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MENTAL AND EMOTIONAL HEALTH AT FOREFRONT

In his remarks at the Spring 2023 Faculty Conference, President **Thayne McCulloh** observed that this summer will mark 30 years since he and Vice Provost **Julie McCulloh** drove to Spokane and began work at Gonzaga. He observed that a cultural touchstone of the Gonzaga community involves shared examples of remarkable continuity, noting the presence of many colleagues who have dedicated their careers to the university. In combination with newer colleagues, he is inspired and comforted by the durability of Gonzaga's core mission, notwithstanding the many changes that have occurred over the ensuing time.

Following a note on the mounting challenges involving cybersecurity, McCulloh quickly shifted gears into what has been a distinctly new experience for many: A student population prioritizing the importance of mental health and well-being like no generation before.

McCulloh remarked on several discussions he has had recently about the state of student mental health, recalling conversations from new student orientation this past fall where he felt that for many students, their "central organizing emotion" is fear.

"When I went to college, I had a certain level of anxiety, but I was also super excited," McCulloh said, adding that he believes that's also the case for many current students. "But to a greater degree than I can ever recall, I was getting students just tell me directly, 'I am scared. I'm really scared.'"

Among the stressors modern college students are dealing with – many exacerbated by the pandemic – are financial strains, pressure to succeed, social media's omnipresence as a place to compare oneself to others, and especially underdeveloped "basic skills" like relationship building, interpersonal communication and time management.

"These issues are having an effect on the ways in which our students actually are made – or not made – capable of absorbing the educational experience that we're trying to provide," McCulloh said. "That tees up some interesting challenges for those in the higher education space and understanding the consequences of not successfully helping these students."



President McCulloh encouraged faculty to understand the ramifications of the pandemic on their students today, and to encourage them while still challenging them.

But today's pressures don't just impact students: they are also deeply felt by those dedicated to caring for them. "On-campus entities like Disability Access, Student Academic Success and Cura Personalis actively work with students' challenges every day, as do their colleagues in the Athletic Department, Student Affairs and Health & Counseling Services," said McCulloh. He also noted that disability support services now supports "over 800 students per semester," a roughly 40-percent increase over two years ago, "and a lot of the challenges that students are managing are less visible than they once might have been."

"What we're doing every day is an investment in the future of our nation, our region, our world, our communities. It matters."

- President McCulloh

Faculty, McCulloh said, are instrumental in caring for students, helping them identify issues and seek support. That's always been part of the faculty role, of course, but it is "a much more demanding challenge today because of the complexities [students] are bringing to us."

Underscoring the importance of the collaboration between student affairs and academic affairs, McCulloh suggested that Jesuit higher education offers a model

for helping students through mentoring. Mentoring, McCulloh said, both encourages and challenges students. "I think it's totally OK to be OK with setting limits and expectations," McCulloh said. "Being able to tell students that it's OK to turn off that phone, to turn off that iPad, to turn off that computer, to disengage at that space for a limited time and really engage – live, together, in person."

While acknowledging both the challenges and excitement that came with fall semester and its return to almost-normal after years of COVID-related restrictions, Provost **Sacha Kopp** noted that the semester was hard in many ways, and that students weren't coming back to the "old normal," but rather a "new normal." He added that taking care of students is a responsibility and a challenge that can take a toll on the caregivers, as well.

"Some folks in other professions talk about the phenomenon of 'compassion fatigue,'" Kopp said. "We must all brace for this. And when we talk about cura personalis, it's not just for the students, but also thinking about it for ourselves."

Some upcoming priorities announced by President McCulloh at the Spring Faculty Conference:

- Searches for a vice president of Mission Integration and associate general counsel. Current associate counsel **Frank Hruban** will succeed retiring **Maureen McGuire** as the school's lead counsel.

Acting VP for Mission Integration Maccarone Finds New Fit Comfortable, Rewarding

As a student, **Ellen Maccarone** sought the breadth of a large university, but as a professional, she sought a place whose values she shared, and found it at Gonzaga University.

In 2005 she began her career here as assistant professor of philosophy. She would become associate professor, adding faculty adviser to the president almost eight years ago.

"It became clear to me early on that what Gonzaga stood for was what I stood for," Maccarone says. "What I had been doing in public university classrooms that those folks thought was innovative was what was expected at a Jesuit institution."

