THE MAGAZINE OF GONZAGA UNIVERSITY SPRING 2018

GONZAGA

PHOTO BY ZACK BERLAT

THIS IS GUS, THE IGUANA OF HUGHES HALL. FOR MORE RANDOM IMAGES OF CAMPUS LIFE, FOLLOW @GONZAGAVISUALS ON INSTAGRAM.

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RAISING OUR VOICES 18

From the doorsteps of Martin Luther King Jr.'s home to the doorsteps of Gonzaga's College Hall, students have faced the pain of racism. Hear the power of their voices, the passion in their hearts for ushering us into a world where diversity is welcome and celebrated.

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BY SIDNEE GRUBB ('18) AND KOURTNEY SCHOTT ('18)

ONLINE gonzaga.edu/magazine

ON THE COVER:
THESE FACES REPRESENT SOME OF THE MANY VOICES RAISED TO ADVANCE DIVERSITY, EQUITY AND INCLUSION AT GONZAGA.
PHOTOS BY ZACK BERLAT; DESIGN BY REANNE HOBLIN

> Grant that we would stand ever committed and immovable advocates for justice and equity. Empower us that we might run this race and not get weary. Lead, guide and direct that we might leave a mighty legacy for generations to come. **52**
>
> – Sen. Cherie Buckner-Webb Keynote speaker, Communities for Justice, GU's International Conference on Hate Studies

SHARE YOUR THOUGHTS ON THIS ISSUE OF GONZAGA MAGAZINE

Email **editor@gonzaga.edu** and receive one of these very popular ZagNation pride stickers.

FOLLOW YOUR ZAGS

BE IN TOUCH

Send your alumni news, change of address and updated contact information to us at gonzaga.edu/alumninews or email gonzaga@gonzaga.edu.

THE EDITOR, AT THE KITCHEN TABLE OF DR. MARTIN LUTHER KING'S MONTGOMERY, ALA. HOME.

EDITOR'S LETTER

Talking About Racism

Seven hundred. That was the population of Perry, Missouri, the town I lived in from age 3 to 20. It had one blinking stoplight and one non-white family, a couple that didn't stay long. Legend says that a century-old city ordinance forbade blacks from being in town after dark, and we knew people of neighboring communities who still heeded the warning even in the 1980s.

What impact may that have had on my implicit bias, even within a home that was loving and kind toward people regardless of skin tone? What notions lingered in my mind after seeing every black student in our county-wide school succeed as an athlete, perpetuating the notion that sports are the only way for them to achieve?

The first summer I escaped the small town for the metropolis of St. Louis to serve inner-city ministries, I was surrounded by children of color who came from homes of addiction and poverty. How did that influence my notion of race?

These are questions I pondered while gathering with 10 Gonzaga students in Montgomery, Alabama. Our spring break Mission:Possible immersion experience placed us in the nation's most historical sites of the civil rights movement, and after long days in museums and lectures, we gathered for even longer evenings of reflection and conversation. These were tough talks where the mostly white participants challenged themselves to face their implicit biases, and where the one black student opened our eyes to her world.

"It sucks to be honest with yourself, doesn't it?" she said. It wasn't a question.

In a world where people often approach tough topics in the shadows of online environments, we find face-to-face discussion to be uncomfortable. As a result, the divisive nature of online dialogue has led many of us to stop discussing our views on these social matters.

And yet, we know that the ugliness of racism - in the past as well as the present - must be addressed. We must be willing to have meaningful conversations that seek understanding and reconciliation.

I liken this process to forcing myself to the gym after months of laziness. Setting the alarm extra early. Pulling on exercise clothes. Setting the treadmill at the slowest-possible speed on a zero incline. Eventually, the routine gets easier and I feel better, even craving it.

I hope you'll read this issue's coverage of racism and diversity with the goal of enjoying that kind of mental and emotional exercise. Because as we open ourselves to the sometimes arduous exercise of getting honest with ourselves, we discover a greater hunger for truth and equity.

Peace,

Kate

Kate Vanskike-Bunch, Editor
editor@gonzaga.edu

MUSIC TO OUR EARS

I just finished reading the Winter issue. I was inspired to pull out my "Stairwells" (the all-male acapella group at that time) CD from 1999 and was transported back to campus. Thank you, George, Joe, Brian, Tom and Greg for so many silly songs and your serious songs; you provided amusement and challenged me to face the social injustices of our world. As a pediatrician, wife and mother I continue to try and live the lessons I learned at Gonzaga. Gonzaga Magazine is a great reminder.

Michelle (Roy) Leff ('99)
San Diego

As I came across the article on Madonnastock, I had to laugh aloud because I had been wearing my 20-year-old Madonnastock shirt while painting my daughter's room! Oh, the memories my husband (Phil, '99) and I have of Charity Ball, Spring Formal, Madonnastock, Kau in Cushing, late-night talks and swing dancing in the common area of Crimont, painting the Wall, the ice storm of '96, Saturday night Mass, RA training at Bozarth, GEL Weekend, basketball and many more stories we share with our children. Gonzaga not only gave us our bachelor's degrees and helped us to gain our first "real" jobs; it also gave us a love of lifelong learning and many wonderful memories!

Heather (Skaggs) Spagnolo ('98)
Puyallup, Wash.

TOUGH TOPICS

I recently read the Winter edition of your magazine and of particular interest was the piece by President McCulloh, "Tough Topics." I applaud Gonzaga for taking on these difficult issues and for inviting outside entities to share their stories. As a retired college administrator, an active advocate for justice, an alum of GU and a person of color, I am very much interested. Thank you for your work.

Jim Perez ('71, '91)
Spokane

FOUND ON FACEBOOK

- Regarding our Music issue and the magic of the Bulldog Band: "Being part of the Bulldog Band was by far my favorite part of my time at GU." (Brittany Jarnot)
- On English professor Jeff Dodd in a "Why I Teach" video: "I loved having Jeff as a teacher and I sought out his advice on many subjects over my years at Gonzaga. Great guy and great teacher." (Joe Hooper)
- 125 years in 5 minutes – a whirlwind video tour of Gonzaga history: "What a wonderful video of the history of Gonzaga. Still very proud of that place and to be amongst the alumni." (James Horne)

DEPARTMENT OF CORRECTIONS

- In the Winter 2018 issue, we misspelled the name of Joanne Shiosaki, assistant director of Student Media.
- In "Timeless Trio," we misidentified members of the Chad Mitchell trio. The correct order is (left to right): Chad Mitchell, Mike Kobluk and Joe Frazier.

More than 30 readers responded to the recent sustainable investment story.
WHAT TOPICS DEMAND YOUR RESPONSE?
Email **editor@gonzaga.edu**.

G

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BY HOLLY JONES

Madeline Dellinger ('19)

Since it was published in 1960, "To Kill a Mockingbird" has been a polarizing story; some feel it should be required reading, others believe it should be banned. For Madeline Dellinger, the sixth-grade reading assignment became the inspiration to become a lawyer.

She strongly believes that everybody deserves to be treated with equality and is saddened that even today, people still have to struggle for it.

"I want to represent those who have been denied justice and respect," she says.

Her drive to achieve her goal is strong, but even the greatest passion needs a little help along the way.

"Scholarship donors make it possible for me to grow as a person and as an intellectual," she says. "Because you believe in me, I am one step closer to being prepared for the future. I know I will go places I'd never before have imagined possible."

Hometown:
Lynnwood, Washington

Major:
History

Career Plan:
Civil rights lawyer

Inspiration:
"To Kill a Mockingbird"

Austin Salvador ('19)

"I never thought this could happen," said Austin Salvador. "I'm the fourth in my family to come to GU, but without my scholarship, this wouldn't be my reality – it'd be just a dream."

With a business marketing degree and a minor in leadership studies, he hopes to work in sales, promoting services that will improve quality of life for people.

Salvador saw Gonzaga as a place where he could continue the Jesuit education he'd begun at Loyola High School in L.A. His scholarship made it possible for him to come here, and also helped afford him the opportunity to study abroad. He recently traveled to Gonzaga-in-Florence, where he took part in the English for Pasta program, teaching English to Italian families in exchange for meals.

"I've been on an amazing journey that has changed me forever," says Salvador. "You have given me the opportunity to find my true self and a direction for my life."

Hometown:
Burbank, California

Major:
Marketing

Career Plan:
Sales

Inspiration:
English for Pasta

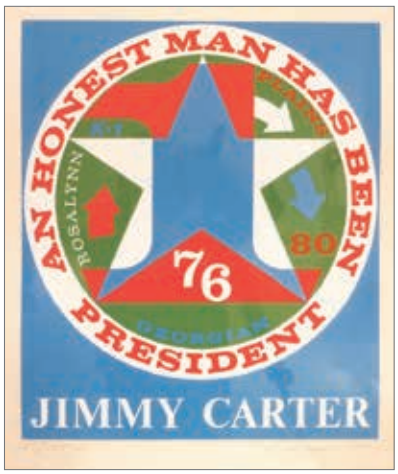
TO JOIN THOSE WHO SUPPORT THE NEXT GENERATION of difference-makers, visit **gonzaga.edu/givenow** to make your gift of support.

TERRY PARMELEE (AMERICAN, B. 1929)
MT. ST. HELENS, 1980

ANDY WARHOL (AMERICAN, 1928–1987)
JOSEPH BEUYS, 1980/1983

'POP!'
AT JUNDT ART MUSEUM

Through the '50s, '60s and '70s, the Pop art movement rang out in bright colors, striking political statements and underhanded critiques of consumerism. The artistic examination of popular culture, the genre brings the walls of Jundt Art Museum to life. Pieces by acclaimed artists such as Andy Warhol, Richard Hamilton and Corita Kent have found their place at GU for another sensational season at Jundt Art Museum.



OBERT INDIANA (AMERICAN, B. 1928)
AN HONEST MAN HAS BEEN PRESIDENT: A PORTRAIT OF JIMMY CARTER, 1980

VISIT NOW THROUGH MAY 12.
Admission is free.

ROUNDUP

MENTORING THAT MAKES A DIFFERENCE

MENTOR Washington, a statewide nonprofit dedicated to the improvement of mentoring programs, has recognized Gonzaga University's Center for Community Engagement's Youth Mentoring Programs with the qualification of "expert partner." Only seven of 100 mentoring programs in Washington have received this qualification. This recognition includes programs such as Gonzaga Athletes Mentoring for Excellence (GAME), Campus Kids and Connections, which help to meet community needs and promote social change.

ETHNIC STUDIES IN ACTION

In 2019, Gonzaga will host the sixth annual Conference on Ethnicity, Race and Indigenous Peoples in Latin America and the Caribbean. Faculty members Rebecca Stephanis and Pavel Shlossberg wrote the successful proposal, which contended with universities like Stanford, to host more than 400 scholars from a wide range of disciplines in the humanities and social sciences.

CALLING ALL PILGRIMS

Have you walked the Camino de Santiago in Spain? We would love to share your experience, whether you completed the whole journey or just a portion.

EMAIL **editor@gonzaga.edu** with your reflection and photos for possibleinclusion in an upcoming story.

EXPERIMENTAL DANCE

How do microbes move? How does science shake? Is dance in our DNA? Interdisciplinary artists can tell you that, yes, science and dance can unite. With help from Suzanne Ostersmith, Brook Swanson and their class, "Art and Science of Dance," science took the stage this spring at multiple collegiate venues. "Beautiful Weapons" is a 40-minute performance and melds dance with evolutionary biology.

WATCH ONLINE:
gonzaga.edu/magazine.

ORACLE OF OMAHA

Twenty students from Gonzaga's School of Business Administration had the opportunity to spend a day with Warren Buffett, an opportunity only a select few universities in the nation have had.

MORE STORIES ONLINE:
gonzaga.edu/magazine

THE MARCH CONTINUES

STAINED GLASS: INSIDE DEXTER AVE. BAPTIST CHURCH, MONTGOMERY, ALABAMA, WHERE DR. KING PREACHED.

As this issue of *Gonzaga Magazine* lands in your mailbox, our nation will have just wrapped up a week-long observation and commemoration of 50 years since the assassination of Rev. Dr. Martin Luther King Jr. Dr. King's leadership of and participation in nonviolent protests, and advocacy for racial equality through civil disobedience, ultimately culminated in the passage of federal legislation aimed at eliminating discrimination on the basis of race, color, religion, sex or national origin in employment practices, voter registration requirements, schools and access to housing.

Last year, our Center for Community Engagement added a new destination to the list of cities where Gonzaga students could travel for their Spring Break immersion experiences: Montgomery, Alabama. Considered the birthplace of the civil rights movement, it was the setting of events indelibly marked in our nation's history: the arrest of Rosa Parks, the attack of the Freedom Riders, "Bloody Sunday," and of course, Dr. King's leadership of peaceful protests against segregation and other racist practices.

There, our students heard stories from Dr. King's personal barber – a man who remembers both the laughter and the fear he shared with the young Baptist pastor. They met survivors of the famous march from Selma to Montgomery. They sat at the kitchen table where Dr. King had his "midnight epiphany" after threats were made on his daughter's life.

Those students returned to Gonzaga changed. They embraced a new understanding of racism – not just its ugly history and the way it continues to pervade societal systems, but also the quiet way our own individual biases form. They joined the many students, faculty and staff who want all members of the Gonzaga community to embrace diversity, equity and inclusion more broadly and deeply: for this to be a place – rooted in the words and true meaning of our Catholic and Jesuit mission – that " … fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement." A place where all people, regardless of race, ethnicity or cultural background are truly valued, included, and all leave with a deeper capacity to not only work and interact respectfully with other people, but also to create and support respectful environments themselves.

