The Challenges of Diversity
Ranked among the best; again

Gonzaga was ranked the third best university in the Western United States offering master’s programs in the annual rankings compiled by U.S. News & World Report, released in August. This marks the 12th straight year, and the 19th in the last 22, that Gonzaga has been ranked among the West’s best. Gonzaga’s engineering program was rated the 20th best in the country for universities not offering doctoral degrees. GU was ranked the 7th best value among schools in the West, and No. 1 in alumni giving among 61 ranked schools in its category. The University was also listed among the Best 361 Schools in the country by The Princeton Review, which released its list in September.
Virtual issues, real outcomes

Graduate education in a dynamic setting

By John Kafentzis

It’s a troubled day in the Mountain Lakes School District. A statewide proposition recently was passed requiring that the citizenship of students be documented before they are admitted to school.

Now, administrators at the district are wrestling with the implications. From a social justice perspective, can they turn away children who want to learn? What if citizenship can’t be documented for a significant portion of the student population? Will teachers have to be reassigned or laid off?

Welcome to Gonzaga’s Leadership Formation Program in the School of Education, where real teachers and principals adopt roles they hope to take on as careers in real life: principal, superintendent or program administrator. This is more than a simple case study. This is immersion in the day-to-day workings of a school district for a year. In the second year, students take actual – not virtual – internships, work on certification and do master’s research, said Dennis Conners, program director.

“This program is fundamentally about issues of social justice as they relate to education,” Conners said. “It’s about who you are as much as it is about what you do.” Because of that, the program fits in well with the University’s Jesuit mission, he said.

This “virtual” program brings the real world into the university, something Conners argues is sorely lacking in administrative training for educators.

He said it was flight simulators at the U.S. Air Force Academy, where his son was going to school, that gave him the idea for the program. Rather than read a case study, he decided to bring in actors to give it life, Conners said.

Launched in 1998, the program boasts 35-40 students annually from throughout the region. They have ranged in age from 24-60 and come from a variety of districts throughout the Northwest. The typical student has seven or eight years experience in education and has been encouraged to take on a leadership role in his or her district.

Mountain Lakes is a “virtual” school district, but while some communication takes place online, most of the district’s work is done face-to-face. This means students spend summer semester operating the district. During fall and spring semesters, the cohort meets every weekend to continue its work. Some students drive hundreds of miles each weekend to participate, quite a commitment as they juggle careers and family life, Conners said. The Leadership Formation Program is one of a kind, but Conners said the program increasingly draws interest from other universities and accolades from professional organizations. “This is an integrated curriculum that talks about real problems,” Conners said.

“It is a fundamentally different approach to preparing leaders,” said Cleve Penberthy, a faculty tutor and longtime administrator in Spokane Valley’s West Valley District.

Throughout the case studies “decisions become conditions they (students/virtual administrators) have to live with. It’s ongoing,” said Brian Dunlap, community liaison for the program. While the scenarios are scripted to some extent, how the students deal with the situations they confront is up to them, Conners said.

Anali Weatherhead, principal of Trent Elementary in Spokane Valley, said the program has “really made me question beliefs of mine and go deeper into why I want to be a principal.” For her an important part of the program was “unpacking the why.”

“Did it make me a better principal? I don’t know.” It did, however, strengthen her beliefs and values, Weatherhead said. She admits that standing up for those beliefs and values has sometimes gotten her into hot water. One of the challenges is to figure out “how much courage do you have to walk the walk,” she said. “Ultimately you have to be who you are. Figuring that out is a challenge, but very rewarding.”

Weatherhead had high praise for the virtual school district approach, “We went through some very challenging periods when differing values met head-on,” she said.

One of the greatest strengths of the program is that students are often put in the position of “what do you do when you don’t know what to do,” said Mike Poutiatine, faculty tutor.

In a multitude of situations throughout the year, everybody, students and faculty alike, become learners at Mountain Lakes School District, Conners said. “That’s a powerful way to deliver graduate education.”

Completion of this program leads to a master of arts in educational administration, and students can continue on to achieve state certification as a principals, superintendents or school program administrators.

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New
Teaching and Advising Center
Catalyst for compelling conversations on finer points of Jesuit pedagogy
E xcellence in teaching and advising has always crowned Gonzaga’s reputation. Every generation of students comes to admire the beloved professors of their time — William P. Ilgen, Franz Schneider, Dan Brajcich, and so many others. Now the University has founded a Center for Teaching and Advising to foster a new level of excellence in teaching and advising, through mentoring, collaborating and bringing outside sources of expertise to campus.

“I think that the biggest benefit of the center will be something that is not tangible, and that is that the Center will foster a much-needed culture of conversation on campus about what it is we do as teachers and advisers,” said Teresa Derrickson, CTA director and assistant professor of English. “The main goal of the center, in my opinion, will be to jumpstart those kinds of formal and informal conversations.”

Biology Professor David Boose also supports the CTA, which is located in the Foley Center. “I think the Center for Teaching and Advising is going to be a great resource. Actually the resource is us, the faculty. What the CTA can do is give us opportunities to get together and learn from each other, as well as from people outside Gonzaga. It’s a little ironic, but as teachers and advisers, we do the vast majority of our work in isolation from our colleagues,” Boose said.

“In my experience, whenever you get a bunch of dedicated teachers and mentors in a room together and give them a topic and a little bit of structure for discussion, the dynamic is amazing. Ideas fly, people exchange tools and techniques, opportunities for collaboration appear, and long-term strategies for improving teaching and advising start to form.”

A center like this has long been sought by Gonzaga faculty. Stephen Freedman, academic vice president, advocated for this resource and established its initial budget.

In Gonzaga’s earliest decades, advising had not yet become its own entity. But given the complexity of academia — and life today — advising students has become every bit as crucial as teaching. The CTA’s inaugural workshop this fall was geared toward understanding Generation Y, also known as the Millennials.

Jane Hession, freshman adviser for the School of Business Administration, is grateful to have a new source of professional development. After 20 years on campus, she calls the University catalogue her Bible. “I think I know a lot. And I’m called all the time by people from all over campus who think I know a lot,” Hession said. “I’ve got a lot of facts and figures and understanding of the institution itself. But I’m always looking for insight and a new twist on things.”

Paul Nowak, professor of civil engineering and a renowned adviser, says that his advising tool bag includes flow charts of students’ courses and an open-door policy that extends to his home where students are welcome to call or visit. “And it doesn’t hurt to pray for and with them when they have concerns,” Nowak said.

The CTA has offered workshops and faculty-led conversations on a wide range of topics this fall. Peer consulting services are designed to help faculty share their expertise. A teaching showcase event is planned later this year, and a mentoring program for junior faculty will debut next year.

The CTA is supported in part by grants and other external funding.
Industry needs power changes in engineering programs

By Peter Tormey

As engineering enrollments nationwide have dipped to their lowest ebb since 2001, Gonzaga is abuzz with new industry-driven initiatives, programs and quality upgrades that have left the Herak Center bursting at the seams and poised for growth.

This past spring, Dean Dennis Horn even found himself in the unusual position of changing the name of the Gonzaga School of Engineering to the Gonzaga School of Engineering and Applied Science to more accurately reflect the many changes that have taken place and are continuing at the School. The changes seem fitting, given that the School was established in 1934 in response to market demand for engineers for hydroelectric projects that have become so important to the nation's economy.

The name change also reflects Gonzaga's decision to relocate the computer science program and faculty from the College of Arts and Sciences to the School of Engineering and Applied Science.

Computer science is now a separate department within the School, and Horn and other GU leaders are working to revamp and expand the computer science curriculum to meaningfully link it with many other disciplines to provide tools to examine scholarly questions involving multiple disciplines. Two new faculty members have been hired in the computer science department, bringing the total faculty in the department to six and the total within the School to 25. Only a few years ago, total faculty in the School numbered 17.

