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Witness of Gonzaga's Will evident every day



"We have kids at three colleges, and the effort made by Gonzaga to help us plan for the move-out and keep us informed is the best we've seen." – One parent, echoing many similar comments heard last month. Vested helpers are Mary Grimes and Li Yang, with Yang's husband.

Gonzaga Will. It was the University's catch phrase for the last capital campaign, but it certainly applies to our current predicament. Gonzaga's will is strong, demonstrated by faculty, staff and students throughout our community, finding ways to make the new normal work effectively. No doubt, Gonzaga will survive the collateral inconveniences dealt by this novel coronavirus pandemic.

Take this educational enterprise, with its many components – classroom instruction, housing, dining, co- and extra-curricular activities, student support services, health and welfare, and so many more – and set it on its ear, only to watch its people bring it back to life in new, albeit challenging ways . . . well, it's simply remarkable.

Our Florence faculty and their 160 students were on spring break when they learned that Gonzaga was shutting down the Florence campus and bringing students home as the virus outbreak was in the beginning stages of overwhelming Italy. Florence professors, with some help from colleagues on the home campus, went to work learning Blackboard and online delivery in a week's time, thanks to the help Instructional Design Director **Justin Marquis** and his crew in Instructional Design and Delivery.

That was the primer. Next these 7.5 IDD

individuals had to get 450 Spokane campus faculty, a good number of whom had not practiced their Blackboard skills in recent semesters, prepared as spring break here extended an extra week to afford faculty time to convert their face-to-face classes to distance-delivery formats. Marquis said preparing that many courses would normally take a year in planning and production. Faculty successfully launched their approximate 1,400 courses in less than two weeks.

We saw story after story of people rising to help others. A funeral for Ella McKeirnan, a cancer victim and recent Gonzaga Prep grad, was planned for McCarthy Athletic Center, but 20 minutes before start time the building had reached 250 friends, the maximum assembly at the time for any public gathering. On a moment's notice, folks in GUEST, ITS and Zag Dining jumped right in to set up appropriately distanced chairs, live streaming and a meal to accommodate the overflow crowd in the Hemmingson Ballroom.

Other examples of cura personalis in action abound. Throughout the last two weeks of March, many staff members shifted work schedules to assist families and students who were moving out of residence halls and boxed up essential items for students who could not make it back. Benefits manager **Lisa**

Schwartzenburg had a stash of toilet paper in her trunk for employees who couldn't get what they needed, and even drove one fellow employee to the store for food. **Michael Whalen** in ITS made a home visit to **Jana Clarry's** house on a Sunday to establish the proper network connection to allow her to process Gonzaga payroll in the coming weeks – and she sent him home with a plate of fresh-baked cookies.

The stories like these ring true to Gonzaga's mission.

What about the Emergency Management Team, directed by Emergency Operations Center Coordinator **Cassandra Stelter**, fortified by section chiefs, and supported by scores of others? These individuals are working long hours seven days a week, sacrificing personal time to ensure all areas of the response are in good working order and communicated to the community.

All of these Gonzaga folks represent what it means to be an exemplary Jesuit, Catholic, humanistic university.

Following in this special COVID-19 edition of Spirit, we take a snapshot view of just some of the hero-like work being done by people across campus to ensure this home we call Gonzaga continues to move forward.

Emergency Management Team finds hope amid havoc

www.gonzaga.edu/coronavirus

Thoughts of a pandemic first appeared on Emergency Preparedness Manager **Cassandra Stelter**'s radar in December, and on the folks in the Center for Global Engagement sooner as Gonzaga had two students studying in China.

Gonzaga's Emergency Operation Center (EOC) opened Jan. 23 to address the COVID-19 issues in Italy, where 160 Florence students were enjoying their spring break, and on campus Feb. 28 to support our efforts domestically, Stelter says.

"The Emergency Management Team, with representatives from every major department and division across campus, is here to provide a collection of information to leaders on which they can base their response decisions," Stelter says.

New Risk Manager **Deb Donning** took her baptism under fire, serving as point person on the coronavirus outbreak in Italy. She worked closely with Global Engagement Director **Richard Menard**, GIF Dean **Jason Houston** and Enrollment Management Associate Provost **Julie McCulloh** in deciding to close down GIF and bring students home before the epidemic there worsened and travel was restricted.

