From the Dean of Admission…
To Parents of Seniors

I hope this letter finds you well! My colleagues and I sincerely hope that Gonzaga remains a top college option for your son or daughter. Over the next several months, as your son or daughter contemplates which institution will be the best fit, many questions may arise. Please contact me or my colleagues with any questions you might have.

I’d like to bring your attention to several important events and dates that you and your family members should be aware of with regard to Gonzaga’s college enrollment process.

*Financial Aid: Our philosophy with regard to financial aid at Gonzaga University is to share our resources between merit scholarships and need-based (grant) aid. Most of our scholarships are based on the application for admission, although there are a few scholarships that require a separate application and are due by February 1. These scholarships can be accessed on our web site at www.gonzaga.edu/scholarships. To access need-based aid, both from the University and from the government, the Free Application for Federal Student Aid (FAFSA) must be filed by February 1. The most efficient way to file the FAFSA is via the web at www.fafsa.ed.gov. We strongly encourage families to file the FAFSA because “Gonzaga Funding,” the name for our grant program, can only be accessed by filing the FAFSA. GU hopes to have financial aid packages mailed to FAFSA filers by the end of March. In the 2008-09 academic year, over 95% of our incoming freshmen received financial aid. The average financial aid package for freshmen FAFSA filers was $22,183.

*Visiting Gonzaga: Students who have previously visited Gonzaga often find a follow-up visit to the University helpful in finalizing decisions. We have several visit opportunities available ranging from daily tours, Gonzaga Preview Days, and our GEL Weekend in April for accepted students. GEL stands for “Gonzaga Experience… Live” and is intended to give accepted seniors an opportunity to meet current Gonzaga students, faculty and staff. This year, GEL will be April 17 and 18, 2010. Please watch for GEL information to arrive in February if your student has already been admitted in the Early Action pool, or in March if your student is accepted in the Regular Pool.

*Applying for Housing: GU has many different housing options available for students. The Housing Application and Housing Deposit ($200) are not due until May 1, but some theme halls fill up early, and an earlier application submission may help secure a place in a student’s residence-of-choice.

*Committing to Gonzaga: If Gonzaga is the school your son or daughter chooses to attend, a tuition deposit of $400 must be submitted by May 1, 2010. May 1 is the National Commitment Deadline for colleges and universities. This will also trigger the registration process and information from our Orientation Coordinators.

*Registration: Email will be the primary method of communication for Gonzaga’s registration process. The registration process will begin in late April and early May. While student’s lives will be busy with AP exams, finals and high school graduations, please help them remember to complete registration as early as possible. Students are registered in the order information is returned.

*Orientation: As your family transitions into the Gonzaga community, we want to make sure you feel comfortable and ready. Although our formal orientation begins on Friday, August 27, our Orientation Coordinators will be in contact throughout the summer. Prepare your student – there will be reading assignments!

Again, please let us know if we can assist you in any way. I hope 2010 will be a wonderful year for you and your family, and I hope Gonzaga will be part of that experience!

Julie McCulloh - Dean of Admission
(800) 322-2584
From the Office of Financial Aid…

The Financial Aid Office says “file the Free Application for Federal Student Aid (FAFSA) now!” Gonzaga’s priority filing date for the 2010-2011 FAFSA is **February 1** (just around the corner)! Completing the FAFSA by **February 1** ensures that your student is considered for all types of aid offered at Gonzaga. Some funds are limited and may only be awarded to applicants who meet the FAFSA deadline.

Complete the FAFSA application online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Make sure you obtain a PIN for yourself and your student prior to beginning the application. The PIN serves as the electronic signature and greatly speeds up the processing time.

Some families delay filing the FAFSA because they do not have their IRS income tax return completed in January. The FAFSA does collect information from your tax return; **however, you should provide estimated figures in order to make the priority filing date**.

Financial aid offers are generally mailed in late March for those students who filed by **February 1**. Gonzaga’s financial aid packages are comprehensive awards, meaning that all forms of aid (University sponsored scholarships, grants, federal and state need-based aid) your student receives will be listed on the award notice.

We know that in these uncertain economic times the financial demands of attending college, especially a private university, may seem daunting. If you have a financial circumstance that is not addressed by the FAFSA application, such as a recent decrease or loss in income, please contact our office. We have a team of experienced counselors ready to assist you with any questions relating to your student’s financial aid package.