"We are also planning to develop a graduate (master's degree) program, possibly called computational science, that would cater to science and engineering majors and would involve the application of computers to solving very difficult questions," Horn said. Those kinds of questions might include such enormously complicated issues as developing a better predictive model to calculate the impact of atmospheric gases on potentially devastating global climactic changes.

"We're marrying traditional disciplines with the use of computers as tools that will enable us to solve complex problems specific to those disciplines," Horn said.

Earlier this fall, the School again received high marks as the No. 20 best engineering school in the nation (among institutions with few or no doctoral
programs) by U.S. News & World Report, moving GU up a spot from its No. 21 ranking in 2005.

Despite a national decline in engineering freshman enrollment and a dip in engineering total enrollment of more than 2 percent from fall 2004, GU freshman engineering enrollment increased modestly in fall 2006 to 448 students, Horn said.

Gonzaga is moving ahead rapidly with plans to launch a new certificate program in fall 2007 in Electric Utility Transmission and Distribution Engineering (T&D). The School received second-phase funding from the U.S. Department of Energy for an additional $800,000 to bring the total from that agency to more than $1.5 million (among other key donations).

GU engineering faculty are collaborating with industry professionals and Jesuit colleges and universities — to produce five three-credit courses to be offered online next fall to upper-division undergraduate engineering majors at Gonzaga and other schools, and to engineering professionals. In the long term, Horn envisions expanding the certificate program into a master’s degree with additional technical, business and organizational leadership courses.

Initially, however, the T&D certificate program will provide engineering professionals “with a set of skills that make them far more valuable to engineering utilities,” Horn said. “This program is so needed by industry because industry is finding it very difficult to replace up to 50 percent of its workforce facing retirement this decade, at a time when investment in power infrastructure is rapidly increasing.”

The School also is preparing other degree paths to allow students to complete an engineering degree and become certified for teaching secondary school science, and another to let students complete a traditional engineering degree and an MBA in five years. Also, Horn and others continue to develop a five-year biomedical curriculum that would complete a standard engineering degree with added coursework in chemistry, biology and bioengineering.

To accommodate these and other initiatives, an additional 25,000-square-foot building is planned for the south side of Herak, between Herak and the tennis courts. Recognizing growth potential, this three-story, $7.5 million facility will be constructed to accommodate two future additions on both its east and west sides to bring its total size to 70,000-square feet.

Gonzaga is in the final design phase of this project, which includes a skywalk linking Herak with the new addition. Construction of the new building is set to begin in spring 2007. The M.J. Murdock Charitable Trust recently approved a $750,000 grant to help pay for the new building that will house the T&D program and provide space for other engineering activities. Earlier this year, the W.M. Keck Foundation granted Gonzaga $370,000 to purchase four power workstations for the T&D program.

Like the proliferation of hydroelectric power that helped start the School, Gonzaga is again aligning the School with market forces to help ensure its long-term viability and relevance in a rapidly changing field, Horn said. The T&D program is a perfect example. There, GU approached industry to identify needs and found urgent calls for professional training. Now, 15-20 industry experts work with five GU engineering faculty to ensure the program delivers precisely the kind of highly employable graduates the market demands.

Gonzaga has partnered with such utility heavyweights as the Bonneville Power Administration, Avista Corp., the Pacific Northwest National Laboratories, Areva Corp. and others, to also identify the need to establish at GU an Electrical Systems Simulator (ESS), a training facility for operators and other utility employees responsible for the day-to-day operation of huge electric power transmission systems. These operators are called upon to restore massive-scale electrical systems when they fail.

Globalization and the increasing threat of terrorism have created a “new world” in engineering and the School is realigning to best meet those needs. “It’s clearly a different world now,” Horn said. “As the world has changed, missions have changed, and we in education have to adapt. We are branching out into some new areas where we haven’t been before,” he said. “In the case of T&D, we’re trying to structure an entire program around the needs of industry. To reach out and try to meet needs of major constituencies such as the electric power industry is a very important part of the economic future of the Northwest and all of the Western states. I think this is something that Jesuit schools ought to be doing.”

While responding to industry seems clearly one key to the increasing relevance and growth of the School, Horn also noted that Gonzaga’s core curriculum in the Jesuit tradition also is well known and appreciated. “Gonzaga has a tradition of quality in engineering,” Horn said. “The commitment to Jesuit education and the core curriculum are a big part of it (growth), but also we consistently do well at all of the engineering competitions our students enter. Our students write well, speak well and design well. All of those characteristics are valued.”

Peter McKenny and Dennis Horn expect to launch the new power Transmission & Distribution certification program in fall 2007.
Marketing the University

Stock on Gonzaga’s name has risen significantly over the past eight years. Taking Gonzaga’s reputation to the next level, where its national reputation is not only about basketball, but about educating young men and women for others, demands involvement from every facet of the University, coordinated through the University’s marketing and communications efforts.

Gonzaga is developing an integrated marketing and communications system that will distill the University’s strengths into a clear, unified message—one that ultimately inspires others to take part in the Gonzaga experience.”Building the University’s brand is really about identifying who we are and living it out,” said Gonzaga’s Assistant Vice President for Marketing and Communications Chuck Leonhardt.

An advisory board has been created, including members within and outside the University. A road map has been developed to define the marketing direction. By this spring, materials that communicate this new message will be implemented.

The next step in this process will be identifying target audiences, conducting brand research, and completing data analyses necessary to make sound decisions, Leonhardt said. Then messages will be crafted (including graphics, photography and text) and tested with representative target focus groups. Finally, the marketing and communications plan will be put into action. Communications vehicles will be identified, creative elements will be applied, and messages distributed and placed.

“Perhaps the most important component of the entire process is to determine if it is working,” Leonhardt said. “In establishing a valid assessment process, we will record and track data that ties to our success measurements, obtain ongoing feedback from our target audiences, and adjust and enhance our messages and methods as needed. The entire process should be dynamic and will change as the University brand moves forward.

“As we develop Gonzaga’s integrated marketing and communications system, I hope that everyone feels welcome and comfortable in providing feedback,” Leonhardt said. “We encourage feedback as we funnel information to all our constituents at salient points along the way. If anyone would like to be involved in focus groups or discussions regarding brand development, please get in touch with us at (509) 323-6398, or Leonhardt@gonzaga.edu.”

Prusch step down as dean

Robert Pruschn. The dean founded and developed the Colville tribal reservation, promoting learning among all participants. A search committee to fill the deanship is led by Father Pat Lee, S.J., vice president for mission.

Class of 2010 at a glance

Gonzaga enrolled 977 freshmen this fall, 187 transfer students, 1,857 master’s students, 121 doctoral students and 555 law students. Total enrollment is 6,736 students. The average GPA for this year’s freshman class is 3.72, up from 3.63 for the freshman class entering last fall. The average SAT score for incoming freshmen this fall was 1,195, up from 1,191 last fall. This freshman class reports 15.2 percent out-of-state, and 55 percent in-state is unchanged from 2005-2006. Ninety-two percent of Gonzaga freshmen last year returned as sophomores this fall; 88 percent of freshmen students of color returned as sophomores.

Armstrong directs leadership program

Josh Armstrong has been named the first full-time director of Gonzaga’s Comprehensive Leadership Program (CLP). The brainchild of GU President Father Robert J. Spitzer, S.J., the CLP began in 2002 and now serves some 100 GU undergraduates. The vision for CLP is to educate students in the discipline of leadership, and align that knowledge with their academic major, service learning and other student leadership experiences.

Mary McFarland, dean of the School of Professional Studies, said she has confidence that Armstrong will take the program to new heights. “Dr. Armstrong was selected following a national search. He is mission-centered and understands the excellence of Gonzaga,” McFarland said. Armstrong has served as associate director of residence life at Gonzaga since June 2004. He earned a bachelor’s degree in psychology at Whitworth College, a master’s in education at the University of Vermont, and a Ph.D. in education from Michigan State University.

