REPORT
of the PRESIDENT
& HONOR ROLL
2005-06

GONZAGA UNIVERSITY
The academic year 2005-06 represented another year of opportunities and successes. It also presented a major challenge, namely, the fire in the Kennedy Apartments. Each deserves comment. With respect to successes, Gonzaga once again enjoyed a remarkable increase in applications, enrolments, and SATs/GPAs of our incoming students. We maintained our high retention statistics, showing that our students continue to be satisfied amid the change. I attribute this in good part to “the great Gonzaga magic” – our atmosphere affecting the formulation of our institutional goals: 1) preservation of our Jesuit mission and identity; 2) academic quality and support for teaching; 3) the student experience (and how the above points are related to continued growth); 4) globalization-diversity-distance education; 5) physical facilities and institutional infrastructure; 6) finances: sources of revenue and endowment; and 7) the work environment. The Strategic Planning Steering Committee is formulating a set of institutional goals that will help address concerns and leverage opportunities in these seven areas.

We will then have a conversation with the entire community (similar to our campuswide SWOT conference) about growth in enrollments, programs, and student-body quality. This will enable us to determine our financial parameters in the pursuit of our goals. Our hope is to complete this process in February 2007. It should provide real inspiration for Gonzaga’s continued improvement into the next decade.

I would now like to address a few points about the underlying theme of this issue of the Report of the President, namely, the Core Curriculum. I want to assure all of you that we are continuing to be very committed to the Core Curriculum. We still require four courses in philosophy, three courses in religious studies, three courses in English, and additional courses in history, foreign language, the natural sciences and the social sciences. We take the Core so seriously because it lies at the heart of Jesuit education. Core courses probe the central questions of our lives: “What makes life worth living?” “How do I avoid wasting my time, talent, time, energy, and life?” “How do we make optimal use of my freedom, creativity, and time to have an optimally lived life?” These questions determine whether I will be fundamentally comparative or contributive in my identity, that is, whether I want my life to be better than others or, rather, to do good for others. These courses also will determine how I interpret truth, ethics, success, love, suffering, freedom, personhood, the common good, and, yes, God.

In my philosophy courses, I tell the students that the “isms” that surround these great categories of cultural discourses (e.g., empiricism, rationalism, and realism with respect to “truth”; utilitarianism, deontology, natural law, and virtue ethics with respect to “ethics”; Epicureanism, stoicism, and Shamanism with respect to “suffering,” etc.) provide the road maps for their future creativity, clarity of thought, and ability to lead. Without knowing the “maps” one does not know where one stands in the great framework of ideas; and, as a consequence, one does not know where to go or where to lead. One is bereft of real content.

There is an old Jesuit expression, “Never deny, seldom affirm, always distinguish!” When one is immersed in an argument with someone, it does little good to assert, “Spitzer, you’re wrong, I deny everything.” One achieves very little common purpose and as a result, there is little progress for either the intellectual life or the human community. Similarly, it does little good to blindly affirm everything one hears (in order to be nice, positive, and agreeable). What good does it do to say, “Spitzer, I just want to affirm your statement, your overall position, you, and everything about you,” and then walk away thinking to yourself, “that idiot.” Again, little is done to advance human community or the common good. Always distinguish! A good distinction enables one to see the common elements amid diverse positions, and to further understand why these positions are distinct within this unity. This truly leads to intellectual life and the common good. But these distinctions are based upon higher student success!

By Father Robert J. Spitzer, S.J.
Gonzaga University President
viewpoints — that is, the great ideas, systems, categories of cultural discourse, and shall I say, "isms" that constitute Jesuit education and its Core Curriculum. For these reasons, I tell the students, "You are an undergraduate only once — load up on all the Core courses you can get. It will be the only time you will be able to study the meaning of life, the great questions, and the great ideas simply for them- selves." That's Gonzaga — or should I say, that's what I received from Gonzaga. I vividly remember my very first semester at Gonzaga (Fall 1970) when, as a busi- ness major, I was "constrained" to take a core requirement in philosophy. I turned to my very good friend and said, "What a colossal waste of time. I could be taking more business or math courses!" As the course progressed, the instructor began speaking about Plato's five transcendentals — perfect and unconditional truth, love, goodness/justice, beauty, and Being. I was awestruck. The moment I heard about these constructs I knew they would be central to my life. In the course of three weeks they had changed my process of thinking, my pursuit of God, and my approach to other human beings. I wrote home to my father and indicated to him that I had finally found "goals which would make my life worth living." Though I appreciated my business, accounting, and math courses — I never received a gift as resplendent as this. I still write about the transcendentals in my books, articles, and in the GONZAGA Quarterly. This is but one of the gifts I received from the Core Curriculum. Another "gift of the Core" presented itself quite by accident. I happened to be passing by Fr. Carney's metaphysics class, and I heard him speaking about proofs for the existence of God. I thought to myself, "Hey, you can't do that!" — nevertheless, I was very intrigued. So I slipped into the back of his class to listen to this "absurdity" a little bit more. After the class was over, I shot up to his desk and said, "I have four questions...." Fr. Carney, responded, "I can't tell you all this in the next five minutes. You will simply have to take this metaphysics class next semester." I was a business major and did not have to take metaphysics (only business ethics). Nevertheless, without constraint, I returned to the font of Core wisdom. The course dealt with everything from Being to essence to time and, yes, to proofs for the existence of God. Again, my life was profoundly transformed. My final story about the Core (though I have many more) concerns a poetry class from Fr. Leigh, S.J. I always thought that I did not like poetry though I am now uncertain as to why I held this conviction so strongly, so I stayed off this rather basic course to my junior year. When I arrived at the class, I was resentful. I wanted to take some addi- tional courses in linear algebra, finance, and philosophy, and could not believe that I was being "constrained" in my junior year to taking yet another colossally wasteful course. To make matters worse, this young Jesuit (who had just recently received his Ph.D. from Yale) was going to make us memorize a poem for every class. I could not believe my foul luck. However, as I began to memorize the poems of Robert Frost and then T.S. Eliot, and then Gerard Manley Hopkins, S.J., I began to sense the depth of meaning, feeling, and beauty that could be communicated through the synthesis of rhythm, rhyme, metaphor, and incisive expression. I found the poetic experience to be beautiful, the judicious and almost perfect selection of words lovely, and the themes of these poems to be revelatory of my own heart's desires. I still remember the poems I memorized back then and the additional poems I was incited to read because of them. This too changed my life. These experiences formed the basis for my love of Jesuit education and the Core Curriculum. As I moved through my philosophical and theological graduate studies, I became even more grateful for the foundations I received at Gonzaga.
Play’s the thing

Gonzaga has been transforming students into people for others for nearly 120 years by developing in them a thirst for justice. At the heart of this intentional effort is the College of Arts and Sciences’ Core Curriculum, which provides a shared understanding for all students of the nearly five-centuries-old Ignatian educational tradition. While some knowledge naturally fades from memory, the primary qualities of a Gonzaga education not only endure but grow stronger over time.