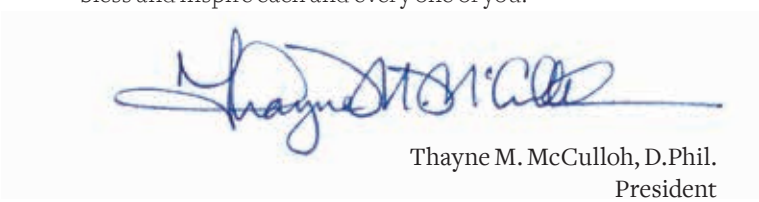
Over the past couple of years, I and my colleagues have had a number of face-to-face conversations with students about their experiences on our campus. Out of these discussions it becomes clear that while we have made progress, there is work to be done if we are to truly be a place of inclusive excellence. As a result of these discussions, leaders continue to advance the causes of diversity, equity, inclusion and cultural competency. We are addressing these challenging topics from perspectives of academics and the classroom experience,

student development (including residence life, clubs and activities), the work of institutes and institutional task forces, and bringing speakers to campus who, we hope, will inspire further reflection and action.

It is clear, too, that broader cultural milieu – whether local, national or international – are wrestling with these same issues, with the result that underrepresented people continue to remain the targets and victims of oppression. Earlier this year, stickers with white supremacy messages were found on the Gonzaga campus as well as other local college campuses. Racist rhetoric and hate crimes in communities around the globe continue to make headlines. It is my belief that institutions of higher education, particularly Catholic and Jesuit universities such as Gonzaga, must work actively to identify, call out, and reject racism and prejudicial and discriminatory behaviors. Our students, faculty and staff from historically underrepresented groups deserve to know that our campuses are safe places and that we are doing our part to educate the broader community about how to address bias and racism.

These are the reasons we have devoted this issue of *Gonzaga Magazine* to the discussion of race. Our readers have said they want to understand what today's students are facing, so we're providing you with some examples. Some of you may have had similar experiences of alienation during your own college years and understand all too well where these students are coming from. We all come to this topic with a mindset fixed, to some extent, on what we already believe about racism.

The pursuit of higher education is, at a deep and fundamental level, about creating access to greater opportunity; in that sense, it is at its heart a positive and hope-filled project. From its founding, Gonzaga University has existed to serve diverse populations, from native peoples, to first-generation immigrants, to international students. Our students from historically marginalized populations seek the same chances and opportunities that every college student does – and the ability to pursue their dreams in an environment that values, respects and includes them. My hope is that we follow our students' lead in having courageous conversations – civil yet candid discussions wherein we can honor one another's experiences and perspectives without assuming that one of us has to be right and the other must be wrong. Ultimately, combating racism requires reducing fear, finding and celebrating points of commonality as well as difference in one another, and seeing in each other that unique human being, made in the image and likeness of God. May God continue to bless and inspire each and every one of you.



Thayne M. McCulloh, D.Phil.
President

Over the past eight years, a point of pride of Gonzaga Magazine has been the powerful images captured by **Rajah Bose**. In recent years, he has also produced some captivating videos (visit GU's YouTube channel for samples), and contributed written pieces reflective of someone who always sees the story as a search for deeper truth.

Raj is now pursuing his dream - an independent film production and storytelling company called Factory Town. Here, we share some of our favorite photos of his. If you recall an image in this magazine that made you stop and stare, tell us!

A Perfect Mash

BY SIDNEE GRUBB ('18)

There are certain everyday objects one takes for granted. Tissue boxes, bike pedals, bobby pins. They serve their purpose and we may appreciate them, but seldom do we marvel. Professor John Wagner marvels at and collects potato mashers. Why? A reasonable question to ask in a room lined with hundreds of potato mashers neatly arranged on bookshelves.

Wagner's response is honest: "I'm not sure if I can tell you why potato mashers, but I can tell you why there's a collection."

Wagner, who has taught philosophy here for more than 35 years, has Asperger syndrome, a condition that is part of the broader family of autism disorders. "There are different parts to autism," he explains. "The part of it which causes most of us to have unusually intense and extremely narrow interests is the best part. I can completely lose self-consciousness and get totally involved in the narrow interest. What looks eccentric from the outside is wonderful from the inside."

His fascination with potato mashers was inspired by another collector he read about, and has been fed by garage sales, eBay and the occasional gift. Mashers are relatively easy to collect and come in all shapes and sizes.

With 600+ potato mashers comes a wisdom about masher preferences. He says it's all about grip. He enjoys one particular masher that has a middle set of bars that take advantage of the circular motion of mashing, or one that with the flick of a switch springs out into a whisk.

"Collecting potato mashers isn't about acquisition, pursuit or the feeling of competitive drive to have the most, best or biggest potato masher collection," Wagner says. "It's about the human ability to notice difference, distinction and in some regard, beauty in minutiae."

FRIED VS. MASHED

Are mashed potatoes better than fries? Dr. Wagner discusses these and other important questions in a video you won't want to miss. **gonzaga.edu/magazine**

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One of many social justice topics facing college students both personally and academically is economic disparity. How do they learn about financial norms and income expectations? And how does a person's experience living on the margins transfer to college life?

The Never-Ending Game

BY KOURTNEY SCHOTT '18

We each drew cards describing our particular socioeconomic circumstance. I peeked cautiously at mine, breathing a sigh of relief when I saw the words "collect $50."

The young man to my left wasn't so lucky. "Pay $200 for car repairs"? he groaned, then unwillingly forked over the appropriate colored paper to the "repairman."

One party lost, the other won. For us, it was a game – a simple exercise known as a poverty simulation. At Gonzaga, students on service outreach excursions and in a variety of academic areas undergo the experiment within classrooms. No matter the environment, the outcome is the same: We know that beyond our gathering, real people struggle to deal with the components of a "game" that they had not chosen to play, and which they could not walk away from after just a couple of hours.

During my alternative spring break in the Greater Atlanta area with international accounting firm Deloitte, partners at United Way grouped participants according to specific community concerns, such as education, income, health and homelessness. Our poverty simulation, engineered to mirror the lifestyles of those struggling with financial insecurities, represented one full month of challenges and budgeting. Within our family units, each member had an identity and specific financial needs and contributions.

Around the room were community resources – places we could go to secure child care or school placement, find work, pay bills and buy groceries. We could visit with social services and other community agencies, cash checks or acquire bank loans. Naturally, there were also unforeseen circumstances that would require us to navigate with what little resources we may have had.

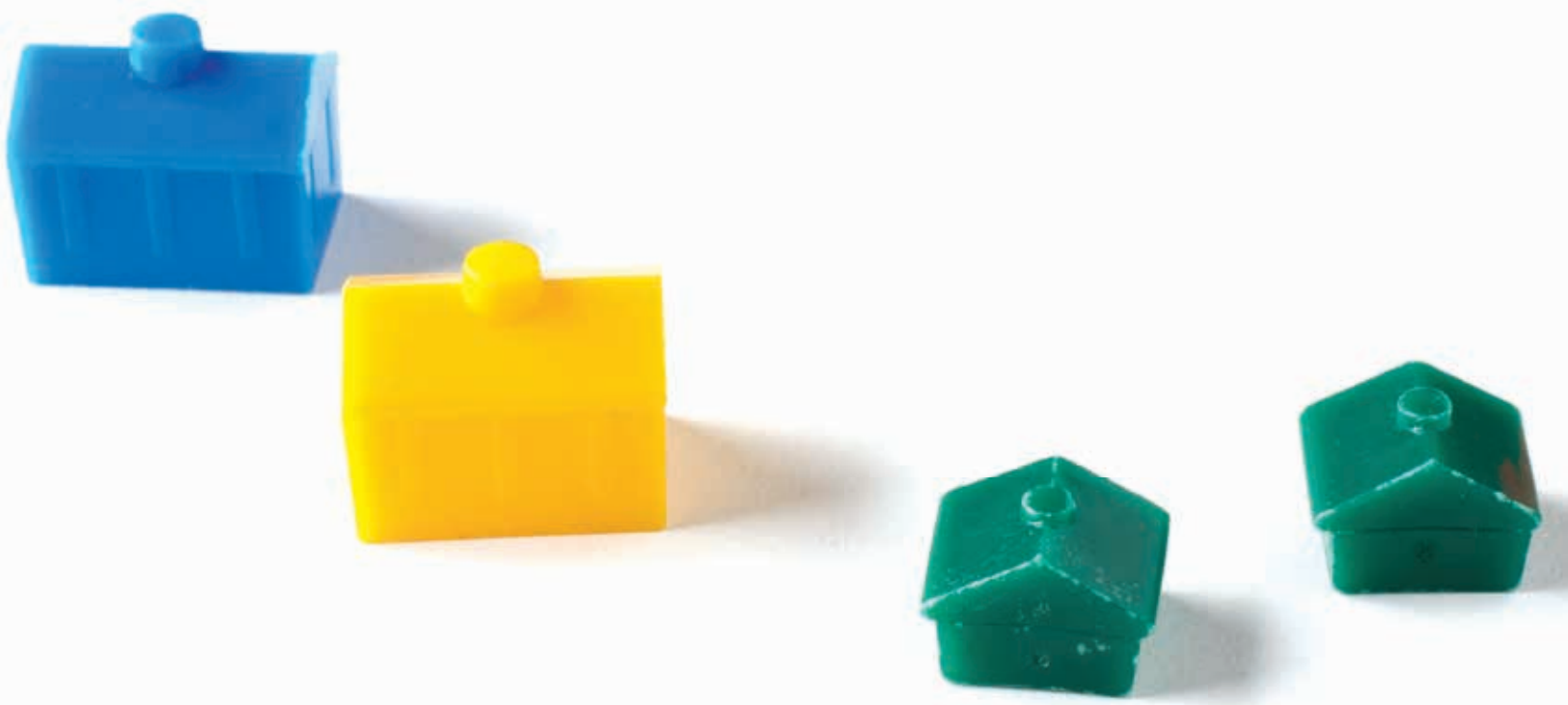
continued

As the "weeks" frantically ticked by, my "family" barely stayed afloat. While my story required that I go to school, other members of my family struggled to buy food, keep the bills paid and receive governmental aid.

Eventually time wound down and our alternate universes disappeared just as quickly as they were created. We acknowledged that it was – almost – fun, like a giant version of the game of Life, complete with pretend money. On the other hand, we realized that we could all walk away. That would not be reality for the people we would be interacting with during our week in Atlanta.

For me, the poverty simulation seamlessly connected to Gonzaga's commitment to developing men and women for and with others. We all understand the "for" part of this statement – everyone should give back to their communities. But sometimes the "with" part is lost. A poverty simulation gave me a springboard to practice being a woman "with" others, understanding feelings and offering partnerships.

Poverty is a universal injustice. Low-income families fall into a cycle that, more often than not, continues through the generations. By doing our part to understand, we can hopefully put a stop to the never-ending game.



The Other Class

BY SIDNEE GRUBB ('18)

Part of the Jesuit approach to becoming people for others is contemplative action, facing our world's injustices and deciphering how to act ethically. In the business ethics seminars taught by lecturer Adrienne Leithauser, students uncover tools that help them examine their own communities for economic disparity.

In Leithauser's other classes – fundamentals of business ethics and senior seminar in ethics – students begin by looking at Gonzaga's mission statement and considering a challenge of how future business leaders can express a commitment to solidarity with the poor and vulnerable. Because wealth inequality can seem rather abstract, she guides students through materials that make it more concrete. Everything from Federal Reserve documents and NPR articles to YouTube videos and segments from "The Oprah Winfrey Show."

Most impactful and visually demonstrative is an income-rank calculator provided by CNN. As students input their own families' income or what they anticipate their future income to be, they discover that a large proportion of American households get by with less. This is income inequality: the ever-widening gap between the rich and the poor, and the ever-rising cost of living.

That income disparity exists at Gonzaga, where many students come from privileged economic backgrounds, two-parent homes with two comfortable incomes.

"Many are shocked to learn just how little income other people live on. They are also shocked to learn where they land on the spectrum, particularly as they compare their own family's background to what's considered 'poor' in Spokane," says Leithauser. "I hope that these lessons will break apart the assumptions we make about the difference between wealth and poverty in America."

continued

14.3%

Gonzaga undergraduates who qualified for Pell grants in academic year 2016-17

$5,234 *or less*

The amount a family may be able to contribute to a student's college tuition (per year) in order to qualify for a federal Pell Grant, based on family income and assets.

THE OTHER COLLEGE EXPENSES

In addition to expected costs like textbooks, meals and transportation, there are the endless choices for spending money that take place outside the classrooms – clubs, spiritual retreats, special events, the occasional night on the town, or the chance to ski at a local mountain.

Fortunately, creative thinking on the part of students, faculty and staff is helping to alleviate some of those concerns that prohibit some from taking part. There are awards available to cover club fees, retreats and adventures with GU Outdoors. Professors in many courses are choosing less-expensive textbooks. For first-generation students who may be particularly vulnerable to these kinds of challenges, there is social support and solidarity through the LEADS mentor program. Short for Leadership, Education, Academic Development, and Success Skills, LEADS supplements classroom and orientation information with the experiences of older students who have the inside scoop.

All fun aside, one other significant expense relates to job preparation. What happens when students need new business clothes for a job fair or fees to cover a professional membership that will build their resume?

"These are real concerns for a senior getting ready to graduate," says Carlo Juntilla ('18), Gonzaga Student Body Association president.

Balancing the checkbook for students has been the hallmark of Juntilla's term. This spring, he secured more than $30,000 from the Board of Trustees and others to assist low-income students when career development opportunities arise with a price tag. "The goal is to provide monetary support for those who can't afford necessities such as placement exams, attire for an interview, conference fees or travel related to job opportunities," he says.

