Over the past year, the College welcomed three new members of the staff and twenty-four faculty colleagues who joined Gonzaga in September, bringing the total number of full-time faculty to 244, 176 of whom are in tenure-line positions. We also greeted six new department chairs who were elected by their units. Fourteen faculty members were promoted, and seven were tenured effective fall of 2015. At the end of the year, we said good-bye to long-serving professors Scott Coble, S.J., John Downey, Bob Gilmore, Patrick Hartin, Ed Vacha, and Anthony Via, S.J., and we wish them well in their retirement.

CAS Accomplishments
Faculty Accomplishments
College faculty were actively engaged in scholarship, publishing nine books and eighty-three peer reviewed articles and book chapters (see Appendix 1). Twenty-one faculty were awarded external grants and brought in $877,000, some of it serving to support undergraduate research (Appendix 2). Four faculty members who had published books were selected to present their research to colleagues in the Dean’s Research Forum sessions (Prindle & McMahon, Ostersmith & Westerhaus, Silvestri, and Goldstein). Faculty who received national and regional recognition include Julie Beckstead (Inspiring Women in STEM Award), Beth Cooley (Pinnacle Ultra Short Story Prize), Vesta Coufal (Pacific Northwest Section of the Mathematical Association of America’s Distinguished College or University Teaching of Mathematics Award), Greg Gordon (nominee for Washington Book Award), Tod Marshall (Poet Laureate of the State of Washington and Washington Book Award for Bugle), Marianne Poxleitner (Howard Hughes Medical Institute Education Fellowship), Lisa Silvestri, (International Communication Association’s Herbert S. Dordick Award), Tim Westerhaus (US Conducting Fellow to South Korea, International Conductor Exchange Program), and Tyler Tritten, (Alexander von Humboldt Postdoctoral Research Fellow at the Albert Ludwigs Universitaet Freiburg). Eight out of twelve University-wide Distinguished Faculty Awards went to College faculty this year! Two new endowed professors have been selected. Professor Mary Farrell will serve as the next Kreielsheimer Chair and Mike Tkacz will be the Coughlin Chair.

Staff Accomplishments
Ms. Carolyn von Muller, Assistant to the Dean, won the first annual College of Arts and Sciences Outstanding Staff Award.

Vision 2018
Following faculty endorsement of the College’s Strategic Plan in May of 2015, the implementation process began with an identification of five priorities and the formation of taskforces around each.

Center for Public Humanities: The taskforce charge was to develop plans for a CPH, housed in the College, whose goal will be to promote the humanities and to support community engagement around the humanities. The group researched similar centers, devised a mission statement and a director’s position description, inventoried current humanities-based programming, identified possible community and regional partnerships, brought in two speakers, and hosted consultants who led us through a discussion of how we define “public,” and
“project.” About fifty faculty participated in one of the three workshops. This group is also working with the College’s Digital Humanities Committee, which is developing teaching components around the archives of the Oregon Province for inclusion in first-year seminars. The latter group sponsored a Lunch-and-Learn session and is developing a flagship project.

*Center for Undergraduate Research and Creative Inquiry (CURCI):* This taskforce was charged with developing plans for a Center for Undergraduate Research, housed in the College. The group researched peer and aspirant institutions, discussed what it might mean to make us premier in this area, worked on a vision/mission for the Center, developed a director position description, and reviewed existing research practices in the College.

*Global Engagement:* This taskforce researched comparison institutions, held student focus groups, assessed current integration of GE components by interviewing all department chairs, and collaborated with the CGE to develop CAS-specific programming. Two types of initiatives emerged: one revolving around faculty training needs (understanding theories of intercultural competence) and the other directed at global relationship-building, including participation in virtual global learning networks, faculty exchanges, and international communities of scholarship and practice.

*Innovations in Teaching and Curriculum:* This taskforce’s charge was to design a College program to begin in spring semester of 2016 that addresses faculty needs and that is reflective of 21st century practice at a Jesuit, Catholic, and humanist institution. It conducted a student survey, and designed Saturday Pedagogy Practica on Visual Thinking, Active Learning, Inquiry-Based Learning, and Community-Engaged learning. Fifty-six College faculty attended one or more sessions.

*Technology and Online Learning:* This group inventoried technology infrastructure, conducted a needs assessment, and sought information on funding and access. The group developed two pilot workshops for “Online Fellows,” one taking place for three full days during spring break, the other over ten weeks, delivered online. Thirteen faculty members participated in spring.

**Undergraduate Research**

Even before developing plans for a CURCI, involving students in research activities had been one of the College’s strengths. The Gonzaga Science Research program (Summer 2015) enrolled twenty-one Chemistry, Physics, and Biology students who worked with their mentors on authentic research experiences. Sixty-five additional students were funded by the HHMI grant. The College was able to support one hundred and thirty-four students who participated in professional meetings, which included sixty-five students who participated in the American Choral Directors Association Conference. Seventeen Sociology majors presented their work at the Pacific Sociological Association Conference, and fourteen students performed at the American College Dance Association Conference and the Kennedy Center American College Theatre Festival. Students further participated in the Molecular Genetics of Bacteria and Phage Meeting, the annual regional Murdock Conference, the Biomedical Research Conference for Biology students, MathFest, the Pacific Northwest Meetings of the Mathematical Association of America, the National Women’s Studies Association Annual Meeting, the meeting for Undergraduate Women in Physics, as well as various other undergraduate research and honors societies conferences. This year, ninety-nine students participated in the Spokane Intercollegiate Research Conference. In addition, Gonzaga sponsored the annual Graduate Philosophy conference. (Appendix 3)
Curriculum, Assessment, and New Programs

Second Language Requirement: Following a vote in April 2015, in which 68.9% of College faculty opted for a more robust language requirement, the College formed a working group to develop a proposal and to discuss the implementation of this requirement. The proposal that all students must demonstrate intermediate proficiency was approved by the CAS Curriculum committee and by Academic Council, and will go into effect in Fall of 2016.

Other Programs: Academic Council approved the following new programs or significant changes to existing programs. They are an Interdisciplinary Arts minor, a Jazz Performance concentration, and a Research concentration for PSYC. Major revisions to the CHEM and PHIL programs were also approved. The 104-credit requirement for CAS courses for College students was removed.

Additionally, and in light of the transition to the University Core, many, if not most departments took the opportunity to reassess their offerings; they engaged in discussions of learning outcomes, curriculum mapping, and revisions of the major.

The first set of program reviews were conducted according to new guidelines (ART, BIOL, MATH, MDLA).

Last year also saw the successful launch of new online program, the MA in Theology and Leadership.

Following the approval of the collaboration with the UW Medical School in April of this year, faculty have been working with the offices of the Dean and the AVP to plan their participation in the delivery of the curriculum.

Teaching beyond the Classroom

One of the College’s strengths remains faculty work with students. Seventeen departments reported sponsoring one or more Honors societies or other student clubs. (Appendix 4)

Faculty work to ensure rich co-curricular offerings to help students put classroom learning into context. Departments offered numerous public lectures, including those organized on an ad hoc basis (especially in CLAS, NTAS, and WGST) and named lecture series such as the O’Leary, Davis, Powers, Rukavina, Flannery, Tyrrell lectures; they also offered the annual Homerathon (CLAS), the Visiting Writers Series (ENGL), Kreielsheimer Visiting Artists (VART), as well as Film Screenings (ENVS; Appendix 5).

Faculty also sponsored numerous activities that facilitate learning outside of the classroom. These include the Mock Trial Team, which placed in five tournaments including the national championship. Students from the Model UN team won various awards at the Northwest and National Conferences. The Ethics Bowl team participated in the NW Regional and the Independent Colleges of Washington competitions and won fourth place in each. The Debate team competed at the regional and national levels, with several students receiving honors. (Appendix 6)

Exhibitions/Performances/Concerts

Jesuit education stresses the importance of human creativity, and once again last year, students, faculty, and staff shared their talents with the community. THEA offered three main stage and three second stage productions. For the third year in a row, the program participated in the American College Theatre Festival. MUSC produced fifty-eight concerts on campus and at the Fox Theater. This number includes all ensembles, student recitals, faculty recitals, degree recitals, and guest artist recitals but not concerts that were not hosted by Gonzaga such as the
concerts on the choir tour. Gonzaga is one of the few universities its size that is lucky enough to have an art museum. Last year, the Jundt Art Museum featured eight exhibitions, including a second year of the outdoor display of sculptures by David Hayes, a presentation of the works of Fr. Andrew William Vachon, S.J., as part of the Jesuits in the Arts series, and the annual student art exhibition. The museum published its second and third books, Vivid in My Mind: The Visionary and Landscape Images of Father Andrew William Vachon, S.J., and Fifty Masterworks from the Print Collection of the Jundt Art Museum, for which the museum was awarded its first ever state grant from Arts Washington. Between June 1, 2015, and May 30, 2016, the museum hosted 20,560 visitors. During that same time, the museum provided eighty-six guided tours to 2,044 museum patrons.

Internships
The College continued its collaboration with the Center for Career and Professional Development, involving students and faculty in Treks. This was the first year that all programs had internship courses. Most of the Internship Coordinator’s work revolved around liaising with departments to develop and promote robust internship experiences, to develop learning contracts, to educate faculty with respect to the value of internships, and to collaborate with other offices to solve policy questions. Sixty-seven students enrolled in one of our newly designed internship courses over the course of the academic year.

Community Outreach
In addition to the numerous ways in which Gonzaga faculty are involved in the Spokane community through, for instance, faculty lectures and presentations, the College has various outreach programs that focus on children: the MATH department, for example, continued its weekly Mathematics tutoring, and BIOL its Science in Action! Series, involving GU students. Additionally, a StarTalk grant helped us offer a Chinese Language Summer Camp for school-aged children. In Summer of 2015, fifty-five K-12 students enrolled in six sections. To increase visibility of the academic sector, several other departments are planning summer camps for children (RELI and THEA, for instance). See Appendix 7 for a complete listing of community partners.

Collaborations
College faculty have initiated, or are continuing, collaborations with internal and external partners. The performances of Dido and Aeneas and Weaving Our Sisters’ Voices provided a unique forum for faculty presentations from multiple disciplines. Other collaborations included course development and team teaching (Ostersmith/Swanson, Goldman/Manoguerra); research; co-sponsoring presentations (COMM and COMM-L); study abroad programs; and program development (ART and INMD; ART, ENGL, and Spokane ESD).

Space Planning
Planning for the Integrated Science and Engineering space was on hold.

Faculties from MUSC, THEA, and DANC participated in programming and design sessions with consultants for the Woldson Performing Arts Center. Departments held numerous meetings, planning sessions, and joint inter-arts discussion throughout the process.
College PR
At the end of last summer, a committee of staff members completed the revision of the College’s website, working within the current system to ensure that faculty, staff, and students can easily access up-to-date resources. The College continued work with an intern, who developed a second College newsletter, and worked on advertising and social media. At the end of the year, Tony Payne joined the Dean’s office staff as the College’s Events Coordinator and MarCom person.

College Committees
CAS Advisory Council: The College’s inaugural Advisory Council, chaired by Liz Morris and made up of eleven members who are either alumni or friends of the University, convened twice during the course of the year to discuss the College’s strategic plan (September meeting) and experiential learning opportunities (April meeting). The purpose of the Council is to assist the Dean in accomplishing the College’s mission and vision, and to advise her on the promotion of and fundraising for the College.
Student Council: The Dean continued to convene a council consisting of students who were nominated by their department chairs as a focus group to gather information about perceptions of the College, and to gauge students’ interest in College initiatives.
College Awards Committee: The Dean appointed five faculty members to form a College Awards committee, which oversaw the selection of endowed professors and the distribution of College funds for faculty development in the areas of research/creative activity and teaching.

Mid-career Faculty Project
The purpose of this project, led by Heather Easterling, was to recommend support mechanisms for faculty who are at the midpoints in their careers. Dr. Easterling sent out a survey, conducted research, and produced a report that outlines recommendations for supporting faculty at this stage in their careers (Appendix 8).

Key Challenges
Enrollment Management and Space Needs
See last year’s report: We continue to be particularly challenged in the sciences to accurately, and in a timely fashion, predict enrollment. While we understand the dynamics at work in a tuition-driven institution, earlier intervention and predictive analytics would make rather late hires unnecessary. The increasing student demand in the STEM disciplines, the backlog of students who need science requirements for non-majors, as well as the incoming scientific inquiry requirement, put quite a bit of pressure science departments to deliver their courses. We are quickly running out of office, teaching, and research spaces.

Also widely reported from Humanities faculty are difficulties finding adequate space for teaching in digital environments. This is going to be a continuing and growing concern.

The needs assessment conducted in conjunction with the PAC planning process demonstrated a particular need for the Dance program for a 2,400 sqft facility, which is an accreditation requirement.

Similarly, the Jundt Museum (facility) is substandard for accreditation purposes.

While the PHYS lab remodel afforded a better design of the space, and we are grateful for receiving Herak 257 as a shared space, we do need to ensure that the technology and instrumentation are up to date (see also below).
Technology
The funds dedicated to updating technology are insufficient. A report from our Technology Lab Coordinator shows that some labs are equipped with computers that date back to 2007. The most recent budget allocation is insufficient to fund the increasing demands of faculty for integrating technology into their curricula, software applications for research, as well as student expectations around technology infrastructure.

Budget
To address the serious under-funding of some departments, the Dean formed a committee of department chairs to analyze departmental budgets and to develop criteria for the allocation of funds. We hope to have this work completed by September.

Appendices
1. Faculty Scholarly and Creative Activity
2. Grants
3. Student Achievements
4. Honors Societies and Sponsored Student Clubs
5. Lectures
6. Student Tournaments
7. Community Partners
8. Mid-career Faculty Project
Appendix 1
Faculty Scholarly Activities

Art Department

Honors & Awards

Farrell, Mary
Kreielheimer Chair Award 2016

Grants

Manoguerra, Paul
“Spark Grant,” Humanities Washington $7,500
Fifty Master-Works Jundt Print Collection, Washington State Arts Commission (ArtsWA) $4,000

Performing Arts Events & Exhibits

National

Farrell, Mary
5th Biennial FootPrint International Exhibition-Juried, Center for Contemporary Printmaking, Norwalk, CT 2015
5th Biennial FootPrint International Exhibition-Juried, Julie Valdez Studio, New York, NY 2016
3rd Annual Drawn Exhibition-Juried, Manifest Gallery, Cincinnati, OH 2016
Paper West-Regional Works on Paper-Juried Exhibition, Gittens Gallery-University of Utah, Salt Lake City, UT 2015
Mid-America Print Council Juried Members Exhibition-Juried, Elmhurst College, Elmhurst, IL 2015
Think Square, Think Shop, Newport, KY 2015
Expatriates-Juried, Manifest Gallery, Cincinnati, OH 2015
East/West Portfolio (Invited), College of the Sequoias Fine Art Gallery, Visalia, CA 2015

Rude, Mathew
Winterfest 2015, Baltimore Clay Works, Baltimore, MA 11/01/2015-12/31/2015
In collaboration with Artists-Invite-Artists Residency, Red Lodge Clay Center, Artists-Invite-Artists Preview Exhibition, Red Lodge Clay Center, Red Lodge, MT June 4-24, 2016
Living With Pots, Cedar Rapids Museum of Art, Iowa City, IA September 1, 2015-March 24, 2016
The Intimate Object XI, Charlie Cummings Gallery, Gainesville, FL October 3-November 30, 2015
Wichita Falls Empty Bowls Invitational, Wichita Falls Museum of Art, Wichita Falls, TX  
October 8-24, 2015

Yunomi 20156 Invitational, Akar Gallery, Iowa City, IA  May 13-August 31, 2016

Starbrick Clay National Cup Exhibition, Juror David Hiltner, Starbrick Gallery, Nelsonville, OH  
September 25-October 25, 2015

In collaboration with National Council on Education for the Ceramic Arts, There to Here, NCECA Concurrent  
Exhibition Space, Kansas City, MO  March 14-29, 2016

**Regional**

*Farrell, Mary*

In collaboration with Morse Clary. 2 person show. The Art Spirit Gallery. Coeur d'Alene, ID 2015

Form & Structure, 12x16 Gallery, Portland, OR 2015

PAN Members Show, Mayer Gallery-Marlyhurst University, Portland, OR 2016


**Local**

*Farrell, Mary*

Short Stories. Vino Gallery-Solo Show. Spokane, WA 2016

Print Related (Invitational), Spokane Art School Gallery, Spokane, WA 2015

**Presentations & Public Lectures**

**National**

*Parker, Shalon*

“Electronic Portfolio Projects in the Art History Survey.” College Art Association Annual Conference.  