Following is the story of four Gonzaga theatre majors, alumni of the Class of 2006, who were transformed even in their final crowning experience at Gonzaga—a project in which they conducted scholarly research about the most needy of Spokane’s poor and used the power of the stage to illuminate the problem of poverty.

Shakespeare, in Hamlet (II, ii, 633), wrote “The play’s the thing/Wherein I’ll catch the conscience of the King.” This verse foretells Hamlet’s aim to stage a play to re-enact what he suspects was the murder of his father, the late King of Denmark.

Similarly, the play developed by these Gonzaga students was “the thing” to raise campus and community awareness of the plight of the poor.

Four members of Gonzaga’s Class of 2006 never truly understood poverty until their senior theatre project allowed them to meet poor women of Spokane and write, direct and produce a play capturing their experiences.

Leah Breeggemann, from Chaska, Minn., did not grasp the project’s transformative potential until she and classmates read the script to the women whose lives it portrayed. Those are the poverty-stricken, abused and marginalized women at Women’s Hearth, a Spokane drop-in shelter, where women living on the street or barely making it come to draw support in a safe environment where men are not allowed.

Breeggemann directed the play, Luke Barats wrote the script, Kelly Tavenner was chief interviewer and in charge of set lighting, costumes and everything behind-the-scenes, while Michelle Philbin filled a key acting role.

“It was definitely transformative,” said Leah, reflecting on the first reading to the women at the shelter. “Before we got there my cast and the rest of my seniors are saying, ‘How will we know if this does justice to their story?’ All the way through the reading they were crying and nodding their heads and women we didn’t even interview were saying ‘that’s my life, that’s my story.’ That’s really empowering to take their story and be able to share it. It was especially nice that they just wanted for someone to listen and hear their side and for someone out there to care about what they did. That was transformational.”

In the Beginning

The project began in fall semester 2005 when theatre Associate Professor John Hofland approached the four with an idea for their capstone project.

“I wanted to create a project that allowed students to do theatre and put what they had learned in class into action,” Hofland said. “I also wanted it to have something to do with connecting to those who are underserved and to make it a piece that had something to do with social justice.”

The students studied a Spokane County United Way report documenting the region’s social needs and determined that poverty among women, especially women with children, would be the subject of their play.

They began interviewing poor women about their lives to understand causes for their

By Peter Tormey

“The play’s the thing. Wherein I’ll catch the conscience of the King.”
—Shakespeare, in Hamlet (II, ii, 633).
The students went to a number of women’s shelters in town and interviewed as many women as they could in the time they had,” Holland said. “They pooled their interviews and talked about what that could turn into terms of a play.”

In all, they interviewed 16 impoverished women in depth. “We interviewed one woman from St. Margaret’s Shelter in Spokane who is going to go to Andrews College and try to be a dental assistant. She has her daughter living with her now,” Philbin said. “When we left Luke said her room had a very distinctive smell of marijuana. It seemed like she would be our success case but it was really hard to tell. She was going back to her abusive husband but thought, since she was on medication now, that he was no longer abusive. Her son was taken away and was with her husband and she could recall how her husband would verbally and physically abuse her and verbally abuse the children. She was looking forward to going back to him.”

Getting close enough to these women to understand their stories well enough to portray them accurately brought powerful emotions from the students to the surface. “That was hard because so many of these women you got to know on a very personal level and they seemed very smart and very street-smart but yet the cards were stacked against them and they couldn’t seem to get out of the rut,” Breeggemann said. Equally difficult, she said, was the complexity of the women’s backgrounds and often confounding emotions. “All of these women who were abused by their father said they loved their father,” Breeggemann said.

The Play Gets a Title

Tavenner attended six of the nine in-depth interviews at the Women’s Hearth. While familiar with some of the women, Tavenner still was surprised at their diversity of experiences and how those experiences had brought them to society’s margins. “There is such diversity in the spectrum of experience of these women from schizophrenia playing a large role in their life to early pregnancy to alcoholism and drug use to deaths in the family,” Tavenner said. Still, all of the women seemed to have one thing in common: All had been abused physically or sexually, and some were victims of physical, sexual and substance abuse. “The thing we found common is the role of the mother in their lives,” Tavenner said. “The mother played either a really positive role or a really negative role in their lives. They either wanted to please their mothers a lot and didn’t or their mother was the only one they could trust or they didn’t trust their mothers or they were mothers.”

The play’s title, “How I Remember Mom,” sprang from their research. “They understood in their older age why they treated children in certain ways,” said Philbin, who played the role of Angela, a middle child and mother whose child is taken away from her by Child Protective Services. “The woman who was a schizophrenic said she was untreated for a couple of decades,” Tavenner said. “Once she was treated she felt like she had part of her life gone, like she had missed out. She was in such a mental state that she wasn’t conscious of things and there were decades where she was not experiencing normal life. She said during the interview that she did not regret a minute of it because it has made her who she is today.”

That woman is now experiencing some success as a public speaker. “She loved sharing funny stories and making people laugh and we added some of her stories because they were light. It would be so easy to get caught up in the heavy and the abuse and yet we still had some light,” said Tavenner, adding that the group hoped the play would capture GU students’ attention. “It was a play that is challenging action,” she said. “We were hoping the Gonzaga community would grasp what people experience right outside Gonzaga’s campus. It was kind of like, ‘Hey, open your ears and open your eyes... or even just listen.’”

Braden Abraham Lends a Hand

With the play’s focus set, Holland beckoned Seattle playwright and director Braden Abraham to lead the students in a workshop that all hoped would help them develop a script based on their research.

