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## HOW RASIR BOLTON CAPTURED THE COMMUNITY'S HEART

*Editor's Note: In his 40s, high-school dropout Rick Clark ('19) took a chance on himself. Living in his car, he went to Spokane Community College, then enrolled at Gonzaga and began building a nonprofit to serve others experiencing homelessness, while completing a degree in communications. Today, Rick is not only the executive director of Giving Back Packs, but also the chief idea man of Spokane Quaranteam, a grassroots effort to save struggling Spokane businesses during the pandemic. On the side – and honestly just for fun – Rick's oversight of Spokane Memes has turned into a cash cow on Facebook.*

*Rick would never have imagined making a living in these ways, or amassing the kinds of followers on social media that most marketing experts only dream of having. Part of his success is his unstoppable likeability among people of all ages and stages in life, and his unwavering passion for helping others.*

*These are the realities that led Rick Clark into a close friendship with Rasir Bolton ('23), #45 with the Gonzaga Bulldogs, from Petersburg, Virginia.*

*This is their story, as told by Rick.*

I met Rasir Bolton in fall 2021 when I was invited to speak to a class of student-athletes at Gonzaga about how they can now use their name, image and likeness (NIL) not only to earn money for themselves but to use their NIL influence to help the community in a variety of ways. The class was Personal Branding and Business for Athletes, taught by Professor **Peggy Sue Loroz** in the School of Business Administration.

To make a long story short, we raised over \$9,000 that day in one 50-minute class. I went live on Facebook in front of the students and let 40,000+ Spokane community members know that I was with these amazing athletes and we wanted to raise money to feed people in Spokane who are struggling with food insecurities. The students got to watch the donations coming in live, like a winning slot machine at the casino. My phone kept buzzing and chirping and the students kept cheering, hollering, jumping up and down. It was an amazing moment, for sure.

When the class was over and the smoke had cleared, one lone student in the back was making his way down the stairs toward me. He approached me with a soft but kind voice:



*Basketball senior Rasir Bolton has a propensity to serve others.*

“Hey Rick, I would love to come out with you sometime when you help the community.”

I was pleasantly surprised and asked his name. He said, “My name is Rasir, but you can call me Ra.” I could tell in his eyes and his voice that he really wanted to help me help others. It wasn't a ploy or a gimmick and he had nobody to impress. It was him and I standing there, two strangers.

We exchanged phone numbers and we went on our way. I was very busy that week and was not able to reach out to him right away but that didn't matter because Ra reached out to me. He texted me: “Can I help you deliver the meals we raised money for?” And just like that, our friendship was off and running.

Rasir helped me pick up 100 meals from a downtown restaurant and deliver them to a women's crisis center. I am in my 50s and move a bit slower than I used to and Rasir carried nearly all the boxes to the van from the restaurant and then carried them all in

once we got to the center. He was not afraid to work and he did it all with the biggest smile I'd ever seen. We talked about helping others and the importance of it and Rasir told me that he wanted to someday go back home to Virginia and start a foundation to help people. I quickly learned that this servant's heart is in him – it is part of who he is.

As we continued to work together, the community started getting wind of this young Zag and his giving nature. People fell in love with Rasir. He was stepping out of his comfort zone and even doing interviews with the news channels in the parking lots and wherever we worked from. Here I was, running around town helping others with one of the country's top college basketball players. I didn't want it to end. Other GU players noticed what Ra was doing. **Chet Holmgren** was inspired, and so was **Ben Gregg**. They joined us when we delivered meals to a shelter downtown.

Rasir Bolton | Continued on Page 8

# INVESTOR AND ENTREPRENEUR

## Gonzaga Professor Taps Entrepreneurial Expertise of a Simple Man with an Extraordinary Mind

It could be daunting for an author to tackle the life of an icon like **Warren Buffett**, but Gonzaga Professor **Todd Finkle** had a couple advantages: his own entrepreneurial spirit and a personal relationship with the “Oracle of Omaha” forged during Finkle’s childhood growing up in the same Midwestern city Buffett famously calls home, and later visiting Buffett with his students six times.

“I know the family. I grew up there, I know the culture,” said Finkle, who’s taught entrepreneurship for four universities and serves as the Pigott Professor of Entrepreneurship at Gonzaga’s School of Business, where he has taught since 2010. Finkle is the author of “Warren Buffett: Investor and Entrepreneur,” arriving this month from Columbia Business School Publishing.