"Our most vulnerable populations (first-generation college students, those from low-income households, people of color) may have trouble pursuing the same opportunities as others," he says. "We want all students to have the same experiences and preparations for the next step in their journeys."

SUPPORT A STUDENT

Find a fund that matches your passions with a student who could benefit from your generosity. **gonzaga.edu/give**.

Backpacks *of* Hope

STORY BY JACKSON SCALLEN ('20)
ILLUSTRATIONS BY TRACY MARTIN

Rick Clark, 46, a junior in his first semester at Gonzaga, knows poverty firsthand.

He had dropped out of high school and experienced homelessness in his 30s. He spent much of his time "just thinking I wasn't worthy," Clark says. He credits the kindness of Intersection Church in Spokane Valley, especially Senior Pastor Gary Hebden, with helping him turn his life around.

In 2015, he met a homeless man named Jared at the Spokane Transit Authority plaza. Clark wanted to help, so he reached out to friends and asked them to help fill a backpack full of supplies – food, clothing and toiletries. They filled 25 backpacks, and a program he would call Giving Back Packs was born. Since then, the nonprofit has provided more than 1,500 backpacks.

Clark, who is studying communication and intends to connect with other organizations and leaders to further help the homeless, says, "God has shown me a way that I can make a difference in people's lives, but He hasn't given me the answer as to exactly what that's going to be. The backpacks are kind of a Band-Aid to the bigger problem."

His favorite part of Gonzaga has been roundtable discussions where he enjoys learning from other students and sharing his life experiences. Clark encourages others to help the homeless and wants to inspire those who are struggling to have hope.

WATCH A VIDEO TO SEE MORE:
gonzaga.edu/magazine

Faith & Fullness

Two student writers reflect on their experience at one of University Ministry's longest-held traditions and how it changed and challenged them.

BEST-KEPT SECRET

Kourtney Schott ('18)

Even though Bozarth Mansion, the site of the Search retreat, is only a brief, 20-minute drive from campus, it still felt like a different world when I stepped off the bus into the rain and woods. I looked forward to being away from my seven-person house and classrooms – even my phone! – and from all of the stress and busyness of college life. I was ready to fully embrace the Search experience.

While I didn't know the specifics, I knew to expect reflection, contemplation of my faith, new friendships and a new community with which to engage. Even with that in mind, I could have never predicted how I would feel the day I left Search.

The weekend was a rollercoaster of emotions, brought on by deep conversations about love, faith, family, connection, despair, uncertainty and everything in between. When I later called my mom, the only word I use to describe the experience was "full." I felt full. Full of hope. Full of joy. Full of belonging. Full of a desire to keep searching and growing in my faith and in my love for others.

I was warned that the "Search high" would wear off, and even while writing this, I definitely don't have the steady euphoria that I did the Sunday we left Bozarth. But I do sense a new perspective, one that makes me stop and think: Am I doing this out of love? Am I being intentional? Is this making someone else feel full?

Search is truly one of Gonzaga's best-kept secrets, and while I can't disclose some of its hidden surprises, what I can say is that the Search community extends wide and deep, spreading love to the furthest reaches, even to readers like you. Searchers every year continue the tradition of praying for members of the Gonzaga community, and so I hope you feel that – I hope you feel full.

FINDING GOD

Sidnee Grubb ('18)

"Why are you here?"

It's a standard question for students attending the Search retreats at Bozarth Mansion. Among many responses: "It's a Gonzaga bucket list item." "I'm here for a spiritual kick in the butt." "I'm about to hit the real world, and I'm scared!" "The chance to take some time, to make time." And simply, "God."

What are we searching for? Through cycles of storytelling, journaling, guided reflection, prayer and small-group discussion, students break from their hectic social and active lives to pause and search within for answers, peace and the Spirit.

But there's a particular energy to Search that separates it from other retreats. There are secrets, traditions and the immaculate coordination of a deeply loving Gonzaga community. The Search journey is a process of revelation through friendship, celebration, attention and love.

My faith journey began with hesitancy, but the world was set on fire in GU's Retreat Ministry programs. It was at my first retreat, Cardoner, that I realized the safety and comfort I could find in God and it was at the Search retreat that my revelation came full circle, and I realized the presence of God I had found in friends and community at Gonzaga.

As I approach the end of my student journey, 16 years of education nearly complete, I needed Search to revive me; I want to go into the next chapter of my story resting in God. Even in the hunt for the perfect job, service program or graduate school, I believe we're all really searching for God to accompany us, and for the spiritual strength and dedication to accompany others.

God is presence, and present, and presented. Presence: God is with the poor and vulnerable. God is felt in my spirit and as a constant participant in my life. Present: God is a gift, unwarranted. God is attentive, ready to hear and listen to praise and prayer. Presented: God is given to us every day, shared through the love and passion of others.

UNIFIED IN SEARCH

Our Searches unify us in friendship and faith and strengthen us as a community in retreat. Share your own Search experience: email **editor@gonzaga.edu.**

Paper flowers created by Mary Eberle and Sarah Edwards
www.paperflowers.com

RAISING OUR VOICES

STORY BY KATE VANSKIKE-BUNCH
PHOTOS BY ZACK BERLAT ('11)

ONE
Unlocking Dr. King's Door

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ONE Unlocking Dr. King's Door

RASHAE WILLIAMS ('18) was in the back of the tour group on the porch of 309 S. Jackson St. in Montgomery, Alabama – the former home of Dr. Martin Luther King Jr. She was one of the few people of color on the Mission:Possible trip, a student who provided a personal context for issues many in the group had never considered. It was appropriate that the gregarious tour guide, Shirley Cherry, would pull Williams forward and hand her the key to usher the rest of us inside Dr. King's home.

Throughout the week in Montgomery, exploring the history and the heart of the civil rights movement, Williams had been opening other doors. After long afternoons in museums and memorials, and time with activists from the '50s and '60s, the students had even longer evenings of discussion. They became vulnerable to one another, navigating a path of honest introspection that was uncomfortable, and Williams was often the one to forge the way. She pointed out the gross disparity in the financial support of various historic monuments, and the alabaster white Jesus in the church of an all-black congregation.

Williams unlocked the green door to Dr. King's home, paused for a photo, and together, students stepped into the past. Into a place where peaceful protests were planned, prayers uttered, friendships formed and history made.

Cherry shared her own experiences as a black child during the segregated South, remembering her parents' instructions to always use the back door at a business and never look a white person in the eye. She also told of adult experiences that allowed for healing. Like the time a white woman named Deborah came on a tour and privately whispered her darkest secret: Her father had initiated the arrest of Rosa Parks. Cherry had listened intently, offered her hand in friendship, and then, as was her custom, posed for a photo. She told our group: "Here is the reason Martin Luther King died: so that Shirley and Deborah could be friends."

An oversimplification of King's struggle and his death, that sentiment is an example of "the story that white people want to perpetuate," says Williams. However, she adds, "It didn't lessen the power of being in his home. It was surreal."

Placing the burden on students of color to educate others is a practice Gonzaga wants to eradicate from the classroom. But for the week in Montgomery, Williams saw filling this role as important. It advanced the powerful learning the students gained, and intensified their zeal for addressing the cultural sensitivities percolating on campus. As they returned, they carried with them a bit of inspiration from 309 S. Jackson St.

One tangible outcome of the inaugural Mission:Possible trip to Montgomery was the development of a Southern Poverty Law Center student chapter at Gonzaga, which empowers students to fight racism and teach tolerance.

Read student reflections of the civil rights immersion trips to Montgomery: **gonzaga.edu/tobecontinued**.

RASHAE WILLIAMS

GLADYS SUAREZ

TWO **Frankly Speaking**

Implicit bias and institutional racism have become a consistent theme of brewing activism at college campuses across the nation. Many in the current generation are examining our history with fresh eyes and refusing to sit silently when – again and again – people of color suffer from the injustice that generations before have ignored. It is no surprise that private and public universities alike are experiencing a groundswell of resistance and action.

At Gonzaga, the stirring of cultural tensions culminated last year with a challenge issued by students to administrators. They wanted leaders to take some specific actions, namely to assemble a more diverse personnel and to improve cultural competence throughout the campus community.

"I told myself that all my struggles were the same struggles as my white friends, but this was incredibly naïve," wrote **ELI ASHENAFI ('17)** in a letter to the Gonzaga Bulletin. "Navigating this campus as a black man has been challenging."

Published in the student newspaper on April 19, 2017, less than one month before Ashenafi would graduate with a degree in business administration, the letter continued: "Nothing about my history is taught. None of my classes informs me on how to be a black man in this world. No one prepared me for the eight times I've been pulled over by cops, the three times job interviewers have made inappropriate comments about my intelligence in relation to my skin color, or the countless times people have crossed to the opposite side of the street just to avoid the 'scary black guy.' "

Ashenafi joined seven other students of color publicly sharing personal experiences at a forum called "Diversity & Equity – Stories Behind the Stats," hosted by the Gonzaga Student Body Association and the Unity Multi-cultural Education Center. They gave examples of blatantly racist comments, insensitive jokes and widespread ignorance that they had experienced on campus.

SKYLYN WEST ('17) said to the crowd: "When I came here from Seattle, I realized I would be someone's first black friend. [But I didn't realize I'd also] have to educate my teachers constantly. A teacher would bring up slavery and ask me to talk about it. I'm like, 'I don't know! I was born in 1995!' "

Another person referenced the irritated response of some students when she spoke her first language with other Spanish speakers or listened to Mexican music.

"Every year, I've wanted to drop out," shared **GLADYS SUAREZ ('17)**. "Being a first-generation student from a low-income background, part of a minority, makes loving school hard when I am constantly reminded that it is not for me. It's hard to focus on learning when you feel like you're in a state of survival."

The conversation continued in the form of a YouTube video posted last May, in which more than a dozen students recounted their experiences of marginalization and asked Gonzaga leaders to respond.

Referencing the Gonzaga mission to "develop the whole person," the narrator added: "You cannot pick and choose who you develop as a whole person. You cannot pick apart our identities and make them fit 'Be a Zag.' It's time you honor your commitment to the dignity of the human person."

THREE **Change Agents**

On Halloween of his sophomore year, **CALEB DAWSON ('17)** saw people wearing insensitive costumes that made fun of other cultures. It was a trend at many schools over the last few years – one that Dawson wanted to address. "All semester, I thought about how we could get students together and have meaningful dialogue about these things here at Gonzaga."

The outcome of his relentless passion for awareness was Courageous Conversations, a monthly gathering of students, faculty and staff to discuss current topics like the shootings of Michael Brown and Trayvon Martin. As racially motivated events took place across the country, Courageous Conversations was a place to talk openly and respectfully.

Dawson became a force of nature as the president of the student body during his senior year. Cultural competency became a major focus for GSBA, with Dawson's Cabinet leading the effort to amend the Mission statement to indicate that Gonzaga would commit to developing "the whole person – intellectually, spiritually, *culturally,* physically and emotionally." It wasn't about the insertion of one word to the mission that would make a difference. Dawson's team would evaluate experiences in student development, academics and beyond, to address his bigger questions.

"Rather than compartmentalizing or disregarding fundamental aspects of students' identities, how can Gonzaga's academics advance a holistically enriching and culturally relevant education, especially for the students of color Gonzaga aspires to include?" he asked.

Dawson coordinated with President Thayne McCulloh, Student Development and the Center for Teaching and Advising to bring in an instructional coach to orient faculty to critically consider and engage students' cultural identities as context for cultivating more inclusive learning environments. In the early months of this work, Dawson found, "People don't recognize that they're part of the problem. They're saying cultural experience is not relative to their topics instead of asking, 'How can I be more culturally responsive? What do I need to learn and implement to engage more students, especially those who are marginalized by the status quo?' "

Many professors began trying to develop their cultural competency as a way to improve the classroom experience. However, there's a steep learning curve. Some faculty members thought that asking students of color to explain the impact of race was helpful; the trouble is, few of those students want to be the resident experts. Asking a black student to represent "what black people think" on an issue is both offensive and unrealistic. Clarifying this for faculty members is a step in the right direction. Dawson said one student so appreciated the way some professors had honored her cultural heritage and recognized her situation as a student working to pay her way through college that she made a gift basket as an expression of thanks.

Outside his presidential duties, Dawson also collaborated on a research project through the sociology department and held focus groups to determine common themes related to underrepresented students.

"We have to leverage the student experience to frame a new direction," he said.

That new direction came in fall 2017 as Carlo Juntilla took the reins as GSBA president. *continued*

CONNOR HAYES
(Story on p. 31)

CARLO JUNTILLA

(cont.)

SEIZING OPPORTUNITY

A first-generation college student with Filipino parents, **CARLO JUNTILLA ('18)** engaged himself in many student activities when he first arrived at Gonzaga. Of all the clubs and events, "The place where I felt I belonged the most was in GSBA as chair of multicultural events," he says.

He picked up where Dawson left off with leading Courageous Conversations and put together an event called Where You Belong, geared to first-year students. When a student thanked him for his work, he saw a glimpse what it might be like to take a bigger leadership role. "I saw GSBA as a platform to address the campus as a whole, rather than small pockets of people who come to certain events."

His campaign for president focused on inclusion over diversity, which he believes will also have a positive impact on the retention of students, staff and faculty members of color. He's fully aware that inclusion can be as challenging to address as diversity or cultural competency: The ultimate task for higher education is determining how to adapt to that mindset.

Juntilla said the route to celebrating a campus where everyone feels a sense of belonging would start with First-Year Experience to ensure that the language of orientation leaders is inclusive so every new student finds a welcoming community here. He also saw an opportunity to impact the recruitment of future students.

Juntilla is continuing conversations with faculty and university leaders to ensure cultural competencies remain a priority, and that students of color in coming years can have different stories to tell than those who finished with feelings of regret or frustration.