"When we activated the EOC, our team worked seven days a week, long hours, and remained happy and ready to work every day, with grace



*Emergency Operations Coordinator **Cassandra Stelter** and Risk Management Director **Deb Donning** chose not to pose together, honoring social distancing, but have been instrumental in organizing GU's response to this pandemic.*

and goodwill," Stelter says. She listed her sections chiefs: Donning, **Taylor Jordan**, **Angela Ruff**, **Mary Joan Hahn**, **Dave Sonntag**, **Steven Ponce**, **Wayne Shadd**, **Suzie Mize**, **Matt Lamsma**, **Eric Baldwin**, **Julie McCulloh**, **Ken Sammons**, **Deena Presnell**, **Kristiana Holmes**, **Lisa Schwartzburg**, **Becky Wilkey**, and the primary Policy Group comprised of **Jim Angelosante**, **Deena González** and **Thayne McCulloh**. "They deserve all the credit for this effort being successful," Stelter said.



*University Advancement's **Adele Ohler** and **Krista O'Brien** take a shift staffing the Call Center, which has provided a source of calm for inquiring students and their parents.*

CALL CENTER *Beacon of Reassurance to Students, Parents*

The Call Center, suggested by the EMT, created and continually supported by **Angela Ruff** and **Deb Donning**, has proven to be a source of calm for those seeking answers about Gonzaga's response to the pandemic. Established in University Advancement's telefund center, and staffed by employees from UA, the Center for Career and Professional Development, GUEST and a few other outposts, operators answer direct calls and make a point to call back everyone who leaves a message.

Callers are asking about lab classes, graduation, caps and gown orders and hotel reservations.

"We live in California and we're under shelter-in-place orders. Do we have to be out of our dorm room by March 27?" No, Housing offers an extension opportunity.

"We heard Washington is not letting anyone leave the state. What if we gather up our stuff but can't get home?" No, Washington has not implemented that directive.

"May I leave my car on campus?" Sure, work with Campus Safety and Security on what you need.

Many parents just need to talk and process. Every effort is made to return calls not answered by a person in the center. They've been very grateful. "Callers are wowed that our people are calling them back," says Ruff.

Other offices handling large volumes of calls are the President's Office, Housing, Benefits and the Parent and Family office.

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IDD, ITS *Rudders in a Storm*

Justin Marquis and the Instructional Design and Delivery team helped get most of the 450 faculty up to speed on distance delivery methods and 1,400 courses online in less than two weeks. There have been great advantages to this exercise in technology. For one, faculty may record their classes, post them on Blackboard and students can watch as often as they need to absorb the content.

Meanwhile, Information Technology Services has supported the effort while also working feverishly to make work-from-home a possibility for the campus community, thanks to our web conferencing solution, Zoom, our cloud-based collaboration platform, Office 365, as well as an improved virtual private network (VPN). It was Fr. **Bob Lyons**, S.J., in 2017 and the board of the Gonzaga Telecommunications Association, that released funds to pay for Zoom for the Gonzaga community. "Little did we know then what a difference that technology would make for us today," says Chief Information Officer **Borre Ulrichsen**. ITS offers free laptop checkout to students, faculty and staff who might not have a computer at home. And they're providing an abundance of tech support over extended hours, seven days a week.

"ITS and IDD have received a lot of responses from community members, appreciative of our staff's care for fellow employees. We are humbled and grateful that users take the time to recognize all the effort that goes into moving us to this new reality," Ulrichsen says.

"All of my classes so far this week have been run just like they were when we were in the classroom. My professors have been great."

– Junior Holden Jeffries



CUSTODIAL CREW *First Line of Defense*

"Our attitude is to protect everyone," says Custodial Manager **Edin Jusic**. "We had already started extra cleaning with the onset of the flu season in October, cleaning surfaces more often, using disinfectants. With the coronavirus outbreak, we intensified our efforts, including sanitizing all door handles and stair railings many times throughout the day."

Jusic says his crews also responded to increased requests from faculty and staff for service in their personal spaces. Now, with few people on campus, they are taking extra measures, i.e. dusting high window casings, refinishing floors, deep cleaning classrooms.

"We've been fortunate to remain well stocked with supplies," Jusic said.

Many of the custodians volunteered their time to assist students and parents with the move-out process.