“Cain and the Critics: The Reception of the Prehistoric in 19th c. French Art.” Midwest Art History  

*Rude, Mathew*

“Norborigama Firing.” National Council on Education for the Ceramic Arts (NCECA) Pre-  
conference. Lawrence, KS. March 2016.

**Regional**

*Rude, Mathew*


**Local**

*Parker, Shalon*

“Enhancing Student Learning through Community Mural Projects.” Intercollegiate Community  
Biology Department

Honors & Awards

Beckstead, Julie
- Inspiring Women in STEM Award from INSIGHT into Diversity of Higher Education.  
  June 3, 2015

Hayes, Stephen
- Gonzaga University Exemplary Faculty Award for Teaching Excellence  
  April 19, 2016

Poxleitner, Marianne
- Howard Hughes Medical Institute Education Fellowship May 2015-July 2016

Staub, Nancy
- Faculty Leadership Diversity Award  
  April 2016

Grants

Beckstead, Julie
  $18,047

Haydock, Joseph
  $114,056

Hayes, Stephen
- “Lake Roosevelt GRTS Sampling Design & Pike CPUE Estimation.” Washington Department of Fish & Wildlife  
  $10,856

Swanson, Brook
- Faculty in the Arts Award, Gonzaga University College of Arts & Sciences  
  April 6, 2016  
  $1,250
- Collaborative Research: “The Evolution of Extreme Trait Size.” National Science Foundation, Integrative Organismal Systems  
  $142,110

Publications

Addis, Elizabeth A.
- “Rapid molecular evolution across amniotes of the IIS/TOR network.”  

Beckstead, Julie
- “Exotic brome grasses in arid and semi-arid ecosystems of the western US: causes, consequences, and management implications.”  

In collaboration with Kelsey M. McEvoy, Toby S. Ishizuka. “Lack of Host Specialization on Winter Annual Grasses in the Seed Bank Pathogen Pyrenophora semeniperda.”  


**Boose, David L.**
http://dx.doi.org/10.20343/teachlearningqu.4.1.6


**Haydock, Joseph**

**Lefcort, Hugh G.**

**Poxleitner, Marianne**
*Phage Discovery Guide*. Howard Hughes Medical Institute, (Summer 2016).

**Staub, Nancy**


**Swanson, Brook**

**Presentations & Public Lectures**

**National**

**Anders, Kirk**

**Boose, David**


**Orcutt, John**


**Poxleitner, Marianne**


**Regional**

**Addis, Elizabeth**

“Is there physiological variation between urban and rural dwelling marmots (Marmota flaviventris)?” Society of Integrative and Comparative Biology. Portland, OR. January 2016.

**Anders, Kirk**


**Hayes, Stephen**


**Orcutt, John**


**Staub, Nancy**


**Local**

**Anders, Kirk**


Chemistry/Biochemistry Department

Honors & Awards
Shepherd, Jennifer Scholl Foundation Distinguished Chair of Chemistry 2014-2017

Grants


Publications
Cremeens, Matthew

Gidofalvi, Gergely

Ross, Eric

Presentations & Public Lectures
National
Cremeens, Matthew

Smieja, Joanne
“Traditional versus inverted delivery of general chemistry content: Does it make a difference?” 250th National Meeting of the American Chemical Society. Boston, MA, August 2015.


Regional

Smieja, Joanne


Classical Civilizations Department

Honors & Awards

Oosterhuis, David Exemplary Faculty Award for Outstanding Teaching April 2016

Presentations & Public Lectures

Regional

Oosterhuis, David


Communication Studies Department

Honors & Awards

Silvestri, Lisa Association of Internet Researchers (AoIR) Dissertation Award May 2015

Herbert S. Dordick Award, International Communication May 2015

Association (ICA), Communication and Technology Division

Grants
Silvestri, Lisa  
“Center for Teaching and Advising Travel Grant,” CTA, June 2015  $1,300

Terry, Patricia  
“Educators for the 21st Century Professional Development,” Washington Student Achievement Council, June 2015, 2015-2016  $200,000

Performing Arts Events & Exhibits

National

Silvestri, Lisa  

Local

McCracken, Andrea  
In collaboration with Abigail Glenn, Alisha Insensee, Claire Farrington, Morehouse, Kristina. “Memorable Health Messages.” Whitworth University, Spokane, WA. April 2016.

In collaboration with Women and Gender Studies, English, Global Studies, Professional Studies, College of Arts and Sciences. “Stories of Suffering, Transformation and Peace.” Spokane, WA. February 2016.

Silvestri, Lisa  

Publications

Bucciferro, Claudia  

Terry, Patricia  

Silvestri, Lisa  

Presentations & Public Lectures

International

Silvestri, Lisa   

National

Bucciferro, Claudia  

McCracken, Andrea


Morehouse, Kristina
“My Research Has Got Me Down: A collaborative discussion on the importance of considering the emotional impact of research in reflexivity.” Western States Communication Association Conference. San Diego, CA. February 2016.

Petruska, Karen

Silvestri, Lisa
“Friended at the Front.” 92nd Street Y. New York City, NY. December 2015.


Regional

Bucciferro, Claudia

Morehouse, Kristina


Local

Bucciferro, Claudia

McCracken, Andrea

Morehouse, Kristina
Criminal Justice Department

Publications

Gumbhir, Vikas

Weatherby, Georgie Ann


Presentations & Public Lectures

National

Gumbhir, Vikas

Morlock, Naghme

Local

Weatherby, Georgie Ann
“Campus Shooters.” Gonzaga University TV. Spokane, WA. December 2015.

English Department

Honors & Awards

Cooley, Elizabeth  2015 Binnacle Ultra Short Story Prize  Fall 2015

Grey, Ginger  Event Horizon Science Poetry Contest/ Finalist  Spring 2016
Terrain.org 6th Annual Poetry Contest/1st place  Winter 2015

2015 Washington Book Award for Bugle  Fall 2015
Grants

Terry, Patricia  “Educators for the 21st Century Professional Development,” $200,000 Washington Student Achievement Council, June 2015, 2015-2016

Performing Arts Events & Exhibits

Local

Ciesla, Meagan
“Gonzaga Reads Visiting Writers Series.” Wolff Auditorium, Spokane, WA. April 19, 2016

Publications

Bollig, Chase

Ciasullo, Ann M.

Ciesla, Meagan

Cooley, Beth


"Driving Home” (flash fiction). The Binnacle: 12 (Fall 2015): 5.

Grey, Ginger
"How to Marry a Monster” (fiction). Marry a Monster: Lilac City Fairytales Anthology: 2.1 (Winter 2016).

“Voyager I,” “Voyager II,” “Dear Aliens,” and “HD 162826” (poetry). Terrain: November 2016 terrain.org


“For the man who suggested the existence of irrational numbers” (poetry). Event Horizon: 8 (Spring 2016). http://www.eventhorizonmag.com/
“DMAC: One Year Later.” Showcasing the Best of CIWIC/DMAC: 1.1 (Summer 2015) http://www.dmacinstitute.com/showcase/issues/no1

Halliday, Jessica


“DMAC: One Year Later.” Showcasing the Best of CIWIC/DMAC: 1.1 (Summer 2015) http://www.dmacinstitute.com/showcase/issues/no1

Maucione, Jessica L.

Tagnani, David

Terry, Patricia

Presentations & Public Lectures

National

Ciesla, Meagan

Cooley, Elizabeth

Easterling Ritchie, Heather
“Cockle-shells and chicken's feathers: Jonson's Bartholomew Fair, the Lord Mayor's Show, and Re-interpreting City Space.” Shakespeare Association of America. New Orleans, LA. March 2016.

Eliason, John

Grey, Ginger
Halliday, Jessica

Mermann-Jozwiak, Elisabeth

“‘In the corazón of the Capital:’ Globalization and Urban Design in Cisneros’s *Caramelo*,” American Literature Association Conference, Boston, May 2015.

Ranum Herrman, Ingrid
“Tackling Reluctant Students in a Core Literature Course with Sports Literature.” Rocky Mountain Modern Language Association Conference. Santa Fe, NM. October 2015.

Regional

Ciasullo, Ann

Eliason, John

Maucione, Jessica

Local

Ciasullo, Ann

Cooley, Elizabeth

Eliason, John

Maucione, Jessica


Environmental Studies Department

Publications

Gordon, Greg


Presentations & Public Lectures

Regional

Gordon, Greg


History Department

Honors & Awards

*Goldman, Andrew* The Alphonse A. & Geraldine F. Arnold Distinguished Professorship 2015-2018

Grants

*Goldman, Andrew* “Spark Grant,” Humanities Washington, Nov. 2015-2016 $7,000
Performing Arts Events & Exhibits

Schlimgen, Veta
In collaboration with Gregory Fiorina (as supervising faculty). "Tell All Hello": A Web of Communication During WWII. Spokane, WA
https://s3.amazonaws.com/uploads.knightlab.com/storymapjs/173b4a170ee7ca55d53ee7d52ed5839d/fr-egan/draft.html, on-line publication (semi-private)

Publications

Donnelly, Robert C.

Goldman, Andrew L.
http://antiquity.ac.uk/antplus/projgall

Goodrich, Richard J.


Nitz, Theodore A.

O’Connor, Kevin C.


Presentations & Public Lectures

International

Goodrich, Richard

National

Arnold, Laurie

DeAragon, RaGena
“A Place at the Table?: Elite Women in Norman and Angevin England.” Beyond Exceptionalism Conference. The Ohio State University. Madison, OH. September 2015.

Goldman, Andrew

Schlimgen, Veta

Regional
Arnold, Laurie


Local
Nitz, Theodore

Integrated Media Department

Honors & Awards
English, Susan Gonzaga University Exemplary Faculty Award/Academic Citizenship 2015-2016 April 2016

Publications
McMahon, Colleen Ann

Prindle, Ronald

Presentations & Public Lectures

**McMahon, Colleen**
“A Unique Approach: Did We Really Do This?!” Dean's Research/Creativity Forum, Gonzaga University. Spokane, WA. October 2015.

**Prindle, Ronald**
“A Unique Approach: Did We Really Do This?!” Dean's Research/Creativity Forum, Gonzaga University. Spokane, WA. October 2015.

Math Department

**Honors & Awards**

**Coufal, Vesta**
- Distinguished College or University Mathematics Teaching, 2016
- Pacific Northwest Region of the Mathematical Association of America Exemplary Faculty Award, Gonzaga University, 2016

**Shinn, Jaime**
- Pacific Northwest Section NExT (New Experiences in Teaching) Fellow, Mathematical Association of America, April 2016

**Grants**

**Bryant, Robert**
“Computer Science Education”, Washington State Office of Superintendent of Public Instruction (OSPI)

**Burch, Nathanial**
“NCTM Travel Grant for ICME-13,” NCTM, 12/16/2015-16

**Coufal, Vesta**
“CTA Travel Grant,” CTA, 2015
“McDonald Work Award,” Robert & Claire McDonald 2015-2016

**Dichone, Bonni**
“Matching Grant,” Pi Mu Epsilon, Spring 2016

**Overbay, Shannon**
“McDonald Work Award,” Robert & Claire McDonald 2015-2016

Publications

**Axon, Logan**
http://www.ams.org/mathscinet/search/publdoc.html?pg1=MR&s1=3102003&loc=fromrevtext


**Burch, Nathanial**

Coufal, Vesta


Dichone, Bonni

Kearney, Mary

McKenzie, Thomas

Nord, Gail


Overbay, Shannon

Wand, Jeffrey

Presentations & Public Lectures

National

Dichone, Bonni

Overbay, Shannon

**Shultis, Katharine**


**Regional**

**Coufal, Vesta**


**Kearney, Mary**


**McKenzie, Thomas**


**Nord, Gail**

In collaboration with Min Deng (Maryville University), Heather Ames Lewis (Nazareth College), Dipa Sarka-Dey (Loyola University Maryland), and Kathy Zhong (University of Detroit Mercy). “Pioneers and Mathematicians.” ADVANCE Grant All Participants Meeting, National Science Foundation. Seattle, WA. November 2015.

**Overbay, Shannon**


**Ray, Robert**


**Shultis, Katharine**


**Wand, Jeffrey**


**Local**
Burch, Nathaniel


“Teaching and R.” Center for Teaching & Advising Lunch and Learn, Gonzaga University. Spokane, WA. April, 2015.

“Reproducible Teaching with R Markdown.” Faculty Development Brown Bag, School of Business Administration Gonzaga University. Spokane, WA. October 2015.

Cangelosi, Richard

Coufal, Vesta

Kearney, Mary

Nord, Gail

“Mathematics for the Mind.” Fall Family Weekend, Gonzaga University. Spokane, WA. October 2015.


Modern Languages Department

Grants

<table>
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<tr>
<th>Name</th>
<th>Grant Description</th>
<th>Amount</th>
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<tr>
<td>Birginal, Diane</td>
<td>“McDonald Work Award,” Robert &amp; Claire McDonald, June 2015, 2016</td>
<td>$3,106</td>
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<tr>
<td>Brooke, Gabriella</td>
<td>“Gonzaga Research Council,” Gonzaga University, Summer 2015</td>
<td>$900</td>
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Katsushima, Seiko  “McDonald Work Award,” Robert & Claire McDonald, Fall 2015-2016  $3,107

Perz, Ute  “McDonald Work Award,” Robert & Claire McDonald, 2015-2016.  $2,900

Semple, Benjamin  “Startalk,” National Foreign Language Center (University of Maryland), March 31, 2016.  $89,822

Publications


Presentations & Public Lectures

International


National

Marquis, Rebecca


Local

Boyer, Barbara

Music Department

Honors & Awards
Fague, David Exemplary Faculty Award for Collaborative Work and Innovation April 2016
Westerhaus, Timothy U.S. Conducting Fellow to South Korea, International Conductor Exchange Program (Residency July 2016) September 2015

Performing Arts Events & Exhibits
International
Spittal, Robert


Composer: Studio Orchester Duisberg performs "Consort for Ten Winds". Ruhrort Hall. 09/05/2015. Duisberg, Germany. Composer.


**National**

*Spittal, Robert*

Columbus State University Wind Ensemble performs "Consort for Ten Winds". Schwob Center of the Arts. 10/01/2015. Columbus, GA. Composer.


Hodgson Winds perform "Consort for Ten Winds". Hodgson Center for the Arts, University of Georgia. 10/19/2015. Athens, GA. Composer.


Kennesaw State University Chamber Ensemble performs "Consort for Ten Winds". Kennesaw State Center for the Arts. 11/18/2015. Kennesaw, GA. Composer.


*Westerhaus, Timothy*


**Regional**

*Hekmatpanah, Kevin*

Oregon East Symphony. August 2015. Pendleton, OR.

District 6 Oregon Music Educators Association Solo & Ensemble Adjudication. East Oregon University. February 20, 2016. LaGrande, OR.


*Spittal, Robert*


Westerhaus, Timothy


Local
Hekmatpanah, Kevin
Spokane Symphony Orchestra. Martin Woldson Theater at the Fox. September 2015 - May 2016. Spokane, WA.

Project Joy Orchestra. September 2015 - May 2016. Spokane, WA.

Eastern Washington Music Educators Association Large Group Festival. Rogers High School. February 6, 2016. Spokane, WA.