Buller honored for work with Gonzaga’s Hogan program

The Advisory Board of Gonzaga University’s Hogan Entrepreneurial Leadership Program has established a scholarship fund in the name of Professor Paul Buller who has served as director since the program was founded in 2000 and now becomes the program’s academic director. Fred Brown, a Hogan Advisory Board member and chief executive officer for Next IT, conceived of the scholarship fund. “The Advisory Board wanted to recognize Dr. Buller for his outstanding leadership and vision,” Brown said. “He
has helped to grow the Hogan program from a concept to a nationally recognized model in entrepreneurial education. The scholarship is a way to both honor Paul and to help students in the program on an ongoing basis." Buller is a professor of management and business administration at Gonzaga and is the University’s Kinsey M. Robinson Professor of Business Administration. The Paul Buller Entrepreneurial Leadership Scholarship will be awarded annually to exceptional students in the Hogan Program. The scholarship fund has reached $25,000. To contribute, contact Gonzaga’s University Relations office at (509) 323-5995.

Fallen soldier saluted

First Lt. Forrest Ewens was honored Sept. 11 in a memorial service held in the University Chapel. Ewens, a former member of Gonzaga’s ROTC Bulldog Battalion, was killed June 16 as he was leading a combat mission in Afghanistan. Two other members of his unit also were killed. Ewens graduated from Whitworth College in 2004. He is survived by his wife Capt. Megan Jagelski Ewens, a 2003 Gonzaga graduate. Lt. Col. Alan Westfield, assistant professor of military science, attended the family’s memorial service in Gig Harbor, Wash., services at Whitworth and Gonzaga. He said, “First Lieutenant Forrest Ewens heard the call to service. Fortified with the support of his family, Benz said, “We are dealing with a generation of students that is very tech savvy, and when you can hook something that you are teaching to technology, it is really motivating for them,” said Ben Semple, associate professor and chair of the modern language department. The lab’s digital format offers flexibility in teaching, testing and homework assignments.

Buried treasure

Workers this summer excavated and dismantled Gonzaga’s century-old “plunge” or swimming pool, located in the basement of the Administration Building’s East Wing. It was a tough job, calling for special equipment to remove the concrete and rubble used to fill the pool decades ago.

Built in 1905, the pool was believed to be 4 feet deep on one end, and 7 or 8 feet on the other. It was 20 feet wide by 50 feet long and its walls and floor were lined in marble. Showers lined the south wall, with a separate drainage system from the pool. A serious outbreak of typhoid fever in 1906 closed the pool. Stories found in Gonzaga’s archives indicate Gonzaga took corrective steps to sanitize the pool and it apparently reopened. A news clip cites it was the site of a 1914 swim meet. Archives indicate it closed in the 1950s. If readers have information about the pool’s history, please drop us a note via e-mail at Gonzaga@gonzaga.edu.

Language opportunities

Gonzaga’s modern language lab, renovated over the summer with the help of a $100,000 grant from PACCAR, has delivered dramatic benefits.

“The lab’s digital format offers flexibility in teaching, testing and homework assignments. The production of language used to be very ephemeral, with the result that we would over-rely on written tests. Now we can emphasize more pronunciation,” Semple said. Software in the lab compares student pronunciation to native speakers’ pronunciation, showing each on a graph.

Semple and ESL Assistant Professor James Hunter co-designed the new lab. "I was hoping that students would be able to work independently but with close supervision — in other words, to work at their own pace, and even on their own choice of material, but to have someone there to monitor and answer questions," Hunter said. "In the new lab, this is very easy: The teacher can not only listen in on what the students are doing, but see their screens and even take control of them to show them what to do.”

Praise for McCarthey Center

The McCarthey Athletic Center has been named one of 10 Facilities of Merit nationwide by Athletic Business’s annual Architectural Showcase. Winning sports facilities were chosen from a pool of 81 entries. A panel of seven leading sports and recreation facility architects made the selections.

The McCarthey Center concourse came in for particular praise from judges. The expansive windows provide “wonderful visual connections with the campus,” wrote one judge. Other judges praised the scale of the entry, the degree to which the McCarthey Center relates to surrounding buildings, and the intimacy provided by the sharply raked seating. The awards were presented on Nov. 16 in Las Vegas.

Upcoming Events

Events Dec. 15 through Feb. 28 Details on these and other events can be found at Gonzaga’s Web site Events Calendar at www.gonzaga.edu/News-and-Events

Academics/Miscellaneous

Dec. 15 Christmas holiday begins after semester exams.
Jan. 9 Law School classes resume.
Jan. 14 Residence halls open.
Jan. 15 Martin Luther King, Jr. Day. University closed for federal holiday, no classes.
Jan. 17 Classes resume for spring semester.
Jan. 23 “The Wheeler Lecture on Catholicism and Culture,” a new lecture series, will take place on campus. Details TBA. Contact Doug Kries, (509) 323-6720, kries@gem.gonzaga.edu
Feb. 8 Lecture about Flannery O’Connor, location, time TBA, to be delivered by Ralph Wood, professor of theology and literature at Baylor University. Lecture sponsored in part by the Gonzaga University Faith and Reason Institute.

Art

Through March 10 “Sports of All Sorts,” sporting prints from the Permanent Collection, on exhibit at the Jundt Art Museum.

* For more information, contact Anita Martello at (509) 323-6611.

Theatre

Feb. 2-4, 8-10 “Seussical!” The Musical. Feb. 2, 3, 9, 10 @ 7:30 p.m.; Feb. 4 & 10 @ 2 p.m. Russell Theatre. Theatre Box Office (509) 323-6553.

* For more information, contact Summer Berry at (509) 323-3606 or via e-mail or at the Russell Theatre Box Office at (509) 323-6553.
Ethnic diversity has a long and checkered history at Gonzaga. It began with founder Father Joseph Cataldo’s hopes to educate and evangelize boys of the river and plateau tribes, and continued in the early 20th century when the University educated those of Irish, Italian and Scandinavian descent, the ethnically diverse immigrants of the day.

Ethnic and racial diversity is woven into Gonzaga’s present. This fall’s freshman class reports 15.2 percent students of color, and Gonzaga’s Unity House, the campus multi-cultural center, will mark its tenth anniversary with a gathering this spring. Faculty and staff of color have begun mentoring ethnic minority students and, if asked, will meet with minority job candidates. The University’s current strategic planning process names increasing diversity among its preliminary goals.

Even the future of ethnic diversity is clear. Given shifting national demographics, Gonzaga must eventually reflect a growing population of minorities. By the year 2020, minorities are expected to make up 28 percent of college students in Washington state, of which 25 percent will be Latino.

“There’s been a growing drumbeat of interest over the last 15 years,” said George Critchlow, Law School associate professor and founding member of the Institute for Action Against Hate. Both a Native American studies program and a Native American law program are under discussion. Overall, energy is gathering on this complex issue, which fits so naturally into Gonzaga’s mission of social justice, service and outreach.

But a number of Gonzaga’s students of color are crying out for more community now. They want more ways to connect people of color on campus, greater
The Challenges of Diversity

awareness and sensitivity from mainstream students and faculty, and more academic courses on race-specific areas of interest. Most of all, they and members of Gonzaga’s faculty and staff believe the University must hire, retain and promote more ethnically diverse professors and staff. To create a more richly diverse university, many argue that broad leadership is needed and the money to make it happen.