"With racial tensions high and greater pressure on the institution, I see so much opportunity," he says.

Both Dawson and Juntilla have supported a grass-roots effort to develop a degree program related to critical race and ethnic studies. In February 2018, they participated in a symposium convened by the women and gender studies department for development of this vision by students, alumni, staff and faculty Based on the insights generated by the symposium, the proposed programmatic needs, including administrative and financial support, were submitted to the College of Arts and Sciences for consideration.

**At the time of printing, Interim Academic Vice President Elisabeth Mermann-Jozwiak had shared her support, suggesting that prompt selection of a visiting scholar in race and ethnic studies would help expedite program development.*

*To keep up on the latest efforts and more about diversity, equity and inclusion, visit **gonzaga.edu/diversity**.*

Just as student-protesters of the '60s played a major role in exposing the devastation of war, university students today are a loud voice against systemic racism. Beyond simply providing an academic context for discussion, how are today's colleges equipping their students?

Many universities are implementing diversity seminars designed to help students talk more comfortably about race. At the University of Oklahoma, new students must take five hours of training where they learn basic principles of respectful dialogue and then practice those conversations. Elon University in North Carolina began a campus residential initiative that placed students of diverse backgrounds into housing together to foster inclusivity. Within these "neighborhoods," students, faculty and staff share dinners to talk about multicultural concerns and improving the campus climate.

Not all students (or professors, or parents) believe this is necessary. Many view the discussion of microaggressions (terms considered offensive), to be a liberal agenda based on "political correctness." Conservatives often say that universities have become increasingly liberal, and to counter the dialogue, seek to bring in acclaimed conservative speakers who represent a more traditional viewpoint.

How do Jesuit schools seek solutions to the age-old issue of race? Even though Loyola University in New Orleans and Spring Hill College in Mobile, Alabama, were two Southern schools central to advancing racial justice in the era of Jim Crow segregation, Jesuit schools face the same challenge 60 years later: not only to "preach justice and charity, but to act it out in their daily activities."

"Jesuit institutions tend not to acknowledge that they are predominantly white institutions," writes Alex Mikulich in America magazine, a national Catholic publication. "There are several reasons for this … [and] none constitutes a good reason to ignore this reality. The rationale for Jesuit institutions to develop bold initiatives for both diversity and racial equity is deeply rooted in Jesuit values … enshrined in a Catholic sense of respect for human dignity. … Yet respect is not enough. A common gap in multicultural programming is that it does not address the relationships between privilege and oppression that pervade society."

"I would like to see us experience the spiritual significance of human diversity by linking practices of inclusion, equity and intercultural awareness to our educational mission as a Jesuit social apostolate," wrote Raymond Reyes to the Gonzaga community last fall. Responding to the stories shared by students of color who felt devalued in their experience here, he challenged students, faculty, staff and administrators to "be alert and vigilant to God's presence in all our relationships."

continued

Read our chief diversity officer's full message: **gonzaga.edu/magazine**.

DICE PRIORITIES

- Strategic planning for the University Multicultural Education Center and the Lincoln LGBTQ+ Resource Center around three pillars: mentoring, programming and intercultural development.
- Helping to develop a campus-wide reporting tool and response protocol for bias incidents, including a support network for those who have been impacted.
- Supporting the cultural clubs to connect and strengthen underrepresented student groups.
- Further action with the Council for Equity, Inclusion and Intercultural Awareness on increasing the diversity and competency of Gonzaga members.
- Working with Human Resources and the Center for Teaching & Advising to assist with staff and faculty development on addressing diverse student needs.
- Addressing intersecting and invisible forms of diversity, such as socioeconomic status, ability, sexual orientation, religion and spirituality, etc.

(cont.)

A COMMITMENT FROM FACULTY AND STAFF

"We think Eli Ashenafi is right to be disappointed in a college education consisting of classes that don't address the unique experiences of men and women of color," wrote faculty members to the Gonzaga Bulletin the week after Ashenafi's letter appeared. "This is a failing of professors who design individual courses and faculty committees that determine what is crucial to an undergraduate education."

As the history professors went on to list the many multicultural course offerings in their department, they showed their point – that they were listening. The authors also inadvertently drew attention to what students of color already knew: that they would have to seek out educational offerings rather than expect cultural dynamics to be included in classes as a standard.

"I believe there's a tendency for some professors to fear addressing topics they may see as explosive or that they feel ill-prepared to discuss," says Jonathan Rossing, chair of the communication studies department. "Unfortunately, that silence sends a message that these conversations aren't important. Avoidance also perpetuates a culture where faculty of color shoulder the burden of educating students about topics of racial diversity and justice."

He continues: "Intentionally and mindfully incorporating conversations on racial identity and justice across the curriculum is an important step. But if faculty colleagues don't know where to begin, an easier step is to be present at student-sponsored events. Faculty support means a lot to students who may not always feel like they belong. If we're present and listening, we can learn a great deal about how to best educate whole students."

Faculty engagement is just one of the university's items in a plan of action to address students' concerns. Last year, priorities identified by the President's Council on Equity, Inclusion and Intercultural Awareness elevated the need for a full-time expert in this work.

The day **JOAN IVA FAWCETT** received an offer from Gonzaga to be its assistant dean of Diversity, Inclusion, Community and Equity (DICE), she also learned about the student-produced video that was stirring up conversations across campus on topics related to diversity. In it, Gonzaga students of color shared their frustrations with the university via YouTube, drawing public attention to a challenging concern.

The sentiment was nothing new to Fawcett, who formerly worked at the University of California-Berkeley.

When asked how student activism at Gonzaga compares to other campuses, she says our students are "very representative of experiences across the nation, but in a GU kind of way … which means they're more considerate and relational. [Zags] don't rock the boat as much, but I could see it happening if things don't change."

Eager to get back to diversity work at a mission-focused and values-based institution, Fawcett says her first priority upon arrival was to meet with concerned students and help clarify their requests of leaders.

Those discussions have led to identifying a number of priorities and actions, and Fawcett says, "It's time to be intentional about this work, in a strategic and integrated way." (*See DICE priorities above.*)

Based on student discussions and the results of the campus climate survey, Fawcett believes the biggest opportunity for improvement at Gonzaga is better communication. She says students are not being unreasonable – they're not expecting the number of faculty of color to skyrocket overnight – but "they do need to see a good faith effort from the university that it is doing its part to increase diversity, equity and inclusion."

"I believe educating and engaging students in the process of social change is just as important as delivering the outcomes, which will take time, resources and leadership."

As for the DICE program itself, Fawcett's team is developing a more robust infrastructure to serve more students. Next year will feature weekly events, speakers and art activities focused on social justice and intersecting identities. Fawcett envisions more collaboration with faculty, offering co-curricular initiatives that complement what students are learning inside the classroom. DICE, along with Housing and Residence Life, also hired social justice peer educators to facilitate diversity-focused programs in the residence halls.

"Conversations used to be limited to the 'safe spaces' designated for underrepresented student groups," says Fawcett. "We're still doing that, but we're also focusing on the cultural fluency of all students. This is a skill set, just like learning time management – this prepares you for your career and life overall."

Read President's Perspectives on **page 6**.

See more reflections: **gonzaga.edu/magazine**.

JOAN IVA FAWCETT

ABBIE ALTAMIRANO

FIVE More to Do

ABBIE ALTAMIRANO ('18) knew from her first days at Gonzaga that she would not feel included. She was the only student of color in a classroom where race was "rarely discussed appropriately" and felt uncomfortable in her residence hall.

In her many roles at Gonzaga – from La Raza Latina and Center for Global Engagement, to scholar and researcher – she continually seeks to learn from other students. Being exposed to different cultures improves the culture of GU, she says. That's definitely the intention of a community like La Raza Latina, which is for students from Latinx* backgrounds, but also a place where others can learn and celebrate a collective culture together.

"I felt pressured to be the spokeswoman on behalf of people of color the more I got involved," she says. "I had too often felt like my voice was ignored, but at Stories Behind the Stats, I felt like people heard what I had to say, and what everyone else had to say, and took it to heart and went to action," says Altamirano.

At the second Stories Behind the Stats event, students spoke to a packed room, and Altamirano took note. "I have watched the progression and have seen how Gonzaga is listening and actively trying to make a change."

"It felt good to know people cared, but still more needs to be done."

Aside from the leaders and faculty demonstrating they care, there is an effort among white students to achieve and show greater understanding, too.

*Latinx: gender neutral term replacing Latino (male) or Latina (female), referencing Latin American culture or identity.

Before coming to Gonzaga from Hailey, Idaho, **CONNOR HAYES ('18)** didn't have a perspective on racism and diversity at all, he says. "I lacked an understanding of what it meant to be white, or even more, what it meant to NOT be white. I was completely ignorant that those two experiences differed at all."

Last year, he attended a conference on white privilege that opened his eyes. "It gave me the tools to examine my environment. I recognized things like microaggressions for the first time, noticed the lack of diversity in my classes, and saw how my actions created an exclusive environment for people who looked like me."

"I think too often, white allies try to become the voice for a population they don't represent. We are called to give a voice to the voice-less, not to BE that voice," says Hayes. "The way we do that is to provide space in interactions where those who are disenfranchised feel safe enough to speak openly about their experience."

His encouragement to those who may scoff at white privilege and racism discussions is to look past the emotional response these topics invoke. Citing Martin Luther King Jr.'s "Letter from a Birmingham Jail," Hayes says, "The greatest obstacle to justice wasn't the racist, KKK member, but the white moderate who would rather wait for a more convenient season for action."

He continues, "If we sit back and allow injustice to occur, then nothing will ever change."

Read more student stories: **gonzaga.edu/magazine**.

SIX Brave Spaces

HISTORICAL PERSPECTIVES AND FUTURE DIRECTION

"Gonzaga's birth comes from answering the question why race matters," says **RAYMOND REYES**, chief diversity officer, referencing the intercultural encounter between the Jesuits and the Interior Salish Plateau Tribal Peoples that led to the founding of the university. "Today, it still requires courage to critically address the naked complex truth of race."

Reyes and President Thayne McCulloh (who previously worked in student development) are part of the university's historical legacy in diversity work. They recall the initial struggles to establish a partnership with Act Six, which requires a substantial financial commitment to serve students from urban communities, many of whom represent minority populations. This in turn led to the work in Spokane to develop the first Community Congress on Race Relations in 1997. They were integral in responding to an alleged hate crime that birthed the university's Institute for Hate Studies. In 2005, they ensured the university's strategic plan included specific goals and measures around the theme of diversity.

Today, their work continues with increased vigor and intention.

"Helping to make people aware of their biases is an important first step," McCulloh says. "The goal is to enlighten, to empower, to develop deeper awareness and understanding of issues moving through the culture, and to develop tool sets for response. If we're doing our work really well, people will come to their own understanding of deep injustices occurring not only through actions but through words and inaction as well."

An important next step, McCulloh and Reyes agree, is to help shift the student body toward real integration and inclusivity.

"What we need to do is break down the barriers that become the basis for fear," says McCulloh.

Reyes adds, "The next evolution in this revolution is moving from safe space to brave space, and that's a co-responsibility of white people and people of color."

"Diversity is holy work," says Reyes. "It is a form of soul-craft that is a foundation of life and careers as we commit to educating the whole person in the Jesuit tradition."

SEVEN **The Color of Injustice in the Lilac City**

While a hallmark of Spokane is often its friendliness, our city is not immune to the effects of racist rhetoric and behavior. Here are examples:

- County statistics from 2014 show that 19 percent of the jail population is Black and Native American while those same groups represent 3 percent of our county population.
- Where income is concerned, Blacks and Hispanics are two times more likely – and Native Americans are three times as likely – to live in poverty than whites.
- Two organizations serving minorities were the recipients of hateful graffiti on their properties in less than a year: The Martin Luther King Center, and the Salish School of Spokane.
- This spring, white supremacist stickers appeared on multiple college campuses in Spokane.

Did you know? According to the Southern Poverty Law Center, which maps hate groups and hate crimes across the nation, there are 917 hate groups operating in the U.S. There are 130 Ku Klux Klan groups (including one in Spokane and one in North Idaho) and 99 neo-Nazi groups, including one in Spokane.

Learn to identify white supremacy efforts: Visit the Anti-Defamation League (adl.org) for the State of White Supremacy in the United States.

EIGHT **Communities for Justice**

"We're back to an era where bias is open and it is extensive," noted Joe Levin, founder of the Southern Poverty Law Center, a keynote speaker at Gonzaga's 2017 International Conference on Hate Studies. He was a Jewish boy in Montgomery, Alabama, when the bus boycott took place and school segregation was a hot topic. Sixty years later, he says, "I see, hear and smell the 1950s again."

That sentiment filtered through conversations for the weekend of the conference, where attendees and experts discussed religious liberty, journalism, immigration, politics, activism and standing against the racist rhetoric that has reared its ugly head so prominently in the rise of hate crimes.

Rabbi Francine Roston, whose Jewish family relocated to Whitefish, Montana, for a quieter life, found herself living among alt-right leaders whose white nationalism targeted and marginalized Jews alongside other minorities. Suddenly there were threats on her family, photos with Holocaust imagery on display, and plans for a Nazi march.

In response, Montana's governor made a visit and a state delegation of both Democrats and Republicans provided a statement condemning anti-Semitism. The same day, the Confederated Tribes of the Salish made statements of support as well.