Spittal, Robert


Gonzaga University Wind Symphony and Chamber Winds. Martin Woldson Theater at The Fox. 04/17/2016. Spokane, WA. Conductor.


Westerhaus, Timothy
In collaboration with: Dr. Peter Hamlin, Men's Chorus, Women's Chorus (50 students). Fall Family Weekend Chapel Concert. Gonzaga University Chapel. October 2015. Spokane, WA.

In collaboration with: Celeste Johnson (piano), Concert Choir (68 students), Women's Chorus (50 students), Dr. Peter Hamlin, Men's Chorus, Dr. Robert Spittal, Wind Symphony Brass. Candlelight Christmas Concerts: "Witness to Majesty". St. Aloysius Church. December 11-12, 2015. Spokane, WA.

In collaboration with: Chamber Chorus (28 students), Dance Company (6 students), Suzanne Ostersmith, Dance. Dido & Aeneas: A Baroque Dance Opera. Hemmingson Center Ballroom, Gonzaga University. January 2016 (4 performances). Spokane, WA.
In collaboration with Amanda Howard-Philips (violin), Jason Bell (violin), Nick Carper (viola), Kim Plewniak (contrabass), Celeste Johnson (piano), Kaitrin Cunningham, alumna ('12), Women's Chorus (41 students). Magnificat! St. John's Cathedral. April 16, 2016. Spokane, WA.


In collaboration with: Celeste Johnson (piano), Gonzaga University Chamber Chorus (28 Students). A Spring Serenade. Gonzaga University Chapel. May 1, 2016. Spokane, WA.


Publications

Hamlin, Peter


Waters, Fr. Kevin
In collaboration with Paul Grove (guitar), Kevin Hekmatpanah (cello) and Gonzaga faculty members, performance and recording of “Riffs, Echoes, and Rhapsodes.” Chamber work score purchased by special request of the Royal Northern College of Music Library collection, Manchester, England.

Westerhaus, Timothy

Presentations & Public Lectures

International
Hamlin, Peter


National

Hamlin, Peter


Regional

Hamlin, Peter


Philosophy Department

Honors & Awards
Tritten, Tyler  Alexander von Humboldt Postdoctoral Research Fellow at Albert Ludwigs Universitaet Freiburg.

Grants

Schmidt, Erik “Ethics Bowl Support Grant,” Independent Colleges Washington, 2015-2016 $1,750

Publications
Henning, Brian G.


Kries, Douglas


Lassiter, Charles


Maccarone, Ellen M.

Schmidt, Erik


Tkacz, Michael W.

Tritten, Tyler


Weidel, Timothy A.


Presentations & Public Lectures

International

Henning, Brian G.


Lassiter, Charles
“Sense-Saturated Coordination and Reasons-Responsiveness.” Joint Meeting of the 7th Distributed Thinking Symposium and the 3rd Centre for Human Interactivity Annual Symposium. Odense, Denmark. September 2015.

Tritten, Tyler

National

Bradley, Dan


Calhoun, David


Henning, Brian G.


Kries, Douglas


Maccarone, Ellen

Schmidt, Erik

Tkacz, Michael


Tritten, Tyler

Regional

Henning, Brian G.

Tritten, Tyler

Weidel, Timothy


Local

Bradley, Dan

Calhoun, David


Henning, Brian G.


“Sustainability Across the Curriculum at Gonzaga.” Center for Teaching and Advising, Gonzaga University. Spokane, WA. October 2015.

**Physics Department**

**Grants**

*Greer, Allan*  
“Fluke Equipment in-kind grant,” Fluke Corp, March 2016 $1,120

**Publications**

*Aver, Erik*


*Fritsch, Adam*


*Kincanon, Eric A.*


**Presentations & Public Lectures**

**International**

*Stoke, Jason*


**National**

*Fritsch, Adam*

“3-Body Decay of Cluster States in 14C.” Fall Meeting of the American Physical Society Division of Nuclear Physics. American Physical Society Division of Nuclear Physics. Santa Fe, NM. October 2015.

Regional

Aver, Erik

Local

Aver, Erik

Fritsch, Adam

Political Science Department

Grants

Isacoff, Jonathan
“Co-Investigator G2015-P3-Phase 1 Grant,” $15,000
(Noel Bormann, Principal Investigator)
Environmental Protection Agency, 9/01/2015

Publications

Isacoff, Jonathan B.


Presentations & Public Lectures

International

Treleaven, Michael

Psychology Department

Honors & Awards

Medina, Anna
Service Learning Faculty Award 2016
Center for Community Action and Service Learning April 2016
Norasakkunkit, Vinai  Distinguished Visiting Associate Professor at Kyoto University  July 2015

Grants

Arpin, Sarah  “European Association of Social Psychology Seedcorn Grant,”  European Association of Social Psychology August 2015  $630
“Faculty Development Award for Research Support”  $735

Bartlett, Monica  “Dean's Faculty Development Fund,”  Gonzaga University College of Arts & Sciences, Fall 2015, 2015-16  $420

Norasakkunkit, Vinai  “Interdisciplinary Faculty and Student Research Fund,”  Gonzaga University College of Arts & Sciences Dean's Office, Gonzaga University, Spring 2016  $7,000

Publications

Arpin, Sarah

Leigland, Sam McClellan

Norasakkunkit, Vinai


Thorne, Gary L.

Presentations & Public Lectures

International

Norasakkunkit, Vinai,


National

Arpin, Sarah


Bartlett, Monica


Leigland, Sam

Medina, Anna


Nelson, Michael

Thorne, Gary

Regional
Norasakkunkit, Vinai,

Religious Studies Department

Honors & Awards
Sheveland, John Exemplary Faculty Award, Gonzaga University April 2015

Grants
Goldstein, Elizabeth “Faculty Development Award,” Gonzaga University November 24, 2015 $600

Mudd, Joseph “Theology Institute: Stewardship, Sustainability, and Moral Decision-Making,” Lilly Endowment, Inc. (4 years). $290,415

Sheveland, John “CTA Travel Grant,” Center for Teaching and Advising Gonzaga University 2015 $1,000

Performing Arts Events & Exhibits
Schearing, Linda

In collaboration with Theatre/Dance and Music Departments. Weaving Our Sisters’ Voices (playwright). Gonzaga University. Spokane, WA October 09-18, 2015 (7 performances)

Publications
Clark, Emily Suzanne

Dunn, Shannon


Goldstein, Elizabeth W.

Hartin, Patrick J.

McCormick, Patrick T.


McCudden, Kevin B.

Mudd, Joseph C.

Rindge, Matthew S.


Schearing, Linda

Sheveland, John N.


**Starbuck, Scott R.A.**


http://ext.sagepub.com/content/by/year/2015

http://ext.sagepub.com/content/by/year/2015


**Presentations & Public Lectures**

**International**

**Rindge, Matthew**


**Sheveland, John**


**National**

**Clark, Emily**


**Dunn, Shannon**

Goldstein, Elizabeth


Hughes, April

McCrudden, Kevin

Sheveland, John


Regional
Dunn, Shannon

McCormick, Patrick

Sheering, Linda


Sheveland, John


Starbuck, Scott

Local

Goldstein, Elizabeth

Milos, Joy

Rindge, Matthew


Sheveland, John

Sociology Department

Grants

Willms, Nicole
“CTA Travel Grant” Center for Teaching and Advising. $970 Gonzaga University, 2015.

Publications

Hayes, William

Presentations & Public Lectures

National

Bertotti Metoyer, Andrea

Hayes, William

Johnston, Joseph


Willms, Nicole


Regional

Willms, Nicole


Local

Bertotti Metoyer, Andrea

“What is a Healthy Relationship?” Healthy Relationship Series, Center for Cura Personalis, Gonzaga University. Spokane, WA. October 2015.


Willms, Nicole

“What is a Healthy Relationship?” Healthy Relationship Series, Center for Cura Personalis, Gonzaga University. Spokane, WA. October 2015.

Theatre & Dance Department

Grants

Ostersmith, Suzanne

“The Interdisciplinary Arts Focus of Loie Fuller,” Faculty and Student Research Fund Award, College of Arts & Sciences, 2016-2017 $3,050

Faculty in the Arts Award, Gonzaga University College of Arts and Sciences. April 6, 2016 $2,500

Pepiton, Charles

“Dean's Faculty Development Fund,” Gonzaga College of Arts and Sciences. November 2015. $2,139

“NET/TEN Travel & Exchange Network,” Network of Ensemble Theatres, 2016. $2,000
Performing Arts Events & Exhibits

International

Pepiton, Charles

Smith, Courtney

National

Pepiton, Charles
In collaboration with Wayland Baptist University. *Freud's Last Session*. Harral Theatre, Plainview/Lubbock, TX. March 2016.

Smith, Courtney


Regional

Jeffs, Kathleen

Local

Jeffs, Kathleen

Ostersmith, Suzanne


In collaboration with students: Diana Fisher, Katie Burns, Lindsey Gaardsmoe, Miranda Heckman. *Dancing Spokane River Tour*. Spokane Elementary Schools throughout the 2015-2016 academic year.

In collaboration with Linda Schearing and Robert Spittal, Theatre and Dance Department Design (set and costume) Faculty and Staff. *Weaving Our Sisters’ Voices*, Main Stage Production. Magnuson Theatre, Gonzaga University. Spokane, WA. October 2015.

In collaboration with Theatre and Dance Department, Faculty and Staff. *Spring Dance Concert*. Magnuson Theatre, Gonzaga University. Spokane, WA. April 21-23, 2016.

*Student Choreography Concert*. Magnuson Theatre, Gonzaga University. Spokane, WA. April 7-8, 2016.

**Pepiton, Charles**  

In collaboration with Square Top Theatre. *Laura, or Scenes from a Common World* (Film). Magnuson Theatre, Gonzaga University. Spokane, WA. November 2015.

**Smith, Courtney**  
*These Shining Lives*. Eastern Washington University, Cheney, WA. May 2016.


**Publications**

**Pepiton, Charles**  

In collaboration with Shechem Press. Editor of *Now at the Uncertain Hour* (Play script). Shechem Press. April 2016: 52. [www.shechempress.com](http://www.shechempress.com)

**Presentations & Public Lectures**

**National**

**Ostersmith, Suzanne**  

**Pepiton, Charles**  
“Freud's Last Session.” Post show Discussion with Philosopher Dr. Peter Rollins (UK-Belfast), Wayland Baptist University. Lubbock, TX. May 2016.


**Smith, Courtney**  

Regional

Jeffs, Kathleen

Local

Ostersmith, Suzanne

“Global Engagement and Academic Innovation, Gonzaga Will ...,” Gonzaga University, Campaign Release and Interdisciplinary Arts Exhibit. Spokane, WA. October 2015.

Pepiton, Charles

<table>
<thead>
<tr>
<th>AREA</th>
<th>AGENCY</th>
<th>TITLE</th>
<th>PROJECT DIRECTOR</th>
<th>AMOUNT REQ.</th>
<th>AWARDED</th>
<th>PENDING</th>
<th>DENIED</th>
<th>INDIRECT RECOVERY</th>
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<td>Collaborative Research: The Evolution of Extreme Trait Size</td>
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<td>Urbanization of the Yellow-Bellied Marmot</td>
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<td>Do Predation and Competition Change in Response to Climate Change in Freshwater Systems?</td>
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<td>Lake Roosevelt GRTS Sampling Design &amp; Pike CPUE Estimation</td>
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<td>BIOLOGY</td>
<td>EPA P3 Award</td>
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<td>CHEMISTRY and BIOCHEMISTRY</td>
<td>Silicon Mechanics</td>
<td>Research Cluster Grant: Parallel Methods for Strongly Correlated Systems</td>
<td>Gidofalvi, Cremeens</td>
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<td>Dept. Of Defense</td>
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<td>NASA ROSES: Exobiology</td>
<td>Metabolite Discovery/Identification of Gene Function in Methanogens</td>
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<td>NSF, Molecular &amp; Cellular Biosciences</td>
<td>MCB-Systems &amp; Synthetic Biology: Uncovering Metabolic Fossils by Defining Functions of Hypothetical Proteins ...</td>
<td>K. Allen</td>
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<td>CHEMISTRY and BIOCHEMISTRY</td>
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<td>Lg.-Scale CASSCF Methods for Strongly Correlated Molecules &amp; Energetic Materials</td>
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<td>CHEMISTRY and BIOCHEMISTRY</td>
<td>Murdoch</td>
<td>Development of Zinc (II) Responsive MRI Agents for Early &amp; Accurate Detection of Prostate Cancer</td>
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<td>CHEMISTRY and BIOCHEMISTRY</td>
<td>Murdoch</td>
<td>Supramolecular Approaches to Biometric Catalyst Design</td>
<td>Matsumoto</td>
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<td>PHYSICS</td>
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<td>Research in Undergraduate Institutions (RUI): Nuclear Physics Research at Gonzaga University</td>
<td>Fritsch</td>
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## COLLEGE OF ARTS AND SCIENCES
### APPENDIX 2
### Grant Activity FY 2015-2016

<table>
<thead>
<tr>
<th>AREA</th>
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<th>TITLE</th>
<th>PROJECT DIRECTOR</th>
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<th>AWARDED</th>
<th>PENDING</th>
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<th>INDIRECT RECOVERY</th>
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<td>ART</td>
<td>NEH</td>
<td>Summer Stipends: Origins—Painting the Prehistoric Body in Late 19th-Century France (book)</td>
<td>Parker</td>
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<td>COMMUNICATION STUDIES</td>
<td>NEH, Public Scholar Program</td>
<td>Scattered Remains: Remembering/Forgetting Iraq and Afghanistan</td>
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<td>COMMUNICATION STUDIES</td>
<td>DOD / Secretary of Defense</td>
<td>Minerva Research Initiative: Social Media &amp; Posttraumatic Growth (White Paper)</td>
<td>Silvestri</td>
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<td>ENGLISH</td>
<td>NEH, WESA101/ WA Student Achievement Council</td>
<td>Northern Tier Assessment Consortium</td>
<td>Terry, Girtz</td>
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<td>COMMUNICATION STUDIES</td>
<td>NEA</td>
<td>Challenge America: To Support the Gonzaga U. Visiting Writers Series</td>
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<td>ENGLISH</td>
<td>NEH, WESA101/ WA Student Achievement Council</td>
<td>Northern Tier Assessment Consortium</td>
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<td>JUNDT ART MUSEUM</td>
<td>WA St. Arts Comm.(ArtsWA)</td>
<td>Project Support Grant: Fifty Master-Works from (Jundt) Print Collection</td>
<td>Manoguerra</td>
<td>$5,000</td>
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<td>HISTORY and NATIVE AMERICAN STUDIES</td>
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<td>Summer Stipends: National Indian Gaming Association &amp; Intertribal Activism …</td>
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<td>HISTORY and NATIVE AMERICAN STUDIES</td>
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<td>Native American Events Series</td>
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<td>INFORMATION TECHNOLOGY AND SOCIE TY</td>
<td>NSF, STEM + C</td>
<td>CS10K: Statewide Equitable Professional Dev. for Computing Teachers (SEPD CT)</td>
<td>Bryant</td>
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<td>CS10K: Washington Equitable Professional Dev. For Computing Teachers (WEPD CT)</td>
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<td>Enduring Questions: Does Sex, Sexuality and/or Gender Determine One’s Identity?</td>
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<td>Fellowships: The Social Epistemology of Implicit Bias</td>
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<td>SOCIOLOGY</td>
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<td>Bertotti-Metoyer</td>
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APPENDIX 3
Student Achievements

Art

**Honors & Awards**

*Padilla, Rebecca*  
Senior Art Award

*Smale, Laura*  
Senior Art Award

**Presentations**

*Bonner, Brooke*  
Senior Thesis Exhibition

*Smale, Laura*  
Senior Thesis Exhibition

*Padilla, Rebecca*  
Senior Thesis Exhibition

Biology

**Honors & Awards**

*Anton, Tessa*  
Robert and Claire McDonald Award for Distinction in Biology (2016)

*Lapsansky, Anthony*  
Robert and Claire McDonald Award for Distinction in Biology (2016)

*MacKenzie, Anne*  
Robert D. Prusch Award for Distinction in Biology (2016)

*Tiatragul, Sarin*  
Robert D. Prusch Award for Distinction in Biology (2016)

**Presentations**

**Research presented at the Molecular Genetics of Bacteria and Phage Meeting, University of Wisconsin, Madison, August 2015.**  
*Karina Lopez-Damian and Carla Y. Bonilla.*

“Examination of the *Bacillus subtilis* stressosome in vivo in the presence of stress.”