For Hector Maldonado (‘03), Gonzaga was a natural choice. The University did not recruit him, but his older brother was just a year ahead of him, and Spokane is not far from their home in Tonasket, Wash. Still, Maldonado went through culture shock when he arrived on campus. “It was a complete 180 degrees for me, growing up in a predominantly Latino area.” He made a success of the situation, helping to shape his friends’ understanding of Latino culture, and vice versa. After graduating from Gonzaga with a business degree, he earned an MBA from Eastern Washington University, and currently works for Kauffman Associates, Inc., a Spokane-based Native American consulting firm. What role will he play as an alumnus? “I definitely would be interested in becoming active, especially with other Latino students, perhaps to host a visiting student or their family.”

Gonzaga’s Dean of Admission Julie McCulloh is a campus leader on ethnic diversity. Not only does she foresee the effect of shifting demographics on the University, but she cares personally about the issue.

“Creating a more diverse environment is a passion of mine and others in my office. My colleagues and I believe that we become more educated by learning about and experiencing other cultures, religions, histories, ways of looking at the world,” McCulloh said.

The admission office and other campus partners have launched the First Generation Project, a five-year initiative working with high school students in the Yakima Valley, where a large population of Latinos and Native Americans lives. The goal is to develop students’ leadership skills and to demystify the college experience for students and their families. Gonzaga students from the Comprehensive Leadership Program will work with the Yakima Valley youth. The project is funded by $50,000 from the Center for Student Opportunities in Bethesda, Md., and is intended to build ties with prospective, first-generation college students.

“We hope that these relationships will translate into their college enrollment in general and specifically at Gonzaga,” said Dennis Gagaoin, associate dean of admission and diversity specialist.

Last spring, a campus-visit program for ethnic minorities called MEET, for Multicultural Encounters for Educational Transition, brought to campus 18 students from across the country. Typically, a majority of prospective students who visit campus want to attend. Seven of the MEET students committed to Gonzaga. Competition for high-achieving diversity students is fierce nationwide.

One of the MEET prospects chose a full-ride scholarship to Harvard University.

What does McCulloh need to bring more ethnic minorities to campus?

Resources. “Many of the MEET students required more scholarship and grant assistance to fill the financial aid gap. We must focus on raising more money to meet the financial needs of our students,” McCulloh said. A similar event is scheduled this year.

In the eyes of Pat Reese, associate director of development for the University, the issue is about access to education and the University’s efforts to honor its mission. “Everyone deserves the right to try. If they compete for that opportunity and they are deserving, we want to be able to educate them,” Reese said.

Senior Heidi Abrahamson is an enrolled member of the Spokane Tribe. Her father’s extended family is well known on the Spokane Indian Reservation, and part of her culture shock was simply being amid people who didn’t know her. Her family members went through their own adjustment.

“At first, my father would call me

“If we are being faithful to the Society of Jesus, we will be diverse.”

Father Pat Lee

three or four times a day. I talked to my Aya (grandmother) everyday for two years,” Heidi said. When her father brought deer antlers to make her room feel more like home, one roommate objected to ‘dead animal parts.’ Heidi is grateful to the Jesuits for her education, and to Bob Bartlett, newly named director of intercultural education, Raymond Reyes, newly named associate mission vice president for intercultural relations, and Robert Prusch, dean of the College of Arts and Sciences and founder of the Native American outreach program, Gonzaga Indian Education Outreach Program. Their passion to include her in the Gonzaga family made a crucial difference.

But the small size of Gonzaga’s multicultural community is its weakness, she says. “One night I’d call Bob (Bartlett) crying over something that happened in class that day. The next night it would be another student calling him, and the night after that it would be someone else. It just was too much on his shoulders and Raymond (Reyes)’s and Dr. Prusch’s.”
This fall, Heidi finished a few final credits. She hopes to be accepted into the School of Education’s Master’s in Initial Teaching program for spring semester. She works at the Northwest Museum of Arts and Culture, where she educates visitors. Would she consider returning to Gonzaga to teach some day? “Definitely, I would,” she says.

When African-American, Native American, Asian or Latino students first set foot inside Gonzaga’s Unity House, Bartlett knows that many will ask: “Where are all the black people?” or “Where are the Asian people?” He teaches diversity classes of the school. “It’s everyone’s job. Students, staff, faculty — everyone has a responsibility to create a more diverse campus.”

“My fear right now is that we have approached minorities and brought them here, but in a place of victimhood. My question is how do we bring them here and empower them?”

*Father Lee*

Bartlett says.

Bartlett and Reyes are the most visible faces of diversity on the Gonzaga campus. Both are eloquent about the Ignatian spiritual foundation of their work. “We can become contemplatives in action, people who are alert to God’s presence in all our intercultural relationships,” Reyes says. Both men emphasize the collaboration they enjoy with others. The faculty/staff minority group called IMPACT, for Intercultural and Multicultural Professionals Affecting Change Together, draws members from all corners of the campus.

One member of IMPACT is Anna Gonzalez, student activities coordinator in the student life office. She tackles projects large and small, including organization of the diversity pre-orientation program called Summer Bridge, which in August gave 30 minority students a chance to learn the ropes and start bonding together before the general influx of freshmen. Gonzales came from Fresno, an area so thoroughly multicultural that her power bill was printed in seven languages. After two years in Spokane, Gonzales created a guide to hard-to-find local ethnic resources, so that others won’t experience her frustration.

Other projects are in the works. A student intern is organizing a multicultural leadership retreat for Fall 2007. Also, Unity House and the alumni office are seeking a way to connect with alumni of color. Bartlett and others, including several alumni interviewed for this report, say that alumni of color could provide valuable support for minority students.

This summer, Reyes’s office of diversity gained a new home in the office of the vice president for mission, and a new name: the office of intercultural relations. “We have come a long way,” Reyes said. “I’m starting my nineteenth year at Gonzaga this fall. When I arrived, the incoming class had 5 percent or 6 percent minority. Now we’re at 15 percent minority. We’re going in the right direction. Are we doing all the things that research says we should be doing? I think it’s clearly no. Could we be doing more? Yes.”

*Cara Hairston*, a sociology major, returned this fall to finish her course-

work and graduate, but only after some personal turmoil. From a military family, this bi-racial young woman has lived all over the United States and overseas. She enjoyed her freshman year, making strong friends on her floor of Welch Hall and helping with diversity events. But the campus response to those events was cool, she said, so she and others in the Black Student Union turned their energy to students of color on other campuses and in the Spokane community. In a few
The Challenges of Diversity

Eighteen faculty searches took place in 2005-2006. Reyes and equal opportunity officer Victoria Loveland offered their help to each search committee. Seven ‘diversity hires’ were made, including five ethnically diverse faculty and two women faculty in male-dominated fields. Two other searches included strong minority candidates, but failed to result in hiring.

Wanting stronger results, Father Spitzer and certain administrators are forming a task force on hiring, retaining and promoting diverse faculty. “We have to look at the faculty piece in a more systemic and concerted way,” Spitzer said. He foresees three areas of attention:

- Establishing strong relationships with prospective minority faculty candidates when they are still in graduate school to allow them “to see who we are.”
- Creating an endowment explicitly for assuring adequate resources for diversity hiring.
- Connecting with other universities in northeastern Washington to form a network for faculty of color, providing the means for a rich exchange of ideas and personal relationships.

“The task force will not be limited to these three areas,” Spitzer said. “We are looking for any excellent ideas which will help resolve the weaknesses that hindered these recent faculty searches.”

Father Pat Lee, S. J., vice president for mission, takes the topic of diversity right back to the Society of Jesus.

“St. Ignatius prided himself on how diverse a group he assembled when he founded the Society of Jesus. Whenever...
he spoke about the origins of the Society of Jesus, he listed all of the groups that he drew from. So, if we are being faithful to the Jesuits, we will be diverse."

Lee is forthright about his concerns: "We need diversity far more than diversity needs us. The administration has a massive undertaking in front of it. If we want to keep this a Catholic school, we’re going to need Catholic students, which means Latino students. Is this school ready for that? No. Are we ready for the Latino cultural world, or the Latino religious world?"