“Once we got the play’s focus set, the students in a workshop that all hoped would help them develop a script based on their research,” Abraham said. “We had Kelly (Tavenner), who is very interested in social justice, and we had Michelle (Philbin) who is also majoring in PR and wanted to tie that in with the project somehow, and Leah (Breeggemann) who is interested in directing and is also a business major and is very organized. I just wanted to write a play and see it put on,” Barats said. “Honestly, when the topic of poverty in Spokane was given to us, I wasn’t too jazzed about it. I was not planning to get too involved in the social justice aspect as I was with just trying to write a good play.”

Other members of the group shared Barats’ concerns that the “social justice” part of the project might diminish the empathetic and memorable presentation they envisioned. Philbin also had reservations. “I too started out a little pessimistic,” said Philbin, who played the role of Angela, a middle child and mother whose child is taken away from her by Child Protective Services. “It seemed like a very daunting task because John (Hofland) came to us and said, ‘I want to work together to create a production about social justice and theatre and what theatre can do — particularly for the Gonzaga community.’” Philbin recalls. “We all thought, ‘What the heck is this going to be?’ No one had done this before. We were the blind leading the blind. We looked at the issues facing Spokane and one that came up repeatedly on everything we were reading was poverty. It was something we felt the Gonzaga community didn’t have a connection with as much as with service learning. The students themselves don’t really come into contact with poverty throughout their lives. We decided we would focus on poverty and family and how the family dynamic changes in poverty.”
The students’ uncertainty turned to excitement as they clearly saw how the play would be meaningful to many.

**Luke Writes a First Draft**

Barats, a double major in theatre arts and history from Eagle, Idaho, took the other students’ attempts at writing the play and penned it himself over Christmas break in December 2005. Barats, who acted in the Spokane Interplayers’ production of “Mice and Men” after graduating magna cum laude, said his playwright experience came in handy.

“I’ve written plays before, but I have never really had a group to help me edit one and give me their opinions,” Barats said.

“Those three students and John Hofland provided feedback along with the feedback from the staged reading. Also, I got a lot of good feedback from the communication arts faculty and that sped the process along.”

The students then sent the manuscript to Abraham in Seattle. After several rewrites and exchanges, the students were ready to stage a reading in February (2006) and were eager for a real audience to respond, Hofland said.

“The play is set just before the funeral for the mother of four young-to-middle-aged adults. The gimmick is that one of the family members asks the rest to make a video about the mom. So everyone tells stories into the video camera about their opinion of their mother,” Hofland said. “Differences in what they understood about their mother make the tension for the drama and finally also make for the resolution. Through the play people gain an understanding of the mother. Some think that she was terrible; some think she was totally wonderful. By the end of the play, the family comes together before the funeral starts.”

**Hark! Who Goes There? Four Men, Beware!**

I went upon accurately depicting their subjects, the group staged a reading to the Hearth women one week before it was presented in spring 2006 at Russell Theatre.

Tavenner asked the Hearth’s permission to bring in a few men for the reading. “I said, ‘OK, we are going to have four guys come in—be-ware.’ It was a really good experience for the actors who were really nervous about sharing a play about the lives of the people they were portraying,” Tavenner said. “We actually had a really good response. The (Hearth) women laughed at parts we didn’t even think were funny. Some of the actors saw people crying. A person who was abusive was like, ‘Wow you got it down, you guys knew what you were doing.'”

**Epiphany for Barats**

Barats’ perspective about the project changed during the staged reading. “I started to realize... how important and how much the social justice aspect was coming through and actually reaching people,” Barats said. “At that point, it became a larger focus and I started molding the script to adhere to that.”

Even Some Gonzaga Students are Poor… What?

“Some of the most vivid interviews we got for this were conducted with Gonzaga students,” Barats said. “The project gave me an understanding that there are students here at Gonzaga who have undergone the same things. I hadn’t thought of Gonzaga as having students who had that experience. We normally consider ourselves a little more white-collar than that, but we have pretty diverse backgrounds it turns out.”

Tavenner was surprised to find the storyline already in play in real life on campus. “A Gonzaga student who came through a life like that had risen to Gonzaga and made a life for himself,” Tavenner said. “He played a big role in our storyline. It was cool to give him that almost tribute in our play.”

Looking Back, Looking Ahead

Hoffland said the theatre department will continue to stage dramas with real-life social justice implications because they tie in so well with the University’s mission and make it especially relevant.

During the 2004-05 school year, the department staged the death-penalty play “Dead Man Walking” and continued social justice scheduling with the 2005-06 production of “Weaving Our Sisters’ Voices,” a dance drama about stories from women in Scripture. The script for that interdisciplinary venture was written by GU religious studies Professor Linda Schearing, and its music was written by Gonzaga music Associate Professor Bob Spittal.

“Both stories were about women in difficulty and overcoming difficulty. They made a nice pairing and they ran in tandem the same night,” Hofland said. “Weaving Our Sisters’ Voices has been all over town to parishes, interfaith councils, women’s shelters, community centers, it has played at all kinds of places. There is even a call for it to play next year again because churches have started picking it up and want it to be part of church conferences.”

The theatre department’s Strategies of Dance class also was involved in an outreach program this past year, bringing students from lower-income schools to campus for training to perform in the University’s annual dance concert.

Hoffland believes theatre can be relevant to all Gonzaga students because of its ability to instantly connect with people in ways that no other medium can.

“People love a release and escape and it was really cool to be able to provide that,” Tavenner said. “It’s such a heavy topic and no one wants to talk about it, but talking about it is very good and we have had such a positive response. There are a lot of opportunities for women to become empowered. I probably will go back and talk with the women at the Women’s Hearth.”

Breggeman said the project turned out to be far better than she imagined it could, given the subject.

“To take these stories and portray them accurately was really an amazing experience,” she said. “It was definitely different than any other theatre experience. It was a nice way for us to give something to not only the Gonzaga community but also the Spokane community. It was definitely transformative.”

Hoffland said the play worked so well and connected with people on so many levels that it challenged students creatively and theatrically and forced them to connect with and understand people living near the underbelly of society. Thus the project helped them to better understand their own lives.

“Pedagogically, it reviews the University’s Mission Statement and reinforces the students of the Mission and helps them reintegrate all of what they have learned,” Hofland said, recounting many instances of the four seniors working together to ensure their shared vision for the project came true on stage. “They have made an incredible team. The director is working on sets and lights, the writer is making the video part work, and they are all sitting giving each other notes after a break. This has been a pretty amazing little collaboration.”