We are available Monday through Friday, 9AM to 5PM to answer your questions.

**Jim White**
Director, Financial Aid
(800) 793-1716

Transfer Corner: Am I a Transfer or a Freshman?

We often get questions about how high school students are classified when taking courses at a community college or university.

The Office of Admission distinguishes between students who are **still in high school** taking courses at their local community college or university, and students who have **graduated from high school** and are taking courses at a community college or university.

Students who **have not yet graduated from high school**, must apply for admission as a “freshman.” All freshman application deadlines and requirements are in effect. Such a student is also considered a freshman with respect to financial aid. Submitting an official transcript to us from the college or university attended will ensure the coursework is evaluated for transfer of credit. If college-level coursework is accepted for transfer, then the student will be considered a “freshman with credit.”

Students who **have graduated from high school** and have taken, or are taking, college-level courses must apply as a “transfer.” However, if the student has taken less than 45-quarter or 30-semester credits, we will also look at his or her high school course work when making an admission decision. If the student is under 21 and has fewer than 45-quarter or 30-semester credits, we will use the student’s SAT or ACT scores too (whichever is the higher equivalent).

Transfer students are encouraged to apply early in the semester preceding their intended registration date. Applications are reviewed on a rolling basis.

If you have questions about transferring to Gonzaga, please call or email our transfer expert, **Joan Sarles**, Assistant Dean of Admission.

‘TIS THE SEASON…

GO ZAGS!

For game schedules and all the highlights go to: [gozags.com](http://gozags.com)
Students Prepare for Career Treks to Seattle, Portland

PACCAR graciously welcomed Gonzaga students during the Seattle Trek last year and will again in January.

The Career Center and the Gonzaga Alumni Mentoring Program are teaming up to bring students some valuable Treks to premier employers in the Northwest next month. The 8th annual Portland Trek will take place Jan. 5 while the 9th annual Seattle Trek will follow Jan. 7-8.

“The Seattle and Portland Treks are programs designed to bring Gonzaga students in contact with premier employers in the Pacific Northwest,” said Erin Shields, assistant director of GAMP. “Students of all majors and years are encouraged and welcomed to participate in the Trek Program.”

Through career fairs, networking socials as well as corporate excursions, participating students have multiple opportunities to develop their careers while still in school. Among the major employers students will meet are Boeing, Columbia Sportswear, Nike, Regence, Trail Blazers, Daimler, Microsoft, Nordstrom, Redhook, Alaska Airlines, Fred Hutchinson Cancer Research Center, Deloitte, Port of Seattle, PACCAR, Widmer Brothers Brewing Company and many more.

The Treks are an excellent and effective way to bring students together with top employers and alumni from these regions. Whether you are a student who is interested in registering for the Treks, or an alum, parent or friend who wishes to participate in this exciting program, please contact the GAMP office at (509) 313-4048 or by e-mail.

For more information about these Treks or those in other cities, visit the following Web site or contact GAMP.
In my visits to jails, my meetings with entering prisoners, and even my walks to the subway, I share my time in Philadelphia with people whose backgrounds are strikingly different from mine. And though I live in North Philadelphia, would easily qualify for food stamps, and live at the mercy of public transportation, their reality is not one I can fully understand. I am merely a student of this city and society. I am learning how cruelly unfair the world can be, but from the comfortable place where I can still buy a latte and take a warm shower as winter grows colder. I’m beginning to understand how little I may ever actually understand.

Certainly I have known disappointment, anxiety, and heartbreak like so many people I serve. I have not known the rumble of a desperately hungry stomach, or the desolate timelessness of a prison cell, or how it feels to be overlooked because I was poor, dangerous or different. Yet I marvel, with every step, at the strength and resilience of the human spirit.

As the air chills, the nights grow longer, and the holidays approach, it becomes more significant to remember the poor and marginalized. Whether by offering a warm meal or an attentive ear, Christmas time challenges us to slow down and see how—in many small, significant ways—we can be men and women for others.

Now, I slip up sometimes. Too many snooze buttons and I’m buying coffee at McDonald’s instead of making it at home. I frequently apologize to homeless men that I don’t have spare change. My big service challenge this month is a trip to Pennsylvania’s Death Row where I will be a prisoner’s only Christmas visitor—though he is a complete stranger. I’m nervous for the trip to the prison this weekend but know enough men who’ve lived in similar cells that I believe in its value. Who knows what we’ll talk about, or what I’ll have to offer him. But I’ll start by trying to honor the fact that—despite his situation—this man too is inherently worthy. Whether we have much of anything in common, he and I are both participants in this astounding gig on planet earth. And, for now, that is enough.