Now she is acting vice president for mission integration, a position that has opened her eyes to the operational dynamics of this small city we call Gonzaga.

And she likes it.

"I haven't had much of a chance to miss teaching in the classroom because a lot of my job as vice president involves teaching – from mission formation for our boards to helping areas of the University know more about Jesuit education. And it's great because there's no grading involved," Maccarone says with a smile.

"One of the things that has made this transition to mission integration a good one for me was that for the last several years I've been thinking about vocation and what it meant to have one. I didn't like vocation being a thing; a job title," Maccarone says. "That felt constraining and Jesuit work is about freedom. For it not to be is antithetical to our work here.

"If I'm not thinking of myself as a teacher, what was it that I was doing. I concluded that my vocation was to understand things and share it with others. When that became how I talked about my vocation, the whole world opened up to me," she says.

She enjoys the high-level strategic thinking that goes with her current job and has enjoyed contributing to Provost **Sacha Kopp's** strategic planning process, which has given her a vision of what the University needs to look like in the future.

"The practical philosopher in me likes the action-oriented part of it," she says.

"I love the fact that the people I am working with, other leaders, are all working toward the same end in the same way. As faculty, we are often working on our own. The shared part of the University, moving in the same direction at the same time, is good."

With her current job she has gained appreciation for the complexity of work done



What Gonzaga stands for is what Maccarone stands for, she says.

in non-academic areas. If she had just one wish it would be this: "I wish we had more opportunity to understand what other people do. It is easy to make assumptions. I'd like to see faculty understand staff better, and staff understand faculty. I think it would make us more charitable with each other.

"There are pockets of people trying to do that work. **Brian Steverson** and the Institutional Work Values Project is a good example," Maccarone says. "Those doing the flashier work are more visible. That's important. But we must appreciate and acknowledge all the work that gets done, often behind the scenes, to make this place function as it does."

In her own division, she is particularly excited about the work being done in Tribal Relations as it relates to our mission.

"There are reconciliatory efforts taking place between the University and Native people. I am often having to confess my ignorance when I have to stop a conversation and ask what something means. But it is really rewarding because I have been invited into something that many wouldn't have the opportunity to think about. This work could change the way GU does things," she says.

In Mission and Ministry, Maccarone applauds the efforts of Co-Directors **Luke Lavin** and **Lauren Hackman-Brooks** for trying new ways of engaging students, faculty and staff,

particularly coming out of COVID and the restraints it put on programming.

"Gonzaga is a place of comfort and joy to me," says Maccarone. She admits to spending a lot more time on campus than she did as a faculty member. And she couldn't do her job nearly as effectively without her right hand, Assistant to the VP **Cindy Perry**, "who sometimes has to tell me 'That's not your job.' Other times it's 'What can I do to help you? And I'm grateful for a lot of good friends who check in on me.'"

It's a lot of people living the mission.

Mental Health | Continued from Page 1

- Launch of a DEI Leadership Council to aid in the work outlined in the strategic plan of the Office of Inclusive Excellence.
- Revisions to the university's Strategic Plan, inspired by the Grand Challenges process.
- Continued partnership with Senators **Maria Cantwell** and **Patty Murray**, State Director of Commerce **Lisa Brown**, and regional industry leaders about playing a lead role in the development of a federally supported technology manufacturing hub in Spokane.
- Preparing for construction of undergraduate housing at Sharp and Cincinnati this fall.

- By Dan Nailen

GU Alumnus, Pope's Emissary Cardinal Michael Czerny, S.J., to Speak Here March 9 on Ecological Conversion

Cardinal Michael Czerny, S.J. (GU '68), Pope Francis' choice to lead the Catholic Church's efforts to become better caretakers of the planet and all its creatures, will travel from Rome to Spokane to speak March 9 at his alma mater on "caring for our common home."

The 7 p.m. presentation at the Myrtle Woldson Performing Arts Center is free and open to the public, but tickets are required. Tickets and more information at Gonzaga.edu/Cardinal.