**Research presented at the 12th Annual Gonzaga Science Research Program poster session, Gonzaga University, Spokane, Washington, October 10, 2015:**  
*Geovar Agbayani and Nancy L. Staub.*

“The presence of androgen sensitive glands in male and female *A. flavipunctatus.*”
Arielle Akanbi, Elicia Goodwin, Louis McCoy, Jarrod VerSteeg, Taylor Wintler, Joseph Haydock and Sherry Wood.

“An examination of butterfly abundance at different times of day in the neotropical rainforest.”

Anthony Bernicchi, Breanna Byrne, Sophia Oswald, Sherry Wood and Joey Haydock

“The arthropod density on Amazonian palms with epiphytes.”

Taylor Bobovsky, Charlie A. Kittridge and Elizabeth A. Addis

“Flight initiation distance of yellow-bellied marmots (Marmota flaviventris) along an urban-rural continuum”

Kara Geraci, Giovanni Midili and Carla Y. Bonilla

“Testing the genetic requirement of stressosome genes in the H2O2 stress response of Bacillus subtilis”

Blake Henley and William Ettinger.

“The evolution of K1 mycobacteriophages through temperature selection”

Sydney Hutton, Joey Constien, David Dommermuth, Christina Heid and Helen Smith-Flores.

“How does Huntington's disease affect circadian rhythm in Drosophila melanogaster?”

Amy Jamsa and Jill Clapperton*, “Product AZ effects on early crop success and soil health”

(*Rhizoterra, Inc.)

Charlie Kittridge and Elizabeth Addis

“Genetic sexing of Marmota flaviventris through fecal DNA extraction and PCR”

Briana Ledoux, Megan Lantsberger, Tom Bastasch, Sherry Wood and Joey Haydock.

“Characterization of lakes, rivers, and streams in the Ecuadorian Amazon rainforest In terms of nutrients, chemical components and macroinvertebrate populations.”

Karina Lopez-Damian and Carla Y. Bonilla

“Examination of the Bacillus subtilis stressosome in vivo in the presence of stress”

Alexis Lucassen and Daniel Schindler*

“Geomorphic controls on hyporheic stream temperatures” (*University of Washington)

Anne MacKenzie and Kirk Anders

“Investigating the basis for an unstable aneuploid phenotype in yeast”

Daniel Maionchi, Trevor Obrinsky, Leah Horslen and Brian Dunn.

“Deleting genes for transcription factors that code for multi drug transport proteins”

Brian A. Muegge, Kirsten Price, Katie E. Carr and Elizabeth A. Addis

“Possible selective foraging via fecal and ecological analysis of the yellowed-bellied marmot (Marmota flaviventris)”

Anna J. Muhich, Rachel A. Kreis* and Christine D. Smart*,

“Sensitivity of New York isolates of Alternaria brassicicola to azoxystrobin” (*Cornell University).
Janne Gronli*, Rahmi Nemri, Michelle Schmidt***, Amelia Gallitano** and Jonathan Wisor***
“Antipsychotic clozapine effect on sleep: Attenuated polysomnographic responses to the atypical antipsychotic clozapine in early growth response 3-deficient mice” (*University of Bergen, **University of Arizona, ***Washington State University).

Natalie Nigg and Nancy L. Staub.
“Preliminary studies on novel dermal glands of the rough-skinned newt, Taricha granulosa.”

Rachel Noyes, Jakob von Moltke* and Richard M. Locksley*
“IFN-γ signaling in intestinal epithelium antagonizes type 2 immune driven tuft cell hyperplasia” (*University of California San Francisco)

Trevor Obrinsky, Daniel Maionchi, Leah Horslen, Dr. Brian Dunn.
"Creating a drug sensitive strain of Pichia pastoris by deleting putative multi-drug transport protein transcription factors."

Kayla O'Sullivan, Anil Singh* and Salahuddin Ahmed*
“Monosodium urate crystals activate Interleukin-1β signaling pathway to propagate inflammation in THP-1 cells: a possible role in the pathogenesis of gout” (*Washington State University College of Pharmacy).

Petros Raygoza and Nancy L. Staub.
“Determining the toe morphology of the lungless salamander, Aneides lugubris”

“The presence of dorsal and ventral courtship glands in both male and female Desmognathus brimleyorum (Amphibia: Plethodontidae).”

Claire Rutledge, Patrick Tennican* and William F. Ettinger.
“High-level disinfection and protection of intravenous catheter ports from bacterial species causing CLABSIs” (*University of Washington, Department of Medicine).

Laura Seifert, Katie Uppendahl and Joseph Haydock.
“DNA Extracted from Eggs Allows Study of Sexual Selection in Acorn Woodpecker”

"Synthesis of molecules with potential biological activity: a social justice project in CHEM 331L: Organic Chemistry II Lab"

Sarin Tiatragul and Dan Warner*
“Anolis metropólis: are urban-adapted lizards primed for invasion? The effects of incubation temperatures on embryonic development and hatching phenotype of brown lizards (Anolis sagrei) from urban and natural populations.” (*University of Alabama at Birmingham, now at Auburn University).

Rebecca Velasco, Austin Gabriel, Brennan Calley and Gary Chang.
“Mechanical and chemical influences on recolonization by stem mining weevils after control of a noxious weed.”

"Orb weaver spider reconstruction for maintenance suggests selective trapping locations."
Elisa Wilson and Kirk Anders.
“Evaluating aneuploidy: detecting the cellular effects of an extra chromosome.”

James Winslow, Kamrin Sorensen, Hugh Lefcort and David Cleary.
“Effects of carbon dioxide induced pH changes and gabazine on the behavior of aquatic pulmonary snails”

Research presented at the 24th Annual Regional M. J. Murdock Conference on Undergraduate Research, Vancouver, Washington, November 6 – 7, 2015:

Geovar Agbayani and Nancy L. Staub.
“The presence of androgen sensitive glands in male and female A. flavipunctatus.”

Tessa Anton and Dr. Sigrid Heise-Pavlov.
“To eat or not to eat: a question of diet, detoxification and survival of the Lumholtz's tree kangaroo (Dendrolagus lumholtzi)”

Taylor Bobovsky, Charlie A. Kittridge and Elizabeth A. Addis.
“Flight initiation distance of yellow-bellied marmots (Marmota flaviventris) along an urban-rural continuum”

Sydney Hutton, Joey Constien, David Dommermuth, Christina Heid and Helen Smith-Flores.
“How does Huntington's disease affect circadian rhythm in Drosophila melanogaster?”

Alexis Lucassen and Daniel Schindler*
"Geomorphic controls on hyporheic stream temperatures" (*University of Washington)

“Investigating the basis for an unstable aneuploid phenotype in yeast”

Janne Gronli*, Rahmi Nemri, Michelle Schmidt***, Amelia Gallitano** and Jonathan Wisor***
“Antipsychotic clozapine effect on sleep: Attenuated polysomnographic responses to the atypical antipsychotic clozapine in early growth response 3-deficient mice” (*University of Bergen, **University of Arizona, ***Washington State University).

Kayla O'Sullivan, Anil Singh* and Salahuddin Ahmed*
“Monosodium urate crystals activate Interleukin-1β signaling pathway to propagate inflammation in THP-1 cells: a possible role in the pathogenesis of gout” (*Washington State University College of Pharmacy).

Petros Raygoza and Nancy L. Staub.
“Determining the toe morphology of the lungless salamander, Aneides lugubris.”

“The presence of dorsal and ventral courtship glands in both male and female Desmognathus brimleyorum (Amphibia: Plethodontidae).”

Rebecca Velasco, Austin Gabriel, Brennan Calley and Gary Chang.
“Mechanical and chemical influences on recolonization by stem mining weevils after control of a noxious weed”
Oral Presentation at the 24th Annual Regional M. J. Murdock Conference on Undergraduate Research, Vancouver, Washington, November 6 – 7, 2015:
Kara Geraci, Giovanni Midili and Carla Y. Bonilla.
“Testing the genetic requirement of stressosome genes in the H2O2 stress response of Bacillus subtilis”

Poster Presentation at the Annual Biomedical Research Conference for Minority Students, Washington State Convention Center, Seattle, Washington, November 11 – 14, 2015:
Petros Raygoza and Nancy L. Staub.
“Determining the Morphology of the Expanded Toe Tips of the Lungless Salamander, Aneides lugubris.” Petros won an award for this poster presentation.

Oral Presentation at the Poster Session in conjunction with the 30th Annual O’Leary Lecture, March 22, 2016:
Brennan Calley and Gary Chang.
“Mechanical and chemical influences on recolonization by stem mining weevils after control of a noxious weed.”

Research Posters presented at the Poster Session in conjunction with the 30th Annual O’Leary Lecture, March 22, 2016:
Charlie Kittridge and Elizabeth Addis
“Genetic Sexing of Marmota Flaviventris through Fecal DNA Extraction and PCR”

Anne MacKenzie and Kirk Anders
“Investigating the basis for an unstable aneuploid phenotype in yeast”

Robert E. Rollins and Nancy L. Staub
“The presence of dorsal and ventral courtship glands in both male and female Desmognathus brimleyorum (Amphibia: Plethodontidae)”

Research Poster presented at the 41st Annual West Coast Biological Sciences Undergraduate Research Conference, Point Loma Nazarene University, San Diego, California, April 9, 2016:
Charlie Kittridge and Elizabeth Addis
“Genetic Sexing of Marmota Flaviventris through Fecal DNA Extraction and PCR”

Oral presentation at the 41st Annual West Coast Biological Sciences Undergraduate Research Conference, Point Loma Nazarene University, San Diego, California, April 9, 2016:
“Interferon-Gamma Signaling in Intestinal Epithelium Antagonizes Type 2 Immune Driven Tuft Cell Hyperplasia.” Rachel won the Best Seminar Presentation in Immunology Award for this seminar.

Research Posters presented at the 13th Annual Spokane Intercollegiate Research Conference, Whitworth University, April 23, 2016:
Sydney Hutton, Aubrey Ibele and Helen Smith-Flores
“How Does Huntington's Disease Alter Circadian Rhythm in Drosophila melanogaster?”

Maggie Jones and Stephen Hayes
“Historical Reconstructions of Hg in Puget Sound: Pre-Industrial, Environmental Regulations and 21st Century.”

Aurora Kraus and Kevin Measor
“Knockdown of p27 Down Regulates GATA3 Expression in HEI-OC1 and MEF Cell Lines”
Anthony Lapsansky, Breanna Byrne and Joseph Haydock
“Using Parentage to Study the Reproductive Ecology of the Northern Saw-whet Owl.”

Daniel Maionchi and Brian Dunn
“Creating a Drug Sensitive Strain of Pichia pastoris.”

Rachel Noyes and Kirk Anders
“Interferon-gamma Antagonizes Type 2 Immune Drive Tuft Cell Hyperplasia”

Laura Seifert and Joseph Haydock
“DNA Extracted from Eggs Allows Study of Sexual Selection in the Acorn Woodpecker.”

Jordan Takasugi and Joseph Haydock
“The Influence of Helper Relatedness in Acorn Woodpecker Group Success.”

Chemistry & Biochemistry

Honors & Awards

Powers, Noah
American Institute of Chemists Outstanding Senior Award

Classical Civilizations

Honors & Awards

Foster-Dow, Brian
Fr. Fredric Schlatter S. J. Classics Book Award

Barbarossa, Michael
Jerry Kohls Award of Excellence in Philosophy and the Junior Class Academic Achievement Award

Communication Studies

Honors & Awards

Willie, Morgan
Communication Studies Student of the Year

Ornalas, Mark
Albert B. Mann Debate Award

Clawson, Hailey
Sister Conway Forensics Debate Award

Presentations

Riana Slyter

Joshua Terris

Alisha Isensee, Abigail Glenn, and Claire Farrington
Morgan Willie

Grady Foster

Louis Alessandria

Angela Liedkie

Luke Batty

English

**Honors & Awards**

**Ottinger, Margaret**
Anthony T. Wadden and Michael B. Herzog Scholarship ($1500.00)

**Henling, Julie C.**

**Besch, Megan A.**
Michael and Gail Gurian Writing Award for Poetry-1st Place

**Ochoa, Natalie, K.**
Michael and Gail Gurian Writing Award for Poetry-Honorable Mention

**Koch, Christian M.**
Michael and Gail Gurian Writing Award for Poetry-Honorable Mention

**Besch, Megan A.**
Michael and Gail Gurian Writing Award for Fiction-1st place

**Gomes, Mitchell E.**
Michael and Gail Gurian Writing Award for Fiction-1st place

**Polacheck, Kaitlin.**
Michael and Gail Gurian Writing Award for Non-Fiction-1st place

**Hastings, Alice .**
Michael and Gail Gurian Writing Award for Non-Fiction-Honorable Mention

**Schmarr, Katherine.**
Michael and Gail Gurian Writing Award for Non-Fiction-Honorable Mention

**Murn, Caitlin**
William T. Costello Outstanding Senior English Major Award

**Ahern, David K.**
Franz and Ann Schneider Essay Contest-First-Year Composition 1st place

**McGregor, Madeline J.**
Franz and Ann Schneider Essay Contest-First-Year Composition 2nd place

**Hutton, Sara K.**
Franz and Ann Schneider Essay Contest-First-Year Composition 3rd place
Ahern, David K.  Franz and Ann Schneider Essay Contest-First-Year Literature 1st place

Coziahr, Blair E.  Franz and Ann Schneider Essay Contest-First-Year Literature 2nd place

Maciolek, Courtney L.  Franz and Ann Schneider Essay Contest-First-Year Literature 3rd place

**Environmental Studies**

**Honors & Awards**

Fritzen, Maddie  1st Place Organic Architect “Firmness Award” at the EPA

Barad, Daniel  1st Place Organic Architect “Firmness Award” at the EPA

**History**

**Honors & Awards**

Allen, Stephanie  Phi Alpha Theta Award

**Presentations**

Schlei, Theresa  Phi Alpha Theta Conference Presentation. April 8-9, 2016. Western Washington University, Bellingham, WA.

Mandt, Branda  Phi Alpha Theta Conference Presentation. April 8-9, 2016. Western Washington University, Bellingham, WA.

**Honors Program**

**Honors & Awards**

Leist, Tristana  Model United Nations, Distinguished Delegate Award.

**Presentations**


Claire Henson  The Silent Invasion: An Examination of Factors that Propagated Fear and Hatred of Catholics in the United States in the Nineteenth and Twentieth Centuries. Spokane Intercollegiate Research Conference. Spokane, WA April 2016.
Iris Mateluvich

Jordan Tagasuki

Elisa Wilson

Integrated Media

Honors & Awards

Buhler, Andy
Scripps Howard Foundation Fellowship, funds summer internship (2016), Tacoma (Wash.) News Tribune, sports writing, and $500 tuition award

Society of Professional Journalists Region 10 Mark of Excellence Award, finalist, College Division, Sports Writing

Horton, Josh
Pacific Northwest News Association Scholarship for a summer (2106) sports writing internship at The Spokesman-Review (Spokane, Wash.)