“It was definitely different than any other theatre experience. It was a nice way for us to give something to not only the Gonzaga community but also the Spokane community. It was definitely transformative.”
The Big Questions

Barats, who plans to attend graduate school for acting, after a year or two of professional theatre, said the project transformed his views about the power of social-justice theatre. Yet, many questions remain for him. “I’d say I have been transformed as much by other courses that I have taken here but this was certainly another step in the transformation process,” Barats said. “It gave me a more thorough understanding of just how much poverty there is and how much it affects women and children in particular in Spokane.”

Equally transformative, he said, was the curriculum in his freshman honors’ colloquium that focused on social justice issues through the twin lenses of philosophy and religion, cornerstones of the Core Curriculum.

“They were very impactful because they were right at the beginning of my education here and really they were things that I had never been exposed to before in Idaho public school. Nor had I been exposed to this liberal brand of Catholicism before. In Idaho, I had been exposed to a more conservative brand of Catholicism.”

The philosophy in particular got me thinking about how I should be living my life from a moral-ethical standpoint. The religion got me actively asking questions about my religion because here I had the Jesuits who subscribed to this same Catholicism as my parish did in Idaho, but they are taking a very different stance on a lot of issues,” he said.

Barats leaves Gonzaga undecided about many of those big questions. “I am actually leaving Gonzaga with more questions than I entered with,” Barats said. “I think it’s ultimately good and I feel I am a much more of a free thinker and I hope to some day have all of my questions with regard to religion reconciled. Any questions I have with religion now are self-induced.”

The nagging conflict Barats faced as a freshman about whether he ought to major in theatre, said the project transformed his views about the power of social-justice theatre.

“Being such a small program here I had a lot of time to be on stage and a lot of opportunities to be involved in every aspect of the theatre,” he said. “I realized I enjoyed every aspect of it. It would have been a crime against myself if I hadn’t majored in theatre. That is partially why I went double major so I would have something to fall back on. I don’t believe I should have majored in anything more than theatre.”

Barats also was affirmed in his decision to major in theatre through a screenplay he wrote for his senior honors thesis. He entered the script in the Kennedy Center Theatre Arts Festival this year and it reached the top six in the semifinals.

Transformation through Theatre

The local stagehands union found out about the group’s play and invited the GU seniors backstage at the Spokane Opera House where they looked underneath the stage, saw where the actors rehearsed and where they stood prior to going on stage. Then, the stagehands gave the students free tickets to the musical Oklahoma! A half-dozen of the women from the Women’s Hearth went with them, said Tavenner.

“There was definitely a connection between the women who go to the Women’s Hearth,” she said. “It is a friendly place but on a deeper level even than Gonzaga students experience at college. There is not too much strength in friendships at Gonzaga but the women at places like the Hearth definitely have something that is beyond the superficial friendships. It was really cool to see into their world.”

Tavenner said her transformation through social justice began in the spring of her junior year through a Christian spirituality class focused on the work of Dorothy Day.

“I took a service-learning course that pushed me more in the direction of the senior project and provided insight into the homeless population and low-income people and how they are affected by social services,” she said. “I also learned how theatre can be a therapeutic tool. It definitely gave me confidence that I can do good with others instead of pummeling my own ego, which is something that had turned me off to theatre. Meeting people like Braden Abraham showed me that theatre can be used for good instead of evil. It strengthened the idea that, ‘OK, I am glad I was a theatre major. It wasn’t a bad decision.’ Although my parents are asking, ‘What are you going to do, now?’”

Sweet Home Gonzaga

B reegemann, who came to GU from the Midwest to major in the theatre with minors in business and history, said she has grown to consider Gonzaga her home.

“I love it here. It’s been nice, and it’s hard to be away from home from time to time but most of the time this has now become home,” she said. “I definitely found my family here especially with the theatre program being so small. I looked at colleges everywhere.”

Breegemann aims to enter the theatre management and join a theatre troupe.

“Taking these classes and talking about social justice raises the awareness part of it. To physically go out and experience it is something totally different,” Breegemann said.

“Coming to Gonzaga is a very fortunate experience that those people never had and helps you realize that the education you have does not put you above those people but gives you the knowledge and awareness to be able to connect with them.”

Eyes Opened to Poverty

The project opened Philbin’s eyes to poverty, something she had not experienced in her middle-class upbringing.

“It’s very easy from our perspective to sit back and say ‘people can get out of this poverty,’ or ‘it’s a lack of education and that they can fix it if they want to,’ she said. “After doing this project, you see it’s not as easy to get out of it as you would think. These people have a really hard time getting through everything. They had a family like everyone else but their family was very different from ours. It’s easy to see that it’s very hard to break the cycle. For every single woman we talked to, poverty had been a cycle for generations.”

The play was just the thing to make the bell of social justice ring.

Tavenner has donated her considerable talents to a one-year stint in the Jesuit Volunteer Corps working as a youth minister in Harlem. “I definitely feel like my skills with theatre and speaking in front of large groups and knowing how to work with a team will definitely help when I need to do that next year,” she said. “This whole senior theatre project has been such a great culmination to my Gonzaga education because it feels like it brings all of the Jesuit core values together and gives them all a sense of purpose. Theatre, learning about your community and social justice, and there is an essence of spirituality. This was something very distinct from what seniors have done in the past and really brings some of the Jesuit values into play.”

Tavenner said the play and her Gonzaga education coalesced to deliver the stunning realization of the power of God’s love at work in the world.

“Everyone deserves to feel loved,” she said. “It doesn’t matter where they live or what they do or who they are, we are all God’s children. I think the way I can be happy is by making other people happy.”
Moving on Up
Gonzaga promoted the following faculty during the 2005-06 school year.
- Associate to full professor: William Ettinger, College of Arts and Sciences, and Linda Rusch, School of Law
- Assistant to associate professor: Anjali Barreto, Jonas Cox, and Foster Walsh, School of Education; Laura Brunell, Joseph Haydock, Gail Nord, and Jennifer Shepherd, College of Arts and Sciences; Timo Korkeamaki, School of Business Administration; Brad Dresing, School of Engineering
- Faculty receiving tenure were Kevin Chambers, Richard McCl délai and Albert Gobrone, College of Arts and Sciences; Dennis Conners, School of Education; Peggy Sue Laree, School of Business Administration; and Ann Murphy, Law School.