In 2015, Pope Francis authored an encyclical, or letter, inviting people around the world to undergo an "ecological conversion." That letter, called *Laudato Si': On Care for Our Common Home*, then inspired the 2021 *Laudato Si' Action Platform* as a means to hear and respond to "the cries of the poor and the cries of the Earth." That same year Gonzaga became the first American university to commit to the *Laudato Si' Action Platform*, aiming to advance such *Laudato Si'* goals as offering ecological education and adopting sustainability practices on campus.

Czerny's official title is "Prefect of the Vatican Dicastery for Promoting Human Development," which means he's in charge of the Catholic Church's efforts to assure humanity's ability to live in dignity. Given how climate-related disasters – wildfires, hurricanes, floods, deadly heat in the summer – disproportionately affect the world's poorest citizens, Czerny's work involves not only the science of climate change, but migration patterns, social services, global economics and more.

"As one of the Catholic Church's foremost leaders addressing urgent human and ecological challenges, Cardinal Czerny's visit demonstrates that Gonzaga and its Center for Climate, Society and the Environment are emerging global leaders in helping communities in our region and around the world understand and respond to the climate crisis," said **Brian Henning**, the [climate center's](#) director.

Henning notes that the center's activities – its climate lecture series, faculty climate

microgrants, K-12 Climate Literacy Project, extreme heat and climate resilience programs, and more – all "seek to connect the flight of vulnerable people and the destruction of our common home." That is work Czerny's been doing for the church on a global scale for decades.

The 72-year-old Czerny (pronounced CHUR-nee) is uniquely qualified to tackle the complexities of the climate crisis, as he's worked on several far-reaching hot-button issues for the church since being ordained as a Jesuit priest in 1973.

Early in his career, he assumed the director's role of the University of Central America's Institute for Human Rights after his predecessor was one of six priests murdered in El Salvador; he later worked with the United Nations in mediating an end to that country's civil war. In 2002, he founded the African AIDS Network, leading the organization for nine years in coordinating efforts in nearly 30 sub-Saharan African countries to provide health care, education and social services for victims of HIV/AIDS, coordinating funding from a multitude of foreign sources in the process. In 2016, Pope Francis put Czerny in a major role working with migrants and refugees around the world.

"This is a world leader in the work of *Laudato Si'*, and the commitments of the church for the environment and how it impacts people, primarily the world's poor," said



Cardinal Michael Czerny, S.J. affirms care for human dignity.

Ellen Maccarone, Gonzaga's acting vice president for Mission Integration. "Cardinal Czerny's visit is significant because it allows us to highlight what is distinctive in the approach to caring for the environment from the church's perspective."

Deep suffering of the world's poorest will continue, Maccarone added, if we do not better attend to the environment.

"*Laudato Si'* helps us see that care for the environment is care for the world's most vulnerable people, care for human dignity, for creation. And that care is partly activism – which is what might immediately come to mind – but also the education we give to people who will be working in government, policy, the sciences and social sciences."

Czerny's visit is co-sponsored by Gonzaga's climate center, Mission Integration and the Jesuit Community.

- By Dan Nailen

Post-COVID Community-Engaged Learning STRONGER THAN EVER

As the isolation caused by the COVID-19 pandemic passes, Gonzaga students and faculty have been eager to resume community-engaged learning opportunities. Last spring, more than 1,200 students were involved in community-engaged learning courses; in the fall, close to 1,000 GU students participated in a variety of disciplines. Numbers continue to grow, as 45 courses have launched hundreds of students into the community this spring.

"I think the pandemic has given our students a new sense of the importance of being good, contributing members of the community," said **Linda Tredennick**, professor of English and director of the Honors Program. "Our students are hungry to be in the community, and they're showing a heightened sense of urgency about it. They see an opportunity to help with mentoring or tutoring or whatever action is needed – and they want to be part of the solution."

Community-engaged learning (CEL) is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teaches civic responsibility and strengthens communities. It enhances the academic curriculum through real-world encounters that make the content relevant and real.

CEL is an important component of courses across the curriculum. For example, students in the School of Education participate in multiple CEL courses engaging in placements at local schools, non-profits and GU youth mentoring programs. **Kathy Nitta**, whose Mathematics Methods students have a field experience placement at Logan Elementary, shares that her students "come to see and understand the community through the youngsters they reach. They recognize quickly that these children represent their families and neighborhoods – and they see opportunities to move beyond instruction alone."