Even a casual observer of Buffett knows that much of the Berkshire Hathaway chairperson and CEO’s mystique is tied to the simple life he leads in Nebraska, one that belies the incredible wealth he’s built over a lifetime of creative deal making and innate hustle first shown when he sold gum and Coca-Cola door to door as a child. Despite a reported worth of over \$110 billion, he lives in the same house he bought in the 1950s, holds a modest office in downtown Omaha, and loves to dine on hamburgers and McDonald’s breakfast sandwiches.

Finkle presents unique insights into Buffett earned through his own relationships going to high school with Buffett’s son, **Peter**, his numerous trips taking students to meet the man, his personal experience as an investor, and more recent interviews with people like **Susie Buffett**, Warren’s daughter.

The first drive to write the book came during the economic recession of 2008, when Finkle did a deep dive into Buffett’s life and investment philosophy and discovered a trove of valuable information worth sharing. It also came from a desire to do a significant piece of academic work, one that would surpass any of the 250-plus articles, books and grants he’d previously published.

“I’ve been in academia now for 33 years, and I just didn’t feel like I wrote anything that would have a lasting effect after I passed away,” Finkle stated. “I worked on this for 14 years – nine years part time, and the last five years full time. It was an incredible amount of work, but it was worth it.”

“Warren Buffett: Investor and Entrepreneur” is part biography, part memoir, part business how-to, and part philosophy primer, thanks to Finkle’s care in examining Buffett’s life and career from myriad angles.



*Billionaire Warren Buffett knows about Bulldog basketball, and a few other things, which he shares with these Gonzaga students and Professor Todd Finkle, left.*

**“The most important decision you will make in your life is who you will marry.”**

*- Warren Buffett*

“I have an entire chapter on Buffett’s mistakes, and I haven’t seen that in any other Buffett book,” Finkle said. “I examine 20 of his mistakes going back to when he was 11 years old. And the mistakes can be mistakes of omission, such as not investing in Microsoft or Google.”

Finkle considers Buffett’s life and career through the lens of entrepreneurship, making a convincing case that the man best known as an investor should be considered much more than that. According to Finkle, “What people fail to see is that Buffett is an entrepreneur and has been one since he was

5 years old.” In exploring Buffett’s business methods, management strategies and personal philosophy, Finkle finds invaluable life lessons for both professionals and those with no business background.

When Finkle asked his students what the most valuable part was they learned from Buffett, they inevitably told him “How to live your life,” and they said little about making money. One of Buffett’s best lessons to the students was, “The most important decision you will make in your life is who you marry.”

“Buffett’s life was deeply affected by the Great Depression in his youth, and his values were formed by those of his father, Howard,” notes Finkle. “When you go into Buffett’s office, you won’t find a computer. You won’t find an iPhone. But you’ll find a picture of his father on the wall. His father’s humor, humbleness, values and ethics all made their way to Buffett. I hope my book helps people realize this grandfatherly figure is more than just another rich guy.”

*- By Dan Nailen*

# Scales of Justice Tipping Toward Retirement

Maureen McGuire graduated from Gonzaga Law in 1981, prepped and ready to be the next Perry Mason – one of her favorite TV shows as a kid growing up in Spokane.

She saw herself practicing criminal law and running her own practice.

Then she was introduced to government work, first serving as a judicial law clerk at the Washington State Court of Appeals and from there the state Attorney General's Office, where she practiced law for the government for 30 years, 24 of those in higher education law.

So, when a friend of hers from Gonzaga's School of Education, Dan Mahoney, tipped her off about an opening for a new corporation counsel, she decided to apply.

She had a background in higher education law at the AG's office and had worked with many educators and administrators over the years, albeit with Washington's public colleges and universities.

"I was not looking for work," says McGuire, who will retire from Gonzaga April 4 after 10 years on the job as the University's first female general counsel, as the position is now called. "I thought they'd carry me out of the AG's office in a pine box."

Apparently, there were many applicants for the job following a national search to replace Mike Casey ('70, '78 J.D.), former corporate counsel. "After a full-day interview, I left College Hall thinking, 'I don't know if they want me, but I want this job,'" McGuire says. "This is where I was meant to be."