Ryan Mowrey is one of an army of custodial crew members stepping up efforts to make our workplace sanitary.

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ROUNDUP

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ZAG DINING

What Happens When You Can't Put Food on the Table? You bag it up and send it home with students.

Zag Dining Services planned for many different scenarios, depending upon the directives given by the University. "It's our first pandemic, but not our first crisis," said Sodexo District Manager **Pat Clelland**.

The Cog Team mobilized and remained open for take-out meals and the 360 Grill remained operational for hot meals to go. The Marketplace and Starbucks was an option as well, but with no self-service allowed. "Our primary goal was to make sure our students, faculty, staff and Sodexo employees were safe, well cared for and served," Clelland said.

Clelland met an exchange student from Russia, hanging around Hemmingson by herself, unable to go home. "If she was going to be here, I told her we were going to be here with her," Clelland said. Her facial expression went from sad to 'I'm not in this alone, I'm going to be ok.' "Here's a person lost in the middle of all of this. Our team and the rest of the GU team will embrace her. That's what we do, we take care of each other in times like this."

HUMAN RESOURCES

Caring for Employees

Lisa Schwartzenburg in the Benefits Office hasn't had much rest. "We're in unprecedented times. We want to be flexible enough with employees so that they feel safe and Gonzaga is taking care of them, but the University is still operational," she says.

Child care issues, care for elderly family members in high-risk categories, familiarizing employees with how to best use sick leave, vacation time and working on a job-shifting program are among her many tasks, and helping people to be aware of their multiple benefits, like Teledoc, SupportLinc and others. Go to www.coronavirus.eaptoolkit.com for an extensive toolkit of resources to assist faculty and staff through this pandemic.

NOTEWORTHY

NEW HIRES

Ronzai Saurombe, Enterprise applications developer, ITS; **Elysa Doss**, campus reservationist/project coordinator, GUEST; **Suzannah Delgado**, custodian, Plant; **Kellan Liswig**, custodian, Plant; **Jason Phahongchanh**, custodian, Plant

POSITIONS CHANGES/PROMOTIONS

Tara McAloon, business manager, Arts & Sciences; **Zebulon Klemke**, business operations manager, Athletics; **Christine Dennler-Lusco**, grant accountant, Controller; **Patrick Beck**, sr. endowment accountant, Controller; **Josie Daniels**, financial aid counselor, Enrollment Management

GOODBYES

Tracy Kelly, asst director/strategic operations, Human Resources; **Satya Chelluboina**, CRM developer, ITS; **Rubena Cela**, instructional designer, Enrollment Management; **Cameron Bushey**, asst coach, men's soccer; **Carissa Outen**, building coordinator, Hemmingson; **Stephany Schnelle**, financial aid counselor, Enrollment Management; **Paul Steuck**, custodian, Plant; **Spencer Alexander**, lead security officer, Security; **Abbey Plankey Smith**, art technician, Arts & Sciences

ANNIVERSARIES:

- 30** **Julia Bjordahl**, executive assistant to president/office manager
- 20** **Ronald Mahan**, multimedia engineer, ITS; **Marek Zaranski**, IT tech I
- 15** **Kevin Reese**, electrician, Plant
- 10** **Jane Button**, director, budget & financial analysis, Finance
- 5** **Terezeta Graham**, event manager, Hemmingson; **Susie Maher**, program coordinator, Nursing; **Matthew Trimble**, asst. system administrator, Engineering

CRADLE CALL

Glenn Frappier, director of debate & senior lecturer, Communication Studies, and wife Cynthia Wells had a baby girl, Adalyn; **Meg Martens**, operations specialist, Graduate Admissions, and husband Jon had a baby boy, Nolan

Stay Connected!

Websites developed to keep you connected while you are away.

Accepted students:

www.gonzaga.edu/virtualgonzaga

Current students:

www.gonzaga.edu/zagsconnected

Alumni and Friends:

www.gonzaga.edu/ZagsAtHome

Coronavirus info and updates:

www.gonzaga.edu/coronavirus

Employee tool kit:

www.eaptoolkit.com/coronavirus



Care for our students never stops for Mission & Ministry staffers, now delivering ministry in a virtual way ... while social distancing.