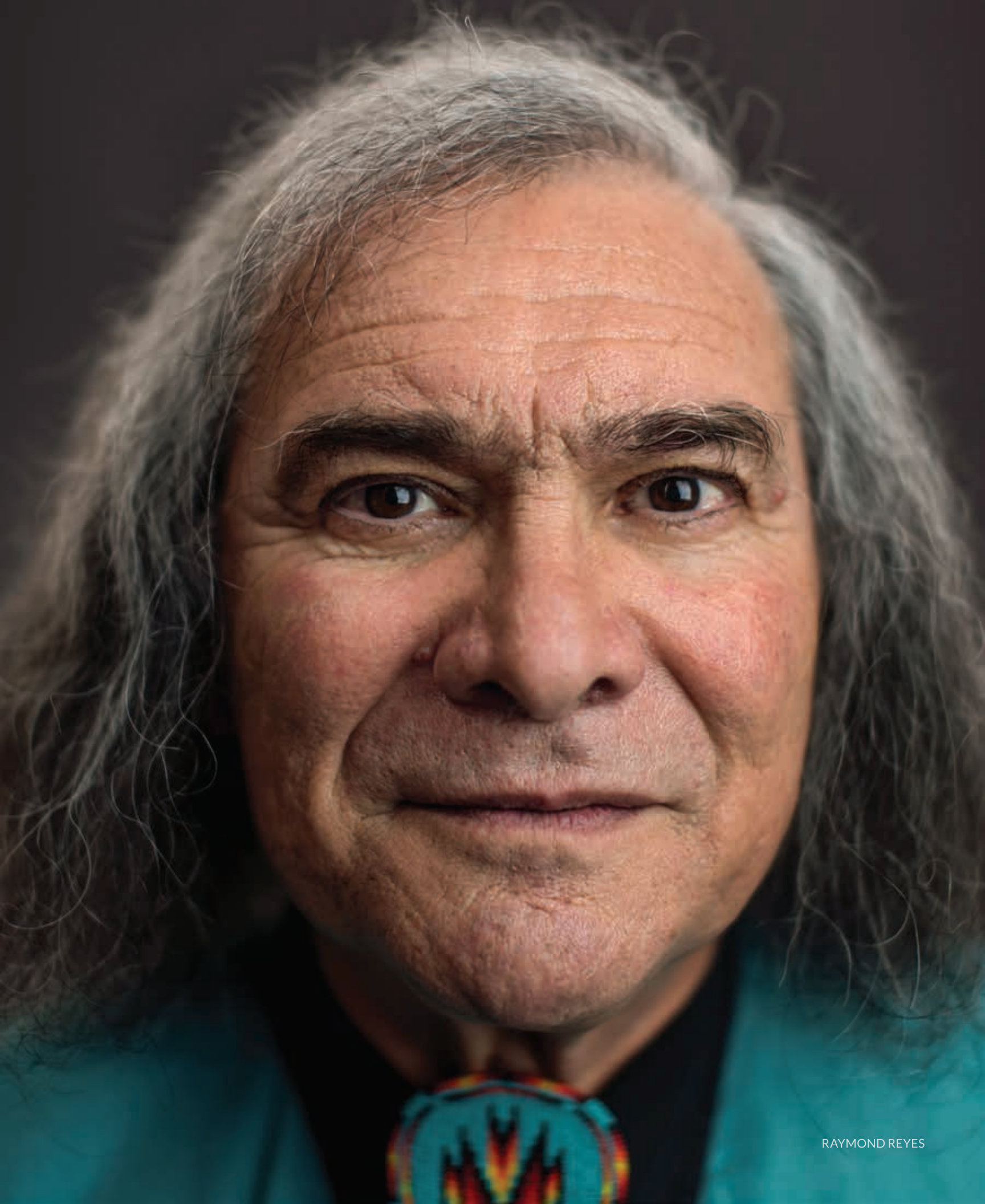
The final keynote speaker for the conference was Sen. Cherie Buckner-Webb, the only African American elected to the Idaho Legislature, who received 100 percent of the vote in her third election.

"We gather to interrupt a growing atmosphere of inflamed hate, separation and division," she said. "We are here to investigate the root of escalating violence and intimidation. We come together to address domestic terrorism, hate speak and the resulting tragedies."

"And it's a good thing," said Buckner-Webb, "because complacency is not an option."

> "The best cure for hatred is a united community."
>
> RABBI FRANCINE ROSTEN

Read Idaho State Senator Buckner-Webb's full message, **page 52**.



RAYMOND REYES

NINE Keep Learning

AN EVENING WITH ANGELA DAVIS

"Look in unexpected places for insights about the problems of our world," said activist Angela Davis in an address to Gonzaga students last fall. Sponsored by the Center for Public Humanities, the lecture is available online.

IMPROVING CULTURAL COMPETENCY

In both Sustained Dialogues for faculty and staff as well as Intergroup Dialogues for students, participants meet for 10-week sessions of facilitated conversation on race, gender, economics, ability and age, as well as the intersectionality of those identities. These follow a well-regarded model from the University of Michigan and help members of the Gonzaga community understand their own personal predispositions as well as the experiences of others.

OTHER EFFORTS IN DIVERSITY

Read about the post-doctoral teaching fellowship program (a partnership between GU and the University of Washington) and the beginning of a race and ethnic studies academic program.

RECOMMENDED READING

"Between the World and Me" – Ta-Nehisi Coates
"Just Mercy" – Bryan Stevenson
"The New Jim Crow" – Michelle Alexander
"My Beloved World" – Sonia Sotomayor
"Long Walk to Freedom" – Nelson Mandela
"White Like Me" – Tim Wise

Find these – and more related materials – at **gonzaga.edu/diversity**.

TALKING ABOUT RACE – ADVICE FROM SHANTERRA MCBRIDE ('09), AUTHOR, SPEAKER, LIFE COACH

DO: Realize that race is something people of color think about every single day, whether we want to or not.

DON'T: Use the "n" word even if your favorite hip-hop artist uses it. That applies to your children as well.

DO: Understand that it's not that I don't think white lives matter. I want white lives to believe black lives matter, too.

DON'T: Cheer for a person of color when we play for your favorite team but not when we live in your neighborhood.

DO: Look at your friends, your place of worship, your neighborhood. Are you surrounded by people who look like you? Change that.

DON'T: Wear someone else's culture as a costume.

DO: Watch *This Is Us* and other similar shows.

DON'T: Touch my hair or ask to touch my hair.

DO: Ask questions when you don't understand.

DON'T: Ask people of color what you can do to help their community. The question takes ownership off you and puts it on the person you are asking.

DO: Search Google for how to be an ally for people of color.

DON'T: Think people of color believe all white people are racist. (The only white people I think are racist are white people who do racist things.)

DO: Speak up when you hear someone say racist things, do racist things, act like a racist.

DO: Visit museums that represent other cultures. They are great places for reflection (and amazing food).

SPEAK OUT

What are your thoughts on the work Gonzaga is doing on diversity and inclusion? Email **editor@gonzaga.edu**.

NEXT UP IN OUR SOCIAL JUSTICE SERIES:

- Immigrants, Refugees and Dreamers
- Gender: Working toward equality, LGBTQ+ concerns, the #MeToo movement and more

Have a related experience to share? Email editor@gonzaga.edu.

The **$250 Million** Challenge

In fall 2015, **Gonzaga Will: The Campaign for Our Future** launched with a goal of $250 million. This milestone moment stoked a fire akin to the one back in 1887 when Father Joseph Cataldo, S.J., founded Gonzaga University.

Burning strongly in the hearts of every Gonzaga student and alum is a desire to make a difference in the world. Ninety-eight percent of Gonzaga students receive financial aid (meeting 78 percent of students' financial needs). While that may seem positive, it still leaves 22 percent of financial needs unmet. In the past few years, we have seen some peer institutions close their doors because of funding challenges, due to the reliance on operating budget to fund much-needed financial aid. Now is the time to focus on what matters: providing an exemplary education for our students in today's challenging financial environment.

This is no small feat. It clearly demonstrates the value that 40,000 supporters worldwide have seen in what Gonzaga can accomplish, whereby fueling our passion to serve.

And therein lies the $250 million challenge:

A campaign like this is a big deal, not just for Gonzaga, but for every life and community that has been, and will be, impacted by our mission.

Yet $250 million only scratches the surface — there is so much more to be done. This campaign puts our world's need for more Jesuit-educated leaders right in front of our faces.

40,000

DONORS

$343

MILLION RAISED

(as of publication date)

"The vast majority of our students end up being really solid, good citizens. They become environmentalists, rights activists, Peace Corps volunteers – they are making an incredible difference. Scholarships make that possible; the more Gonzaga has, the better."

– Blaine Garvin, Gonzaga political science professor

ESTABLISHED

6 NEW ENDOWED
chairs / professorships

"We are not done. We cannot rest while we still have so many important challenges – and wonderful opportunities – before us to appropriately support our extraordinary students."

– Thayne M. McCulloh, D.Phil., GU president

ABOUT OUR ZAGS:

94%
of graduates have jobs or have gone on to grad school, military or volunteer service. (Class of 2016)

RANKED #1
(for the 4th year) for alumni serving in the Peace Corps among small colleges and universities

Nearly
$100M
for student scholarships

284
NEW SCHOLARSHIPS
(197 endowed)

In true Zag fashion, not only did we meet this lofty goal, we surpassed it. Gonzaga is grateful for your unmatched generosity, which exceeded the original campaign goal and brought the total raised to more than $340 million. With you, Gonzaga:

- Created 284 much-needed new scholarships
- Supported academic programs and new faculty positions
- Planned, broke ground, built, dedicated, blessed and opened several new facilities, including:
  - Boone Avenue Retail Center (BARC)
  - John J. Hemmingson Center
  - Stevens Center for Tennis & Golf
  - Della Strada Jesuit Community
  - Volkar Center for Athletic Achievement
  - and coming soon: The Myrtle Woldson Performing Arts Center and the Integrated Science and Engineering building

Thanks to you, Gonzaga isn't going away. But the need to build on the foundation laid by this campaign is more present now than ever. From here, **we will**:

- Ensure access to a Gonzaga education to those students whose dream to be a Zag had previously been just that: a dream.
- Respond to increasing demands within the sciences and engineering fields through the Integrated Science and Engineering (ISE) building.
- Continue to secure Gonzaga's future by growing the endowment to a level that competes with and surpasses peer institutions, so we may continue to diversify our academic programs and increase scholarship support.

Grateful

Today, we celebrate your generosity as we close

Gonzaga Will: The Campaign for Our Future.

But just as our Jesuit founders said so long ago, our work truly never stops. Tomorrow, our work continues. As new generations discover why they want to #BeAZag, we must be ready to meet them with whatever it takes to provide the education they need to make an impact on this world.

And as Fr. Tony Lehmann, S.J., said time and time again, this story is "To Be Continued."

"Let us work as if success depended upon ourselves alone but with heartfelt conviction that we are doing nothing and God, everything."
- St. Ignatius of Loyola

CAPITAL PROJECTS
+$122.0 M
RAISED

ABOUT OUR DONORS:

All 50 states, D.C., 4 out of 5 Inhabited Territories & 21 foreign countries

Average age:
49.82 years

"Thanks to my scholarships, I will be able to use my gifts to follow my dreams and serve others."
– Sydney Matsuda-Fong ('17)

Visit **gonzagawill.com** to look back at Gonzaga's campaign priorities, accomplishments and how you can continue to help solve the $250 million challenge.

The Campaign for Our Future.

Gonzaga Will.

CHAMPS AGAIN

At the end of the 2017-18 basketball season, the Men's and Women's teams claimed championships in the West Coast Conference. The men went on to the NCAA's Sweet Sixteen, for the fourth consecutive time.

VOLKAR CENTER PROVIDES INTERACTIVE TRIP DOWN *Zagmemory* LANE

BY DALE GOODWIN ('86)

Experience the kinetic energy in the Kennel Club on game nights in the McCarthey Athletic Center. Relive the excitement of the men's basketball team's historical run to the national championship game last season. Soak in the natural light of an expansive atrium filled with Bulldog history.

You can feel it all through an interactive experience in Gonzaga's new Hall of Honor in the Volkar Center for Athletic Achievement, which opened this spring. This project became reality through the generosity of many benefactors, including Pat and Sandy Volkar. A lead gift from the Wolff Family made the Hall of Honor a reality.

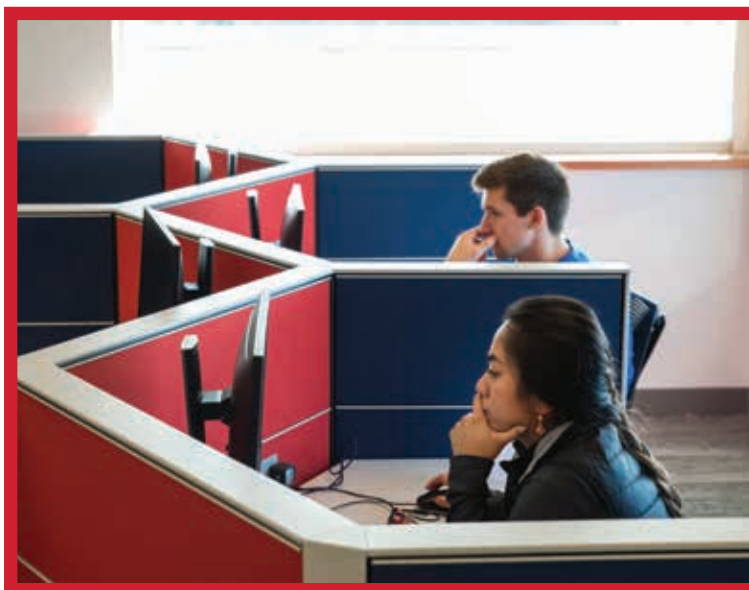
One-hundred-and-thirty years of athletic and University history come to life in the atrium separating Volkar and the Rudolf Fitness Center. You'll see pictorial displays of our national boxing championship in 1950; our old campus stadium and the glory days of Bulldog football (23 Zags went on to play professional football, you know); the basketball arena in College Hall, where Frank Burgess and Jean Claude Lefebvre used to lace up their sneakers; and Sports Illustrated covers featuring some of your favorite Zags.