Nitta credits partner/host teachers for a great deal of the success GU students have in the classroom, and their effectiveness at helping Zags find distinct ways they can move beyond a purely instructional role to support students, families and the neighborhood overall.

"Host teachers have figured out how to effectively make things work, and they are generous with our students, taking the time to share what they know and helping develop experiences where reciprocity happens," Nitta says. "Simple activities such as the



Programs such as Science in Action! put GU students in Spokane classrooms as mentors to younger students.

Logan Family Meal and Bite to Go meals authentically convey caring and support."

More than 100 organizations across Spokane are involved in GU's CEL courses.

"Making experiences happen, and seeing the relevance, is at the core of CEL," said **Joe Johnston**, sociology professor, and volunteer for the Logan Walking School Bus program.

Among the key attributes of successful community engagement is developing authentic relationships and reducing power dynamics by establishing a sense of equity between Zags and the people they engage. The Walking School Bus provides an apt example.

"GU students are not doing anything specific by walking with elementary school kids to school – other than watching out for their safety," Johnston explains. "There's no overt teaching on our students' part. In fact, the youngsters become the teachers, sharing what they know about their neighborhood. Our students learn by reflecting on what they see, hear and experience during their time with the children."

The pandemic interrupted Johnston's four-year engagement with Justice in January, a Solidarity & Social Justice CEL course and week-long excursion organized by the Center for Community Engagement to the southern

U.S. border that calls for GU students to see and experience the harshness of the migrants' journey.

"These are tough but worthwhile experiences for several students," Johnston said, "and it is great to see them occurring once again. The opportunity enables our students to humanize people who are often reduced to numbers, to personally witness their struggles and resiliency, and to recognize and appreciate the complicated situation that exists at the border."

One of the most interesting elements of community-engaged learning at Gonzaga is the incredible variety and breadth of courses and programs that offer credit for this highly personal form of learning. Courses such as Philosophy of Human Nature, Strategies for Dance Instruction, and Engineering Senior Design all call for community engagement. The faculty and staff commitment needed to 'get the learning out of the experience' is strongly rooted in the Jesuit educational tradition and continues to provide exceptional opportunities for our students.

Faculty looking for more information on CEL courses and programs should contact **Cole Kelly**, assistant director in CCE at kellyc2@gonzaga.edu.

- By Mary Joan Hahn

37 WORDS AND 50 YEARS

Title IX Changes Sports for Women at GU

Title IX is a 1972 amendment to the Civil Rights Act, forbidding discrimination based upon gender in education. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The law covers most K-12 schools, colleges and universities, as well as vocational schools, libraries and museums. It applies to tens of millions of students, as well as educators. It addresses sexual assault and violence on campus, employment discrimination, retaliation and gender bias.

It took just 37 words to change the course of education for millions of women and girls in the United States. Many strong women paved the path.

- In the 1970s, women coaches left their jobs if they became pregnant, remembers **Diane Tunnell**.
- **Patty Naigle Martin** ('78) remembers that weight-training equipment was not available to women unless it was for the purpose of recovering from injury.
- **Shannon (Stanford) Strahl** ('99) and her teammates on the women's soccer team wore men's uniforms, including shoes, because activewear for women's bodies was not readily available.

These are but a few examples of the limitations women in collegiate sports experienced before and after Title IX was enacted, legally requiring gender equity. In this 50th anniversary year of Title IX, Spirit looks at changes at Gonzaga over those five decades.

Today, the GU women's basketball team flies on charter jets just like the men's team, and their locker room compares equitably with any men's clubhouse in the country. Strahl, the soccer player who wore men's shorts 30 years ago, is now deputy athletic director and chief operating officer, second in charge of Gonzaga athletics.

None of these equity upgrades would have been possible without the guiding wisdom of then-Athletic Director **Mike Roth** (1997-2021), who thought big, championed support and elevated women's athletics.

Yet, despite the tremendous impact of Title IX on equity for women in educational activities, little is known about it.

In the Beginning

In Title IX's early years, Gonzaga offered women's basketball, volleyball, tennis and cross country – with no athletic scholarships and little funding. Teams traveled to area



Women's Basketball Coach Lisa Fortier is a role model for women today, raising a family of three children with her husband Craig, and winning WCC basketball championships almost annually.