Spotlight on Teaching, Advising
The Center for Teaching and Advising opened in fall 2006, giving GU professors a variety of resources to enhance their teaching. “A culture of conversation about teaching and advising” may be the greatest benefit of the Center, said Teresa Derrickson, assistant professor of English and CTA director.

The Other Side of War
College of Arts and Sciences faculty created the yearlong, multidisciplinary project. The Other Side of War. Comprised of lectures and the January production of The Trojan Women, the initiative focused on issues such as the victims of the war on terror, terrorism and poverty, terrorism and gender, the draft and environmental impacts of war. The project drew a good response from faculty and students campuswide, said English Professor Mike Herzog, adviser to Academic Vice President Stephen Friedman. A similar effort focusing on the impacts of globalization will take place in 2006-2007.

Language Lab
PACCAR Foundation, the philanthropic arm of PACCAR Inc., Bellevue, Wash., awarded a $100,000 grant to Gonzaga to equip its language laboratory with voice recognition technology and other enhancements. “In today’s global environment, it is essential that businesses and other organizations are able to communicate and operate in cultures other than our own,” said President Fr. Robert J. Spitzer, S.J., Gonzaga’s president. Modernizing the laboratory enhances the school’s language program by 850 students annually, many of whom major in business, engineering, communication arts and education.

Nursing Growth and Diversity
To help alleviate a nationwide nursing shortage, Gonzaga (in spring 2006) added an upper-division nursing core curriculum to the existing undergraduate pre-nursing curriculum. A first class of 18 nursing students enrolled in the program. The class is widely diverse. “Six of the eighteen students in this new program are either of ethnic or gender minority. We feel that the diversity these students bring offers tremendous cultural sensitivity and leadership to the profession,” said nursing Assistant Professor Mary Sue Gorski, chair of Gonzaga’s nursing department.

In Perpetuity
Ed and Lynn Hogan pledged a perpetual contribution of $250,000 per year for Gonzaga’s Hogan Entrepreneurial Leadership Program. “This extraordinarily generous gift will go a long way toward ensuring that the Hogan Entrepreneurial Leadership Program reaches its goal of becoming the premier entrepreneurial program in the nation,” said Fr. Robert J. Spitzer, S.J., Gonzaga’s president. Endowment proceeds will pay for more than two-thirds of the programs operating expenses and scholarships.

Engineering Adds Applied Science
Gonzaga’s School of Engineering is now known as the Gonzaga University School of Engineering and Applied Science. The name change in June 2006 reflects the relocation of the computer science program to the School of Engineering and recognizes the broad, interdisciplinary nature of modern science and technology applications to the solution of current and emerging societal problems.

Law School Success
Law School Dean Earl Martin completed an energetic first year. Over the summer, the Law School put the finishing touches on a yearlong strategic-planning effort. The planning window of five years will position the school for its second century, following its centennial celebration in 2012. Also, the School has had success recruiting quality students.

Research on GU

Happy Feet
Now on campus in fall 2005 was Gonzaga’s dance minor, which teaches all forms of dance and gives students an unusual service learning opportunity; to create after-school dance programs in underserved Spokane schools. Children from the partner schools performed in the annual May dance concert, as did a record number of Zag student dancers. “We have been overwhelmed by the enthusiasm for the dance classes,” said Suzanne Ostersmit, adjunct instructor and director of the dance program.

A Top U.S. News Pick, Again
For the fourth straight year, Gonzaga was ranked the No. 4 best university in the West by U.S. News & World Report in its “Universities-Masters” classification (Fall 2005). It marked the 11th consecutive year (10th in the past 21 years) that GU has been ranked among the West’s best. Gonzaga was ranked No. 2 best value in its classification. Also, for the second straight year, the School of Engineering and Applied Science tied for the No. 21 best undergraduate engineering program nationally among engineering schools without a doctoral program.

New Trustees
Alumnus Ed Taylor (’82, ’83 M.A.), Seattle, vice provost and dean of undergraduate academic affairs at the University of Washington, and Peter Stanton, Spokane, chair and CEO of Washington Trust Bank, were named to the Board of Trustees in 2006.
and violence against women. In the annual Take Back the Night, more than 500 GU students participated in annual events promoting nonviolence and community. University-New Orleans and Tulane University, all brought the same Cajun spice mix to their places of refuge, where students from Loyola and Gonzaga welcomed with open arms 22 students from the New Orleans area who were forced to evacuate from Hurricane Katrina. These students, from Loyola University-New Orleans and from Tulane University, are an example of how GU takes in 22 students from New Orleans who evacuate from the Upper Midwest. McKenny holds a Ph.D. and master’s degree in electrical engineering from Clarkson University in Potsdam, N.Y.

Social Justice

Academic Service Learning Grows

A total of 48 service-learning courses were taught this academic year, including offerings in dance and nursing, reported the Center for Community Action and Service Learning (CCASL). The School of Engineering and Applied Science offered its first service-learning course, “Engineering for Sustainable Development,” in summer 2006. CCASL is identifying opportunities for international service learning.

Safe Harbor from Katrina

GU took in 22 students from New Orleans who evacuated from Hurricane Katrina. With an already record-breaking enrollment, Gonzaga nonetheless welcomed the students from fellow Jesuit school Loyola University-New Orleans and from Tulane University.

Serving 10,000 Meals

In 2005-06 Gonzaga became the sixth university nationwide and the only college west of the Mississippi River to host a nonprofit kitchen as part of the national nonprofit initiative The Campus Kitchens Project. Campus Kitchen at Gonzaga University focuses on hunger relief and leadership development. Students, staff, faculty and community members cooked and delivered more than 10,000 meals during the 2005-06 school year, utilizing 13,500 pounds of food that would otherwise have been discarded. Campus Kitchen also offers culinary training. In June (2006), six trainees graduated from its first culinary training program and received their chef coats.

Gift of Reading

Each semester, education students and others tutor Spokane-area children who are behind grade level in reading or math. The Literacy Clinic, organized by education Assistant Professor Ann Wolf, served up to 80 children during the spring. Weekly Saturday sessions gave children the confidence and skills to catch up, the program also provided education students with valuable experience.

Jesuit Volunteer Corps

This year Gonzaga sent 18 alumni into the Jesuit Volunteer Corps, the second-highest number of all colleges and universities in the nation volunteering for the service organization. Only The College of Holy Cross, with 20 alumni volunteering, had more. As part of the largest Catholic lay volunteer program in the country, Jesuit Volunteers work with society’s poor and marginalized, and live in an apostolic community.