More recent events bring video memories of Gonzaga's Elite Eight run in the 1999 NCAA Tournament, last year's Final Four men's basketball experience, women's basketball at its best, and other big moments in GU athletic history.

The transition from the Hall of Honor on the south end of the Volkar atrium to the second level, via a new cascading stairway, provides a point of entry to a broader story of the University itself. An interactive historical timeline traces Boone Avenue's transition from streetcars to automobiles racing in front of the Administration Building before the Johnston Family Mall replaced it in 1984. Displays depict our Jesuit heritage, beautiful campus, thought-provoking students, nationally recognized academics, and the professors, staff and leaders who have helped shape Gonzaga into one of the region's premier private universities.

Stroll through the rest of the Volkar Center. In the men's and women's basketball practice area, Brown Court mimics the court in McCarthey. This new space includes a basketball-specific weight room and a tiered, theater-style auditorium for game-film review. The second floor features the Karen Gaffney Champions Room – connected to the McCarthey Athletic Center via skywalk – for socials, meetings and meals. The third floor caters to the academic portion of our student-athletes' lives, with study areas, academic support services and a computer lab. Renovated Athletic Department space is easily accessible from both north and south entrances.

In addition to the hall of fame, the Volkar Center includes a variety of spaces for academic support. Our Zags lead the nation in academic success rates among student athletes!



The Volkar Center enhances Gonzaga's competitive advantage in recruiting student-athletes.

It is one of several learning environments supported by donors to the Gonzaga Will campaign. Another is the Integrated Science and Engineering building, for which fundraising is still underway. LEARN MORE AT **gonzagawill.com**.

FOR A VISUAL TOUR OF THE VOLKAR CENTER, go to **gonzaga.edu/magazine**.

PHOTO BY DAVID RIFFEL

THE BROTHERHOOD

BY DALE GOODWIN ('86)

ABOVE PHOTO:
The Brotherhood, guys who played or worked together in the early 1980s reunited in Kansas City in November for John Stockton's induction into the Collegiate Basketball Hall of Fame: Bruce Wilson, Dale Goodwin, Ken Anderson, Ed Taylor, Hugh Hobus, Mike Champion, Tim Ruff, Stockton, Nick Zaharias, Jay Hillock, Rich Alvari, Jason Van Nort, Steve Hertz and Blair Anderson.

When I walked into the Kansas City hotel last November, the first thing I spotted was former Gonzaga head basketball coach Jay Hillock holding court with several of his former players. I'd seen that before, but the faces were much younger and the talk focused on basketball and college adventures. This night the conversation was all about families and careers. **John Stockton** ('84) – the reason for our gathering – wouldn't arrive until 1:30 a.m. because he and his wife, **Nada** ('84), were in Missoula watching daughter Laura play for the Zags against Montana.

Stockton had invited eight former Zag teammates, three former coaches and a couple of other Gonzaga friends to celebrate his induction into the Collegiate Basketball Hall of Fame.

It was extraordinary to see this brotherhood of Zags, the warmth shared and the genuine care for each other and their families. This kind of bond is special, built out of respect and love. Friends who will always have each other's back, regardless of the time between visits.

"I was just thrilled to read the list of former players, coaches and friends who came to Kansas City," says **Ed Taylor** ('82, '85, current trustee), who played with John during Stockton's first season at Gonzaga. "I stayed up much of the night thinking about each person and how fortunate I was to know them at the time and how honored I am to know them now. It's as if we hadn't missed a beat."

The ceremonies honoring Stockton and seven other inductees were nice, giving due recognition to these outstanding athletes and impressive men, but "The best memory was our impromptu three-hour meal together after the event – hearing stories, sharing belly laughs," said **Mike Champion** ('87). "I really didn't want the night to end."

Stories were flying around the room like bees around honeysuckle.

"A few years ago I asked my oldest son, Mark, why he might want to go to Gonzaga and he said, 'Dad, you've introduced me to teammates and classmates over the years and I have

never once heard anyone say they 'liked' Gonzaga. I have only ever heard them say they 'LOVED' their time as a Zag," said Champion, who founded a worldwide high-tech network.

"I do remember beating University of San Francisco my senior year and then cutting down the net because we thought we would be the first team to the NCAA tournament," said Taylor. "Lesson learned – don't cut down the net until you have the invitation in hand. I still have a piece of the net, though, so that counts for something."

Always the joker, Taylor said he believes he was among the top scorers and defenders in University of Washington faculty and staff basketball for many years. "I kept my own statistics and the numbers are truly astonishing," he said, without breaking a smile.

"I have a picture in my office of me in really short shorts making a layup. In the background, you can see Dr. Elizabeth Cole, my statistics professor, and Dr. Jane Rinehart, my sociology professor, in the stands. I remember being honored they would be there," said Taylor, now dean and vice provost of Undergraduate Academic Affairs at UW.

Ken Anderson ('81) was the instigator of an annual basketball game between Old Dogs and the current varsity lineup, at the time of Matt Santangelo, Casey Calvary and crew. "Now, if an alumni game is to work it is only safe if the former players are within a year or so of actual competition – not with players who haven't made a jump shot since 1972," Taylor reasoned. "Some of the alumni were in the locker room trying to fit into undersized jerseys when NBA all-star John Stockton walked in. He asked 'Do you need a point guard?' The collective response was swift and resounding – 'No!' Somehow John was allowed to come off the bench and take part in a lopsided defeat. No actual basketball players were hurt in the fiasco."

Graduate assistant coach Rich Alvari, who sometimes had to guard Stockton in practices because several of John's teammates had been devastated by injuries, remembers "plucking" Gino Cerchiai from the intramural league to give the Zags an extra practice player, and "to see him welcomed as part of the family was heartwarming."

Who could forget Stockton's half-court bounce pass to Dave Clement against DePaul in Chicago, a missed layup by Clement and his own put-back that would give GU a win over a Top 20 opponent? Or the Zags' 1981 win over San Francisco that they believed would seal their ticket to the NCAA Tournament? Or GU's big win over Washington State in the Far West Classic, giving the Zags third place and Stockton the tournament MVP and a lot of looks from NBA scouts?

"John was tough, loyal, dedicated, a huge team guy. But based on his freshman year, I never saw his ensuing success coming," said Anderson, now dean of the School of Business Administration at Gonzaga.

"As I reconnected with all the guys I was struck by how successful they have been in their careers," said Bruce Wilson, this group's assistant basketball coach. "It made me very proud to see all that they have accomplished and to see them all come together to support John."

Other Bulldog brothers in KC included **Blair Anderson** ('84), transportation engineering expert; **Nick Zaharias** ('87), successful investor and sports coach for his four kids; **Hugh Hobus** ('81), custom homebuilding owner; **Tim Ruff** ('85), demolition manager; and **Jason Van Nort** ('85), recently retired as a community outreach manager for a utility company. Engineers, businessmen, entrepreneurs and educators. Family men.

A genuine brotherhood.

"Seeing my teammates and thinking of so many others over the years brings life to the concept of formation," Taylor said.

National Association of Basketball Coaches Executive Director Jim Haney told Hillock after the Induction Ceremony that it was highly unusual to see so many former teammates and coaches show up to this event on behalf of a former teammate.

"It is just the Gonzaga way of doing things. We are all a part of one big Zag family, and family always supports family. This was proudly on display in Kansas City, and in Phoenix last year at the Final Four," Alvari said.

"It brought back so many strong feelings – mostly of how much I wish that I had more time with each guy there – and the guys who weren't able to make it, as well," Champion summed up.

> "Over the years we have walked together, shared common purpose, were part of a community that was intentional about the habits of mind and heart that prepare us to grow up and re-encounter one another. It felt as though we were all a bit slower in step but very much in step." ED TAYLOR ('82)

Word to the Wise

BY KOURTNEY SCHOTT ('18)

Where the Wild Coffee Grows
Jeff Koehler ('91)

From the award-winning author of "Darjeeling" comes the nonfiction story of one of our world's largest and most valuable commodities – coffee. Koehler explores the fascinating history of the Arabica bean, from its roots in the cloud forests of Ethiopia to its impact on regular coffee drinkers and dabblers alike in shops around the world. However, disease and climate change are threatening the coffee industry today, making the bean's origin even more important to saving its future.

Naked Joy
Nan Kilmer Baker ('74)

Nan Kilmer Baker grew up in Idaho, the land of potatoes, where she discovered a cast of colorful characters, including Aunt Millie, who raises peacocks, roasts squirrels and dresses her bottles of detergent in brassieres. Much more than a memoir, "Naked Joy" takes readers around the world through the author's adventures. Kilmer Baker claims her work is the result of her Gonzaga education: "The Jesuits gave me the confidence, determination and skills to pursue my dream of being a writer."

King of Spies
Blaine Harden ('74)

Spies. Murder. Intrigue. All are included in Harden's most recently published true story of Air Force Maj. Donald Nichols, who operated within the shadows of torture and executions to become a pivotal player in the Korean War, warning of North Korean invasion, breaking enemy codes and identifying targets destroyed by American bombs. After sending hundreds of agents to their deaths, Nichols was eventually extracted and forced to undergo months of electroshock. "King of Spies" uncovers a world of secrets our country was never meant to know.

Tale of an Old Katfish
John P. Lynch ('74)

At the age of 11, almost all things are possible. For John Lynch, a promising future as a professional football star was foremost on his mind – until the day that young John could not move without pain from his highly inflamed hands, knees and feet. Diagnosed with juvenile rheumatoid arthritis), his football dreams evaporated, but his spirit did not. "Tale of an Old Katfish" follows Lynch's tireless fight against rheumatoid arthritis and how his active swimming life and successful career as a lawyer launched his Rheumatoid Arthritis Project, an organization that advocates and raises funds and awareness of juvenile arthritis, which affects 300,000 American children. All profits from sales of the book go toward the project.

For two years, Tod Marshall has shared with our readers his experiences as Washington State Poet Laureate, introduced us to great poets and imparted to us his love of words. We caught up with him as that journey ended and he settled back into normal life as director of the Writing Concentration in the English department. To give him a little more time to himself, this interview was done completely via texting.

PHOTO BY AMY SINISTERRA

Interview *with* Tod Marshall

BY RAJAH BOSE

GM: Two years, 40k+ road miles, holidays in airports, et cetera as Poet Laureate. Do you think people appreciate poetry any more than they did when you started? Do *you*?

TM: Well, I talked to a couple thousand school kids, and I have some faith that they heard me. Lots of adults outside of the literary world have written me thank you notes that suggest my visits were meaningful for their appreciation of poetry. As for me, that's really complicated.

GM: Your time as Poet Laureate came during a marked change in politics. As you visited communities across the state, did this help or hurt your ability to relate and share poems?

TM: Well, political disposition of a community seemed to have little to do with my reception. Many very conservative communities in rural parts of the state showed enthusiasm for my events and turned out with verve. I guess that the complications, for me, arise from the passion with which I took up the mantra - "words matter" – versus how frequently I saw that maybe I was kidding myself. So many people demonstrating misuses of language, of truth, of words. I sure hope I am wrong, but our historical moment is a bit disheartening.

GM: So do you believe that words matter less or more in the current climate?

TM: More. Have to believe that. In conversation, in writing, in poetry.

GM: What is it that poetry can do that words (or prose) alone can not?

TM: Poetry usually tries to access the musicality of language. Prose writing can do that too, but poetry is the mode of writing that really emphasizes rhythm. I think that poetry has also been connected with a visionary mode. If we allow what John Keats called negative capability to play a role in our artistic lives – perhaps every aspect of our lives – then we open ourselves up to uncertainty, to possibility. Maybe such a welcoming can let in, offer hospitality to more of the world. And maybe poetry can play a part in that gesture.

GM: So what do you hope to welcome in as you step away from the road-life, that uncertainty, to return to the repetitive or more expected schedule?

TM: I hope to be able to reflect a bit on the journeys. The crazy schedule often didn't allow me time to process encounters – with kindergarteners, with the elderly, with inmates, with progressives, with conservatives, with so many people and their words.