Now, as her time in the hot seat ebbs, she concludes, "Being able to serve my alma mater has been such a privilege. I love being a part of this Jesuit mission, educating men and women for others. This place has made me, our students and the community better."

She always loved the work. "This practice is endlessly fascinating," says McGuire. "Gonzaga is like a small city of 3,000 residents ages 18 to 22, and many who visit our city every day. We have the full gamut of legal issues A to Z, from administrative law to zoning, and everything in between. We have a lot of contracts and employment law, and student rights issues – our subject areas are a mile wide, but we go only an inch deep. Sometimes we need to bring in a subject expert to assist us in specialized areas of the law such as with copyright and trademark law.

"I often refer to this office as an ER," noting she worked as an admission officer at University Hospital in Seattle before attending law school and knows a bit about the urgency and fast pace of the ER. "(Administrative Assistant) **Bridget (Dagg)** has to triage the work coming at us, and I'm multi-tasking, trying to solve problems inside my office. I couldn't do math problems, but I enjoy listening to people and helping them resolve their issues. It has been very fulfilling."

With Associate General Counsel **Frank Hruban**, who will succeed McGuire in April, and Dagg, "I couldn't find better teammates," McGuire says. "They are absolutely the best, both professionally and personally."

She has enjoyed working behind the scenes. "We are in a unique position in this office. We work with all offices on campus. So, we get to see the big picture and how one office interacts with, or influences another. It has put us in a good position to be University problem-solvers."

She is grateful for the female role models she encountered here, including former Academic Vice President **Patricia Killen** and former Vice President for Student Life **Sue Weitz**,

Gonzaga's first female cabinet member.

Always with a smile for every person she meets, McGuire will miss her chats with colleague friends on her walks across campus. She is a huge Bulldog basketball fan and hopes to run into many friends at men's and women's games.

She stopped short of naming names of those who have heavily influenced her, as there are so many. But she did compliment President **Thayne McCulloh**, who has been so supportive of female leaders on our campus, McGuire says. "He was the right leader at the right time for Gonzaga. I am immensely grateful to him for the opportunity to serve Gonzaga."

McGuire is open to retirement planning. "I want to get back to doing things I haven't had time to do, like travel, more reading, cooking and exercise, I hope!" She is looking for the right fit for volunteer work, as well.

She may even find time to watch old reruns of Perry Mason, happy that she didn't follow in his footsteps.



*Gonzaga Law alumna Maureen McGuire will find a just reward for her long legal career, retiring April 4 to pursue many interests.*

# ACCESS FOR SUCCESS

If **Vicki Weaver**'s name appeared on a softball roster, her position would be U. For utility player.

This gregarious and thoughtful educator has filled many positions in her 45-year career. But perhaps the niche she has now is one of the most rewarding: academic and accommodation specialist in Gonzaga's Disability Access office.

Raised in Spokane, she was educated at Shadle Park High School, and became a member of the first class to graduate under her institution's new name, Eastern Washington University, with a degree in Applied Psychology and Special Education, earning a K-12 teaching certificate for regular and special education.

Of her many positions:

She worked for the Guild School, then had stops at Sunset Elementary in Airway Heights, where she was first a student teacher, then resource room specialist, later moving to third grade. During that time, she served as president of a conglomerate of 62 teacher unions in Washington state.

In 1985, she moved to Seattle and taught in an integrated classroom in Issaquah, participating in research through the University of Washington regarding effective teaching for students with disabilities. "The longitudinal study showed that 'inclusion' classrooms (abled students with students with disabilities) produced similar academic outcomes, but more positive social skills and higher self-confidence," she says.

With that experience, she was hired in Queensland, Australia, to support teachers with transitioning students with disabilities from self-contained special education to neighborhood schools and integrated classrooms.

After eight years, Weaver was promoted to principal, and later served a variety of roles as principal and assistant principal in a range of primary schools, but always with a focus on developing students with disabilities through the education and support she could provide her teachers.

In addition to serving as principal, she taught student teachers at Griffith University on the Gold Coast of Queensland and Queensland University of Technology in Brisbane and was involved with developing the rating process by which teachers are selected for teaching positions. She taught teachers how to develop their writing and interview skills in preparation for their teaching placement interviews, as well as working with migrant teachers from other



*Weaver spent her career helping teachers understand how to create access for students with disabilities, and now she's on the front line here helping students find appropriate access that will help them succeed.*

countries who wanted certification to teach in Australia.