One Example of Carrying On, Mission & Ministry Continues Delivering in Creative Ways

As another whirlwind week of life in a COVID-19 environment winds up, a group of Mission and Ministry staff gathers to plan what student ministry looks like in a virtual campus environment.

Rev. Janeen Steer, Ben Goodwin, Ally Clapp, Meredith McKay and Daniel Dangca brainstorm ideas for the Lenten season through Easter. The goal is to figure out how to stay connected with students creatively on an emptying campus – all while practicing social distancing themselves in the common space of their Hemmingson Center office.

The team has pivoted its work from planning traditional in-person events and retreats to creating messages to share over digital channels, including the web, email and social media platforms. Instagram is the platform of choice for the majority of Gonzaga students, but content will also appear on Facebook, YouTube and (rumor has it) TikTok. Some discussions might take place on videoconferencing platforms such as Zoom.

The team's brainstorming conversation ranges from moments of seriousness to lighter ones that allow the soul to maintain its space from the effects of heightened societal tension due to the ongoing novel coronavirus pandemic.

They quickly fill out ideas on a calendar drawn onto the frosted glass wall of an office, then

share their plans via an electronic calendar. By day's end, they will also send a video of encouragement for students on YouTube and distribute an email to staff, faculty and students doing the same. The purpose is three-fold: to conduct outreach, offer comfort, and seek input about ongoing needs for support.

The format and themes of upcoming programming will vary, each designed to help the Gonzaga community navigate its way through some of the most challenging modern times. Thankfully, unlike prior eras, there is an unprecedented proliferation of technology to virtually connect with people.

"Our mission isn't bound to the physical place of Gonzaga," says Clapp. "That's a lesson people usually learn after they graduate but that many are encountering now. Our work is to care for our community regardless of physical place and we are grateful to find new and creative ways for pastoral care and mission work."

In doing so, they will lean on the inspiration and guidance of Aloysius Gonzaga, who died caring for those suffering in an earlier time. The office's web page says it all with this simple request:

"Saint Aloysius Gonzaga, patron saint of young people, students, and plague victims, pray for us."

-Jeff Bunch

Q & A WITH MISSION & MINISTRY

Q: What major themes are you planning for the Lenten/Easter season?

A: We're excited to get to plan daily engagement for Holy Week — usually because of Easter weekend, we don't have the opportunity to do programming specifically for our students. We are hoping to reflect day-by-day on the way our students engaged with Lent in this unusual season, how they might find healing and offer healing to others, the idea of the Kingdom of God as both "already" and "not yet," and how to live into the idea that Jesus invites us to love one another as he loved us. The themes of hope and of resurrection will figure strongly into our programming before Holy Week and after Easter, respectively.

Q: What issues are you trying most to address with your efforts?

A: We've spent time over the last few days reflecting on the following: this is proving to be an unprecedented time. It is deeply unsettling for things to be changing day by day and even hour by hour in some cases. Our faith, our understanding of the divine, and our grounding in mission can serve as means to find hope in the unknown, but it's also fair and necessary to acknowledge that doesn't mean we are without fear or anxiety. Knowing this context, how can we meet our students and our greater community to help them process as well as continue to find hope and grow in this time? How can we help those who feel particularly isolated or depressed in this situation?

We also have a particular concern for our class of 2020 and the disruption this causes in their process of leaving. How can we help them prayerfully say goodbye and transition?

Q: How is the departure of students driving your team to innovate?

A: We know we're incredibly lucky that we have the whole online world at our fingertips to engage with our students. Obviously, we will miss out on the particular benefits of our in-person events like retreats, but we are grateful to think about how we can meet our students through social media or video-conferencing both to continue personal connections and to offer formation and spiritual reflection. This also drives us to think about how we engage with themes of our mission and Catholic Social Teaching because as much as we will miss our students, we know that their distance is necessary to promote the common good.

» Learn more about the team's work at: www.gonzaga.edu/MissionMinistry

Lessons Learned Now will serve faculty upon return to the classroom



Nursing Lecturer Susan Edwards and her son work with IDD technicians in prep for her distance-learning conversion.

"Nothing like a national emergency to get me over my fear of using technology in the classroom."

Psychology Professor **Anna Marie Medina**'s sentiment was echoed by many of her faculty colleagues as they transitioned face-to-face classes to digital formats for distance delivery in barely two weeks.