He cites language concerns and cultural differences: "We English-Germans talk through in a straight line when we want to get somewhere. But Latino culture prefers to talk around and around. Are we ready for that? Other issues center around degrees of student independence. Our students are immediately ready for that, but Latino cultures are more family-based. What is that going to do to our teaching style, and student life?"

"My fear right now is that we have approached minorities and brought them here, but in a place of victimhood. My question is how do we bring them here and empower them?"

Father Lee suggests that one path to a more ethnically diverse faculty is through international hiring.

"Are we prepared to bring in Jesuits from Africa, India, Latin America?" he asks. "What happens when you bring in a young Latin American philosopher and his English isn’t very strong in the classroom? In the tenure process, what happens when he is not schooled in American education? Do we have the patience to give him time, or not? I think the departments and school will be for this, but the real test is in tenure and classroom teaching. Do we have the patience? ...Are we prepared as a community to go to the next level?"

Professor Scott Bozman of the School of Business Administration, president of the faculty Senate, advocates from a somewhat different point of view. He embraces a diversity of ideas.

"If we are truly seeking a diversity of ideas through the breadth and scope of the university it would be unconscionable not to recruit diverse faculty," Bozman said.

"But color is not the only factor correlated with diversity of ideas; different academic and professional training also correlates."

Bozman is cautious at the prospect of paying a premium to bring highly qualified minorities to teach at Gonzaga, and the divisiveness that could create among faculty. Bringing in an unprepared minority professor also seems inauspicious to him. "That’s a slippery slope," Bozman says. Instead he promotes the strategy of ‘growing your own’ – nurturing promising Gonzaga students of color through graduation and beyond, until they have completed their doctorate and return to campus to teach.

This fall, five minority students opted not to return to Gonzaga. Four would have been seniors, one would have been a junior. Their reasons varied, but included financial need and a feeling of being overwhelmed by the challenges of being ‘on’ more or less constantly as minority representatives.

"Many parents can’t afford to send their sons and daughters here. And the scholarships aren’t enough, so students are working two jobs and trying to be engaged in activities here, and keep up with their studies. If they are first-generation students, their parents may not be emotionally supportive. It’s just too much for some of them," said Kristine Reeves, a first-generation college student and a graduate student at Gonzaga.

Ed Taylor (’82), dean of undergraduate academic affairs at the University of Washington and a Gonzaga Trustee, has watched many multi-cultural students over the years. Early in his career, he worked at a university in California.

"There was tremendous pride in the extent to which the university carried out its mission," he says. "Then, almost inadvertently I found myself talking to students of color, at first a few, then more, and I found common themes. One was a level of isolation, and a critique of the university in ways I hadn’t heard before. I was dumbfounded by first of all my own lack of awareness. By the time I was talking with them, most of them were planning on leaving. These students were quietly saying, ‘It hasn’t been a great experience for me. I think I’m going to be moving on to another university.’ Whatever was going on, it was producing enough concern that students were leaving. I began worrying about what it is about campus cultures that gives some students a voice, but mutes the voices of others. From then on, I made an effort to ensure that what I knew was informed by data and our own narratives about a goodness of a campus, but also informed by conversations with students."

Taylor is the sole African-American trustee at Gonzaga.

"The University’s Jesuit mission and history suggests that we ought to try to be different with respect to issues of justice, access and equity," Taylor says. "This conversation ought to cut to the heart of what Gonzaga is about. It ought to be part of the nomenclature, raised not by a handful of students who are isolated, but it ought to be in the heart of the way we speak and the way we act. It frankly ought to be our strength, not our weakness."

"Are we prepared as a community to go to the next level?"

Father Lee
Remember back in 1991 when Jeff Brown made his first appearance in a Bulldog basketball uniform? Shorts were short and Gonzaga was just one year beyond an 8-20 mark. Whitman was more likely to be on the schedule than Duke.

But many believe that Brown's decision to make Gonzaga his home for the final three years of his college career signaled the start of a new wave of hoop success that has accounted for 13 20-win seasons in the past 15 years. And lo and behold, Duke is on the schedule in 2006.

Meanwhile, some wonder if Gonzaga’s recent court conquests can continue with the loss of last year’s one-two punch, Adam Morrison and J.P. Batista, perhaps the University’s best outside and inside scorers ever. Morrison or Batista led the team in scoring in every game last season, and in rebounding in all but six.

But according to Director of Basketball Operations Jerry Krause and recruiter/Assistant Coach Tommy Lloyd, the pieces are in place to continue Gonzaga’s reign as one of the top two or three programs in the West. “With (seniors) Derek Raivio and Sean Mallon, it’s their time with their team,” said Krause, who guided Eastern Washington University basketball as head coach for 17 seasons before joining the Zags in the mid-’80s. “Raivio is an outstanding shooter, and his biggest challenge will be to become a more vocal leader. I’m confident Mallon will blossom. We saw signs of his ‘coming out’ in last year’s postseason tournament.”

This team has the potential to be explosively quick, with sophomores 6-foot-2 Jeremy Pargo and 6-9 junior transfer Abdullahi Kuso running the floor. Six-foot Junior Pierre Marie Altidor Cespedes started 31 games last year for the Zags, and will be expected to capitalize on his outside shooting ability and tenacious defensive presence. Josh Heytvelt, a 6-11 sophomore who has fought off injuries, is a capable shot blocker and inside scorer. He has been sterling in early-season performances. Heytvelt, Mallon and Kuso will be joined up front by 6-11 David Burgess, a transfer from Brigham Young, and
Pittsburgh Pirates outfielder Jason Bay (’00) was voted a starting outfielder for the 2006 All-Star Game played at PNC Park in Pittsburgh. Bay made his second appearance on the NL All-Star roster and his first as a starter.

The men’s crew program capped the 2006 season with a fourth place finish in the Grand Final of the IRA National Championships. The Bulldogs Varsity 4+ finished fourth in the nation as the Zags’ lone senior Connor Barry stroked the boat in his final IRA appearance. It was the first Grand Final appearance for a Bulldogs’ boat since the 1997 season. The Bulldogs’ boat edged local rival Washington State University by less than a quarter of a second.

Jannell Bekkering, a Gonzaga women’s basketball freshman, was among 24 players invited to attend Canada’s Senior Women’s National Team “tryout by invitation” last summer. Bekkering, Taber, Alberta, was unable to attend the tryout after suffering a torn anterior cruciate ligament in June. She will redshirt at Gonzaga this season.

Abby Cullen returned to Gonzaga as assistant volleyball coach. The 2004 graduate is sixth on the all-time Bulldog kills list with 1,140.

The women’s golf team ranked 12th and the men’s team 28th on Golf Digest’s annual College Golf Guide, which ranks teams based upon academic success. The women were the highest ranked team in the West Coast Conference on the Academic First list, which ranks students’ focus on education. The men were second among WCC schools on the list.

Designated hitter Ryan Wiegand was named to the Louisville Slugger Freshman Designated hitter second among WCC schools on the list.

A perfect fit.

Basketball, from page 16
Theo Davis, a 6-9 Canadian who was highly recruited by Top 25 teams, but has been nursing a nagging injury.

Six-foot-6 junior David Pendergraft, and 6-foot Kansas transfer Micah Downs are at the big-guard/small-forward positions, filling in for injured sophomore Larry Gurgunian. Matt Bouldin is a 6-5 combination guard from Colorado who, Krause, says, might be the sleeper in this group of outstanding recruits.

“This is going to be an extremely well-rounded team,” said Lloyd, who begins his sixth season on the Bulldog bench. “And this is a team that we expect will have great chemistry.”

They needed that chemistry to stir up a few potions when they met or will meet the likes of North Carolina, Texas, Washington, Georgia, Duke, Nevada and Memphis, all among last year’s list of Top 25 teams.

Jeff Brown likes the schedule and the team.