Gonzaga taught me that. And I’m learning more every day.

“Everyone you will ever meet has infinite worth.”

These words so perfectly embody my Gonzaga education. Thanks to my Jesuit schooling, I am forever altered, given a new framework from which to view the world. It’s a framework in which every person is inherently valuable, and anything is possible. It is because of Gonzaga, this professor, and so many important moments built into my last four years, that I now live in Philadelphia as a Jesuit Volunteer with the Jesuit Volunteer Corps.

My life is unlike ever before. Working for a group called Witness to Innocence, I support men who were innocent but sentenced to death through wrongful convictions, but eventually exonerated and freed. In knowing them, I am humbled to simply listen—an adjustment from my role as Gonzaga’s student body president when I was frequently handed a microphone. Now I hear of suffering, blatant injustice, torture, and loss—life stories that are infuriating, extraordinary, and true. And they come from the mouths of men who have practiced more forgiveness, survived more despair, and exuded more grace than anyone I’ve ever known. These men know what it’s like to feel invisible and forgotten. These men are infinitely worthy.

In my visits to jails, my meetings with re-entering prisoners, and even my walks

Andrea Woods (’09) was president of the Gonzaga Student Body Association, and was Gonzaga’s first Rhodes scholarship finalist. An Honors student, she also was an Ambassador and resident assistant. She won the Ignatian Spirit Award last May and played in the wind ensemble, chamber, and symphony orchestra (flute) at Gonzaga. Woods earned degrees in English and psychology, played many intramural sports and lost “every single game” during her four years here.
Ho Ho Ho, Zag Debaters
Ranked No. 7 in Nation

Dateline: 12/08/2009
GONZAGA UNIVERSITY NEWS
RELEASE
Dale Goodwin, Director
Peter Tormey, Associate Director

Gonzaga University debaters will have a holly-jolly Christmas this year, joyous and grateful that their hard work during fall semester has resulted in being ranked the No. 7 best team in the nation by the National Debate Tournament.

Most recently, junior Leah Moczulski and sophomore Paul Kanellopoulos won five of the six preliminary rounds to advance to eliminations in the Franklin R. Shirley Classic, hosted by Wake Forest University Nov. 21-23. The pair defeated the Longhorns from the University of Texas to make it to the final 16 of 145 teams competing in the tournament.

Earlier in November, the team brought home nine awards at a district tournament hosted by Whitman College in Walla Walla. Freshmen Alexis DiSanza and Tim Harper won all of their preliminary rounds, rare for a freshman team, and advanced to the quarterfinals as the No. 2 seed overall before losing in a split decision to a Whitman team.

Moczulski and Kanellopoulos and the Zags’ team of seniors James Joseph and Abraham Corrigan defeated two other Whitman teams on unanimous decisions in the semifinals to capture first- and second-place in the varsity division. When two teams from the same school meet in the finals, as was the case in this tournament, no debate occurs. First place was awarded to the higher-seeded team of Moczulski and Kanellopoulos; Joseph and Corrigan (technically) placed second.

Gonzaga debaters also captured five of the top six individual speaker awards and Moczulski was named the tournament’s top overall speaker.

“This has been a great semester for the team,” said Joseph, Gonzaga’s team captain. “We finished strong, which gives us momentum for going into the second semester.”

Earlier in the season, Corrigan and Joseph were undefeated (7-0) at the University of Nevada-Las Vegas Round Robin where they were named the top two speakers. In addition, Gonzaga debaters Jim Sydnor and Andrew Myers received second place at the James M. Rupp Debates hosted by Idaho State University. The debating Zags look forward to the rest of the season when spring semester starts in mid-January.

“The team has had a great fall semester and it has really put us where we want to be heading into the spring semester,” Moczulski said.

Following are the most recent NDT National Rankings.