"I'm proud of the way my colleagues have come together to support each other through this process. It makes me proud to be a Zag!" says **Annie Voy**, associate professor of Economics.

"I'm grateful for the generosity of my technically-skilled colleagues who have gone out of their way to support those of us who are technically challenged," Medina says. "This (enterprise) wouldn't have been as successful without their kindness and good humor."

Some professors already had experience in digital course design, and the learning curve wasn't so drastic. "Fortunately, I already used Blackboard to post notes, homework and quizzes. Most of my focus was on delivery of actual course content via Zoom meetings and recorded video lectures," says Assistant Civil Engineering Professor **Joshua Schultz**.

Others had to start from scratch getting acquainted with a new tool box for course delivery.

Provost **Deena González** reports uninitiated faculty are learning to capture and share Ted-like talks on Blackboard, videos from Kanopy via Foley Library's subscription, and use discussion boards that are easy in/easy out, among many other tools making distance delivery manageable.

"It was clear to me from the start that the objective was not to explore everything Blackboard could do for us, but to identify a few tools that wouldn't be hard to introduce to our students in these circumstances," says English Professor **Heather Easterling**. "I did make time to learn from IDD and CTA more about incorporating Zoom and Kaltura, but focused mostly on pedagogy."

Nursing Lecturer **Susan Edwards** adapted hands-on learning activities and in-person demonstrations to online learning. "Finding the right technology and learning how to use it effectively to deliver content has been challenging for me."

Accounting Lecturer **Cathy DeHart** rigged a computer cam over her desk on a plastic pipe contraption she built, to allow students to see her work through an accounting problem as if she was doing so on a whiteboard in her classroom.

Most seem appreciative of their lessons learned through this conversion process, as Edwards describes, "This transition is challenging me in ways I could have never imagined, but I am growing into a better educator in the process."

Perhaps the greatest revelation of this transition is the uniquely powerful bond faculty members have formed with their students.

Some have found themselves dealing with their students' anxiety over the pandemic. "Instruction hasn't been my greatest concern," Voy says. "The hardest part has been trying to support my students, many whom are holed up in Seattle and other hard-hit areas."

She sent her students a short survey during the transition to assess their practical and emotional preparedness for the circumstances. She found many consumed with fear and uncertainty surrounding the outbreak, and she worries about her ability to gauge their well-being without physical interaction.

Easterling has heard students talk about their grief in losing their senior spring, intramurals and their community with students navigating academics and campus life together.

"Teaching is very hard work, but the payoff of interactions and conversations with students can be as rich as it gets," she says.

Overall, the students are embracing this change, Edwards says. But she knows they are looking forward to meeting in person again to practice their skills.

Easterling was reminded what remarkable, humane and thoughtful human beings her students are. "They have been resilient, patient and more concerned about me, at times, than about anything else."

"What has been very reinforcing to me has been the number of students I've connected with over the past week," Medina says. "I've had more students in virtual office hours this past week than I had in the entire last year. What's more, it's been great to see them individually as people in their own particular contexts. They are very likeable people."

Most agree that they will come out of this severe bump in the road better equipped as educators when they return to their conventional classrooms in the fall.

FOCUS ON . . .

Ruff and Always Ready

Angela Ruff had toyed with the idea of living in a tiny house, but never would have had room for all the hats she has worn at Gonzaga.

She has worked eight jobs and occupied 13 offices over her nearly 32-year career here, starting as a 20-year-old receptionist in the President's Office, and now, juggling ideas for how to create commencement in these unique and interesting times, among many other assignments.

During that span and multiple jobs, she has been called upon for numerous special assignments, as well, most recently as a member of the Emergency Management Team. Ruff also is proud to have been one of the founding members of Staff Assembly, and served as its president 2010-11.

But the carrot that has kept her here over the years is the people.

"I had no idea how interesting it would be to work here, and always thought it was honorable to be working for this institution," Ruff says. "I don't need to be a teacher to feel like an active and integral part of what we're doing here in higher education."

For the most part, Ruff has been invited to partake in the succession of positions she has held, pulled by the confidence people had in her more than a particular interest in any personal pursuit.

Gifted with communication and organizational skills, she was bolstered by her on-the-job training each new opportunity afforded her, which she considers Gonzaga's gift to her. But it was her Gonzaga degree, earned over 15 years culminating in her 2001 graduation, that set her mind on fire.