“I know there are 250 Division I schools out there trying to figure out what they have to do to become the next Gonzaga. That’s a nice position for Gonzaga to be in.”

But what is most gratifying to Brown, he said, is his sense that the core of the program is still the same.

“Every one of these guys who come into this program understands what it is to be a Zag. The team concept they all embrace is still the cornerstone. Sure, the caliber of players they’re recruiting now has taken a big jump, but the pillars of the program have not changed a bit,” said Brown, who has traded short shorts for long shorts for a season ticket in the McCarthy Athletic Center with his family.

A perfect fit.
The heart of Jesuit education and the quest for transcendent beauty

Aristotle observed that beauty evokes emotions. Susanne Langer extends this insight by showing that these emotions communicate an aspect of the human spirit that goes beyond the mental constructs of discursive language.

Complex, grand, and sustained beauty points beyond its complementary unified forms to unity, perfection, and sublimity itself. When one hears Mozart’s Requiem, one recognizes and then reposes and revels in more than music brought to its perfection, more than the human emotions evoked by the harmonies and melodies. One enjoys the more perfect manifestation of unity and one feels the deep and abiding sense of exaltation in its glory.

Where does this sense of perfect beauty come from? As with the other three yearnings for unconditional truth, love, and goodness/justice, we are led to the Beautiful Itself, for this would seem to be the only explanation of how we could be aware of every limit to beauty and anticipate limitless Beauty Itself.

By Father Robert J. Spitzer, S.J., Gonzaga President

Prior to the last issue of GONZAGA QUARTERLY, I had been writing about the heart of Jesuit education, particularly as it concerns the pursuit of unconditional truth, love, and goodness/justice. Two areas remain—the pursuit of unconditional beauty and unconditional being (home). I will address beauty in this issue.

One might approach transcendent beauty through dissatisfaction we may feel about beauty in our everyday lives. We don’t look good enough and neither do other people. The house is not perfect enough, the painting can never achieve perfection, and the musical composition, though beautiful beyond belief, could always be better.

This dissatisfaction reveals that we have an awareness of and desire for the “more beautiful” in a seemingly endless way. This desire has both a positive and a negative effect. The positive effect is that it incites the continuous human striving for artistic, musical, and literary perfection. We do not passively desire to create, we passionately desire to create; to express in ever more beautiful forms the perfection of beauty that we seem to carry within our consciousness. The negative effect comes from the continuous dissatisfaction we feel with virtually every worldly form of beauty.

Where does this sense of perfect beauty come from? In part, from the forms of beautiful objects themselves. Aristotle observed that beauty evokes emotions. Susanne Langer extends this insight by showing that these emotions communicate an aspect of the human spirit that goes beyond the mental constructs of discursive language. There is something intrinsic to beautiful objects (whether it be art, music, nature, poetry, etc.) which evokes not only the range of aesthetic emotions (e.g., feelings of beauty and harmony), but also the range of relational emotions, and what many aesthetic philosophers have termed the “sublime, glorious, or exalted emotions” (ultimate joy, ultimate harmony, and ultimate home).

What is it about beautiful objects that evoke delight, repose, reveling, enjoyment, and even sublimity? Johannes Lotz, going back to Albert the Great, suggests that three characteristics give rise to the above aesthetic emotions: perfection of a particular form (essence), harmonious resonance, and “shining forth” (luster or splendor).

The first characteristic refers to what we enjoy in “natural objects coming to perfection.” The second characteristic, harmonious resonance, is perhaps the best-recognized quality of beautiful objects. When different forms blend together (i.e., do not conflict with one another), each form brings out hidden aspects of the other. In music, for example, the harmony of two notes brings out aspects of the individual notes which are unrecognized in their isolation. The same holds true for architecture and poetry, and any other manifestation of beauty.

The third characteristic, “shining forth” splendor, and luster, refers to “access to perfection of form or harmony.”

Where does this sense of perfect beauty come from? As with the other three yearnings for unconditional truth, love, and goodness/justice, we are led to the Beautiful Itself, for this would seem to be the only explanation of how we could be aware of every limit to beauty and anticipate limitless Beauty Itself.
Sometimes opportunity does come knocking at the door. Janice Frank ('93), a Shuswap First Nation member, had such an opportunity when she accepted the challenge of continuing her education through a special program that Gonzaga offered in the late 1980s. Through the guidance of Sister Mary Alice Danaher, C.S.D., Frank and 32 other members of her reservation had the opportunity to participate in an undergraduate program that would change their lives forever.

The program brought Gonzaga faculty to Canim Lake, B.C., to teach students on the weekends, and called the group back to Spokane for summer schoolwork. This went on for seven years. “At first I was not interested in a seven-year program, but having been a teacher’s aide for 17 years I knew that I wanted to work with students,” Frank said.

She left the program briefly but through the prodding of Sister Danaher was encouraged to return. “She had all the members of the group write me a personal letter insisting that I come back,” Frank said. “Sister Danaher was a very tough lady but she cared deeply about this group.”

Returning to the program, Janice had to make up some courses, but insists that it was well worth the effort.

Frank now is principal at Sister Gloria School in Alberta and teaches three classes a week so that other teachers can have a prep period. The school enrolls 170 students whose primary language is Cree; and English is their second language. The spring rainy season makes it impossible to leave the school for up to six weeks, creating a sense of isolation.

Frank lives in British Columbia and commutes home during the summer and holidays.

“I knew Sister Danaher since I was a little girl and eventually worked for her as a teacher’s aide. She encouraged us all to work together as a group,” Frank said. A stipulation of the program was that at least 22 members of the group maintain a certain grade-point average to graduate or the program would be discontinued. By Frank’s last year her classmates had dwindled to only 22 members, making it imperative that all members help each other out. If one person failed, they all failed.

Many late nights were spent typing papers for each other to ensure that all deadlines were met. There were times when the group would get lonely or homesick. But Sister Danaher stepped up, got them all together and took them to dinner or created a special activity with their kids.

Students were allowed to bring their children during their travels to Spokane, and Sister Danaher would ensure that there were caretakers provided. All but one of the 22 graduates from the program currently live in British Columbia. “The members of my group all thoroughly enjoyed attending Gonzaga and are very grateful for the opportunity that Sister Danaher and Gonzaga gave us,” Frank said.

The hardest part about living in Spokane was seeing all the concrete, Frank said. “I really missed the connection with the outdoors and the opportunity to hunt as I did while at home.”

“We tried to bring some of our culture to Spokane. Everyone in our group brought their animal sign to the dorms; mine is an owl which means protector of the forests. “When we finally graduated from Gonzaga there was a big celebration in the church and in the gym, returning home to another huge celebration with all the townspeople, mayor, elders, and our sponsoring teachers. It was a wonderful experience,” Frank said.

Janice has two children, Guy and Veronica, who live in Canim Lake, and one grandson, Colby, who lives with her.
Give us your ALUMNEWS
Have you changed jobs, gotten married, had a baby or participated in an interesting activity or service you’d like your Gonzaga classmates to know about? Send information to: Editor, GONZAGA QUARTERLY, Gonzaga University Public Relations, 502 E. Boone Avenue, Spokane, WA 99258-0070. Or send us a note via e-mail to: gonzaga@gonzaga.edu. Quality photos are appreciated, will be used if space permits, and returned to you upon request.

Dan Moris, Anacortes, Wash., was named director of development and communications at Morning Star Boys’ Ranch.

Steven M. Schauble was named vice president and chief financial officer of the Oregon State University Foundation. He will lead the finance and technology groups and will prepare the foundation’s finance division for the first comprehensive fund-raising campaign in the university’s history.

Noel K. Anderson, Bakersfield, Calif., executive pastor of First Presbyterian Church of Bakersfield, has released his first novel, “Those That Leap.”