"Some of the Australian University students I met while supervising student teachers thought teaching ended at 3 p.m. every day, and then they could head to the beach to surf!" Weaver says. "They didn't understand the amount of preparation and assessment scrutiny necessary to propel their students to achieve."

After 25 years in the Down Under, Weaver returned to Spokane.

"I feel like I've lived two lives. My life in Australia – and my life in the United States; they were very different," she says. "I had no family or old friends. In a way, I got to reinvent myself." She sang in an a cappella vocal comedy group, "Three Short Women," and appeared on a TV program "Hey, Hey, It's Saturday," a variety show viewed throughout the continent. She also enjoyed the Queensland beach lifestyle, and her family of cats and dogs, which returned with her to the USA.

Longing for home, she returned to Spokane where she thought she would semi-retire. "I started at Gonzaga as an administrative secretary in the Law School in 2013. With my

background, over time I was able to move my current position."

Today, her role focuses on determining how a student is impacted by their disability, and what would be reasonable accommodation to mitigate any institutional barriers so they have a more equivalent opportunity to succeed.

"It's rewarding work, but it's more complex now than it has ever been," Weaver says. "Conditions related to mental health have seen the biggest jump since COVID hit three years ago. Because the general level of anxiety and depression is so much higher for all students, it's hard to determine where a student's condition meets the threshold for disability. Determining what barriers can be mitigated, without compromising rigor and expectations of the academic program, is the key."

"I see myself as a problem solver. Determining effective accommodations for students gives them a better chance of success. But they still must succeed on their own merits.

"Our office is about **access**. With appropriate access, we know students have a better chance to determine their definition of **success** and achieve that."

# WRESTLING WITH ARTIFICIAL INTELLIGENCE IN THE CLASSROOM

On Feb. 15, the Center for Teaching and Advising staged a panel discussion to argue the merits of artificial intelligence. Three speakers presented their cases. Marcom reporter **Hunter Hauser** ('23) covered the event and submitted his story. Presenter **Justin Maquis** took Hunter's piece and asked ChatGPT to create a fun and a serious version to illustrate the potential of artificial intelligence, both of which appear here.

## Fun version:

Step right up, ladies and gentlemen, and witness the newest act in town: artificial intelligence in the classroom! Faculty members are grappling with how to approach this new, potentially volatile tool, wondering what the future holds for learning. In a recent Center for Teaching and Advising panel discussion, experts discussed the pros and cons of integrating AI into education.

Meet ChatGPT, the star of the show, a popular AI platform and large language model that can answer questions, create solutions to problems, and even write papers based on a massive database of information. It's like having a personal writing assistant right at your fingertips! But is it too good to be true?

Some concerns have been raised about the accuracy of ChatGPT's outcomes, as well as its ability to create citations. While the AI platform can generate citations for existing work, many of them are "garbage," according to **Anthony Tardiff**, instruction and first-year engagement librarian.

Despite its flaws, ChatGPT's writing can be eerily human-like, making it difficult to tell whether a paper has been written by a human or AI. But don't be fooled, AI does not think like humans; it simply strings together writing based on data.

While ChatGPT can be a useful resource for students, it should not be the source of their work. **Justin Marquis**, director of Instructional Design and Delivery at Gonzaga, believes that ChatGPT produces work that is only "C" level at best. So, while it may be grammatically correct all the time, it's not going to produce perfect work by any means.

Instead of using AI to write papers for them, faculty members are exploring ways to use AI to assist students in the work they create. As **Chase Bollig**, associate professor of English, and director of composition, explains, students have a gap between what they are thinking and the work they produce.

AI can help bridge that gap.

However, the use of AI in the classroom also raises concerns about cheating, academic misconduct, and plagiarism. The definition of



*Chase Bollig, English, kicks off a discussion of ChatGPT in a Teaching & Advising forum Feb. 15 on how he handles artificial intelligence in the classroom. He was joined by Anthony Tardiff, Foley (left) and Justin Marquis, IDD (center). The recording of this discussion is available [here](#).*

AI writing assistance is still new, and there is no clear standard for what violates the usage of AI.

But, as Tardiff points out, similar concerns were raised when the internet became widely available to writers. Students now need to create work that stands out above AI, proving that they can contribute something of value that is different from what ChatGPT could produce.