Society of Professional Journalists Region 10 Mark of Excellence Award, finalist, College Division, Sports Writing

Kamrowski, Libby
Society of Professional Journalists Region 10 Mark of Excellence Award, finalist, College Division, General News Photography

Kelley, Andria
Public Relations Student Society of America / Gonzaga Chapter Student of the Year Award

Laase, Eden
Society of Professional Journalists Region 10 Mark of Excellence Award, first place, College Division, Sports Writing

Internship, summer (2016), sports writing, Colorado Springs Gazette

Marmolejo, Claudia, Robinson, Erin
GUTV Executive producers for two GUTV shows nominated for Northwest Regional College Student Emmy Awards by the National Academy of Television Arts & Sciences. “GUTV: Let’s Talk,” focusing on sexual assault awareness, was nominated in the Long-Form Non-Fiction category. “The Gonzaga University Mental Health Special” was nominated in the Public Affairs/Community Service category. Winners of the Northwest Regional College Student Awards will be announced June 4 at the 53rd Northwest Emmy Awards in Seattle.

Schneider, Olivia
Spokane Regional MARCOM Association 2016 Spark Awards/Student Category, Excellence Award in the Print Marketing category, and a Merit Award in the Interactive Marketing Category
Serantes, Kiara
Society of Professional Journalists Region 10 Mark of Excellence Award, first place, College Division, Feature Writing

Weigand, Matt
Society of Professional Journalists Region 10 Mark of Excellence Award, first place, College Division, Feature Photography

Society of Professional Journalists Region 10 Mark of Excellence Award, first place, College Division, General News Photography

Mathematics

Honors & Awards

Berez, Steven
Pi Mu Epsilon Travel Grant for MathFest

Mana-ay, Francis
2015 Pi Mu Epsilon Inductee
Gonzaga Mathematics Department MAA Award
Mathematical Association of America Travel Grant $325
Cassrud Mathematics Award (Top Senior)

Bladow, Daniel

Carlson, Alexander
2015 Pi Mu Epsilon Inductee

Gomez, Audrey
Underclassmen Mathematics Award

Lattanzi, Ryan
Mathematical Association of America (MAA) Awards, Juniors

Olson, Hayley

Tsybulnik, Ernie

Mathematics Student Conference Presentations 2015-2016

Steven R. Beres

Francis Mana-ay
“Combinatorics and the Harmonic Structure of Musical Chord Sequences.” Faculty sponsors: Nathanial Burch and Bonni Dichone

Spokane Regional Mathematics Colloquium, Gonzaga University, October (2015).
Steven R. Beres
“An Introduction to Klein Links and Their Relation to Torus Links.” Faculty sponsors: Vesta Coufal, Kate Kearney, Joel Pereira.

Joint Mathematical Meetings (JMM), January (2016), Seattle, WA
Steven R. Beres
“An Introduction to Klein Links and Their Relation to Torus Links.” JMM, Seattle, WA, January (2016). Faculty sponsors: Vesta Coufal, Kate Kearney, Joel Pereira
Spokane Intercollegiate Research Conference, Whitworth University, April (2016), Spokane, WA

Audrey Gomez and Audrey Ibele
“Dynamical Love.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsor: Rick Cangelosi

Chauncy Cullitan
“A Parallel Genetic Algorithm for Book Embedding.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsors: Paul DePalma and Shannon Overbay

Ethan Mahintorabi
“Searching for the Optimal Strategy to a Penny Auction Using Applied Queuing Theroy.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsors: Nathanial Burch and Bonni Dichone

Eric Rogers and Ethan Snyder
“Infinitesimal-Based Calculus.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsor: Jeffrey Wand

Ryan Lattanzi, Hayley Olson, and Bryan Strub.
“Klein Links versus Torus Links.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsors: Vesta Coufal, Kate Kearney, Joel Pereira

Joseph Stauss
“Perturbing Equilibira of the Three-Body Problem.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsor: Rick Cangelosi

Ernie Tsybulnik
“Metapopulation Dynamics Incorporating an Alee Effect.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsor: Rick Cangelosi

James Winslow
“Consideration of Type III Holling Predation in Harmful Algal Blooms.” SIRC, Whitworth University, Spokane, WA, April (2016). Faculty sponsor: Rick Cangelosi

Pacific Northwest Meetings of the Mathematical Association of America (PNW MAA) and Northwest Undergraduate Mathematics Symposium (NUMS), Oregon State University, April (2016), Corvallis, OR

Audrey Gomez and Audrey Ibele
“Dynamic of Love.” PNW MAA and NUMS, Oregon State University, Corvallis, OR, April (2016). Faculty sponsor: Rick Cangelosi

Steven Beres and Caleb Tjelle
“An Elementary Analysis of Chua’s Circuit.” PNW MAA and NUMS, Oregon State University, Corvallis, OR, April (2016). Faculty sponsor: Rick Cangelosi

Ryan Lattanzi, Hayley Olson, and Bryan Strub
“Klein Links versus Torus Links Parts I and II.” PNW MAA and NUMS, Oregon State University, Corvallis, OR, April (2016). Faculty sponsors: Vesta Coufal, Kate Kearney, Joel Pereira

Eric Rogers and Ethan Snyder
“Infinitesimal-Based Calculus.” PNW MAA and NUMS, Oregon State University, Corvallis, OR, April (2016). Faculty sponsor: Jeffrey Wand
Joseph Stauss
“Perturbing Equilibira of the Three-Body Problem.” PNW MAA and NUMS, Oregon State University, Corvallis, OR, April (2016). Faculty sponsor: Rick Cangelosi

Pi Mu Epsilon (Mathematics Honors Society) Inductees:
McKenzie Andreatta, Michaela Bernardo, Jon Bjornstad, Andrew Burke, Carter Currin, Joseph Hemmingson, Brendan Kennedy, Shaun McBurney, Haley Olson, Lauren Saunders, James Sherman, Kristina Spring, Joseph Stauss, Leah Talkov

Modern Languages & Literature

Honors & Awards

Billmaier, Emmy
Martin P. Blum Scholarship Award in Recognition of Exemplary Academic Performance in French.

Wilcomb, Sophia
Scholarship Award in recognition of Exemplary Academic Performance in Spanish

Music

Honors & Awards

Hagel, Austin
MusicFest NW: Division Winner (guitar)

Paremski, Natasha
Soloist, masterclasses (piano)

Stoltzman, Richard
Soloist, masterclasses (clarinet)

Native American Studies

Student Accomplishments:

Brandon Bailey (2017), an NTAS minor, successfully competed for an internship with Nike N7, Nike’s Native-driven program. He beat out Native students from several other universities, including Stanford, for this internship. He will complete the internship during the summer of 2016.

Elle Gemma Gruver (2014) was too far along in her program to complete the minor, but she completed the Native American Activism course and served as a research assistant for my gaming project. She spent one year in Ameri Corp VISTA service in Arizona, where she worked for the Department of Education. In that position, she worked extensively with Arizona tribes’ education departments, collaboratively designing programs for student success and college prep in high schools. She has recently accepted a job at Arizona State University’s Morrison Institute for Public Policy, where she will continue to work on policies serving Arizona tribes.
Philosophy

Honors & Awards

Barabarossa, Michael  Kohls Award, Outstanding Junior

Physics

Honors & Awards

One of our graduating physics majors, Ann Marie Karam, has been accepted for admission to medical school this fall in Texas.

We had two physics majors, McKenzie Horner and Emma Peatfield, complete summer 2015 research experiences, coordinated through GSRP and supported by an approved NSF grant, with Dr. Erik Aver on his Helium abundance work. These students gave a talk at the GSRP lunchtime seminar and presented their poster at fall family weekend, the Murdock College Science Research Conference, and at the Conferences for Undergraduate Women in Physics held at Oregon State University.

Both McKenzie Horner and Emma Peatfield attended the full Conferences for Undergraduate Women in Physics at Oregon State University. They will be giving a talk this Fall detailing their experience at the conference.

Current sophomore physics major Eric Engel has been awarded a GSRP position doing research work with Dr. Matthew Geske during the summer of 2016.

Current sophomore physics major Joey Gutierrez has been awarded a GSRP position doing research work with Dr. Adam Fritsch during the summer of 2016.

Current freshman physics major Graham Lelack has been awarded a GSRP position doing research work with Dr. Matthew Geske during the summer of 2016.

Psychology

Honors & Awards

Oxford-Romeike, Zach  Psychology Award for Research Excellence

Rorick, Lilly  Psychology Award for Service to Others

Presentations

Research Posters presented at the 13th Annual Spokane Intercollegiate Research Conference, Whitworth University, April 23, 2016:

Ellis, Devin and Amanda McCleary
“Pilot Test on the Causal Relationship between Perceptions of Control, Green Behaviors, and Attitudes Toward Climate Change.”

Emily McMonigle and Emily Handy
“The Role of Relational Mobility has on Persistence of First Impressions Across Cultures.”

Katherine Palmer
“Do Moral Intuitions and Situations Vary Across Cultures?”
Kelsey Bajet
“Cultural Variations in Using Self as a Reference Point When Choosing Souvenirs For Self and Others.”

Carly Ball and Jacqueline Armour
“Examining Sources of Culture-mismatch: Can Marginalizing Situations Cause Behaviors to Deviate from Cultural Norms?”

Religious Studies
Honors & Awards
Salas-Tapia, Daniel Flannery Award for Excellence in Religious Studies

Sociology
Honors & Awards
Gonzaga University Mock Trial Team Awards

Gonzaga University Mock Trial Individual Awards
Miram, Molly

Weed, Kenet

Presentations
Abbotts, Kieran

Curran, Emily
“College Student Perceptions of Virginity, Sex and Intimate Relationships.”

Deiglmeier, Chase

Dugdale, Zoe

Kotson, Christopher and Vikas Gumbhir
“The Western District Way: Reconsidering ”The Wire” in a Post-Freddie Gray America.”

Lara, Josiah
Laufer, Emma
“We Are Here, Too: Experiences of Tokenism in Women Majoring in Engineering.”

Lewis, Lane
“Who Takes Care of Mom?: Representations of Self-Care and Intensive Mothering in Popular Magazines.”

Luzzo, Emalise
“Good Beer for You, Good Beer for Us: An Analysis of the Subculture of Craft Brewing.”

Martin, Sarah
“From Combat to Chaos: The Emotional, Physical, and Mental Obstacles Student Service Members/Veterans Face in Higher Education.”

Nichols, Emily
“Pay (Tuition) or Get Paid: How Young Men Make Decisions About Life After High School.”

Oxford-Romeike, Zach
“From Pride to Prejudice: Constructing Desire and Reproducing Inequality among Men Who Have Sex with Men.”

Pendley, Katelyn
“Not Our Son, Not Our Town: Media Coverage and the Mass School Shooting Epidemic.”

Richardson, Paxton

Ridgeway, Sadie
“Me, Myself, and iPhone: Fitness Apps and Body Surveillance among College Women.”

Rousseau, Hailey
“Man, I Feel like an Unsexual Woman: Transgender Representations in Film and Television.”

Wilson, Allyson
“Alcohol, Attire, and a Bed: Rape Myths and Perceptions of Sexual Assault on a Private College Campus.”

Theatre and Dance

Honors & Awards

Davis, Jackson  Kennedy Center / American College Theatre Festival - Irene Ryan Nominee
Burt, Briar  Theatre and Dance Academic Excellence and Citizenship Award

Presentations

Theatre and Dance Student Conference Presenters at the Kennedy Center American College Theatre Festival in Denver, CO, 2016:

Jackie Bertagnolli
Briar Burt
Rachel Carlson
Art Diaz
Grady Foster
Jaron Fuglie
Talena Kelln
Veronica Murray
Annika Perez-Krikorian
Marty Sisk
Elizabeth Spindler
Ali Talmage
Reed Viydo
Janine Warrington

Faculty Supervision Highlights:

Briar Burt
During the course of her Senior Project, Briar focused on scenic design for the play, Woyzeck by Georg Buchner. Advised by Assistant Professor Courtney Smith, Briar's dramaturgy and design process was presented at KCACTF in the Design, Technology and Management Expo. The DTM Expo gives an opportunity to formally gather and present your design materials and sharpen your design presentational skills in a positive learning environment. Briar presented her work for theatre professionals, academic responders, and peers.

Dramaturgy is the study of the historical and literary context of a play including text analysis, theatrical presentation and performance history. The design process from initial emotional response to a realized, formal design presentation involving: a design statement, research images, sketches and 3-D models.

Based on her Woyzeck scenic design presentation to a panel of professionals, academics and peers, Briar received the Meritorious Achievement Award for Region VII, as well as being awarded a scholarship from the Las Vegas Stagecraft Institute for post-graduate research.

Rachel Carlson
Advised by Assistant Professor Leslie Stamoolis, Rachel Carlson completed the dramaturgy and designed the costumes for the university production of Dido & Aeneas: An English Baroque Dance Opera in January, 2016. Her faculty nomination, including digital submission of materials, was chosen by a blind panel of academics and community professions to compete in the Costume Design division.

Her formal design presentation included her design process from initial emotional response to a realized, produced costume design. To a panel of academics, community professionals and peers, Rachel presented her design statement, research images, preliminary sketches and final renderings as well as production photos and actual costume pieces.

Veronica Murray
Veronica received a Certificate of Merit for directing the Second Stage production, The Big Meal (November 2015) for which she was invited to participate in the Stage Directors & Choreographers competition at KC ACTF. She advanced to the semi-final round of consideration.

For her Second Stage production, The Big Meal, Veronica was advised by Assistant Professor Charlie Pepiton.

In addition, advised by Assistant Professor Courtney Smith, Veronica completed the dramaturgy and scenic design process for the play, Marat/Sade by Peter Weiss, as part of the Scenic Design class for which she was nominated to participate in the competition. Her faculty nomination, including digital submission of materials, was chosen by a blind panel of academics and community professionals.

Elizabeth Spindler
Elizabeth self-selected to audition for the Musical Theatre Scholarship as part of her participation in the 2016 KC ACTF. She advanced to the finalist round of competition.
USITT Tech Olympics
The Gonzaga University team, “Left Handed-Hammers”, was self-selected and advised by Abbey Plankey, Technical Director. Teams are judged on five areas:

**Lights:** Hang and Focus an ellipsoidal on a shuttered pattern taped to the wall. Judged on time, accuracy of focus, procedural order, tightening of all attachments and safety.

**Sound:** Set up a small sound system with microphone, CD player, mixer, amp and speaker from a mixture of different patch cords. Judged on time, production of sound from both input sources, with procedural penalties that might result in damaging pops, excessive volume levels, and/or feedback.

**Knots:** Be prepared to tie a variety of knots. Judged on time and accuracy.

**Wardrobe:** Details yet to be determined. Judged on time and accuracy.

**Scenery/carpentry:** Details yet to be determined. Judged on time and accuracy.

They placed 3rd in the competition. This was the first time GU competed in the Tech Olympics. The students were Briar Burt, Art Diaz, Alli Talmage, Veronica Murray and Martin Sisk.