Jeffrey A. Oswald ('92 J.D.), Lake Oswego, Ore., is an attorney at Schwabe, Williamson & Wyatt. He specializes in office, commercial, multifamily and retail acquisitions and dispositions as well as leasing, financing and tax-deferred exchanges.

Tracy Bass, Spokane, is a sales executive at Asuris Northwest Health. She has seven years of experience in employee benefits.

Jeffrey Bunch (J.D.), wed Jessie Bart May 20. They live in Spokane where Jeffrey is a copy editor and writer at The Spokesman-Review and Jessie is a member service representative at Numerica Credit Union.

Curtis Gregory Wasson II, Portland, Ore., completed work for his Doctor of Philosophy degree at Yale University and is a visiting professor at Reed College.

Carli Schifflner and husband, Summer Hahn, are the parents of Gracie Hahn, born Dec. 9, 2005. They live in Canton, N.Y., where Carli and Summer work for the State University of New York.

Brandon M. Baker, Seattle, earned an M.B.A. from the University of Notre Dame. He works as an account manager with the marketing firm Write Image. Jonathan Claybaugh wed Alicia Herlehy June 3. They live in San Francisco. Dominic DeCarmo was appointed to the Spokane Catholic Federal Credit Union’s Supervisory Committee. He lives in Spokane and works at Empire Mortgage Group, Inc.

Cranmor and Morris ('01)

Jon Morris wed Monica Corrigan ('04) July 1. They live in Denver, where Monica is a third-year medical student at Midwestern University and Jon is a computer engineer at Lehman Brothers.

Cathy Poshusta ('04) and Urruty ('05) July 28. They live in Denver, Colo., where Shannon works for Corporate Advocates and Michael works for CB Richard Ellis. Janessa Orchard ('04) July 1. They live in Denver, Colo., where Jon is a computer engineer at Lehman Brothers.

Herlehy and Claybaugh ('06)

Shannon Doonier (J.D.), Spokane Valley, is an associate at Painé, Hamblen, Coffin, Brooke & Miller. She specializes in family law. John Donohue and wife, Hanna (Wood '02) are the parents of Jack. Born June 2006, he joins sister Clara, 3. They live in Portland, Ore. Erica Heinz wed Brian Shea '02 June 9. They live in Billings, Mont., where Brian is a youth minister and Erica is an academic advisor in the College of Technology at MSU-Billings.

Kevin Reinsch ('05) and Claire ('06 M.Acc.) Feb. 11. They live in Denver, Colo., where Kevin is a staff accountant in the general practice group at Peterson Sullivan PLLC. Natalie Quigg wed Seth Urruty ('05) May 28. They live in Denver, Colo. Kevin Reinsch ('06 M.Acc.), Seattle, is a staff accountant in the general practice group at Peterson Sullivan PLLC.


Sullivan and Wilson ('03)

Jon Morris and Monica Corrigan ('04)

Cathy Poshusta ('04)

Kevin Reinsch ('05)

Shannon and Michael Denuz ('05) April 29. They live in Denver, Colo., where Shannon works for Corporate Advocates and Michael works for CB Richard Ellis. Janessa Orchard ('04) June 1. They live in Denver, Colo., where Jon is a computer engineer at Lehman Brothers.

Shea ('02) and Heinz with friends

Natalie Quigg ('05) and Seth Urruty ('05) May 28. They live in Denver, Colo. Kevin Reinsch ('06 M.Acc.), Seattle, is a staff accountant in the general practice group at Peterson Sullivan PLLC.

'04
Ted Bernardo, Spokane, is a structural engineer at Coffman Engineers. Jennifer Booth is a staff accountant in the general practice group at Peterson Sullivan PLLC. Kelsey Booth, Spokane, is marketing manager of The Spokane Public Facilities District. Jyn A. Clark, Lewisesburg, W.Va., is in her first year at the West Virginia School of Osteopathic Medicine. Jason Durgan, Veradale, Wash., is a scientist I in analytical quality control at Hollister-Stier. Amanda Vernon, Spokane, is a scientist I in quality unit method transfer and validation at Hollister-Stier. Julia Young, Spokane, has joined DCI Engineers as a structural project engineer.

In Memoriam

Lucy M. Anderson (friend), Wenatchee, Wash., died Aug. 5 at age 82. She enjoyed camping and was a Red Cross volunteer.

William L. Bell (’55 J.D.), Bainbridge Island, Wash., died June 3 at age 82. He was director of International Nickel Corp., a banker in Hong Kong and counsel to the U.S. House Foreign Relations Committee.

Christie Belmot (’76, ’90 M.A.), Spokane, died Aug. 12 at age 58. She loved reading and all outdoor activities.

Jack Bockemuehl (’78 J.D.), Spokane, died May 19 at age 64. He entered private practice as an attorney in 1978.

Cynthia Carter (’83), Sun City, Ariz., died April 25 at age 45. She worked in the Peace Corps in Nepal and worked at Johns Hopkins University facilitating training on humanitarian aid projects throughout the world.

John J. “Joe” Costello (’50), Spokane, died July 14 at age 80. He served in the U.S. Army during World War II and as postmaster of Spokane.

David J. Druffel (’57), Macomb, Ill., died May 1 at age 70. He was general manager of construction at Milestone Contractors, a member of the American Society of Civil Engineers and a registered professional engineer.

Mary Ann Dunnigan (’57 M.A.), Spokane, died July 8 at age 90. She taught at elementary and high school levels before becoming a principal and started the kindergarten and Head Start programs in the Coeur d’Alene School District.

Jack G. Everett (’50), Coulee Dam, Wash., died June 9 at age 82. He served in the Navy as a pharmacist’s mate first class and was a dentist in Coulee Dam. He loved driving and working on Model Ts.

Forrest Evans (friend), Addy, Wash., died June 16 at age 25. A Whitworth College graduate, he was a member of the Bulldog Battalion and was killed by a roadside bomb as he was leading soldiers on a combat mission for the U.S. Army in Afghanistan. He is buried in Arlington National Cemetery.

Wendell Feldhahn (’41, ’45 J.D.), Newman Lake, Wash., died May 19 at age 85. He worked for Maxwell Electric and later was an electrical foreman for Spokane School District.

Melvin F. Foss (’44), Spokane, died June 13 at age 86. He was a bombardier/navigator during World War II, a middleweight boxer and a purchasing agent for Bitco.

Donald S. Hanson, Spokane, died Aug. 1 at age 79. He loved hockey, coached the Spokane Chiefs and a number of area teams, as well. He started House of Travel, Fly & Jet and Fly Away Travel.

James Benjamin McInturff (’50), Cheney, Wash., died May 11 at age 82. He was a Spokane County District Court judge and served on the Washington State Court of Appeals Division Three.

Shelli Miller-Filby (’99 M.A.), Cheney, Wash., died at age 33. She enjoyed traveling and the ocean and was dedicated to helping others.

Lester J. Randall (friend), Wallace, Idaho, died June 30 at age 98. He was Hecla Mining president, then chairman of the board, and was instrumental in changing the federal taxation of mine exploration expenses.

Don Sheahan (’51 J.D.), Rosalia, Wash., died July 25 at age 82. He served as the city attorney for several area towns and as Whitman County District Court judge in Colfax, Wash.

Jack R. Stafinbil (’50), Spokane, died Aug. 17 at age 82. He was a member of the Knights of Columbus and a longtime Spokane resident.

William “Bill” A. Thielman (friend), Spokane, died May 22 at age 91. He was a co-owner of United Body & Fender and EZ Loader Boat Trailer Co.

George E. Tiesse (’49), Spokane, died June 27 at age 89. He served in the Army during World War II and was a previous owner of Post Grocery and Garland Market.