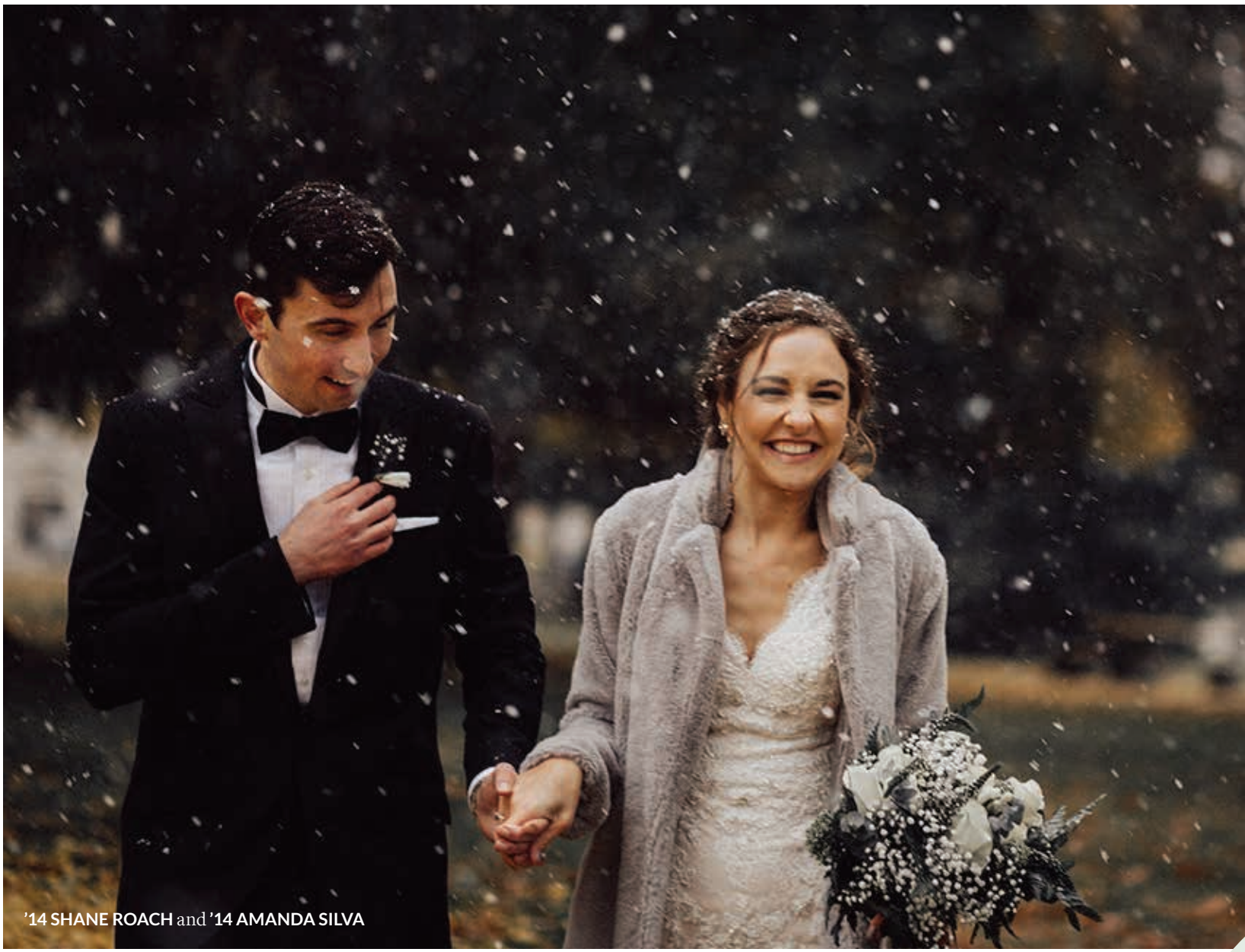
GM: You've said it is important to read, but to also memorize great poems – that words matter. What are three poems that changed you, that you'll never forget?

TM: "The Second Coming" by William Butler Yeats

"Aunt Jennifer's Tigers" by Adrienne Rich

"One Art" by Elizabeth Bishop

ON THE ROAD WITH TOD:
gonzaga.edu/magazine.



'14 SHANE ROACH and **'14 AMANDA SILVA**

WEDDING BELLS

'05 Ty Craig's younger sister (**'09 Kiri Craig**) introduced her roommate **'09 Stephanie Huling** to her brother – 11 years later, Ty and Stephanie tied the knot!

'09 Katie Johnson and **'05 Adam Stewart** tied the knot in Walla Walla accompanied by 40 other alumni.

'09 Zack Fay married Amanda Pinzon, whom he met in first grade in Beaverton, Oregon.

After seven years together, **'10 Jordan Williams** and **'10 Kelsey Devereaux** got hitched atop a mountain near Fort Collins, Colorado.

At a destination wedding in Mexico, **'12 Tana Thompson** and **'12 Zach Haveman** became husband and wife.

'13 Sean Burke met Katie Stone on a Gonzaga trip to Turks and Caicos where they fell in love, later marrying in October 2017.

'14 Amanda Silva and **'14 Shanee Roach** met their sophomore year on the way to a Knights and Setons retreat. Six years later they were married at St. Aloysius.

After meeting at Gonzaga five years ago, **'16 Jordan (Mikayla) Lindstrom** and **'14 Tanner Chaffin** exchanged vows.

OH, BABY!

Delaney Claire was born in July 2017, to **Matt '03** and **Cara (Gish) '04 Hoag**. She was welcomed with love by her big brothers, Luca and Crosby.

'05 Jennifer Moffat-Siano and her husband, Robert, welcomed their first child, Stella Ann. She is tiny, but she is a big Zag fan!

Francis Jordan was born to **'05 Jordan Bensen-Piscopo** and **'07 Kristen (Paul) Piscopo** last December.

'05, '09 Janelle (Umek) Brennan, **'10 Jacob Brennan** and big sister Madeleine welcomed newest Zag fan Reece Mason last April.

In September, **'07 Cassie** and **'06 Nate Williams** welcomed future Zag Zander Mathis into the world.

SEE PHOTOS OF YOUR CLASSMATES!
Visit **gonzaga.edu/magazine**

THEY HAVE GUTS

For **'10 Steve** and **'10 Brigid May**, **'10 Alyssa Harvey** and **'10 Greg Hudson**, a commute between Spokane and Tacoma is a small price to pay for friendships that formed through the GUTS - Gonzaga University Theatre Sports, an improv comedy group.

CAREER MOVES

'83 Vianne Timmons was appointed an Officer of the Order of Canada, one of Canada's highest civilian honors, for her work in inclusive education for people with disabilities, family literacy and women's leadership.

Congratulations to **'99 Daniel Knauss**, who was elected to the partnership of Cooley LLP as an intellectual property litigator.

From Gonzaga School of Business to Umpqua Bank and now the CEO of STCU. Congratulations to **'02 Ezra Eckhardt**.

San Diego-based law firm Seltzer Caplan McMahon Vitek elected **'07 Rebecca Van Loon** as shareholder. She was also among San Diego's Top 40 under 40 last year in San Diego Metro magazine.

'07 Brendan Winslow-Nason, an already accomplished litigator for his national practice, has joined the Seattle law firm of Gorden Tilden.

'09 Jeff Nolan has been appointed vice president of sales at Champion Manufacturing Inc.

BLAZING A TRAIL

'91 Fawn Sharp, president of the Quinault Indian Nation, was the North American representative for a United Nations seminar in Chile. Through workshops, panels and discussions, Sharp educated members of the U.N. on how to achieve informed consent of the government in accessing indigenous land.

ADMIRABLE ACCOLADES

'95 Eric Svee successfully defended his dissertation in Information Systems Science and received his diploma from Stockholm University in Sweden.

'96 Pilar (Crooks) Biller, an art teacher at Damonte Ranch High School, is Nevada's 2018 Teacher of the Year.

'01 Dan Gemeinhart received the Washington State Book Award for his second book for young readers, Some Kind of Courage (2016).

'13 Kate Hewitt earned the prestigious Herbert Scoville Jr. Peace Fellowship and will work on issues related to the international use of nuclear weapons at the Brookings Institution in Washington, D.C.

SHARE YOUR UPDATES:
gonzaga.edu/alumninews

GONZAGA UNIVERSITY ARCHIVES

WHO'S THIS ZAG?

This former French professor grew up in war-torn France during World War II. By observing her mother, she learned that life is hard, but how you look at hardship makes the difference between a happy and an unhappy life. She definitely has lived a happy, service-oriented life and was an example to her students. She immigrated to the U.S. and established herself as a demanding but very caring teacher at Gonzaga for more than two decades.
She led summer tours of France, and prides herself as a gourmet chef. Who is this Zag?

If you know this mystery Zag, share a favorite memory. Email editor@gonzaga.edu, or write to Editor, Gonzaga Magazine, Gonzaga University, 502 E. Boone Ave., Spokane, WA 99258-0070.

Robert Gilmore

1935-2016

Bob Gilmore used to say he does two things: "I teach and I paint. My painting makes me a better teacher." The longtime Kreielsheimer Professor of Art spent 49 years on Gonzaga's campus before he passed away in 2016. But not before his love of the masters, attention to detail and precise focus rubbed off on many students.

READER REFLECTIONS

Mr. Gilmore was a painter. That's what he did. Why? Because one day he walked into Boston University where he met the man who would become his beloved mentor, the man who would change his life, Walter Tandy Murch. Whether he was in his studio or on the second floor of Jundt surrounded by his paintings, he would often say that without Murch none of this, waving towards his canvases, would have been possible.

Kathleen Delaney Carr ('99)
Priest River, Idaho

Bob Gilmore was one of a kind. Bob was a friend of Mark Wilson and Jeff Hartje, law profs. They would often meet at the Bulldog and many students, myself included, joined them for drinks and lots of conversation. Bob became a dear friend and I have two of his beautiful paintings in my home. The last time I saw Bob was when I returned for a law school reunion in the early 2000s. He was as cantankerous and funny as ever – that Boston accent still in full bloom. What a guy; what an artist. I'd give anything to get my hands on another one of his beautiful works of art. A true genius!

Susan E. Voss ('81)
Des Moines, Iowa

I studied painting and figure drawing under Bob when I was a fine art major. The figure drawing classes were long and Bob would play jazz CDs; he was particularly fond of saxophonist Lester Young. Several times I asked him if I could bring some of my music and once he relented and let me play some grunge CDs. He didn't care much for it and the next week it was back to Lester Young. When Bob critiqued our work he would gesture with a circling motion over some part of the drawing or painting where he saw something that worked, and simply say, "You've got something here," and challenge us to figure out what that something was. I carry a sketch book on me at all times and draw at least once a day. I'm deeply grateful for the time I had learning from him.

Christian Helfrich ('94)
Seattle

The relationship I had with Gilmore was one of my most important at Gonzaga. I started taking classes in the old art building until the Jundt Art Center was finished. I have fond memories and still remember Gilmore's advice to make every line count. He wouldn't sugarcoat anything and that's one of the reasons I respected him as a teacher. His art is amazing as well and a real inspiration. I feel lucky to have had the opportunity to attend Gonzaga and be a part of Gilmore's classes.

Marvin Augustyn ('96)
Portland, Ore.

Robert Gilmore had been my mentor since I was 17 years old. My high school art teacher, Claudia Halseth (also a student of Mr. Gilmore), encouraged me to study under him at Gonzaga. I will always have very fond memories of nightly lectures, figure drawing to classic jazz tunes, and the sense of greatness to be learning from a man who truly loved making art and respected hard work and draughtsmanship. While at GU, I wrote a paper on the definition of beauty for Philosophy of Art class using his painting "Back to the Future." As a thank you he gave me a print of the painting which hangs in my home. He was always very generous and invited many of his past students to continue to paint and draw with him.

Stephani Carlton ('91, '13)
Spokane

HOMES *with a* HEART

BY KOURTNEY SCHOTT ('18)

Though they may have graduated more than half a century ago, five members of the Class of '66 never cease to exercise the Ignatian values that influenced them while at Gonzaga. **Joe Arbanas**, **Lee Ann (Hudspeth)** and **Ed Gottfried**, **Janine (Daly) Martin** and **Nancy (Vaubel) Bergman** traveled to Cambodia in fall 2017 for an international Habitat for Humanity build and to explore Cambodian culture together.

With a background in human resources and a knack for organization, Arbanas had no problem bringing his classmates together. After traveling to Indonesia in 2015 and to Cambodia in 2016 with Habitat for Humanity, he decided that on his next build, he would put his organizational skills to good use and lead a Habitat team that included four of his classmates.

While the 16-person team included five Zags, it also included Martin's daughter, Denise Schmiedeknecht, who traveled from her home in Cape Town, South Africa, and Kelly Scott, who wanted to honor her deceased parents ('66 Sarene Crawford and Dave Scott) who both attended Gonzaga and were Peace Corps volunteers from 1966-68.

The team arrived in Cambodia a few days before the build and toured the area surrounding Siem Reap. These cultural excursions included Angkor Wat, an ancient Hindu temple with the largest religious monument in the world, and an outdoor museum called the Killing Fields, which shed light on the Cambodian genocide of the 1970s.

Once on the build, the team quickly learned that building a house didn't require technical knowledge so as much as it required tenacity and a willingness to help. Their inspiration? The two single mothers – Vory and Sothear – for whom the homes were built. Both women subsisted on little to nothing, yet every day, they greeted the Habitat volunteers with smiles, working tirelessly alongside them, securing a more stable life and future for their families.

By week's end, all volunteers were exhausted, ready to return home with calloused fingers and full hearts. But each volunteer brought home something different. For Arbanas, it was that volunteers become a part of a community in a different culture, collaborating with families and local workers.

For the Gottfrieds, it was seeing the appreciation from the women for whom they built the houses. "They were there every day before we got to the job site and were still working even after we left," they say. "There's no question about the smiles on their faces." Martin agrees, "There was a lot of love."

In the end, the group became one big Habitat family. Kelly Scott remarks, "We were connected by our life hardships and our successes … and together created a better life for two families that so deserved it."

For some, Cambodia was their first build, but they all agreed it definitely would not be their last.

WHAT'S YOUR STORY? Email **editor@gonzaga.edu**.

'48 Joseph Pierce Conaty, Nov. 12, Fullerton, Calif. A professor and orthopedic surgeon at Rancho Los Amigos Med Center.

'49 John Patrick McBride, S.J., Oct. 20, Los Gatos, Calif. A military veteran, he ministered at penitentiaries in the Northwest.

'50 Michael Paul Cannon, Nov. 1, Spokane. Part of the WWII precursor to the Navy SEALS, later a pharmaceutical representative.

'50 Kenneth T. Suave, Dec. 16, Yakima, Wash. A hop farmer and member of many community organization boards.

'51, '57 Donald James Schmitt, Oct. 1, Yakima, Wash. Completed 25 missions in the Army Air Corps; coach and teacher.

'51 Herbert L "Bud" Waggoner, Nov. 9, Walla Walla, Wash. Part-owner of a sporting goods store for 50 years.

'52 Norbert J. Rigali, S.J., Oct. 4, Los Gatos, Calif. Taught philosophy at Mount St. Michael's, then University of San Diego.