"We strive for equity, not because of a law, but because it is important to us."

- Shannon Strahl

competitions in personal cars or aged university vans. Men's and women's athletic departments were separate.

The challenges for women remained significant.

"Women were not inclined to manage their families and a coaching career," says Tunnell, former physical education professor here. "They left their coaching jobs once they got pregnant."

Today, women's basketball coach **Lisa Fortier** ('06 M.A.) shatters that glass ceiling. She is raising three young children with husband and assistant coach **Craig Fortier**, winning West Coast Conference championships and routinely advancing to the NCAA tournament.

So how have resources changed for GU's women's programs in the last 50 years:

- Athletic trainers and conditioning coaches were once predominantly male, and women's teams did not receive the same level of service. Now women trainers represent an equitable gender mix, with women serving both male and female student-athletes.

- Steps are afoot to support new mothers/parents within the department and to help them be successful in their jobs and parenthood.
- In the early days of Title IX, women's basketball practices and games were played behind the bleachers of Kennedy Pavilion on Day Court, with maybe 20 spectators attending. Today the women play in McCarthy Athletic Center and average more than 4,800 fans per game.
- Women's crew has won 20 of the last 25 WCC championships, and they have a new boathouse on Silver Lake – shared with the men's team – to show for it.
- GU Athletics formerly had part-time coaches in every sport. Now GU is fully staffed in most sports.
- Athletics offers more athletic scholarships than ever before, with an equitable number for female programs.
- The Volkar Center for Athletic Achievement offers sterling practice facilities and academic support services equally to men and women student-athletes
- Men and women tennis and golf programs share the Stevens (indoor) Center, and women's golf and tennis have elevated their programs significantly in the last 10 years.

Title IX | Continued on Page 7

FOLEY'S 30-YEAR TRANSFORMATION

Always with Service Paramount

Although the Ralph E. and Helen Higgins Foley Center looks the same on the outside – shaped like an open book – much has changed on the inside during its 30 years. Built upon the sod where once a football endzone stood, the Foley Center opened in fall 1992. During construction, the building was called the Center for Information and Technology. However, the name was changed to honor the parents of Tom Foley, former speaker of the U.S. House of Representatives, who helped obtain a \$10 million matching federal grant.

Remembering those first days in Foley, the lower level housed a microcomputer lab with 20 computers for word processing only – there was no internet at the time. Instructional Media Services helped provide classrooms with support for the technology of the time. A darkroom allowed a full-time photographer a place to develop black-and-white photographs. A media vault stored VHS tapes. A periodicals service desk helped users find articles using printed indexes, something library patrons do today by searching a database. Today, Information Technology Services occupies the lower level and caters to every department on campus with programs and services.

On the first floor were the 560-square-foot, 24-hour study lounge (now Academic Advising & Assistance), the 60-seat teleconferencing center and Regional Information Services, where businesses would pay librarians to do research. The latter two are gone, replaced by Instructional Delivery & Design. An outside vendor



The former teleconferencing center in the northeast corner of Foley Center is now a production studio for Instructional Design & Delivery.

ran a copy center near the government publications, which were on compact shelving on the east end. Because the internet was not available to everyone, users had to make an appointment with a librarian to do a search using dial up. There were no laptops. Instead, desktop computers were used to search the new online card catalog with an ink jet printer attached. Photocopiers were separate from printers.

The second and third floors have remained relatively the same. The second floor held the Curriculum Center with a full-time librarian to support the School of Education (now Academic Testing). There were five study rooms at each end of the building. The third floor formerly held the large main

frame computer, which occupied two rooms (former site of ATAS, now Climate, Society & Environment). The Greenan boardroom, offices and Cowles Rare Book Library remain the same.

During its life, the Foley Center has changed to meet the needs of its students and faculty, the most significant improvement coming in the form of constant technological upgrades. We expect it to continue to serve Gonzaga's students and staff well into the future.

– By Special Collections Librarian **Stephanie Plowman** and User Services Associate **Molly McFadden**, who have both served the library since its opening

Canvas Puts Communication with Students at One's Fingertips

After several years of assessing options and consulting with the campus community, Gonzaga will be completing a transition to the Canvas Learning Management System for the start of the fall semester 2023.