1. Northwestern University
2. Emory University
3. Liberty University
4. University of California – Berkeley
5. University of Kansas
6. University of Oklahoma
7. Gonzaga University
8. Kansas State University
9. Missouri State University
10. Cornell University
11. Binghamton University
12. University of West Georgia
13. George Mason University
14. University of Texas (Dallas)
15. Baylor University
16. Michigan State University
17. University of Southern California
18. University of Georgia
19. University of Texas (Austin)
20. Harvard University
21. University of Central Oklahoma
22. Wake Forest University
23. California State University – Fullerton
24. Mary Washington University
25. James Madison University

Second Year For Martin Native American Scholarship

The Charlotte Y. Martin Native American Scholarship was established by the Charlotte Y. Martin Foundation at Gonzaga University to honor outstanding Native American students seeking to pursue their college degree at Gonzaga.

Freshman (with a 3.1 GPA and higher) and transfer students (with a 3.0 GPA and higher) who are enrolled in a federal and/or state recognized tribe are welcome to apply for the $5,000 per year scholarship by February 1.

To apply and learn more visit: Martin Native American Scholarship

Charlotte Y. Martin was a native of Montana and a beloved benefactor of Gonzaga.

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Gonzaga to Join Major National Science Education Effort

Howard Hughes Medical Institute Invites Gonzaga, 11 Other Schools to Join Science Education Alliance to Engage Students in Scientific Discovery on a National Scale

Gonzaga science faculty and students will be among hundreds of students and faculty at 35 other large universities and small colleges nationwide engaging their students in scientific discovery on a national scale. Photo by Kirk Hirota.

SPOKANE, Wash. – The Howard Hughes Medical Institute today announced it has invited Gonzaga University and 11 other colleges and universities to join 24 schools in the Science Education Alliance, a national experiment that aims to change the future of undergraduate science education.

Gonzaga science faculty and students will be among hundreds of students and faculty at 35 other large universities and small colleges nationwide engaging their students in scientific discovery on a national scale. HHMI created the SEA in 2007, hoping it would become a resource for science educators. Faculty participating in the SEA work together to deliver innovative science education programs and bring the excitement of doing science directly to students in a novel, collaborative way.

HHMI has committed $4 million over four years to the first Alliance program – the National Genomics Research Initiative. It is a two-part, yearlong course that enables students to make real discoveries by doing research on bacterial viruses, called phage.

“Students across the country are really talking about science and thinking about the research they are doing,” says Tuajuanda Jordan, SEA’s director. “We are helping to bring up a new generation of students who love research and want to become scientists.”

Peter J. Bruns, HHMI’s vice president for grants and special programs, said the program will translate into significant opportunities for Gonzaga science students and faculty to engage in hands-on research involving cutting-edge science.

“Beyond the opportunities for beginning students to be involved in authentic discovery, a real strength of the SEA is the partnership of the member schools,” Bruns said. “The faculty members are helping each other and the communication among them is really important. That sharing of resources and ideas is a novel and exciting development.”

Gonzaga biology Professor Nancy Staub said the news is of major significance for Gonzaga’s biology department and the University’s sciences in general.

“One of the reasons we’re excited about this opportunity is that it will enhance our efforts to recruit and retain a more diverse group of students in biology,” Staub said. “We aren’t the only ones that get attacked by viruses; bacteria suffer from viral infections too. This yearlong lab sequence focuses on isolating and sequencing the DNA of bacteriophages (viruses that infect bacteria). The phages will be isolated from local soil samples.”

Participating schools, which are chosen through national competitions, generally offer the course as a substitute for an introductory biology lab class. In the first term, beginning college students isolate phage from locally collected environmental samples. Given the diversity of these viruses, each one is almost certain to be unique, so the students get to name their newly identified life form. They then spend the rest of the term purifying and characterizing their phage and extracting its DNA. Between terms, the purified DNA is sent to the Joint Genome Institute-Los Alamos National Laboratory in New Mexico, where it is sequenced. In the second term, the students receive files containing their isolated phage’s DNA sequence. The students then use bioinformatics tools to analyze and annotate the genomes from their phage.

Although many of Gonzaga’s biology labs have inquiry-based projects, this Phage Genomics course presents an opportunity to run a lab course built entirely around a real discovery-focused project, said Kirk Anders, associate professor of biology at Gonzaga.

“We anticipate that student interest will be high. Students in this course will become immersed in modern genomic analysis and bioinformatics, which will be excellent tools to have for their future studies,” Anders said.

Students in the SEA course say they have been inspired by the opportunity to do hands-on science research, while faculty who teach the classes say helping students embrace the creativity of real research has changed the way they look at teaching.