Take Back the Night

More than 500 GU students took part in annual events promoting the awareness and prevention of sexual assault, harassment and violence against women. In the annual Take Back the Night event, held in October, students marched in a candlelight procession across campus, paused for readings, and gathered after the march for closing thoughts. “Take a Stand, performed in April at The Met in Spokane, was a performance of student-written monologues about sexual assault.

Spirituality, Camaraderie

Theology on Tap, a program that links Jesuits and students over 21 to discuss spiritual matters at the quintessential Gonzaga pub, Jack and Dan’s, completed its second year with growing popularity. Fifty-five students attended the final session this spring. “For those who may consider the coincidence of pub and deep conversation somehow questionable, they might find it useful to ponder why the U.S. Bishops, a couple of years ago, designated Theology on Tap programs running in the country as the most promising and effective means of making contact with young adults,” said Fr. Rick Ganz, S.J., director of University Ministry.

Day of Diversity

Gonzaga hosted some 500 high school students of color for the second annual daylong, “Get Connected Career Day” in November 2005. The event, described by Bob Bartlett of Unity House as a “lab of love,” included breakout sessions, workshops, and a career fair. The keynote speaker was state Rep. Phyllis Gutierrez Kenney, D-Seattle, who was born to migrant farm workers in Hardin, Mont.

Selling 10,000 Meals

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Alumni Find Home Away from Home

Five alumni chapters were successfully launched, including Portland, Tacoma, Seattle, San Francisco and Denver. Alumni invoked a report a tremendous amount of energy at their gatherings, whether they’re cheering for the Zags or planning to help recruit students.

Achievements

The chapters are the result of demand from alumni who wish to remain engaged with Gonzaga; more than 1,000 alumni are charter members of their local chapter. The alumni office plans to establish chapters next in Phoenix, New York City, Spokane, Alaska, Boise, Washington, D.C., San Diego and Los Angeles.

Development Highlights

In the 2005-2006 fiscal year, the University raised more than $15 million in gifts and grants, while the total number of donors increased to a record 11,855. Chuck Leonard, arrived in June 2006 to fill the new position of assistant vice president of marketing and communications.

Building Bridges

A team of GU engineering students won first place in the National Student Steel Bridge Competition in Salt Lake City in May 2006. The team, led by captain Daniel Samerfeld, also included Todd Schoenstrup, Dan Rohleder, Justin Patterson and Richard Mahn. Gonzaga’s team won the lightness category, finished No. 11 for efficiency and No. 18 overall.

Jepson Center Feted

A May 2006 dedication ceremony marked completion of a 32,000-square-foot renovation that doubled the size of the Jepson Center for the School of Business Administration. The expansion provides new space for the Hogan Entrepreneur Center, the Gonzaga Institute of Ethics, and the Graduate School of Business Administration, along with 11 new classrooms, a new 45-station computer lab, 12 new faculty and staff offices, a new student lounge and café overlooking Lake Arthur, and an expanded faculty/staff lounge. The building is named for Robert and Alice Jepson whose major gift allowed its construction.

Saudi Arabia to Spokane

Nearly 50 Saudi Arabian students attended Gonzaga during 2005-06. This influx, the first sizeable group of Saudi students since 9/11, put Saudi Arabia atop the list of Gonzaga’s international student populations. Japan, China and South Korea had previously led the list of most-represented nations on campus.
New Look, Same Spirit

The University’s logo undergoes a freshening. The refreshed image of St. Aloysius Church spires is crisp and clear while holding true to the Jesuit, Catholic and humanistic tradition that has inspired Gonzaga for 119 years. The first spires logo had been used for nearly 25 years.

Kennedy Apartments Rise from Ashes

The five-story Kennedy Apartments, destroyed by an arson fire on March 13, 2006, is being rebuilt and is expected to be open for occupancy by May 1, 2007. Those who had expected to occupy the apartments in fall 2006 will head the waiting list for residents. Spokane Fire Chief Bobby Williams and investigators determined that the fire had been intentionally set, with multiple points of origin. No suspects have been identified in the crime.

Making a Difference

Gonzaga senior Ryan Olson was honored by the Matthew Shepard Foundation with its first “Making a Difference” Youth Award for his work to fight hate and intolerance and promote loving acceptance. Olson, president of the student club HERO (Helping Educate Regarding Orientation), was honored in Denver on March 29. Olson helped to foster a positive, healthy and safe campus climate for LGBT (Lesbian, Gay, Bisexual and Transgender) students.

Athletics

Women’s Soccer Reaches NCAA Tourney

Balancing motherhood and a flowering professional life, women’s soccer Coach Shannon Stiles, mother of three girls, led her team to its first NCAA postseason tournament, posting a season record of 12-4-4, and a No. 18 national ranking. The Bulldogs dropped their first-round NCAA College Cup match to University of Southern California. Goalkeeper Ashley Haugen became the first EU women’s soccer player to garner honorable mention All-America status, as selected by Soccer Buzz. She had 11 shutouts with a goals-against average of 0.72.

Lady Bulldogs Take Title

Coach Kelly Graves led the Bulldog women’s basketball team to its second straight WCC regular-season title, sharing it with Santa Clara. The Zags (16-14, 11-3) stumbled in the WCC postseason tournament on their home court, losing to No. 7 seed San Francisco. Center Stephanie Hawk and forward Ashley Anderson were named to the All-WCC first team, and Jami Bjorklund was named to the WCC All-Freshman team.

Work begins on Patterson Baseball Complex

After playing “home” games the past three seasons at Spokane’s Avista Stadium, Gonzaga officially broke ground June 8 (2006) on the Patterson Baseball Complex, paving the way for a return to campus for the spring 2007 season. The projected $7.5 million struc-

GU Hosts WCC Tourneys

Gonzaga hosted the WCC men’s and women’s basketball tourna-
ments for the first time in the tourney’s 20-year history. All of the men’s tournament games were sold out at the McCarthey Athletic Center as the tournament marked its best attendance ever. The 2006-07 tournament will be held at the University of Portland.