Women’s & Gender Studies

**Honors & Awards**

- *Larson, Rachel*  
  WGST Founders’ Award for Academic Excellence

- *Smith, Molly*  
  WGST Founders’ Award for Activism

**Presentations**

- *Chol, Okunyi*  

- *Larson, Rachel*  

- *Windsor, Nikelie*  
APPENDIX 4
Honor Societies & Sponsored Student Clubs

Art
Rude, Mathew Clay Club

Biology
Bertagnolli, Mia Biology Living and Learning Community
Braley, Amanda Lincoln LGBTQ Resource Center
Haydock, Joey Health Sciences Club Faculty Advisor
Dental Club Faculty Advisor
Lefcort, Hugh Gonzaga Rod & Gun Club Faculty Advisor
Measor, Kevin Biology Living and Learning Community
Poxleitner, Marianne Science Club Faculty Advisor
Smith-Flores, Helen Biology Living and Learning Community
Staub, Nancy Science in Action! Faculty Advisor
Gonzaga Science Scholars Faculty Advisor
Peer Mentoring Group (Hughes After Dark) Faculty Advisor

Chemistry & Biochemistry
Shepherd, Jennifer Alpha Sigma Nu Jesuit Honor Society

Classical Civilizations
Oosterhuis, David Gonzaga Classics Club

Communication Studies
Morehouse, Kristina Lambda Pi Eta: Iota Rho Chapter Co-adviser
Silvestri, Lisa Lambda Pi Eta: Iota Rho Chapter Faculty Advisor

Criminal Justice
Weatherby, Georgie GU Mock Trial Club

Economics
Beck, John Omicron Delta Epsilon

English
Thayer, James Sigma Tau Delta

History
Cunningham, Eric Xi Gamma Chapter of Phi Alpha Theta, National History Honor Society

Integrated Media
Prindle, Ronald Public Relations Student Society of America (PRSSA) Gonzaga Chapter
<table>
<thead>
<tr>
<th>Math</th>
<th>Math Club</th>
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<tbody>
<tr>
<td>Axon, Logan</td>
<td>Gonzaga Actuarial Sciences Club</td>
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<td>Burch, Nathaniel</td>
<td>Putnam Club</td>
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<tr>
<td></td>
<td>Pi Mu Epsilon (WA Epsilon)</td>
</tr>
<tr>
<td></td>
<td>Actuarial Club</td>
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<tr>
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<td>Math Club</td>
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<tr>
<td>Cangelosi, Richard</td>
<td>Putnam Club</td>
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<td>Math Club</td>
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<td>Dichone, Bonni</td>
<td>Pi Mu Epsilon</td>
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<tr>
<td>Kearney, Mary</td>
<td>Saturday Math tutoring</td>
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<td>Math Club</td>
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<tr>
<td>Kozubenko, Olga</td>
<td>Math Teaching Circle</td>
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<td>Nord, Gail</td>
<td>Pi Mu Epsilon</td>
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<td>Shultis, Katharine</td>
<td>Pi Mu Epsilon</td>
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<td>Wand, Jeffrey</td>
<td>Saturday Math tutoring</td>
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<td>Math Club</td>
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<tr>
<td>Modern Languages</td>
<td>Japanese Club</td>
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<td>Katsushima, Seiko</td>
<td>Italian Club</td>
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<td>Nedderman, Stefania</td>
<td>German Club</td>
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<td>Perz, Ute</td>
<td>French Club</td>
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<tr>
<td>Semple, Benjamin</td>
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<tr>
<td>Music</td>
<td>GU Chapter of the National Association for Music Education</td>
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<tr>
<td>Hamlin, Peter</td>
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<td>Philosophy</td>
<td>Socratic Club</td>
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<td>Ethics Bowl</td>
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<td>Philosophy Club</td>
</tr>
<tr>
<td>Bradley, Dan</td>
<td>Phi Sigma Tau, Philosophy Honors Society</td>
</tr>
<tr>
<td>Physics</td>
<td>Society of Physics Students</td>
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<tr>
<td>Bierman, Jeffrey</td>
<td>Physics Journal Club, Initiator and Faculty Moderator</td>
</tr>
<tr>
<td>Fritsch, Adam</td>
<td>Society of Physics Students, Faculty Moderator</td>
</tr>
<tr>
<td></td>
<td>American Physical Society Division of Nuclear Physics</td>
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<tr>
<td>Psychology</td>
<td>Psychology Club, Faculty Advisor</td>
</tr>
<tr>
<td>Arpin, Sarah</td>
<td>Psi Chi</td>
</tr>
<tr>
<td>Bartlett, Monica</td>
<td>Psychology Club</td>
</tr>
<tr>
<td>Nelson, Michael</td>
<td>Psi Chi - National Honor Society in Psychology</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Theta Alpha Kappa</td>
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<tr>
<td>Sheveland, John</td>
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</tbody>
</table>
Theatre Arts & Dance

Ostersmith, Suzanne
- Nu Delta Alpha Dance Honors Society
- Gonzaga Dance Team
- Boundless Student Dance Club

Pepiton, Charles
- Kennedy Center, American College Theatre Festival
<table>
<thead>
<tr>
<th>Department</th>
<th>Speaker</th>
<th>Event Name (or Ad Hoc)</th>
<th>Event Name</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Art (co-sponsored with Catholic Studies)</td>
<td>Dr. Walter Melion</td>
<td>(Ad Hoc)</td>
<td>&quot;Abstraction and Mimesis: Wounded Hearts and in an Early Jesuit Prayer Book&quot;</td>
<td>4/2016</td>
</tr>
<tr>
<td>English</td>
<td>Dr. Kimberly Meyer</td>
<td>Visiting Writers Series</td>
<td>Dr. Kimberly Meyer, nonfiction reading</td>
<td>10/2015</td>
</tr>
<tr>
<td>English</td>
<td>Rattawut Lapcharoensap</td>
<td>Visiting Writers Series</td>
<td>Rattawut Lapcharoensap, fiction reading</td>
<td>11/2015</td>
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<tr>
<td>English</td>
<td>Manuel Gonzalez</td>
<td>Visiting Writers Series</td>
<td>Manuel Gonzales, fiction reading</td>
<td>1/2016</td>
</tr>
<tr>
<td>English</td>
<td>Robyn Schiff</td>
<td>Visiting Writers Series</td>
<td>Robyn Schiff, poetry reading</td>
<td>3/2016</td>
</tr>
<tr>
<td>English</td>
<td>Megan Ciesla</td>
<td>Visiting Writers Series</td>
<td>Meagan Ciesla and the Gurian Writing Award Winners, fiction, nonfiction, and poetry</td>
<td>4/2016</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Alex Lenferna</td>
<td>(Ad Hoc)</td>
<td>&quot;Divest-Invest: Exploring the Ethics, Science, and Economics of Fossil Fuel Divestment&quot;</td>
<td>3/2016</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Tim Guthrie</td>
<td>(Ad Hoc)</td>
<td>&quot;Social Justice and Documentary Filmmaking&quot;</td>
<td>4/2016</td>
</tr>
<tr>
<td>History</td>
<td>Laura D. Kelley</td>
<td>Arnold Lecture</td>
<td>&quot;Faith, Hope and Charity: Irish Communities in New Orleans”</td>
<td>3/2016</td>
</tr>
<tr>
<td>Honors</td>
<td>Chrisa Fagnant</td>
<td>William Ryan Memorial Lecture Series</td>
<td>&quot;The Science of Poop: Poliovirus, Wastewater, and Why We Should Care&quot;</td>
<td>10/2015</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Alicia Partnoy</td>
<td>(Ad Hoc)</td>
<td>&quot;Testimony and Activism: Writing for Justice&quot;</td>
<td>2/2016</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Stephen Asmas</td>
<td>Rukavina Lecture</td>
<td>&quot;Against Fairness”</td>
<td>4/2016</td>
</tr>
<tr>
<td>Physics</td>
<td>Dr. Matt Caplan</td>
<td>(Ad Hoc)</td>
<td>&quot;Cosmic Cauldrons: Neutron Stars and Nuclear Pasta&quot;</td>
<td>4/2016</td>
</tr>
<tr>
<td>Psychology</td>
<td>Dr. Shinichi Koyama</td>
<td>(Ad Hoc)</td>
<td>&quot;What can psychological research tell us about design and consumer behavior?&quot;</td>
<td>9/2015</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Dr. John Kelsey</td>
<td>(Ad Hoc)</td>
<td>&quot;Islam: Misperceptions and Realities&quot;</td>
<td>1/2016</td>
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<tr>
<td>Religious Studies</td>
<td>Dr. Amy Jill-Levine</td>
<td>(Ad Hoc)</td>
<td>&quot;Of Pearls and Prodigals: Hearing Jesus’ Parables through Jewish Ears&quot;</td>
<td>2/2016</td>
</tr>
</tbody>
</table>
Mock Trial

Faculty Advisor- Professor Georgie Ann Weatherby

Coached by Dr. Weatherby, Professor of Sociology & Criminal Justice, Mike Krieg, M. Divinity/MBA, Daisy Tran, GU Mock Trial and GU Law Alum with Safeco Insurance (Non-Injury Litigation Division), and Dr. Vik Gumbhir, GU Associate Professor of Sociology & Criminal Justice.

This year, Gonzaga University Mock Trial supported three teams—GU Mock Trial Team # 1023, 1024, 1025—and a total of 25 students.

<table>
<thead>
<tr>
<th>Date of Competition</th>
<th>Title</th>
<th>Location</th>
<th>Team #</th>
<th>Wins/Losses/Ties</th>
<th>Team &amp; Student Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 7-8, 2015</td>
<td>Average Elite American Mock Trial Invitational</td>
<td>University of California, Berkeley</td>
<td>1024</td>
<td>1-5-2</td>
<td></td>
</tr>
<tr>
<td>November 13-14, 2015</td>
<td>Mid-South Mock Trial Invitational</td>
<td>Tennessee State University</td>
<td>1023</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>December 5-6, 2015</td>
<td>Emerald City Open Mock Trial Invitational</td>
<td>University of Washington</td>
<td>1024</td>
<td>4-3-1</td>
<td>- Sharon Maher earned “All American Attorney”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1025</td>
<td>5-3</td>
<td>- Team finished among “Presigious Top Teams”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Brahiam Villanueva earned “All American Witness Award”</td>
</tr>
<tr>
<td>January 23-24, 2016</td>
<td>Sydney Park Memorial Mock Trial Invitational</td>
<td>University of California, Berkeley</td>
<td>1023</td>
<td>3-1</td>
<td>- Team finished among “Presigious Top Teams”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Molly Miram earned “All American Witness Award”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1024</td>
<td>2-2</td>
<td></td>
</tr>
<tr>
<td>February 13-14, 2016</td>
<td>Pacific Northwest Regional Mock Trial Qualifier</td>
<td>University of Idaho</td>
<td>1023</td>
<td>6-2</td>
<td>- Team earned 4th Place and a bid to Silver Nationals in Geneva, Illinois</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Kenet Weed earned “All American Witness Award”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Molly Miram and Kenet Weed earned “All American Attorney Awards”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1024</td>
<td>2-6</td>
<td></td>
</tr>
<tr>
<td>March 11-13, 2016</td>
<td>Silver National Opening Round Championship Series</td>
<td>North Central College in Geneva, IL</td>
<td>1023</td>
<td>3-5</td>
<td>- Molly Miram earned a national ranking by earning an “All American Witness Award”</td>
</tr>
</tbody>
</table>
Model United Nations

Faculty Advisor- Associate Professor Stacy Bondanella Taninchev

Eighteen students participated in two Model United Nations conferences with Gonzaga University’s Model United Nations Team

<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
<th>Representing</th>
<th>Student Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Tristana Leist won “Distinguished Delegate in the General Assembly”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Eleanor Lyon won “Distinguished Delegate in the Human Rights Council,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Universal Periodic Review”</td>
</tr>
</tbody>
</table>

Debate Team

Director of Debate- Senior Lecturer Glen Frappier

<table>
<thead>
<tr>
<th>Tournament</th>
<th>Team Record</th>
<th>Student Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Prison Debates</td>
<td>3-3</td>
<td></td>
</tr>
<tr>
<td>Georgia State University</td>
<td>10-6</td>
<td></td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>10-6</td>
<td></td>
</tr>
<tr>
<td>Weber State University</td>
<td>10-14</td>
<td>Double Octa Finalist</td>
</tr>
<tr>
<td>Lewis and Clark College</td>
<td>12-6</td>
<td>Finalist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarter-Finalist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8th Speaker</td>
</tr>
<tr>
<td>University of Nevada, Las Vegas</td>
<td>12-14</td>
<td>4th Speaker</td>
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<tr>
<td></td>
<td></td>
<td>Double Octa Finalist</td>
</tr>
<tr>
<td>Linfield College</td>
<td>9-6</td>
<td></td>
</tr>
<tr>
<td>Willamette University</td>
<td>13-5</td>
<td>Finalist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarter Finalist</td>
</tr>
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</table>
### Ethics Bowl

Faculty Advisor- Erik Schmidt, Associate Professor of Philosophy

The Gonzaga Ethics Bowl team is comprised of six students from the College of Arts and Sciences.

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Date</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest Regional Ethics Bowl</td>
<td>Seattle Pacific University</td>
<td>November 21, 2015</td>
<td>4th Place</td>
</tr>
<tr>
<td>Independent Colleges of Washington</td>
<td>University of Puget Sound (Tacoma)</td>
<td>April 22, 2016</td>
<td>4th Place</td>
</tr>
</tbody>
</table>
Bernardo Wills Architects
Bishop White Seminary
Blue Door Theater
Boy Scouts of America (Troop 313)
Cathedral of Our Lady of Lourdes
Cathedral of St. John the Evangelist
Central Valley High School
City of Spokane
  - Human Rights Commission
  - Priority Spokane Task Force
  - Gender and Racial Pay Equity Task Force
Clarion Brass
Coeur d’Alene Bureau of Land Management
Cup of Cool Water
Davenport Hotel
Deer Park High School
Diocese of Boise
Dishman Hills Conservancy
Dunga Alliance
East Valley High School
Eastern State Hospital
Eastern Washington Music Educators Association
Eastern Washington University
First Wind (Sun Edison)
Gonzaga Preparatory High School
House of Charity
Idaho Fish and Game
Immaculate Heart Retreat House
INK Art Space
Inland Northwest Theater Arts Festival
Korean American Association of Spokane
KPBX Public Radio
Mead School District 354:
  - Mead High School
  - Riverpoint Academy
Millwood Presbyterian Church
Mukogawa Fort Wright Institute
O’Malley Apartments
Our Place Ministries
Parkinsons Resource Center of Spokane
Partners through Art
Peace & Justice Action League
Project Joy Orchestra
Railtown Almanac: Prose Edition
Rock & Sling Magazine
Rockwood Retirement Community
Salish Kootenai College, Montana Flathead Reservation
Salvation Army
Spark Center, West Central Spokane Education Center
Spokane All-City Jazz Ensembles
Spokane Area Youth Choirs
Spokane Arts Fund
Spokane British Brass Band
Spokane Buddhist Temple
Spokane Community College
Spokane County Libraries
Spokane Diocese
Spokane Eastside Reunion Association
Spokane Falls Community College
Spokane Jazz Orchestra
Spokane School District 81:
  - Cooper Elementary School
  - Ferris High School
  - Franklin Elementary School
  - Garfield Elementary School
  - Holmes Elementary School
  - Logan Elementary School
  - North Central High School
  - Roosevelt Elementary School
  - Shadle Park High School
  - Stevens Elementary School
  - Westview Elementary School
Spokane Symphony Orchestra
Spokane Windsong School
St. Aloysius Church
St. Aloysius Gonzaga Catholic School
St. John’s Episcopal Cathedral
St. Margaret’s Shelter
St. Thomas More Catholic Church
Terrain/Spokane Symphony Orchestra
University High School
Urban Eden (local farm)
VisitSpokane
Waldorf School
Washington Department of Fish and Wildlife
Washington Department of Natural Resources
Washington Music Teachers Association
Whitworth University
Whitworth University Theatre Department
World Relief Spokane
April 8, 2016

To: Dean Elisabeth Mermann-Jozwiak

From: Heather C. Easterling, Associate Professor, English Department

**REPORT (FINAL) ON MID-CAREER FACULTY AT GONZAGA.**

**OVERVIEW.**

Over the spring and fall of 2015, and with essential support and assistance from Christina Turner, Associate Director of Institutional Research, I conducted a project designed to learn more, both broadly and in terms of our institutional context, about faculty at mid-career. Both the existing literature and recent national-level survey data suggest that this post-tenure phase is often a time of shifting priorities, new professional roles, and some uncertainty; it can be a time for valuable circumspection about the next phase of an academic career. But institutional as well as scholarly attention to mid-career faculty typically has been minimal, including here at Gonzaga. My project aimed to address this prior lack of attention, with an ultimate goal of identifying key interests and concerns of mid-career faculty in the College, as well as developing informed ideas and recommendations to better support mid-career faculty.

At the outset of the project in December 2014, I outlined a set of goals for the project; these are listed below. Today I am submitting my final report in pursuit of these goals. Proposed goals for the project are printed in italics below, with the pages that follows offering elaboration on each goal according to the numbering below (I, II, etc.).

