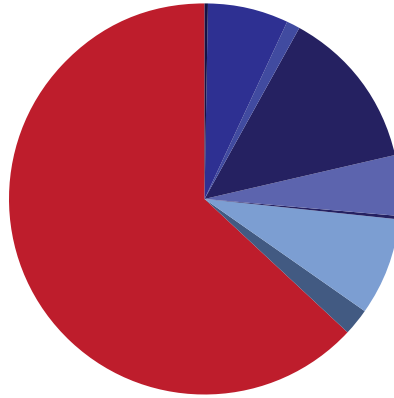
She then posed the question: What are the most common issues that arise when you lead discussions?

The most repeated answers: one or two students dominating the space, fear of judgement from peers and inflexible thinking.

After acknowledging those reasons, Anderson flipped the script.

“How many of these examples place the student in a position of responsibility for why things go wrong,” she said. “We probably don’t spend enough time talking about our preparedness.”

“We have to focus on the way our planning can actually prevent harm, particularly for our students who feel underrepresented and for



Gonzaga's most recent demographics

whose voices are most often marginalized.”

Anderson pulled up Gonzaga’s demographics, asking: What does this data suggest about who may feel safe and invited into discussion at GU?

Comments followed a common thread: students who see their own identities represented in faculty and classmates are more likely to participate. If they don’t, there is added pressure to represent an entire identity or marginalized group in their answers.

With this data in mind, she said, “As predominantly white, cis-gender, English speaking faculty we need to be really thoughtful about how our way of knowing, how our way of experiencing the world is so privileged in these discussions.”

Among the messages Anderson hoped to get across to her audience was for faculty to understand that for students to succeed and willingly participate, high psychological safety is required.

To that end, Anderson pointed out it is important discussions aren’t too comfortable. In addition to classrooms needing to be places of high safety there also must be high standards. It’s okay for students to sit in uncomfortable silence if it gives them a chance to form an answer they’re excited to share.

Anderson shared four tips for creating productive discomfort in a safe way:

- **Design moments to connect:** Build relationships with students by learning names, connect using ice breakers and open-ended questions
- **Provide time to think:** Allow students to pause and reflect before answering
- **Provide time to test ideas:** Encourage students to share with a neighbor before sharing with the group, filtering harm
- **Ask BIG questions:** Give students a sense of confidence that they can answer the questions asked of them

At the very least, facilitating a successful discussion means avoiding the fate of Ferris Bueller’s teacher. But at its core, a well-prepared, safe discussion space can mean the difference between unintentionally imparting harm on a student and fostering high quality engagement.

Anderson ended the event emphasizing why faculty should strive to get it right.

“We need students to learn from each other, to hear other points of view and learn from them,” she said. “That’s the essence of the discussion pedagogy.”

WORK VALUE CHAMPS

Continued from pg. 5

If there’s a job to be done in student affairs, **Danielle Teague** has probably done it.

Work Value Champions promote excellence in academic endeavors and professional practice, and Teague’s peers know her as the consummate professional. She revolutionized assessment within student affairs by leading the process for program reviews. She currently chairs multiple committees and work groups. Her nominator says Teague is always willing to lend a hand and is truly excellence personified.



Danielle Teague

Marketing professor **Peggy Sue Loroz** was October’s work value champion!

Her nominator pointed out the wise words Loroz shared at a recent faculty forum that spoke to the Jesuit values of the University. She expertly navigated a situation that had escalated, diffusing tension while maintaining dignity. She’s also a continuous source of support for her peers, recognizing when they need help and jumping into action!