Another Amazing Year in Hoops

Opponents found it a chore stopping Adam “The ‘Stache” Morrison as he and fellow All-American J.P. Batista and an impressive sup-
porting cast won 29 of 33 basketball games, on route to a Sweet 16 NCAA Tournament appearance. Morrison’s mustache became his trademark as much as his soft, floating runner that helped him be-
come the nation’s leading scorer. Morrison and Duke’s J.J. Redick

were named WCC Co-Players of the Year. Batista earned honorable mention All-America. Morrison left Gonzaga after his junior season, and was the third player chosen in the June 28 NBA draft, signing with Charlotte. GU took part in its eighth-straight NCAA Tournament, defeating Xavier and Indiana, before losing to UCLA 73-71. The Zags posted their ninth-straight 20-win season (11th in the past 12 years).

Baseball Presence

Junior second baseman Scott Campbell was drafted by the Toronto Blue Jays in the 10th round, and senior pitcher

Patrick Donovan was drafted in the 50th round by the Texas Rangers. Campbell hit .389 for the Zags while Donovan compiled an 8-4 record. The duo led Gonzaga to a 29-24 record and the school’s first national ranking since 1981.

Transitions

‘A Good Fit’

After 46 years of working at Gonzaga, the longest tenure of any cur-

rent University employee, Sharon Prendergast retired in March from the Foley Center Library. Technology was the major change in her years in the former Crosby Library and the Foley Center’s Rare Book Collection, Prendergast said. Her career began in the era of pencils and rubber stamps, and culminated amid com-

puters and scanners. Most recently, she catalogued thousands of Gerard Manley Hopkins’ papers into the library’s online catalog. “People would ask me, ‘forty six years! Didn’t get boring?’ ” Prendergast always

answered, “No, never. It was a good fit. There is nothing more wonderful than working with students.”

School of Education

Shirley Williams, dean of the School of Education, accepted an appointment as provost and professor of education at Alvernia Col-

lege in Reading, Pa. In her four years at Gonzaga, Williams oversaw a successful initial accreditation process. She worked extensively on revising Washington state teachers’ competencies, positioning

Gonzaga and its students for a productive future. Jon Sunderland, associate professor in the School of Education and associate dean, was named interim dean as a national search identifies dean candi-

dates.

Farewell

The deaths of two students and a 2005 alumna marred the 2005-2006 school year.

* Matthew Madison, a junior engineering major from Bozeman, Mont., died in early January while traveling in Scotland while taking part in the Gonzaga-in-Florence study-abroad program.

* Ann Komudina, an Honors Program freshman from Reno, Nev., died in April from complications of surgery.

* Eva Khalif of Portland, Ore., a 2005 magna cum laude graduate, died in a car accident in September 2005 in Warren, N.C., where she was teaching through the Teach for America program. Khalif was president of Seton’s her sophomore year.

Coach Mark Few was named WCC Coach of the Year for the sixth straight year. Morrison was named WCC Player of the Year. Batista joined Morrison on the WCC first-team.
Goverance

Finance

**ENDOWMENTS AND ANNUITIES FUND BALANCES**

The reported values of all endowments, including investment performance, vary by more than three scores percent from $20,000

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<th>Current Value</th>
<th>Previous Year Value</th>
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<td>$8,595,520</td>
<td>$8,595,520</td>
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*Source: Gonzaga University*
**Finance**

**2005**

| Mr. and Mrs. John H. Kontodi | 3,500.00 | 3,500.00 |
| Mr. and Mrs. David M. Mize | 10,000.00 | 10,000.00 |
| Dr. Donald and Mabel H. Kray | 250,000.00 | 250,000.00 |
| Robert K. and Ann B. Kendall | 150,000.00 | 150,000.00 |
| Dr. and Mrs. Charles S. Kinsey | 200,000.00 | 200,000.00 |
| Dr. and Mrs. John A. Kogut | 200,000.00 | 200,000.00 |
| Dr. and Mrs. James L. Kortman | 250,000.00 | 250,000.00 |

**2006**

| Mr. and Mrs. John H. Kontodi | 3,500.00 | 3,500.00 |
| Mr. and Mrs. David M. Mize | 10,000.00 | 10,000.00 |
| Dr. Donald and Mabel H. Kray | 250,000.00 | 250,000.00 |
| Robert K. and Ann B. Kendall | 150,000.00 | 150,000.00 |
| Dr. and Mrs. Charles S. Kinsey | 200,000.00 | 200,000.00 |
| Dr. and Mrs. John A. Kogut | 200,000.00 | 200,000.00 |
| Dr. and Mrs. James L. Kortman | 250,000.00 | 250,000.00 |

**2007**

| Mr. and Mrs. John H. Kontodi | 3,500.00 | 3,500.00 |
| Mr. and Mrs. David M. Mize | 10,000.00 | 10,000.00 |
| Dr. Donald and Mabel H. Kray | 250,000.00 | 250,000.00 |
| Robert K. and Ann B. Kendall | 150,000.00 | 150,000.00 |
| Dr. and Mrs. Charles S. Kinsey | 200,000.00 | 200,000.00 |
| Dr. and Mrs. John A. Kogut | 200,000.00 | 200,000.00 |
| Dr. and Mrs. James L. Kortman | 250,000.00 | 250,000.00 |

**Library**

| Mary M. Batcheller, S.J. (History) | 128,839 | 116,846 |
| Frank C. Cobbold, S.J. (Political Science) | 95,132 | 103,832 |
| Joseph S. Cottrell, S.J. (History) | 125,175 | 115,141 |
| Robert W. Doud, S.J. (English) | 117,575 | 107,575 |

**Provisional**

**College of Arts and Sciences**

| Benjamin W. Coughlin, S.J. | 252,864 | 246,847 |
| Thomas and Helen Greenan (Law) | 70,049 | 73,149 |
| Laura Berry | 37,052 | 42,843 |