I. *Perform a Lit Review of what exists in higher education and faculty-development research and scholarship on the subject of serving mid-career faculty.*

II. *Develop a portrait of what programs, initiatives, and resources currently are in place around the university that support faculty and could provide support and development for mid-career faculty.*

III. *Develop a clearer picture of CAS mid-career faculty via focus-groups (April 2015), individual conversations, and an online survey (Sept-Oct 2015).*

IV. *Derive out of this project’s work some survey date and a set of recommendations for Dean Elisabeth Mermann-Jozwiak and perhaps for other campus/college faculty-development leaders.*

I. LITERATURE REVIEW:
There is a growing body of both scholarship (see Bibliography) and higher-education journalism (notably *Inside Higher Ed, The Chronicle*) investigating the phases of academic careers, and increasing attention being paid in both realms to the ‘midcareer moment.’ While reductive, sound-byte phrases are not always helpful, it is striking which ones recur in the literature when it comes to discussing the experience of mid-career for most faculty: “midcareer melancholy,” “midcareer gully;” “PTDS (post-tenure depression syndrome),” “clogged pipeline.” What emerges most valuably from the literature I have consulted is a set of key points that encompass statistically derived understandings as well as emerging ideas for best practices.

A. KEY POINTS:

- The longer professors remain at the Associate rank, the more likely they are to be dissatisfied with many aspects of their work (COACHE); the “experienced” Assoc. (at that rank for more than 5 years) is by and large less satisfied with institution and dept. than recently tenured Assoc. (COACHE)
- The post-tenure period is a crucial time that shapes faculty careers and lives and the larger institutional culture – it is often a time of feeling adrift: need for mentorship, leadership, visioning opportunities.
- Universities often fail to measure, much less reward, all of the essential roles that associate professors play: as teachers, advisers, mentors, established scholars in their respective fields, departmental and school/campus leaders, department chairs, committee chairs, community partners.
- *Existing literature regularly points to a gap, whether real or perceived, between the support and community typically offered to pre-tenure faculty vs. post-tenure faculty.* Many colleges and universities have developed robust modes of support for new and pre-tenure faculty, including different kinds of financial support and prioritization for research, mentoring programs, and protection from service. But for many faculty, the shift to becoming tenured means the disappearance of prior supports; they are suddenly “working without a net” (Misra & Lundquist), and often being just as suddenly asked to take on significant leadership and service roles at the same time as mentoring and other supports diminish or disappear.
- Related to this phenomenon is a perception and experience also common in the literature’s characterizations of mid-career faculty and their distinct challenges: “a misalignment between workload and evaluation” (Misra & Lundquist). That is, taking on (willingly or unwillingly) significant leadership or service roles for their department, school, or institution with the clear understanding that none of such time-consuming work will count toward an eventual promotion based solely on publication.
- Work published by Amy Strage et al (San Jose State University) articulates a *mid-career struggle between “generativity” and “stagnation,”* and summarizes results of a survey of mid-career faculty conducted at SJSU in which there was unanimous agreement on the need for faculty “to delineate a clear and authentic purpose” (Strage et al) and to find or create a community in order to be truly generative.
- Conversation with Dr. Joanne Smieja, Chemistry, regarding her long-term participation in a mentoring circle with mid-career science faculty yielded similar ideas of mid-career faculty...
challenges and needs. Smieja used words such as “lack of alignment” and “lack of clarity” concerning job roles and the path to promotion in her descriptions of women-scientist concerns. She described their mentoring conversations’ emphasis on how to find “renewal, re-invention, and re-energizing.”

- All the literature emphasized in different ways the essential diversity of faculty roles and interests at mid-career, and the importance of helping faculty to reflect on, prioritize, and articulate their professional and personal goals and path through this mid-career period. And while not every article I read was explicit about it, this emphasis on diverse roles, demands, and visioning/prioritization implies that there are and should be different paths for academics at mid-career, and that faculty should feel able to make some choices about this. For example, SJSU’s faculty development center’s website offers resources for mid-career faculty with the following focuses: “Teaching and meeting the needs of students”; “Scholarship and practices related to scholarly productivity”; “Service”.

- All the literature emphasized the significant challenge for most faculty-members of articulating and advancing their personal and professional goals.

- A key question that emerges for institutional leaders: how can the institution provide a valid context for faculty to chart their courses? (And what resources are valuable and can be made available to those who get ‘stuck’ along the way?)

- OTHER QUESTIONS that the literature points up as often unstated and unanswered by institution, school, or department:

  1) Is promotion to full the only definition of success for the Associate Professor?
  2) If so, is research-excellence/publication the only path to get there?
  3) Should promotion to full at the university be reserved for only an elite class of researchers, while others retire at the rank of associate?
  4) What is the path to full?

B. SPECIFIC RESOURCES and IDEAS coming out of Literature Review.

The universities and specifically the faculty development centers listed below (also listed in this report’s Bibliography) all offer programming that is notably conscious of faculty at different phases of their careers, including the moment of becoming tenured and, in some sense, mid-career. I choose and list these particular centers based on programs offered that could serve as useful models for Gonzaga; a more detailed description of some of these selected programs is included in this report as Appendix C.

Whether it is Michigan State University’s series of seminars for faculty on “Leadership and Academic Life” or its workshop “From Associate to Full”; or San Jose State University’s “Faculty Renewal retreats” and end of the year “Seneca Days” sessions to help faculty develop work-plans for their summers – there are a lot of good ideas on these sites, as well as energetic directors and facilitators who are well-known in faculty-development circles and welcoming of the questions and contact of interested others like Gonzaga. I would highlight that Seattle University is, of course, a Jesuit university with a very active director, David Green, and a strong collaborative relationship with the NCFDD (National Center for Faculty Development and Diversity). As a peer institution that is more or less down the road from us, SU could be a very helpful mentor or collaborator.
II. CURRENT GONZAGA RESOURCES.

- CTA (Center for Teaching and Advising). In recent years, the CTA has developed several programs and initiatives that could well serve the often changing needs and interests of mid-career faculty. A portrait of what already exists on campus to support faculty at mid-career I think must include the CTA and its resources.
- Departmental-level programs. Some individual departments around the college have in place formal or informal programs or networks designed to engage faculty as teachers and as scholars across career-phases. Examples are the Mathematics department’s Teaching Circles, the Philosophy Department’s Colloquia; the English department’s Fac-Talk and occasional Tavern-Talk gatherings, the WGST department’s Reading-Group. I did not learn of any programming that was targeted specifically at post-tenure/mid-career faculty, however.
- CAS Dean’s Office Task Forces, convened 2015-2016.
- Emerging initiatives sponsored by the CAS such as the Digital Humanities Working Group.
- CAS Dean’s Office Scholarly/Creative Forums.
- new Mentoring Circles program (Spring 2016) for faculty women – coordinated by the President’s Office through Ellen Maccaronc, faculty liaison to the President.

As the above list makes clear, there are existing programs and opportunities on campus that could serve mid-career faculty in different ways, although all of these opportunities represent additional time, energy, and commitment on the part of mid-career faculty at a time when (as part III will detail) this cohort of faculty reports feeling squeezed by service/leadership demands, often uncertain about priorities, and busier with family-commitments. Faculty report needing time and support for existing commitments and for a process of discernment about priorities as much as they might want additional opportunities for engagement.

Also, while the above list is not extensive, it reflects a more recent phenomenon of increased offerings, opportunities, and attempts to support and engage faculty coming from a range of campus-sites, including the CTA, the CAS Dean’s Office, the President’s Office, as well as individual departments. This diversity is welcome, but can be confusing for faculty. We have reached a point of needing more conscious coordination and articulation of programming to provide greater clarity of opportunities for faculty across ranks and career-phases.
III. MID-CAREER FACULTY AT GONZAGA, 2015 – Focus-Groups and Online Survey.

At Gonzaga, faculty who are tenured and at the rank of Associate Professor range from those whose tenure and first promotion was two or more decades ago, to a large contingent that was part of a significant hiring surge between 2000 and 2011, earning tenure and their first promotion just within the past 2-5 years. In many ways these are two very different groups, with the former group having been shaped by a Gonzaga and an academic profession that was much less ‘professionalized’ concerning publication and the nurturing of a larger scholarly profile in one’s field. Certainly these long-term Associate professors’ careers at Gonzaga have been shaped by a different Gonzaga culture concerning such professionalism. The newest Associate professors, by contrast, typically emerged from graduate school with keenly developed research agendas and identities in their own disciplines, even as they sought a place like Gonzaga for its teaching emphasis. This is a diverse group of mid-career faculty, to say the least, and this project, in the end, most thoroughly has investigated the experiences and attitudes of the latter group described here – fairly recently tenured and promoted.

A. SPRING 2015 FOCUS-GROUPS.

Two focus-group sessions occurred in April 2015, having been developed over February and March 2015, with the help and support of both Nicole Wills (Sociology) and Christina Turner (IR). Christina also was instrumental as my note-taker for these focus-groups when they convened.

The Discussion Guide for the Focus-Group conversations was structured around 5 key themes or areas of inquiry that I had drawn out of the literature. These 5 areas were:

- Broad experience of post-tenure/associate rank – its rewards and challenges;
- Promotion – their experience of support, mentoring, info. about path to full;
- Mentorship – have they experienced? Formal or informal? Value for them?
- Service/Leadership and post-tenure status;
- What do they want or need at this stage of their career?

(The Discussion Guide used in both sessions is appended to this progress report as Appendix A.)

The two sessions met on April 7 and April 21, first with faculty who have been tenured for 5-9 years; the second with faculty who have been very recently tenured, 1-5 years. These were energetic and very productive conversations that yielded some strong themes.

MAIN THEMES that emerged from April 2015 Focus-Groups:

1) **Questions and Concerns about promotion, about the path from Associate to Full.** There were both questions about this path (IS there just one path? Is this path changing?) and a lot of pronounced certainty from many respondents about this path to promotion as quite narrow. For some this was a cause for anxiety and frustration as they were busy with service and other work for Gonzaga that they perceived as never going to contribute towards this promotion. For others, their sense that their work as a Chair was not going to lead to promotion was less of a concern but it was a certainty for them.

2) **A strong perceived need for more support for mid-career faculty and their more mature and diverse professional projects, interests, and goals.** Many faculty-respondents expressed
that they did not feel that things like travel money were administered in a way that respected the different ways that faculty at mid-career might be engaged with their fields or even with new avenues of scholarly activity. Many mentioned the annual allowance offered to pre-tenure faculty ($350 for a long time) that goes away with tenure and promotion, and expressed the desire to still have access to such funds, however small, as part of a respect for their continued engagement in their fields in different ways. Over and over I heard faculty speak with pride about mid-career as a time of personal choice, of finding new directions of work including service to departments and the university, and of the value of this diversity amongst mid-career peers for the university. But faculty largely did not feel that this important diversity and engagement was honored and supported by the administration.

3) **A desire and perceived need for reflection, discernment, goal-setting at mid-career.**

Although it emerged as a theme in some ways more indirectly (no one sat up and just said, “What we really need is a chance to reflect.”), many comments -- especially as each focus-group concluded with a question about advice they would offer to a colleague a few years behind them - - pointed to the value of making time to reflect, to look around and to look forward. Whether this kind of thinking could be done with a department chair or a peer or in a workshop of some kind, many encouraged an imagined junior colleague to do some circumspection, to take stock and assess the kind of shift their tenure would mean, to take advantage of opportunities for visioning.

4) **Two other significant threads from the Focus-Groups, though less consistently across both:**

- the factor of the faculty member’s department for how they experienced being post-tenure;
- the role of senior faculty (i.e. full professors) in the College and the university and how this impacts faculty more at mid-career and the Associate level.

**B. FALL 2015 MID-CAREER FACULTY SURVEY.**

Over July-September, 2015, I met with Christina Turner to review the emergent themes from the two Focus-Group conversations, and to consider how these should shape an online survey of a larger swath of Gonzaga CAS mid-career faculty. From the focus-groups, we knew we needed to learn more about mid-career faculty members’ sense of their priorities and needs, including any that felt particularly new since tenure. We sought both to test the set of priorities and needs our focus-groups had signaled, and to create opportunity for respondents’ own ideas of this. Based on themes concerning more support and opportunities for reflection and discernment of developing priorities and new goals, we also wanted to gather levels of interest in and perceived value of some different kinds of programs used by other institutions to support mid-career faculty. Finally, we wanted respondents’ feedback about what they think they need to succeed at Gonzaga at mid-career. Thus, the six survey questions below, in the order they were asked (Survey questions also appended to this progress report as Appendix B; full survey responses may be available through Institutional Research).
Support for Mid-Career Faculty: A Survey of Faculty Needs, Opportunities, & Challenges.

1) Q1: The following is a list of new priorities or perceived needs of mid-career faculty. Please review this list and rank them in order of their significance to you. [1 = highest significance; 5 = lowest significance]
   - Navigating a path from Associate to Full – understanding promotion;
   - Maturity and diversity of projects – support for new directions in teaching, research, and more;
   - Reflection and renewal – goal-setting and discernment at mid-career;
   - Leadership and service – at Gonzaga and in professional field;
   - Faculty-mentoring – receiving mentorship & serving as a mentor.

2) Q2: If desired, please describe your reasons for ranking in that order.

3) Q3: Are there other critical aspects of mid-career life you would add to a ranked list of priorities?

4) Q4: Please review the programs described below. The programs are examples of existing, successful faculty development activities that assist and support faculty at mid-career; and they offer possible models for Gonzaga. For each possible program, please rate: (a) your level of interest in it; (b) your perception of its value for your peers at mid-career.
   - Mid-Career Planning and Professional Renewal Retreat;
   - Writing Marathon Sessions/Writing “Oases” Sessions;
   - “Seneca Days” – end of year half-day workshop to make most of summer months;
   - Development or Leadership Seminar

5) Q5: What support do you need to be successful at this stage in your career at Gonzaga?

6) Q6: What support do you believe your Gonzaga colleagues may need to be successful at this stage of their careers?

Data and Results:

Survey was administered in mid-September, 2015, to c. 90 tenured, Associate-level faculty in the College of Arts and Sciences. Response rate for the survey was 30%.

Q1: Respondents ranked the listed priorities for mid-career faculty as tabulated in Figure 1.

Q2: Comments elicited from Q1 rankings grouped into similar themes when we coded for keywords and ideas. Themes listed are ranked from highest to lowest in terms of number of comments discussing it.

   1) Path to Promotion
   2) Disconnect between expectation and mid-career and support (not simply $)
   3) Reflection and Renewal
   4) Support for research, especially for possible new directions in scholarly work
   5) Mentoring and leadership, especially at the level of Chair
Perceived priorities or needs of mid-career faculty

Ranked by reported level of significance to faculty

1 - Highest  2  3  4  5 - Lowest

Navigating a path from Associate to Full understanding promotion
- 37.5%  20.8%  20.8%  4.2%  16.7%

Maturing and diversity of projects support for new directions in...
- 37.5%  33.3%  16.7%  12.5%

Reflection and renewal goal-setting and discernment at mid-career
- 20.8%  20.8%  29.2%  20.8%  8.3%

Leadership and service at Gonzaga and in professional field
- 4.2%  20.8%  16.7%  41.7%  16.7%

Faculty mentoring receiving mentorship and serving as a mentor
- 4.2%  16.7%  20.8%  58.3%
Selected comments in response to Q2:

"I ranked my #1 choice because I do not believe the institution can actually support faculty in what it says it wants us to do and in what it says it does."

"I rank ‘understanding promotion’ the highest significance because it seems like it will be the most difficult. My experience since coming to Gonzaga is that the criteria for reappointment, tenure, and promotion change very frequently, thus working towards promotion feels like aiming at a constantly moving target. I find this personally concerning but I also think it damages our institution because mid-career faculty don’t have a coherent and consistent set of hoops in front of us that we can jump through and the hoops that exist don’t seem to line-up well with improving either the morale of the faculty or the prestige/rigor of the institution.”