So, come one, come all, and witness the wrestling match between humans and AI in the classroom! Who will come out on top? Only time will tell.

## Serious version:

Artificial Intelligence (AI) has made its way into the classroom, and educators are grappling with how to approach this new, potentially disruptive tool. Recently, the Center for Teaching and Advising hosted a panel discussion on the topic, which brought up several concerns about the use of AI in education.

One popular AI platform, ChatGPT, can generate text, write papers, answer questions, and solve problems based on a vast database of information. However, as Associate Professor of English **Chase Bollig** explains, the way AI generates text is fundamentally different from the way humans write. ChatGPT uses "tokens" to string together writing based on existing information about a topic, but it doesn't actually "think" like a human.

Despite some impressive results, there are concerns about the accuracy of the outcomes produced by ChatGPT. Additionally, there's the issue of citation of sources, which can be a challenge for students using AI tools like ChatGPT. According to **Anthony Tardiff**, instruction and first-year engagement librarian, "Most of the citations are garbage, but some of the claims are interesting."

However, rather than condemning the use of AI in the classroom, some educators are exploring how they can use AI to assist students in their work. For example, Bollig is teaching an AI-assisted English course this spring, which aims to leverage students' "real lived experiences" to create better writing. **Justin Marquis**, director of Instructional Design and Delivery at Gonzaga, also sees the potential for AI to fill gaps between what students are thinking and what they produce.

Of course, the use of AI in education raises thorny ethical questions about cheating, academic misconduct, and plagiarism. While there's no clear standard yet for what constitutes AI writing assistance versus AI-generated work, Tardiff points out that similar tensions already exist with the internet. Ultimately, the challenge for students will be to create work that stands out as something of value that can't be replicated by an AI tool. As Bollig asks, "How do you know you are contributing something of value, something that is different than if I asked ChatGPT?"

# FACULTY VOICES ON CIVIL DISCOURSE

**Editor's Note:** *These are few of the first professors to respond to a prompt asking faculty members how they view civil discourse from the lens of their particular academic discipline - in 125 words or less.*

Civil discourse is essential to develop beyond ourselves. Being able to accept that many are never able to accurately see from another's vantage point can become a place to begin to search for common ground and agreements that can benefit many. It is often difficult to understand the view of another when our minds are full of our own opinions, knowledge and experiences. Learning to set aside what we think we know may open doors to seeing beyond ourselves. We must speak kindly, listen intently, hear hard things, show respect through actions, and see that not everything is about us. How will we make changes the world needs most if we are unable to have the difficult conversations needed to gain a larger world view?

**Kimberly P. Weber**, professor & chair of Special Education, School of Education

In human resource management, we depend on civil discourse to create working environments where employees can thrive. Civil discourse is about building a culture of



Kim Weber



Molly Pepper



Chris Francovich

respect where people can bring their whole selves to the workplace and feel safe doing so. It is important that leadership models civil discourse through difficult but productive conversations, builds policies that support employee rights, and always follows through to rebuild relationships when discourse falls short of civility. In HR, we talk about training employees to engage in civil discourse, recognizing that an organization where diverse opinions are heard and respected is not only a great place to work, but is an organization with a competitive advantage.

**Molly Pepper**, professor of Management, School of Business Administration

I believe that what I think of as a common definition of civil discourse has to change - to move away from the liberal idea that the word 'civil' connotes a generalized and universalized ethical framework that ipso facto legitimizes hegemonic and/or global economic, political, social, and psychological phenomena. What 'civil discourse' must, in my view, evolve to is the recognition that all interlocutors must learn the skills of suspending their judgments, preferences and biases while simultaneously regulating their

affective response to the utterances and affects of others all the while staying with the trouble of establishing mutual intelligibility. A key element of this conceptualization is that the weight and import of significations must be commensurate with the local and situated nature of the discourse itself.

**Chris Francovich**, associate professor, Doctoral Program, School of Leadership Studies

## Who's Next?

Help us develop a catalogue of conversations on civil discourse. In 125 words, what does it mean to you? Email your reply to [editor@gonzaga.edu](mailto:editor@gonzaga.edu).

## Spike Answers Your Questions About Zags Give Day

As a private, non-profit university, Gonzaga relies on the generosity of alumni, families, friends, fans, faculty and staff to help ensure that its distinctive brand of Jesuit higher education remains accessible to all who seek it. In short, because the Zag network gives, Gonzaga exists.