'52 Martin I. Rock, S.J., Oct. 9, Los Gatos, Calif. Ministered in three Jesuit high schools and five parishes in Calif., Ariz. and Utah.

'52 John Joseph Kelly II, Roseville, Minn. Worked for the BNSF Railroad for 30 years.

'53 Don Meehan, Oct. 1, Seattle. Served in the Army for three years, later an elementary school teacher and counselor in Seattle.

'53 Harve H. Phipps Jr., Nov. 8, Spokane. A lawyer in private practice and with Farm Credit Banks of Spokane.

'54 Jerry Vermillion, Oct. 21, Union, Wash. GU basketball player, coach and educator. Holds record for rebounds; GU Hall of Fame.

'54 Judge William Joseph Grant, Nov. 19, Spokane. A deputy prosecutor, Superior Court judge and Gonzaga Law professor.

'54 Howard Francis Alward, Nov. 17, Spokane. Served in the Army, Navy and Air Force. A teacher, painter, carpenter.

'55 Robert Lewis Longman, Oct. 23, Miami Shores. Worked for Caterpillar Inc. for 40 years before retiring in 1994.

'56 Fred Leonard Rose, Oct. 2, Tacoma, Wash. Served the Navy as an electronic tech and retired as an electrical engineer.

'57 Merlin Johannes Jespersen, Nov. 7, Spokane. Assisted in developing a diabetes education program and youth camps.

'57 Donald G. Hawker, Aug. 30, Florida. Retired safety director at telephone company.

'57 Peter Joseph Budig, Dec. 29, Spokane. Founded the Bulldog basketball and football camps. Was a lifelong teacher.

'59 Warren "Lee" Kolb, Dec. 14, Spokane. Left his first career as an Army lieutenant to become a math teacher. An amateur pilot.

'59 Carol Ann Speltz, Nov. 20, Spokane. An educator, principal and teacher who developed government programs.

'60 J.J. Gallagher, Nov. 5, Tucson, Ariz. Nationally known banking attorney for some of the largest bank mergers in the Northwest.

'61 George Edward Servick, Nov. 23, Hayden, Idaho. He fixed and tinkered with multiple logging and mining companies.

'62 Michael J. Klein, Nov. 25, Spokane. Enjoyed a career in human resources, wrote two books, advocated for children.

'63 Thomas Edwin Buckley, S.J., Nov. 8, Los Gatos, Calif. A historian, he earned a master's at Loyola Marymount.

'64 Dr. John Bernard Ryan, Spokane. While his career was dentistry, his fascination was trains, even converting one into a dental office.

'65 Michael John Shanks, Nov. 9, Spokane. Taught 31 years at Shaw Junior High; developed a lawn care business.

'68, '75 Hugh Terrence "Terry" Lackie, Oct. 16, Spokane. Army first lieutenant served in Vietnam. Partner at Evans, Craven & Lackie for 45 years.

'68 Jeanne E. Marque, Oct. 22, Spokane. Taught in Spokane, state Teacher of the Year.

'69 John Lester Farra, Nov. 2, Ocean Shores, Wash. Helped at-risk youth as a court-appointed advocate and guardian.

'70 Jack E. Bugge, Dec. 16, Bismarck, N.D. Played Zag baseball. Hunting, baseball and fishing brought him bliss.

'71 Kathleen Mary (Dufur) Turcotte, Oct. 5, Spokane. Taught deaf and special education for 33 years.

'72 Tanya Marlton, Jan. 6, Spokane. Associate superintendent, Department of Corrections in Spokane.

'75 Jay Orval Violette, Dec. 25, Spokane. Practiced civil law; received National Defense and Vietnam Service medals.

'76 Donald Thomas Lyons, Oct. 20, Sonoma, Calif. Baseball player, inducted into GU and other halls of fame; career firefighter.

'78 Gary I. Amendola, Dec. 11, Coeur d'Alene, Idaho. A lawyer who worked publicly and privately in Idaho.

'84 Lois Ann Graham, Nov. 20, Polson, Mont. A lifetime educator in science, physical education, teaching and religious studies.

'84 Edward James Aylward, Nov. 16, Puerto Vallarta, Mexico. Was a teacher, coach and principal for Liberty School District.

'86 Patrick C. Hogeboom, Oct. 17, Roanoke, Va. Worked 16 years for the Department of Justice, later serving as an assistant U.S. attorney for 15 years.

'87 Linda Blount Lovett, Nov. 5, Hamilton, Mont. A teacher in El Paso and Clint, Texas, and Colville, Wash.

'92 Lois A. Claypool, Oct. 20, Spokane. Taught in Great Falls, Mont., for many years, later received a master's degree at GU, and taught another decade in Spokane.

'92 Howard L. Scott, Dec. 31, Spokane. Obtained a master's in counseling psychology and made his career serving youth with complex needs.

'95 Dr. Jason Paul Adams, Oct. 2, Troutdale, Ore. Graduated top of his class from Creighton University School of Dentistry, operating a private practice.

'95 Lisa A. Verzani, Oct. 10, Helena, Mont. Found her passion fly-fishing and teaching, spending the past 10 years as a dedicated substitute teacher in East Helena.

'05 Christina Rachelle "Crickett" (Sliman) Rastall, Dec. 1, Mentor-on-the-Lake, Ohio. A business consultant with a creative side. An adventurer.

'14 Tara Lynn Swank, Sept, 17, Coeur d'Alene, Idaho. A hardworking nurse practitioner.

'16 Crystal Joy Murphy, Dec. 25, Olympia, Wash. Firefighter and organizer of the Capital Metro Girls Fire Camp.

FORMER STAFF/FRIENDS

Martin F. Oswald, Oct. 2, Spokane. A youth soccer coach, religion education teacher; worked for Gonzaga for many years..

Paul Vernon Edminster, Sept. 30, Spokane. Served 10 years as web services manager for GU; co-founded Iron Goat Brewing.

Glen Prosser, Nov. 13, Spokane. His company, Prosser and Sons, installed playgrounds and parks throughout Spokane.

Lorraine M. Weitz, Nov. 21, Coeur d'Alene, Idaho. A mechanic, restaurant owner, building manager, and mother of Sue Weitz, retired vice president for Student Life.

Mary Frances Gray Whalen, Nov. 3, Spokane. Served farming families and helped found a county library system.

Michael Case McClintock, Dec. 19, Spokane. A Gonzaga law professor, voted Best Teacher of the Year four times.

Carol Magnuson, Aug. 17, Spokane. The last manager of Crosby Student Center, she served the University for more than 35 years.

DONALD H. HERAK, 1923-2018

Don Herak was one of Gonzaga's longest serving Trustees (1983-2011), and always was looking out for the best interests of his alma mater.

From his earliest years, Herak was connected with the Jesuits. He was raised on a farm near St. Ignatius, Montana, where lots of his time was spent visiting the nearby Jesuit Community, which reinforced his father's constant reminders to Don to always give back more than he received. This paternal guidance resulted in a lifelong reverence for the Jesuits, as well as a commitment to helping others.

He had established himself as a man with tremendous business savvy, great character and an engineer's eye for potential. After receiving his engineering degree from Gonzaga in 1946 and working for the U.S. Bureau of Reclamation in Montana for five years, he and wife Carol moved to Spokane and in 1956 began a long career with Acme Concrete and Building Materials. He became president in 1960, and soon thereafter purchased the company.

"He was proud to have been a part of building the public infrastructure of our part of the world, constructing roads, bridges and dams," said Gonzaga President Thayne McCulloh. But throughout his business endeavors, he was always giving back. He and Carol had given time, insights and resource to many aspects of Gonzaga's educational enterprise for the past 61 years. The Heraks supported more than 75 individual initiatives at Gonzaga including engineering equipment and faculty development endowments, building funds for Engineering, Law, the School of Business Administration, Foley Library, basketball and baseball, several endowed chairs and scholarships, The Great Teachers Fund and funds for art, music and many student-led projects, to name just a few. Herak was a steadfast supporter of Gonzaga athletics for more than 40 years.

Herak established the Nazareth Guild in Spokane to raise money to support the Catholic elementary and high schools in the area. He also supported the arts, and the Spokane Symphony, in particular.

Don always said Gonzaga gave him far more than he ever gave back. He was the living embodiment of a man truly influenced by his Jesuit roots, empowered by his steadfast faith in God, and always appreciative of his many blessings. In 2004, the University bestowed upon him an honorary Doctor of Laws degree, and in 2010, he and Carol were honored by Gonzaga with the Ignatian Spirit Award.

SISTER LAURA MICHELS, SNJM, 1942-2018

Sister Laura Michels, 76, was a beacon of goodwill and spiritual illuminance on Gonzaga's campus for most of the past 30 years. While she died Feb. 7 from complications related to a series of benign brain tumors stretching over several years, her presence is still alive and well.

"She showed the face of God to everyone she met," says Assistant Vice President for Mission and Ministry Michelle Wheatley, Sr. Laura's boss, colleague and friend for many years. "She recognized when someone needed a little boost. She lifted people up. She was also funny and sassy. Every once in a while she'd drop an edgy or scandalous narrative into the conversation."

Her care for every soul she met was unmatched. Even as she faced her impending death, she was the brightest light on campus and in her community of Holy Names sisters.

"She trusted God like nobody I know," says Father Pat Lee, S.J., vice president for Mission and Ministry, and a friend for the past 40 years. "How she approached her medical challenges was extraordinary. She was so peaceful. She was filled with light and joy right up to the end."

Sr. Laura was a chaplain for Welch and Alliance halls, for both the baseball and women's basketball teams, and for years chaplain and coordinator of liturgies and retreats in University Ministry.

"Sister Laura was at her best when she was with students – be that at a baseball or basketball game, in the University Chapel or in the office of University Ministry. Whenever she was around students her eyes lit up, her smile widened and she radiated her delight in them. I think that's why they loved her so much," says colleague Father Brad Reynolds, S.J., associate director of University Ministry.

A snappy dresser with a strong appreciation for her stylish boots, Sr. Laura loved her time with the baseball and women's basketball teams. She prepared a message, poem or prayer before every game, or even a rap as a special incentive.

"To say her presence was significant would be a gross understatement," says baseball coach Mark Machtolf. "Everybody loved her; she brought energy and a smile."

READ MORE MEMORIES AND SHARE YOURS:
gonzaga.edu/alumninews

WITH LIBERTY AND JUSTICE FOR ALL

BY SEN. CHERIE BUCKNER-WEBB

ABOUT THE AUTHOR:
Idaho State Sen. Cherie Buckner-Webb (D) was a keynote speaker at the 2017 International Conference on Hate Studies at Gonzaga. Following is a portion of her message, which she introduced with great enthusiasm for the powerful energy surrounding efforts to interrupt a growing atmosphere of hate and division.

This is a painful time in the life of America and much of the world.

We must not turn away, we must face this insidious plague that is before us. We must intentionally turn toward each other to interrupt domination, extraction and violence. The United States takes great pride in declaring itself as "one nation, under God, indivisible, with liberty and justice for all" but in reality, neither liberty nor justice is available to all citizens. If we are not vigilant and purposeful, access to justice will become more and more tenuous for a greater number of our population.

We must work collectively and collaboratively to ensure that every member of society has the same basic rights, protection, opportunities, obligations and social benefits. We – you and I – are responsible to ensure that justice is meted out equitably. We are accountable to see that justice prevails. We are responsible to ensure that justice is a reality for every human being.

In the words of Dr. Martin Luther King, Jr., "Justice denied anywhere diminishes justice everywhere."

Who is responsible for the equitable administration of justice? Who will ensure it is possible and attainable for the masses, not just a privileged few?

It is imperative that we hold each other accountable. It is time for truth telling, facing our fears, condemning acts of violence and taking action to end hateful, violent attacks. Doing so requires a choice; it requires taking risk; it requires having difficult conversations; it requires leadership.

I challenge you to be about the elimination of injustice, the eradication of racist rhetoric and the evisceration of hate. It is time that we join together to form a mighty militia, champions of compassion, emissaries for equity, ambassadors of humanity, zealots for liberty, warriors for justice.

HERE ARE THE RULES OF ENGAGEMENT:

STAND UP:
Take action against acts of hatred and in support of those victimized.

SHOW UP:
Be there, attending fully.

SPEAK UP:
Find your voice, use it effectively, speak clearly and plainly.

SHUT UP:
Know when to be still and listen.

MAKE UP:
Reconciliation will be necessary. Demonstrate compassion.

RE-UP:
Periodically take time to recommit, review the purpose, seek clarity and obtain good counsel as needed.

LOOK UP:
Find that power greater than yourself and stay connected to it for strength.

I CLOSE WITH THIS PRAYER ON MY LIPS:

Instill in us a spirit of collaboration, and the desire to move forward together with vigor, enthusiasm and heart to unleash the power that lies within this body of committed, purposeful men and women. Let us lift one another up, give us focus, purpose and grace.

We ask that you grant us the courage and conviction to do the right thing for the right reason at the right time. Where there is fear, give us courage. Where there is doubt, lead us to confidence. Where there is disagreement, bring resolution.

Let us move forward in wholeness, cognizant of the impact of our actions and the decisions we make this day and in the future. Grant that we would stand ever committed and immovable advocates for justice and equity. Empower us that we might run this race and not get weary. Lead, guide and direct that we might leave a mighty legacy for generations to come. Grant that we would live lives worthy of the opportunity and privilege we have been afforded.

We ask these blessings, this day.

Amen.

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The Gonzaga experience fosters a mature commitment to dignity of the human person, **social justice**, **diversity**, **intercultural competence**, global engagement, solidarity with the poor and vulnerable, and care for the planet.

EXCERPT FROM THE MISSION STATEMENT