“One of our goals in biology is that our students learn how to solve mysteries about the natural world. This is what science is,” Anders said. “This course puts real discovery and problem-solving right up front. Our hope is that all the students who take this course will be inspired to get involved with more research later on.”

At Gonzaga, this course will run parallel to the cell biology and genetics/evolution lab courses, Anders said. “Students will have the opportunity to apply prior to registration in the spring. It will be an exceptional chance for students to contribute to a genomic research project early in their college career,” Anders said.

The program complements Gonzaga’s
current grant from the HHMI; in April 2008, HHMI announced Gonzaga was among 48 of the nation’s best undergraduate institutions that will share $60 million from HHMI to help usher in a new era of science education in the United States. Gonzaga’s first-ever grant from the HHMI Undergraduate Science Education Program totaled $1.2 million and is expected to transform Gonzaga’s science programs and nearly triple research opportunities for undergraduates.

Melinda Harrison, a chemistry professor at Cabrini College, a small Catholic liberal arts college in Radnor, Pa., said the course has been well received at Cabrini, which began teaching it in fall 2009.

“It wasn’t even the end of the semester and the students were working independently, doing things on their own. I don’t normally see that in my freshman chemistry labs,” said Harrison. “What’s really cool about it is there are endless possibilities. There is not one outcome that everyone has to get.”

Faculty excitement in the program is borne out by data collected by the first 12 schools that joined the SEA in 2008-2009, the program’s first full year; participants in the SEA course were more likely to complete the class than students in other labs for introductory biology students. Only 2-to-5 percent of students dropped out compared to schoolwide averages of 14 percent. Additionally, the SEA students did better in the introductory biology classes by an average of six (of 100) points possible compared to other students not taking the SEA course. Those gains held up across the board, no matter whether the students were honors or at-risk, biology majors or those who have not yet declared a major.

Gonzaga and the other 11 new SEA colleges and universities chosen for the program through a competitive application process will begin offering the course in fall 2010. HHMI provides research and laboratory materials along with support from Jordan and a dedicated HHMI staff.

Four other colleges will join the SEA as associate members and will attend training sessions that will allow them to implement this research experience in laboratory classes on their campuses.

Queensborough Community College of the City College of New York system will be the first community college in the country to become an associate member of the Alliance. Queensborough was initially attracted to the SEA project because it is so different from traditional lab courses. “The thing that was most appealing to me was that our students will participate in a nationwide authentic research project,” said Queensborough biology Professor Patricia Schneider. “Working with faculty from campuses all over the country will be a real source of support and inspiration.”

That support network is an important part of the Alliance, Bruns says, noting the SEA has set up a buddy system this current academic year to match new schools with those that had already been through the program. The new faculty say it is valuable to be able to turn to professors who have taught the class with questions about everything from troubleshooting a problem with their phage preparations to using bioinformatics tools. There is also an active Web site that allows faculty members and students to share questions and ideas, successes and setbacks.

“The faculty are modifying the program as they go to make the lab instructions better and lower the materials costs,” Bruns says. “Some of the protocols are different now, not because we changed them but because the participants did.”

Lehigh University biology Professor Vassie Ware tries to foster a similarly supportive atmosphere among students in her SEA class and the biology department, which offered the SEA course for the first time in fall 2009. For example, the students received help from graduate students and faculty to take a picture of their phage using an electron microscope. “That may have been the most exciting thing for the students, to see the phage that they had been working on for months,” Ware says. “Their excitement has permeated the entire department.”

The newly selected participants in SEA’s National Genomics Research Initiative are as follows:

Baylor University, Waco, Texas
Bucknell University, Lewisburg, Pa.
Culver-Stockton College, Canton, Mo.
Gonzaga University, Spokane, Wash.
Jacksonville State University, Jacksonville, Ala.
Loyola-Marymount University, Los Angeles
North Carolina Central University, Durham, N.C.
Purdue University, West Lafayette, Ind.
University of Alabama-Birmingham
University of Texas-El Paso
University of Wisconsin-River Falls
Virginia Commonwealth U., Richmond, Va.

ASSOCIATE MEMBERS
Brooklyn College, N.Y.
College of Charleston, Charleston, S.C.
Queensborough Community College, New York City
University of California-Davis, Davis, Calif.

For more information, please contact Professor Staub at (509) 313-6636 or Professor Anders at 313-5933.