Richard O. “Dick” Wolfe, professor emeritus, died Aug. 26. Wolfe arrived at Gonzaga in 1980. He served as professor of education, associate dean of the doctoral program in educational leadership, which he developed and expanded over the next 20 years, associate academic vice president, dean of the School of Professional Studies, and acting dean of the School of Education. He never stopped teaching. In 1991, Gonzaga honored Wolfe with the Gonzaga Northern Faculty Achievement Award.
Zag alums take lead at Next IT

How many companies can boast an employee base that includes 23 percent Gonzaga graduates and student employees? Next IT Corp. can. The company has proven itself a great launching pad for GU graduates, and a magnet attracting seasoned, high-performance alumni back to town—an astounding 70 percent of the senior team are GU grads.

Next IT is a top innovator designing intelligent self-service applications driven by artificial intelligence technologies and primary benefactor to the Gonzaga Artificial Intelligence Laboratory. The company provides open, easily integrated software that reduces costs, increases revenue and strengthens customer relationships on the web, in contact centers and on enterprise intranets.

Gonzaga Trustee Fred Brown (’82) started the company in 2002, and because he’s a great supporter of the University, and a good judge of talent, he’s kept a close eye on grads with technology and entrepreneurship in their blood. He’s particularly attuned to the school’s Hogan Entrepreneurial Leadership Program, alert for students driven to take their futures in their own hands by founding and being involved in start-up companies.

Brown’s executive vice president for sales is Jeff Brown (’94), former color commentator for many of Gonzaga’s televised men’s basketball games, and Academic All-American in ’92, ’93 and ’94. GU grad and Board of Regent member Mike Lucarelli (’86) just joined Brown as chief operating officer and Cleat Grumbles (’96), vice president of product strategy. Patrick Ream (’96) came on board in the spring as vice president of the financial services segment. Ream also serves as a GAMP mentor and chair of the GAMP Committee of the Spokane Alumni Chapter.

Other Gonzaga grads and students at Next IT include Brad Gilbert (’03), Dave Arkoosh (’06), Joe Dumoulin (’83), Justin Thoren (’03), Kyle Mockel (’06—God willing), Melissa Migliuri (’00), Richard Weeks (’03), and Tanya Miller (current MBA program).

If you would like to get more involved with the Gonzaga Alumni Mentor Program (GAMP) or your company is interested in hiring a Gonzaga University student or graduate please contact the GAMP Office at (509) 323-4048 or gamp@gonzaga.edu.
Brandon Stanley
Graduated from GU: 2004 Accounting; 2006 master’s in organizational leadership
Occupation: Accountant for Thomas, Head & Greisen Certified Public Accountants, Anchorage

Why become chapter president? It didn’t take long after arriving on Gonzaga’s campus to realize that it was a special place. The faculty, staff, Jesuits, and friends have all significantly impacted my life. I don’t feel I could ever return what Gonzaga has given me. Serving as chapter president is just one way I feel I can give back to a place that has given so much. As president, I hope to be able to nurture opportunities for others to enjoy the Gonzaga experience.

Parker Lyons
Serving: San Diego, Launch Date – January/February 2007
Graduated from GU: Centennial Year 1987, finance
Occupation: Group insurance consulting, benefit solutions company.
Family: Wife – Megan O’Toole Lyons (Flor-ence 1988), daughter Olivia Parker Lyons (age 4), and son John Winslow “Win” Lyons (age 1).

Why become chapter president? I sensed there was a tremendous yearning by people to be active in a local Gonzaga community rather than participating remotely as we have for so long. We are all very excited by the success of the basketball team and clearly many people are looking forward to the team coming down to San Diego in February. The San Diego Chapter will have a great reception before and after the game. We will also make sure that there are some good local sports bars for alumni, parents, and friends to gather and cheer on the team. Make sure you get your tickets early. It’s going to be a great time!

Gonzaga Chapters FAQ

What is the Alumni Association?
Since 1918, the Gonzaga University Alumni Association has served to connect members of the Gonzaga family with their alma mater. With over 35,000 alumni, the Association encourages community members to take advantage of varied alumni services and to offer support for the University and its programs.

What are alumni chapters and how do they work?
In order to provide greater opportunities for alumni to stay involved and engaged, Gonzaga is developing alumni chapters and clubs nationwide. The new chapter program is enhancing the variety of services the Alumni Association currently provides by adding additional opportunities to socialize, cheer on the Zags, host University speakers, mentor and reach out to potential students. The Alumni Office will assist all chapter leaders in planning functions and initiatives and communicating with the alumni in all areas. The office also will act as liaison to University departments to facilitate access to guest speakers and events. Each chapter’s goal is to reach and involve as many alumni as possible and allow them to maintain their Gonzaga ties.

Does it cost money or require a donation to be a member?
There are no fees or dues needed. We want YOU, your ideas, service, fellowship and camaraderie. Chapters operate to “break even.” However, current members of the Alumni Association will receive discounted admission to chapter events. (Discounts TBD at the time of the event.)

If I become a member, how involved will I be?
The chapter structure allows your involvement to be as great or as limited as you’d like. There are leadership opportunities on the executive committee (president, vice president, secretary, treasurer), as well as opportunities to serve on committees as event chairs, committee members or as members at large. All are listed for you to identify on your membership form.

How do I become a chapter member?
Chapter membership is open to all alumni and their families, parents of current and former students, and friends of Gonzaga. If you are Internet-savvy, please fill out a membership form on the www.gonzaga.edu/alumni homepage. Or if you prefer, please call or e-mail Nancy Marcus in the Alumni Office marcus@gonzaga.edu or call (509) 323-5999 and she will assist you with membership.

How can I be notified of upcoming chapter events?
Depending on the size of the event, you will receive notification of chapter events via e-mail or regular mail. For this reason, it is important that you’ve filled out the membership form and have your mailing address and e-mail current with our office. Also, all events will be posted on your chapter webpage at www.gonzaga.edu/alumni under the “Click Here For Upcoming Events” link.

Are chapters simply about supporting sports?
Chapters are meant to support the Gonzaga Mission. This includes events based around faith, community service, mentoring and networking, lifelong learning, recruiting students, and cheering on all of GU’s athletic teams. Committees encouraged within the chapter include GAMP, Student Recruitment, Athletics, Mission and Service, Social, and Gonzaga-In-Florence.

How are the chapter officers chosen?
When a chapter is being formed, the chapter program works with all departments of Gonzaga to identify active alumni in the region that may be candidates for the chapter leadership. The Alumni Office will also work with area alumni who have shown leadership interest in the chapter by contacting the Alumni Office. These individuals become the “steering committee” for their chapter. When the chapter is officially up and running, the executive committee will annually nominate a slate of officers to serve the chapter. The names and positions of those nominated will be emailed to all chapter members at least two weeks before the annual meeting. Nominations from the floor will be accepted at the meeting before the voting begins. This will fill open terms and positions.

If I am planning an event, how do I contact the chapter office for assistance?
During business hours, you can reach Kara Hertz or Nancy Marcus by phone or e-mail in the alumni chapter office – hertzk@gonzaga.edu, marcus@gonzaga.edu or (509) 323-5999. Your chapter president also is available by e-mail; his/her address is listed on your chapter webpage.

If there is no chapter in my area, how do I go about starting one?
Areas with the greatest alumni numbers will be among the first chapters established. However, if you are dedicated to assisting in getting your region moved up on the agenda, please contact Nancy Marcus in the Alumni Chapter office at (509) 323-5999.
Kennedy reborn

Literally rising from the ashes, the Kennedy Apartments at Sharp and Pearl streets are on schedule to be completed in April 2007. On March 13, 2006 the nearly completed apartment complex was destroyed by an intentionally set fire (inset above). By May 1, Walker Construction of Spokane was rebuilding the 75-unit structure that will house 220 students beginning in May 2007. The costs of reconstruction were covered by insurance. Spokane Fire Department investigators continue to probe leads in the case, but no suspects have been identified. The complex will include a coffee shop and a Gonzaga apparel store.