Peggy Sue Loroz

NOTEWORTHY

New Hires

Abigail Barsness, assistant director events and strategic initiative, University Advancement; **Alana Inlow**, asst professor of sociology, College of Arts and Science; **Alex Miller**, human physiology lecturer-AT, School of Health Sciences; **Alexander Sutton**, groundskeeper, Plant; **Anbara Lutfullaeva**, asst professor of mechanical engineering, School of Engineering and App Science; **Austin Few**, director of basketball analytics, Athletics; **Brooke Colburn**, engineering management lecturer-AT, School of Engineering and App Science; **Christiane Schwarz**, asst professor of sociology, College of Arts and Sciences; **Christina Brumley**, nursing lecturer-AT, School of Health Sciences; **Colton Fetzer**, program coordinator, Sustainability; **Cynthia Gutierrez**, asst professor of theatre and dance, College of Arts and Sciences; **Daniel Hodge**, CRES lecturer-AT, College of Arts and Sciences; **Daphne Gershon**, communications studies lecturer-AT, College of Arts and Sciences; **Debbi Haskins**, elder law paralegal, School of Law; **Ellen Teerink**, program coordinator, Center for Student Involvement; **Jacqueline Linder**, program assistant II, Center for Cura Personalis; **John Gallo**, asst professor of school psychology, School of Education; **Laurie Dubois**, instructor of modern languages and literature, College of Arts and Sciences; **Lindsey Anagnostopoulos**, nursing lecturer-IR, School of Health Sciences; **Lydia Paziienza**, asst professor of chemistry, College of Arts and Sciences; **Madhura Nadarajah**, English lecturer-AT, College of Arts and Sciences; **Magdana Kondaridze**, asst professor of economics, School of Business; **Margaret Cox**, asst professor of school psychology, School of Education; **Maria Source**, production manager, College of Arts and Sciences; **Mary Heavey**, program assistant II, College of Arts and Sciences; **Mary Koch**, asst professor of psychology, College of Arts and Sciences; **Maurizio Scontrino**, modern languages and literature lecturer-AT, College of Arts and Sciences; **Mirisa Torres**, asst director of externship program, School of Law; **Molly Parker**, nursing lecturer-AT, School of Health Sciences; **Pamela Minty**, asst professor of integrated media, College of Arts and Sciences; **Rebecca Ediger**, program assistant I, Center for Student Involvement; **Renee Geck**, asst professor of biology, College of Arts and Sciences; **Ruby Holschen**, communications officer, Campus Public Safety and Security; **Sarah Battis**, program coordinator, Center for Lifelong Learning; **Stephanie Van Dellen**, asst professor of management, School of Business; **Tianzhi Zhang**, asst professor of teacher education, School of Education; **Timothy Guasco**, asst professor of chemistry, College of Arts and Sciences; **Zijian Zeng**, asst professor of operations management, School of Business