This change updates Gonzaga's course delivery platform to a more contemporary interface with more user-friendly tools for communication, engagement and data analysis.

"If I want to see if students are engaging with the materials I've put into Canvas, that information is right at my fingertips," says Instructional Design & Delivery Director **Justin Marquis**. "Canvas even allows instructors to see how well students are meeting course learning outcomes."

- It automates the routine communication that faculty share with students, including syllabi, assignments, discussion boards

and due dates for assignments, quizzes and tests. It allows students to decide how they receive communication beyond email. Now they can get course updates via text messaging or in their Canvas dashboard, for example.

- Drag and drop functionality allows a professor to change something in Canvas with one click, in real time. For example, just drag and drop an assignment on the calendar to move a due date. This action will change the date throughout the course, including on the syllabus, course calendar and student dashboard.
- It allows you to centralize communication. For example, students will receive a message when a test or assignment has been graded and posted and can respond to the professor for their feedback.

- If a professor teaches the same class in a subsequent semester, term start and end dates are logged and Canvas adjusts dates accordingly and reconfigures the calendar.
- To make faculty lives easier, Gonzaga purchased an Intelligent Learning Platform that allows for seamless data updates between Canvas and the GU Banner and Zagweb platforms, which saves time and allows grades to be submitted directly through Canvas.

Approximately 200 faculty are using Canvas and offering feedback with the intent to have all courses in Canvas for the fall semester to limit confusion for students. To support the transition, users have 24-7 access to Canvas support. Learn more at <https://my.gonzaga.edu/academics/instructional-design-and-delivery/lms-support/canvas-updates>.

Staff Cited for Exceptional Service

Recipients of the Staff Assembly's fall Mission and Innovation awards had at least one major characteristic in common: willingness to go the extra mile.

Mission Award winners are **Ann Price**, budget and personnel officer in Global Engagement, and **Greg McGuire**, operations manager for GUEST. Nominators said Price works hard every day to serve others and treats all people with dignity. She builds relationships that are meaningful and is always the first person to chip in to help a colleague. She brings joy and laughter to her team through her witty one-liners and cheerful personality. McGuire is often referred to as the man behind the curtain. He makes sure everyone has what they need to make



Mission Award recipients Greg McGuire and Ann Price.

their events successful. He's the guy scheduling equipment, planning event layout with chairs, tables, mics and video. Nominators said McGuire's the guy who stays late and gets up early. "And you have to be pretty cool to have students requesting you to be their DJ."

The ITS team of **Larry Perkins**, **Rick Rasmussen**, **Eric Moss** and **Richard Fallstrom** played a significant role in implementing key technologies to run the new Health Partnership building for both universities, including classrooms, the cadaver room, various anatomy and physiology teaching and research labs, and the environmental chamber where students run experiments under controlled humidity levels and atmospheric pressures. Their work included, but was not confined to, electronic door

access, network services, easements, fiber installation, digital displays, camera installation, room and presentation control, room scheduling and building operations.



Innovation Award winners Larry Perkins, Eric Moss and Richard Fallstrom. Not pictured: Rick Rasmussen.

SHARE GRATITUDE, ASSIST OTHERS

Gonzaga Day is back for the 11th year on Feb. 11. Zag Nation comes together for game watches around the world – 7 p.m. PST for men's basketball BYU at Gonzaga, and 1 p.m. for women's basketball Portland at GU. If the first meetings this year between these teams are any indication, expect both games to be barn burners.

Gonzaga Day also includes philanthropic goals which ensure Gonzaga's impact continues for current and future Zags. It's a celebration of what it truly means to be a Zag for life – full of gratitude, pride and a willingness to help those in need, says **Kara Hertz**, assistant vice president for alumni relations.

Help us ignite the Zag network by sharing your story on Gonzaga Day. Post a picture or video on your social channels with your story of Zag connection tagged @gonzagaalumni. How did Gonzaga CONNECT you to your job, community, spouse, or friends? How did Gonzaga prepare you to LEAD in the workplace, home or as a volunteer? What INSPIRES you about being a Zag? How did you GROW during your time at Gonzaga?

For more information and event details, visit gonzaga.edu/gonzagaday.