Spike does his best to answer questions you might have about Zags Give Day, March 9.

### • How does it support us?

Unrestricted support (annual funds: Zag Scholarship Fund, Fund for Gonzaga, Gonzaga Parents Fund) has been most impacted by the past nine Zags Give Days. These funds affect every part of the Gonzaga experience and help all academic and student areas. Zags Give Day is meant to have a broad reach - it's about EVERY donation making a difference, and these funds can appeal to something everyone in Zag Nation cares deeply about.

### • How much was raised last year?

Total donations: \$440,000

Total given, matched, unlocked \$855,399

### • How much did we raise from employee gifts last year?

\$31,678, not including a \$25,000 challenge gift from a current faculty member

### • How many donors overall and how many employee donors last year?

Employee donors in 2022: 274

Total donors: 2,317

### • Employee incentive to give this year?

Once 250 faculty/staff make a gift - of any amount - \$25,000 will be donated to the Zag Scholarship Fund by a current faculty member.

### • How does it work?

A special 24-hour FUNdraising blitz day that helps every donation's impact go further with gift-matching and challenges that unlock additional funds for student scholarships and resources.

### • How would someone initiate a gift on ZGD?

Visit [gonzaga.edu/zagsgiveday!](http://gonzaga.edu/zagsgiveday!)

### • Could someone give to ZGD in advance?

YES!



# ESPN College GameDay Bonanza

## Community Spirit, Students' Class Showcased



GameDay host Reese Davis called the Gonzaga crowd the program's best this year.

At 3 a.m. on a bitterly cold Saturday morning, a roar steadily grew in intensity just outside the doors of McCarthy Athletic Center. A line of puffy coats and winter hats wound down the sidewalk and toward the library – more than 1,000 students awaiting their chance to rush toward seats they would never use for the next three hours of stomping, chanting and cheering.

Doors opened at 6 a.m. and Zags rushed to the famed Kennel student section, forming a backdrop of palpable energy for the crew of ESPN's College GameDay on Feb. 25. They would amaze and stupefy the show's hosts, whose live broadcasts most often take place during a gentler mid-morning time zone. If they had questioned whether Gonzaga students would show up for 7 a.m. program, they found the answer before cameras ever rolled.

Fans from the Spokane community poured in as well, surrounding the student section and experiencing the Kennel in a way like most never had before. Together, campus and community fans totaled nearly 3,000 to show sports fans across the country what Zag Nation looks and feels like. Toddlers (like "Tiny Timme") and great-grandmothers and all ages in between gathered for a spectacle they'd never forget.

ESPN sports commentators Reese Davis, Jay Bilas, Seth Greenberg and Sean Farnham proudly declared they'd never seen a student display for College GameDay like it. Greenberg posed for selfies with students in celebratory costumes. Davis stomped to Zombie Nation as students shook the stands. There was no way these professional announcers could maintain

their usual cool demeanor from the chairs of their staged TV set on the basketball court.

For Zag fans, the experience was like none other. For GU's basketball competitors, it – no doubt – was unnerving. And for prospective Gonzaga students, it just may have been the right incentive to enroll at this noteworthy Jesuit college in the Pacific Northwest.

Outside the athletic center, fans watched on TV, online and through social media, looking for a dose of that early morning energy. Thousands of people engaged with Gonzaga through its social accounts and web stories, virtually joining the enthusiasm of students in the Kennel and academic experiences alike.

Zag mom Karen Archibald Parks commented on a GU Facebook post: "This is why my freshman chose Gonzaga. She is having the time of her life!"

And meanwhile, hundreds of people devoured stories about who Zags are when they aren't

in painted faces looking for a chance to say hi to mom and dad through ESPN. Take, for example, a piece written by Rick Clark ('19) about his experience talking with a class of student-athletes about how to gain traction for important causes on social media, and the friendship he developed with Gonzaga basketball player Rasir Bolton ('22) who wanted to make a difference in the community (see story, page 1).

Other students had incredible opportunities to gain insights into what their real-world careers may look like after graduation.

Broadcast journalism student Elise Jawed ('23) reported live on ESPN, as her fellow broadcaster friends with GUTV shot live segments as part of Countdown to GameDay. McKenna Round ('23), a business major studying marketing, worked as the social media intern for Jay Bilas throughout the GameDay experience. "It was such a rewarding experience to see the impact GameDay had on the Gonzaga community, and it makes me so excited to hopefully work in the sports industry after I graduate," she says.