"Adjusting to tenure – setting healthy boundaries and re-setting expectations. Pre-tenure, I rarely said no, missed family vacations, missed a lot of time with family, etc. For my next promotion, it is pretty clear -- more papers/research and at least one (likely major) individual grant... so the idea of retooling for service to the university is not inline with what needs to be done to get promoted and support my family. It is looking like I need to be a full prof before any significant shifts can really take place."

"Burnout is high at this level, especially after having been at this rank for a few years and taken on additional service at the university. We need ways to rejuvenate, reinvent, and regain our passion for teaching and research. 12-15 years in, it’s easy to feel the life has been sucked out of you."

Q3 and Q4: Respondents ranked programming for mid-career faculty as tabulated in Figures 2 and 3. Overall, there was significant interest, both as individuals and for colleagues, in all the options except for the “Writing Marathon Oases.”

Selected responses to Q5 and Q6:

"[Support I need to be successful at this stage of my career is] a discussion about what “success” is. Perhaps a meeting with the Dean to discuss the concept, her expectations of mid-career faculty, etc.”

"The primary support I would like to see increase is consistent contact with other mid-career faculty members. In my experience, we all have more commitments both on and off-campus at this stage of our careers (and lives), which means that the fairly regular opportunities to get together with colleagues early in our careers are now more rare."

"Assurance that progression towards promotion does not have to occur at some specific and unstated pace, that accumulated accomplishments over this extended period of time between Assoc. and Full do not have a shelf life, and that a quiet period in professional activity while refocusing, renewing, etc. won’t be impossible to recover from re: promotion."

"Honestly, I’m not sure. I think I need to practice discernment around the projects to which I commit myself, but I also think knowing how much is expected of us – that is, having a clear sense of the level of involvement the administration expects from its faculty – would be helpful."

"Recognition is important. Many of us have sacrificed our research and seen those who do little service pass us by in promotion and recognition based on publishing.”
Fig. 3

Possible Models for Mid-Career Faculty Development Activities
Perceived level of value for colleagues as reported by respondents

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Valuable</th>
<th>Valuable</th>
<th>Average Value</th>
<th>Limited Value</th>
<th>Not Valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning &amp; Renewal Retreat</td>
<td>9.5%</td>
<td>14.3%</td>
<td>47.6%</td>
<td>28.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Writing Marathon Oases</td>
<td>9.5%</td>
<td>42.9%</td>
<td>28.6%</td>
<td>42.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Seneca Days</td>
<td>4.8%</td>
<td>14.3%</td>
<td>23.8%</td>
<td>52.4%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Development Seminar</td>
<td>4.8%</td>
<td>14.3%</td>
<td>9.5%</td>
<td>9.5%</td>
<td>75.2%</td>
</tr>
</tbody>
</table>
“Clarity of goals and specific means to attain these goals.”

“Mentoring, service releases (semester without service — sort of mini-sabbatical?), research funding.”

“Reversing the steady march toward a corporate workplace model, which in valuing only those minutes/hours spent in ways that can be numerically ranked, devalues creative pursuits, minutes spent musing, and conversation with colleagues and/or students that may yield nothing beyond renewal of our sense of shared purpose and commitment to our students.”

IV. RECOMMENDATIONS.
1. Clear evidence of significant faculty concern, even anxiety, over navigating a path to promotion between Associate and Full leads to a first set of recommendations:
   - Create and implement a ‘post-tenure orientation’ or ‘re-orientation’ for faculty when they reach tenure. This could be in the form of one-on-one meetings with the Dean or with the Dean and the faculty member’s Chair; it could be in the form of a larger group meeting with the Dean; it could be a small set of meetings over the year after tenure. This would be a valuable new mechanism to speak directly to this moment as a new career phase; to have frank conversation and Q&A about expectations, timelines, the path(s) to Full; to enable post-tenure faculty to meet and know each other as a cohort; and perhaps to introduce some options and opportunities to faculty as part of beginning this new career-phase and as part of navigating it.

   - There is clearly a felt need for greater clarity concerning expectations at mid-career and whether there is just one path to promotion, or several. A recent report from the MLA on the Associate Professor rank recommends the following: “With the MLA Task Force on Evaluating Scholarship for Tenure and Promotion, we recommend that colleges and universities adopt a more expansive conception of scholarship, research, and publication; rethink the dominance of the monograph; and consider work produced and disseminated in new media; we also recommend public scholarship as an important avenue of research” (26). This last recommendation seems absolutely vital as the College seeks for faculty to engage with the new Core and with new initiatives like the Center for Public Humanities, Center for Undergraduate Research, etc.

   - Collaborate with existing faculty-development centers on campus like the CTA to develop mid-career directed programming such as was indicated by the survey: post-tenure planning and renewal retreat; ‘Seneca days’; leadership development seminar, possibly mentorship opportunities.
• Devote specific resources to support associate professors' professional development and scholarship, including possible new directions and unconventional resource needs to support new directions. Faculty regularly expressed feeling a lot of expectation around their continued professional development but little support, particularly for needs that look different from the typically more conventional funding needs of early-career faculty.

• Call for the implementation of a progressive parental leave policy, immediately (as was approved by the Faculty Senate at the Trustees in 2014, but not yet acted upon). Gonzaga is failing its faculty across the board in terms of support for them as 'whole people,' but mid-career faculty are particularly impacted by the lack of any family-friendly policies or initiatives at Gonzaga, due to the relatively later point at which many academics start families and are balancing young children at home with careers. A parental leave policy is a minimal requirement to demonstrate real support for faculty, including mid-career faculty. On campus daycare would also support faculty, particularly mid-career faculty.

• Sponsor training for department chairs on key matters pertaining to mid-career faculty:
  - the importance of ongoing development of Associate Professors, with an emphasis on long-range planning;
  - the assessment of the allocation of responsibilities of faculty members to ensure that they are equitably distributed
  - the value of a Chair or other senior colleague aiding in the discernment process of a post-tenure faculty member; mentorship at mid-career.
BIBLIOGRAPHY & ONLINE RESOURCES – UPDATED SPRING 2016.

College and University Faculty Development Centers with mid-career programming and resources:

Michigan State University: Office of Faculty and Organizational Development. http://fod.msu.edu

National Center for Faculty Development and Diversity. http://facultydiversity.org

San Jose State University: Center for Faculty Development. www.sjsu.edu/cfd

Seattle University: Center for Faculty Development: www.seattleu.edu

Bibliography:


APPENDIX A: Easterling Mid-Career Faculty Discussion Guide, April 2015

Hi everyone – thank you for coming today, please grab lunch.

The purpose of this lunch-discussion – as I know I described briefly in my invitation -- is to gather your perspectives, experiences, and reflections on being at the post-tenure stage of your career (mid-career may feel like a not quite accurate term to you about where you are, but it is a broadly appropriate description for where you/we are).

I think I know everyone here, but as a quick introduction, I’m Heather Easterling, Associate Professor in the English and WGST depts; I’ve also been working as a Faculty Fellow with the CTA for the past 3 years, mainly coordinating programming for new faculty. I’d also like to introduce Christina Turner, who is Associate Director of Institutional Research at GU and has generously agreed to help me today by taking notes during our discussion.

This is an inquiry being developed from the Dean out of her desire for the CAS to better support faculty at different stages of their careers, and the subject of mid-career as a distinct phase of faculty work has been a growing interest to me personally, as well, in my work for as a faculty-developer and as a mid-career faculty member, myself. There is a small but growing body of literature on the mid-career stage, but in this project of gathering understanding and ideas about this to serve us as GU faculty, it was very important to me to go to the source and talk with my colleagues about their specific roles, experiences, perhaps needs, as Gonzaga faculty at this stage. Meeting with you all this week – 5-8 years; next week with 2-4 years; one on one with w/a few others -- suggestions welcome.

So that’s a brief frame of why we’re here.

What we’re going to do is what I described – truth in advertising: spend about the next 45+ minutes to have a small-group discussion -- I hope conversation -- about being post-tenure here at GU. I’ve got a set of questions to help structure our time, and I hope they’ll invite you all to share your comments and to be part of the conversation.

Christina will be taking notes on our discussion in order to capture key elements of your comments. What I learn from you and from a couple of other conversations I have scheduled will go into a report to the Dean with gathered information as well as recommendations for supporting mid-career faculty; what I learn may also lead to a survey for a wider swath of post-tenure faculty here.

All responses will be made anonymous in any use for my report, but please feel free at this stage to ask any questions you might have about our procedure, use of this information, etc. QUESTIONS you have?
Ok, great. So, can we just begin by going around and introducing ourselves: name, department, how many years you’ve been here at GU or years you’ve been tenured? And - if you’re not sure how you feel about being described as “mid career” is there a term for where you are that you prefer, or that captures your experience better?

QUESTION 1 (Intro Question): My invitation to you described my interest in learning more about your faculty lives at this post-tenure stage: opportunities, challenges, new or changing needs. Could we begin by talking about what you’ve found to be positive aspects and/or opportunities of being post-tenure? What have you found? Are there satisfactions or rewards about where you are now that are different than earlier in your career?

- How much of a key to the opportunities of mid-career has your dept. been? The College or University? Community? Your field?
- What has contributed the most to shaping your mid-career life thus far?

QUESTION 2: Biggest changes for you, reaching tenure/mid-career? (Has this felt like a vivid time of transition for you?)

For you, what new or changing needs have gone along with the opportunities and rewards of being post-tenure?

- Specifically, how are your needs different now, do you think? What do you need more of? Less of? Needs as a professional or needs from your personal life?
- Are there post-tenure needs you have found are there but not discussed or addressed?
- Role for the dept. to play with these needs? Role for the Dean’s office? Somewhere else?

QUESTION 3: Can we talk about mentoring? How much or little has a mentor or has mentorship played a role in your career thus far? Played a role when you were new faculty, but less so now? Do you perceive a role for mentorship for you or others at mid-career? (I know some of you have been or are currently holding roles as dept. Chairs – your perspectives on this from a Chair’s perspective also valuable.)

- What would mentoring at the mid-career stage look like, to you?
- Ideas about the best way to implement mentorship? Dept. College? Other: CTA?

QUESTION 4: In your experience, what are the biggest or most unique challenges of being mid-career?

SOME COMMONLY TOUCHED ON THEMES IN LIT:

- path to promotion: getting to Full? Does this feel clear?
- Leadership expectations? What kind of help fielding or managing these?
- Gaining perspective on your career, some visioning
- Role for the dept. to play here? Role for the Dean’s office? CTA?

QUESTION 5: This is a culminating kind of question, but I’m hoping it might get at your ideas about opportunities, needs, best practices, and challenges from a different angle: WHAT KIND OF ADVICE ABOUT TRANSITIONING INTO POST-TENURE/MID-CAREER WOULD YOU GIVE TO SOMEONE HERE WHO IS APPROACHING THIS SHIFT/STAGE?

Last: What have these questions and our forum missed that feels important to you and your experience?
APPENDIX B: ONLINE SURVEY, September-October 2015: Survey Questions.

Support for Mid-Career Faculty: A Survey of Faculty Needs, Opportunities, & Challenges.

1) Q1: The following is a list of new priorities or perceived needs of mid-career faculty. Please review this list and rank them in order of their significance to you. [1 = highest significance; 5 = lowest significance]
   - Navigating a path from Associate to Full – understanding promotion;
   - Maturity and diversity of projects – support for new directions in teaching, research, and more;
   - Reflection and renewal – goal-setting and discernment at mid-career;
   - Leadership and service – at Gonzaga and in professional field;
   - Faculty-mentoring – receiving mentorship & serving as a mentor.

2) Q2: If desired, please describe your reasons for ranking in that order.

3) Q3: Are there other critical aspects of mid-career life you would add to a ranked list of priorities?

4) Q4: Please review the programs described below. The programs are examples of existing, successful faculty development activities that assist and support faculty at mid-career; and they offer possible models for Gonzaga. For each possible program, please rate: (a) your level of interest in it; (b) your perception of its value for your peers at mid-career.
   - Mid-Career Planning and Professional Renewal Retreat;
   - Writing Marathon Sessions/Writing “Oases” Sessions;
   - “Seneca Days” – end of year half-day workshop to make most of summer months;
   - Development or Leadership Seminar

5) Q5: What support do you need to be successful at this stage in your career at Gonzaga?

6) Q6: What support do you believe your Gonzaga colleagues may need to be successful at this stage of their careers?
APPENDIX C: MID-CAREER FACULTY DEVELOPMENT – Existing Programs (July 2015)

San Jose State University: Center for Faculty Development

1) **Mid-Career Planning and Professional Renewal Retreat**

A day-long retreat designed to assist and support tenured faculty to identify and/or re-think and renew their professional goals and opportunities as well as reflect on the alignment of personal with professional goals and values.

- Full Day?; Half-Day?

2) **Writing Marathon Sessions**

"With so many plates spinning, it can be difficult for faculty to make time for their scholarly and creative agendas. Several times each year, the Center partners with the Office of Research and with the King Library to offer "oases" - time and space for faculty to come and write, uninterrupted. Upon request, we can provide consulting (about library searches, research design, data analysis, and similar topics) as well as a critical-friend review of your manuscripts."

3) **Seneca Days**

"As Spring semester comes to a close, to help you make the most of the Summer months, we also host Seneca Days* - half-day sessions to help you articulate your writing goals, line up resources, and plan your time so that you can be as productive as possible while enjoying the summer's change of pace."

*These days are named after the Roman philosopher who wrote "If you don't know what port you are sailing for, no wind is favorable."

4) **Educated Person Dialogue**

"Educated Person Dialogue is part of the Campus Dialogue that began in 2003, on what it means to be an educated person and what more we can be doing to help our students on their journey of lifelong learning. Brown bag discussions/ workshops are held in each semester. Please come to as many as you can to share your ideas with others and to learn more about ways we can all help to further enrich the educational experience of SJSU students. Bring a friend."

Michigan State University: Office of Faculty & Org Development

1) **Half-Day Workshop: “From Associate Professor to Professor: Productive Decision-Making at Mid-Career”**

"This program, new in 2009, is designed for and open to all associate professors in the tenure system. This workshop is designed to clarify process expectations for attaining the rank of full professor in the tenure system, to anticipate the opportunities and challenges they will face, to inform their mid career
decision-making and experiences, and to help shape the ways to think about and write a reflective essay as part of the promotion dossier. Participants will also hear from experienced academic leaders and have a chance to ask questions about the promotion and tenure process.”

2) **Workshops for Faculty on Leadership and Academic Life (WFLAL)**

“These workshops are designed for faculty and academic administrators who want to learn more about leadership because they:

- Are exploring whether to pursue leadership and/or administrative roles in the future;
- Have leadership and managerial responsibilities for committees, large projects or labs;
- Wish to develop leadership skills;
- Aspire to (or currently have) external leadership roles in professional associations.

They are also designed to explore dimensions of academic life across the career span, such as work-life balance, career planning and managing transitions. Life in the academy is always changing, presenting us with new roles, opportunities and challenges. This workshop series is designed to support faculty and academic administrators as they traverse that ever-changing landscape.”

**Macalester College: Jan Serie Center for Scholarship & Teaching**

1) **Academic Leadership Seminar**

“Beginning in 2004–05, the Serie Center began a yearlong, weekly seminar designed to help mid-career (post-tenure) faculty to develop knowledge allowing them to become more engaged in institutional service, and to work more effectively as institutional leaders. This seminar gives faculty an opportunity to learn to “think institutionally” when faced with complex institutional issues that affect faculty life and student education.”

**National Center for Faculty Diversity and Development (NFCDD)**

1) **Faculty Success Program**

“The Faculty Success Program is a 12-week ‘Boot-Camp’ where you will learn to:

- Understand the common time challenges scholars face in balancing research, teaching, and service
- Avoid the most common time management mistakes faculty make
- Develop a consistent daily writing routine to increase research productivity
- Learn why and how to align work time with institutional priorities, personal values, and long-term goals
- Develop a network of support and accountability for academic writing
- Create a local network of mentors for long-term success”