Title IX *continued from page 5*

- Gonzaga grad **Courtney Vandersloot**, at the time of her graduation in 2011, was the only player in the country, man or woman, ever to score 2,000 points and dish 1,000 assists in her collegiate career. Title IX helped make GU a viable option for her college career.

"Title IX has changed the face of athletics for girls and women entirely," Fortier says. "It

used to be that opportunities were only in sports that were 'appropriate' for women. But thankfully, people have realized that all sports are appropriate for women," she says.

"It's also important to me for my own sons to see women in key roles," says Strahl. "They can see I am deputy athletic director because I am capable, not because I am a woman."

A large graphic for Gonzaga Day. It features a stylized 'G' logo in shades of blue and white. The words "GONZAGA DAY" are written in large, bold, white capital letters across the center of the 'G'.A logo for "Ignite the Zag Network". It features a stylized flame icon above the text "IGNITE THE ZAG NETWORK" in white capital letters on a dark blue background.

02.11.23

NOTEWORTHY

NEW HIRES

Alexandria Tygerson, application specialist, Grad Enrollment Management; **Alijah Richardson**, custodian, Plant; **Andrew Sepulveda**, residence director, Housing & Residence Life; **Brooke Frickleton**, career and externship adviser, Law; **Darius Terry**, custodian, Plant; **Darrell McCoy**, custodian, Plant; **Dorina Hernandez**, custodian, Plant; **Erika Henry**, user services associate, Law; **Ghulam Dastiab**, custodian, Plant; **Jason Long**, asst marketing director, Athletics; **Maotheeker Vue**, residence director, Housing & Residence Life; **Mohammad Alamyar**, custodian, Plant; **Rhi-Ennen Dewey**, custodian, Plant; **Ryan Dawe**, custodian, Plant; **Sonia Dhaliwal**, lecturer/post-grad fellow, Foley; **Tye McGee**, groundskeeper supervisor, Plant; **Ryan Malarky**, operations specialist I, Admission; **Abigail Bergakker**, business operations director, Athletics; **Ignatius Sarquilla**, custodian, Plant; **Jerianne Foy**, asst to the chief diversity officer/office manager, President; **Timothy Lefort**, plumber, Plant; **Will Anderson**, custodian, Plant

POSITION CHANGES/PROMOTIONS

Amy Smith, CRM business analyst, ITS; **Anna Creed**, research & instruction librarian, Law; **Julie Tibbs**, budget & personnel officer, ITS; **Katya Collins**, program coordinator, Registrar; **LeAnn Blair**, clinical legal programs manager, Law; **Leif Forrest**, multimedia engineer/TES, ITS; **Julie McCulloh**, vice provost, Enrollment Management; **Lisa Schwartzenburg**, HR operations asst vice president, Human Resources

GOODBYES

Anna Peirson, student services specialist, Grad Enrollment Management; **Heather Willman**, office manager, Human Resources; **Jill Herbst**, academic curriculum specialist, Registrar; **Madison Walters**, program asst III, Arts & Sciences; **Sharalyn Williams**, head public services librarian, Law; **Calvin LeBrun**, equipment manager, Athletics; **Devon Seward Howland**, career education manager, Career and Professional Development; **Emily Loeffler**, lecturer, Music; **Gail Hammer**, assoc professor, Law; **Julie DeCaro**, lecturer, Nursing; **Kimberly May**, student onboarding specialist, Grad Enrollment Management; **Melanie Nash**, lecturer, Nursing; **Nermina Kekic**, custodian, Plant; **Ryan McWilliams**, lecturer, English

ANNIVERSARIES:

- 35** **Raymond Reyes**, asst vice president for cultural initiatives, President
- 30** **Chris Standiford**, athletics director, Athletics; **Michiko Tra**, enterprise application developer III, ITS
- 20** **Jose Hernandez**, director, Rudolf Fitness Center; **Ivan Kozyan**, groundskeeper, Plant; **Erin Shields**, alumni and employee engagement director, Alumni Relations
- 15** **Vicky Daniels**, admin asst III, Law; **Jenn Klein**, assessment coordinator, Provost; **Kaye Slater**, lecturer, Nursing
- 10** **Pat Bech**, sr endowment accountant, Controller; **Michelle Bowie**, cataloging/end processing asst, Foley; **Ana Chavez**, program coordinator, Nursing; **Ryan Hershey**, prospect management director, University Advancement; **Maureen McGuire**, corporation counsel, President
- 5** **Marjan Dehkordi**, office asst I, UMEC; **Bri Grant**, HR analyst, Human Resources; **Marybeth Kuester**, clinical placement coordinator, Nursing; **Jenn Lott**, mental health counselor, Health & Counseling; **Mary Pelland**, office asst I, Student Affairs; **Erica Ramos-Thompson**, case manager, Cura Personalis; **Azra Rasic**, grant & contract officer II, Sponsored Research; **Ismael Teshome**, service experience assoc director, ITS; **Shelia Schulz**, desktop publishing specialist, Campus Printing; **Matthew Watson**, testing coordinator, Disability Access

HAWK FREEMAN TO BE GU'S NEXT WCC HALL OF HONOR INDUCTEE

The West Coast Conference will induct its 13th Hall of Honor class March 4 in Las Vegas, in conjunction with the WCC men's and women's basketball tournament.



Hawk's teams began a run of 17 post-season tournaments in 18 years.

Stephanie

Hawk Freeman (2004-07), who has served as analyst on SWX TV women's basketball broadcasts, will be Gonzaga's honoree.

She helped jumpstart GU's almost annual trips to post-season tournaments, her teams earning WNIT berths in 2004 and 2005, and an NCAA Tournament berth in 2007. Her teams were three-time WCC champions, and she earned WCC

Player of the Year and honorable mention All-America her senior season. During this season honoring 50 years of Title IX impact on women's athletics, all 10 WCC school inductees are female.

Gonzaga WCC Hall of Honor Inductees

2023	Stephanie Hawk Freeman, Basketball
2020	Heather Bowman, Basketball
2019	Adam Morrison, Basketball
2018	Ronny Turiaf, Basketball
2017	John Stockton, Basketball
2016	Mike Redmond, Baseball
2015	Jason Bay, Baseball
2014	Kelley Cunningham Spink, Volleyball
2013	Dan Dickau, Basketball
2012	Blake Stepp, Basketball
2011	Brian Ching, Soccer
2010	Jeff Brown, Basketball
2009	Frank Burgess, Basketball

Around Campus

- » **Emma Frances Bloomfield** will discuss the intersection of Christian communities, conservative ideologies and environmental activism, Feb. 7, 5 p.m., via Zoom.
- » Leading Against Hate, co-hosted by the Provost, Inclusive Excellence, Academic Services and Mission Integration, features experts addressing racism, radicalization and citizens' roles in strengthening communities against extremism: Feb. 2 **Kate Bitz** from Western States Center, Countering White Nationalism, 4-5:30 p.m.; Feb. 9 **Gina Ligon**, domestic terror expert, Protect Our Home (against hate and extremism), 3-4:30 p.m.; and Feb. 16 philosophers **Leland Harper**, Siena Heights University, and **Jennifer Kling**, University of Colorado/Colorado Springs, on The Language of American Racism, 3-4:30, all in Hemmingson Auditorium. Open free to the campus community.
- » Law Professor **Mary Pat Truthart** will be honored with the Education Award at the YWCA Women of Achievement luncheon, March 8, 11 a.m. at the Davenport Grand. Tickets may be purchased at <https://e.givesmart.com/events/tlM/>.
- » Gonzaga Theatre presents a staged reading of Mark Ravenhill's play pool (no water), an introspective examination of friendship and what it means to be an artist, Feb. 9-10, 7:30 p.m., Magnuson Theatre, \$8. (ticket required)
- » **Cleo Parker Robinson Dance Ensemble** performs its African-inspired program Feb. 11, 7:30 p.m., Myrtle Woldson Performing Arts Center. Tickets run \$14-\$28.50. (tickets required)
- » Author **Paul Tough** will explore the "glaring injustices of higher education, including unfair admissions tests, entrenched barriers and crushing debt," Feb. 15, 5 p.m., in Hemmingson Auditorium. Free admission.
- » Registration is open for the Women Lead Spokane leadership conference, March 8 in Hemmingson Center at <http://www.gonzaga.edu/womenlead>.