"The core courses helped me to better understand complex systems, which allowed me to spend more time in pursuit of practical applications of things in my job setting. My very last class was also the first hybrid online/face-to-face course that (Associate Professor) Mike Carey developed, and it gave me a taste of what was coming in online education," Ruff says.

You have to be a little resilient, quite courageous and very tenacious to take on eight different positions working for one institution. And her most gratifying job may have been one of the toughest: Gonzaga's first Banner trainer. She encountered a community dealing with a new system that was very intimidating. "Most of them had built their own systems, and were being asked to give them up," Ruff recalls. "I loved the job because I was able to whittle it down to something much less complicated for our people, and I got to know a lot of very nice folks I might not otherwise have met."

And she learned some important lessons along the way: "Curb my personal opinions a little and be a listener rather than a talker," she says with her characteristic wide Ruff smile.

In her current job as academic events manager in the president's office, where she began this memorable career run, she has initiated a number of improvements to commencement: moved from "keepsake" attire to rental gowns, saving grads money and focusing on sustainability; injected energy and a modern feel into the ceremony without losing tradition; and shortened the event, much to the appreciation of family and friends.

She's not ready to hang it up yet, but as an empty nester, she is



Angela Ruff no stranger to change.

pursuing other passions outside of work. She loves to travel, listing trips to Italy, Vietnam and most recently Israel with her first boss, **Jeannie Norton**, who was celebrating her 75th birthday. Ruff looks to making her home highly efficient, one option being solar panels. She's converting her entire lawn into a vegetable and berry garden. And she hopes to get more involved in her community.

"And I'm always working on myself."

**Pandemic
A Prayer for Our Community**

*What if you thought of it as the Jews consider the Sabbath
— the most sacred of times?*

Cease from travel.

Cease from buying and selling.

Give up, just for now, on trying to make the world different than it is.

Sing. Pray. Touch only those to whom you commit your life.

Center down.

And when your body has become still, reach out with your heart.

*Know that we are connected in ways that are
terrifying and beautiful.*

(You could hardly deny it now.)

Know that our lives are in one another's hands.

(Surely, that has come clear.)

Do not reach out your hands.

Reach out your heart.

Reach out your words.

*Reach out all the tendrils of compassion that move, invisibly,
where we cannot touch.*

*Promise this world your love – for better or for worse, in sickness
and in health, so long as we all shall live.*

- Lynn Ungar

Around Campus

»»» **Gonzaga welcomes** eight new Act Six Scholars this fall, all first-generation college students. The urban and community leaders from Spokane and the Tacoma-Seattle areas will receive full-tuition, full-need four-year scholarships as members of the latest Act Six cohort. These diverse student leaders were chosen for their commitment to service, passion for learning, eagerness to foster intercultural relationships, and willingness to leave their comfort zones. They are from Spokane **Elizabeth Figueroa**, Gonzaga Prep, **R.J. McGee II**, East Valley, **Micah Bell** and **Syvana Arwood**, both University; and from the west side **Carlos Nunez**, Bellevue; **Nisha Bk**, Foster; **Aaron Danh**, Lincoln; and **Analesa Ligon**, Bellarmine Prep.

»»» **The First Destination Survey Report**, released in March, shows a 95.5% success rate for GU students earning degrees between July 1, 2018 and June 30, 2019, based upon information collected from 1,725 of the 2,096 undergraduate and graduate students in this cadre. The report shows 79.7% are working either full time or part time. Another 10.8% are continuing their education, 3.2% are volunteering, 1.3% are working in armed services and about .5% are choosing not to seek employment (taking a gap year). The report is prepared annually by the Center for Career & Professional Development using guidelines developed by the National Association of Colleges and Employers (NACE).

»»» **U.S. News & World Report ranks** Gonzaga's graduate accounting program No. 25 (tie) in the nation, and part-time MBA program No. 55 (tie) nationally. The rankings are published at U.S. News & World Report's 2021 edition of Best Graduate Schools.

»»» **In addition to offices highlighted elsewhere in Spirit, other student support offices continue to reach out** to care for students while they're away, including Cura Personalis, Health Promotion, Health and Counseling, First Year Experience, Academic Advising and Assistance, Involvement and Leadership, and many more.