All the excitement could have all dwindled as students returned to their rooms and napped before hitting the homework. But that wasn't in the cards this day. The Kennel filled again in the evening to reenact the morning energy for the Zags' last West Coast Conference game against Saint Mary's, which they won and secured their 11th straight WCC title while a lingering feeling of euphoria still hangs over Zag Nation. See what others had to say:

- Spokesman-Review: "[Best GameDay Ever](#)"
- Sports Illustrated: "[Best Photos and Signs from GameDay](#)"
- KHQ-TV: "[The Best Atmosphere We've Had](#)"
- GU's [45-second clip](#) of the energy in the Kennel

– By Kate Vanskike



Senior GU marketing student McKenna Round (left) served as social media intern for GameDay host Jay Bilas while senior broadcast journalism student Elise Jawed (right) reported live for ESPN.

## NOTEWORTHY

### NEW HIRES

**Alexandria Tygerson**, application specialist, Grad Enrollment Management; **Alijah Richardson**, custodian, Plant; **Andrew Sepulveda**, residence director, Housing & Residence Life; **Brooke Frickeleton**, 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 Dhalwal**, 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 Schwartzburg**, 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

## Rasir Bolton

Continued from Page 1

Every time that Ra's schedule would allow, in between classes and basketball practice, he would ask me what was next. We purchased 300 Christmas trees that winter to give away to families who couldn't afford them. Yes, we set up Spokane's first FREE Christmas Tree Stand in a downtown grocery store parking lot. Rasir was loading trees into cars and meeting people who adored him and loved what he did on the court. But honestly, I believe he gained more than those families did. He also inspired his teammates to join him in community service, and some of them have continued in related work for the greater good.

I would need a lot more space to write and explain all the things that Rasir has done in his short time here in Spokane. The mayor gave him a framed award in front of a packed McCarty Athletic Center to honor the work he does. He humbly accepted it and minutes later was dunking the basketball as if it were just another day.

"The ways that our student-athletes have gotten involved in Rick's program because of the first step by Rasir is so cool, and will continue to grow, I think," Loroz says.

I have truly loved becoming friends with Rasir Bolton and I know that his life will take him many places and very far from Spokane. His heart is too big for one city; he will touch many lives going forward. But I also know that we are connected in a very special way that will always be right here wherever I go. And for that I am truly blessed.

Big Fo' Five thank you for coming to Spokane, thank you for choosing Gonzaga, and thank you for caring about others. You will be missed.

## Vandersloot's Number Raised, Women Zags Capture League Title



Courtney Vandersloot's No. 21 was raised in the Kennel as part of Gonzaga Day Feb. 11. The women's team beat their nearest rival Portland that afternoon on their way to capturing their 18th WCC regular-season title. They play March 6, noon in the WCC tournament semis, broadcast on BYUtv. The men play March 6, 8:30 p.m. in the men's semi on ESPN2.

## Around Campus

- » Coach **Lisa Fortier** is one of 15 late-season candidates for the 2023 Werner Ladder Naismith Women's Basketball College Coach of the Year.
- » TIAA, SHIBA, River City Medicare and Delta Dental will present a seminar on retirement planning March 6, 9 a.m.-noon, Hemmingston Auditorium. Register at <https://aspapps.gonzaga.edu/guttraining/coursedetail.asp?CourseID=605>.
- » The School of Law is one of 168 [Best Law Schools for 2023](#), according to Princeton Review.
- » Myrtle Woldson Performing Arts Center is site of the following events:
  - GU Symphony, March 6, 7:30 p.m.;
  - Cardinal Michael Czerny, S.J., on care for our planet and its people, March 9, 7 p.m.
  - The Matthew Shepherd Legacy, March 22, 6:30 p.m., register at [lgbt@gonzaga.edu](mailto:lgbt@gonzaga.edu)
  - Diversity Monologues, March 28, 7 p.m., register at [umec@gonzaga.edu](mailto:umec@gonzaga.edu)
- » An Evening with Monica De La Torre, "Feminista Frequencies: Community Building Through Radio in the Yakima Valley," March 22, 5:30 p.m., Humanities Building Commons.