Position Changes/Promotions

Amy Pistone, asst professor of classical civilizations, College of Arts and Sciences; **Angela Bruns**, asst professor of sociology, College of Arts and Sciences; **Angela Hinz**, program manager, Center for Undergraduate Research and Creative Inquiry, Institute for Research and Interdis; **Anny Case**, professor of teacher education, School of Education; **Chelsea Collins**, strategic learning specialist, Center for Student Academic Success; **Christine Sloan**, associate professor of nursing, School of Health Sciences; **Cynthia Stavrianos**, professor of political science, College of Arts and Sciences; **David Gilbert**, outdoor programs manager, Student Affairs; **David Tagnani**, English senior lecturer-AC, College of Arts and Sciences; **Dylan Mustach**, infrastructure administrator II, Information Technology Services; **Elizabeth Addis**, professor of biology, College of Arts and Science; **Emily Clark**, professor of religious studies, College of Arts and Sciences; **Hays Whitlatch**, associate professor of mathematics, College of Arts and Sciences; **Heather Crandall**, professor of communications studies, College of Arts and Sciences; **James Weston**, mechanical engineering senior lecturer-IB, School of Engineering and App Science; **Jason Gilman**, infrastructure administrator II, Information Technology Services; **Jillian Hall**, director of life skills development, Athletics; **Julius Ciaffa**, professor of philosophy, College of Arts and Sciences; **Katey Roden**, associate professor of English, College of Arts and Sciences; **Kyle Shimabuku**, associate professor of civil engineering, School of Engineering and App Science; **Laura Diaz Martinez**, associate professor of biology, College of Arts and Sciences; **Margaret Stohlmann**, associate professor of music, College of Arts and Sciences; **Margarette Aalgaard**, music program assistant III, College of Arts and Sciences; **Martin Schiavenato**, associate professor of nursing, School of Health Sciences; **Megan McCabe**, associate professor of religious studies, College of Arts and Sciences; **Michelle Smasne**, accounts payable lead, Controller's Office; **Noralis Rodriguez-Coss**, associate professor of women, gender and sexuality studies, College of Arts and Sciences; **Rebecca Marquis**, professor of modern languages and literature, College of Arts and Sciences; **Rebecca Bull Schaefer**, professor of management, School of Business; **Robert Donnelly**, professor of history, College of Arts and Sciences; **Tomas Guardia**, mathematics senior lecturer-AC, College of Arts and Sciences; **William Tuinenga**, infrastructure engineer, Information Technology Services; **Yelin Zhang**, associate professor of finance, School of Business; **Yemisi Awotoye**, associate professor of management, School of Business; **Amy Goldman**, testing coordinator, School of Law; **Aubree Argyle**, nursing lecturer-AT, School of Health Sciences; **Christopher Parkin**, pep band director, Athletics; **Julie Thompson**, nursing lecturer-AT, School of Health Sciences; **Krista**

Crotty, psychology lecturer-AT, College of Arts and Sciences; **Kristy Gonder**, asst professor of nursing, School of Health Sciences; **Lars Stoltzfus**, communications studies lecturer-AT, College of Arts and Sciences; **Matthew DeGarmo**, sociology lecturer-AT College of Arts and Sciences; **Megan Baird**, admission counselor, Admissions; **Mikale Nowak**, nursing lecturer-AT, School of Health Sciences; **Sarah Kersey**, English lecturer-AT, College of Arts and Sciences; **Sharon McGregor-Veerayah**, mathematics lecturer-AT, College of Arts and Sciences; **Theadora Skokan**, communications specialist, Marketing and Communications

Goodbyes

Alison Vanlandingham, honors program academic advisor I, Center for Student Academic Success; **Dale Goodwin**, senior writer and communications manager, Marketing and Communications; **Ellen Dame-Griff**, instructional technologist, Instructional Design and Delivery; **Greg Stapleton**, electrician, Plant; **Jared Wiltshire**, IT technician II, Information Technology Services; **Kristin Finch**, diversity officer, Inclusive Excellence; **Michelle Singeo**, business manager, Center for Student Involvement; **Pheadra Richardson**, student services specialist, Graduate Enrollment Management; **Paul Alvarez**, enterprise application developer II, Information Technology Services; **Tracy Garcia**, director of annual giving, Athletics

Anniversaries

- 30** **Joanne Shiosaki**, asst director of student media, Publications Board
- 25** **Rob Joyce**, IT technician III, Service Management; **Natalie Borek**, senior curriculum specialist, Registrars Office
- 20** **Rob Tomlinson**, web development lead, Integrations Operations; **Roger Cummings**, director, integrations operations
- 15** **Stashia Kaiel**, asst director, Study Abroad
- 10** **Kate Vanskike**, senior director of content strategy, Marketing and Communications; **Lisa Tuinenga**, acquisition specialist for continuations, Library Services
- 5** **Evan Schanzenbach**, curriculum and technology specialist, Registrars Office; **Preeti Gosavi**, integration architect, Infrastructure Architects; **Abby Cruz**, enterprise web developer II, Integrations Operations; **Josie Hollenbaugh**, associate director of admission, Law Student Recruitment; **Erik Foley**, mail services lead, Mail Service and Delivery