**Anonymous/Other**

| 30,233 | 24,089 |

**Total Provisional Endowments**

| **$ 2,862,817** | **$ 2,538,697** |

**Total Endowments and Quasi-Endowments**

| **$ 9,476,368** | **$ 9,336,687** |

**Anonymous/Other**

| 20,213 | 13,969 |

**Total Anonymous/Other**

| **$ 2,054,452** | **$ 1,918,585** |

**Total Endowments and Quasi-Endowments**

| **$12,532,820** | **$12,255,272** |

**Total Anonymous/Other**

| **$ 2,054,452** | **$ 1,918,585** |

**Total Endowments and Quasi-Endowments**

| **$14,587,272** | **$14,173,857** |

**Quasi-Endowment Fund**

| **868,490** | **734,580** |

**Law School Foundation**

| **$ 4,117,624** | **$ 3,735,429** |

**Quasi Endowment Fund**

| **137,199** | **124,636** |

**Law School Foundation**

| **$ 27,289** | **24,789** |

**Quasi Endowment Fund**

| **156,170** | **141,683** |

**Law School Foundation**

| **$ 63,767** | **59,742** |

**Quasi Endowment Fund**

| **171,805** | **165,704** |

**Law School Foundation**

| **$ 43,904** | **42,904** |

**Quasi Endowment Fund**

| **51,776** | **51,776** |

**Law School Foundation**

| **$ 63,767** | **59,742** |

**Quasi Endowment Fund**

| **171,805** | **165,704** |

**Law School Foundation**

| **$ 43,904** | **42,904** |

**Quasi Endowment Fund**

| **51,776** | **51,776** |
## STATISTICAL AND FINANCIAL HIGHLIGHTS

### STATISTICS

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<td>578</td>
<td>614</td>
<td>627</td>
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<td>502</td>
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<td>5,862</td>
<td>5,579</td>
<td>5,274</td>
<td>4,668</td>
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</table>

| **Degrees Conferred** |         |         |         |         |         |
| Undergraduate        | 885     | 931     | 793     | 687     | 572     |
| Graduate             | 457     | 465     | 429     | 386     | 344     |
| Law                  | 185     | 204     | 175     | 139     | 145     |
| **Total**            | 1,527   | 1,600   | 1,397   | 1,212   | 1,061   |

### Entering Freshman Class Averages

| Combined SAT scores  | 1,191   | 1,175   | 1,182   | 1,172   | 1,168   |
| GPA                  | 3.63    | 3.63    | 3.66    | 3.63    | 3.62    |

### Full-time Employees

| Faculty              | 325     | 313     | 306     | 292     | 286     |
| Staff                | 598     | 560     | 540     | 509     | 495     |
| **Total**            | 923     | 873     | 846     | 801     | 781     |

### FINANCIAL

#### Endowment and Similar Funds (thousands)

| General Support Endowments | $ 9,590 | $ 8,481 | $ 8,180 | $ 7,318 | $ 8,695 |
| Scholarship Endowments     | 63,603  | 54,643  | 49,951  | 43,861  | 45,066  |
| Library Endowments         | 2,103   | 1,893   | 1,774   | 1,584   | 1,700   |
| Professorships/Lectureships| 18,129  | 16,594  | 16,003  | 14,253  | 14,488  |
| Quasi-Endowments           | 27,295  | 23,674  | 21,761  | 19,654  | 21,205  |
| Annuities & Life Income    | 12,753  | 11,668  | 11,554  | 11,140  | 11,576  |
| **Total**                  | $ 133,473<sup>†</sup> | $ 116,953<sup>†</sup> | $ 109,223<sup>†</sup> | $ 97,810<sup>†</sup> | $ 102,730<sup>†</sup> |

#### Student Aid (thousands)

| University programs     | $ 42,433 | $ 40,025 | $ 36,433 | $ 32,491 | $ 27,062 |
| Federal/state grant programs | 4,434   | 4,197    | 4,094    | 3,890    | 3,399    |
| **Total**               | $ 46,867 | $ 44,222 | $ 39,527 | $ 36,381 | $ 30,451 |

#### Physical Plant (thousands)

| Land & improvements    | $ 49,876 | $ 47,884 | $ 25,161 | $ 22,606 | $ 15,984 |
| Buildings              | 123,219  | 124,553  | 95,250   | 94,950   | 81,641   |
| Equipment, furniture, library books | 45,269  | 40,028   | 35,968   | 34,407   | 32,734   |
| Plant under construction | 6,837    | 1,107    | 38,501   | 10,974   | 1,299    |
| **Total gross physical plant** | 225,210 | 213,572  | 194,880  | 162,927  | 131,658  |
| Accumulated depreciation | <68,347> | <62,397> | <57,285> | <53,143> | <49,117> |
| **Total physical plant, net** | $ 156,854 | $ 151,175 | $ 137,595 | $ 109,794 | $ 82,541 |

### Major Benefactors

#### Lifetime Contributors

Gonzaga University proudly recognizes and honors these major contributors whose outstanding generosity and spirit of lifetime giving demonstrate a commitment to ensuring the finest level of higher education available.

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<td>Boise</td>
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<td>Dr. and Mrs. Norman Bolker</td>
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$500,000 - $999,999 (Cumulative)

| Kreielshimer Foundation            |
| Tom Martin† and Noreen Hobbs Martin|
| Jack and Mary McCann               |
| Jane McCarthy Family               |
| Joseph L. McCarthy Estate          |
| Microsoft Corporation              |
| Charlie and Boris O’Connor         |
| Dave and Sandy Sabey               |
| Sodexo Marriott Services           |
| Walter A. and Hazel Toly†          |
| Betty S. Wheeler                   |
| Burlington Northern Santa Fe Foundation |
| John E. Cannon, Sr. Estate         |
| Ins & B. Gerald† Cantor Foundation |
| Dr. Robert J. and Thelma Rose Casey|
| Gerard Centioli                    |
| Centioli Family, LLC               |
| Ben B. Cheney Foundation           |
| Comshare, Inc.                     |
| Henry L. Day Estate                |
| Joe and Edna Deichl                |
| Joseph and Helen Delay             |
| Luino and Margaret                 |
| Dell’Osso, Jr.                     |
| Lawrence E. Duffy Estate           |
| Fluke Corporation                  |
| Orlando Franck†                    |

$5,000,000 and Above (Cumulative)

| Duet Technologies                  |
| Jesuit Community of Gonzaga University |
| Jim and Joann Jundt                |
| Fritz and Jeanie Wolff              |
| Duff and Dorothy† Kennedy          |
| Charlotte Y. Martin Estate         |
| Charlotte Y. Martin Foundation     |
| Phil and Sandy McCarthy            |
| Tom and Mary McCarthy              |
| Bob and Claire McDonald            |
| M.J. Murdock Charitable Trust      |
| Oracle Corporation                 |
| Carl R. Pohlad                     |
| The Carl and Eloise Pohlad Family Foundation |
| J. Merton† and Jessie Rosauer      |
| Sterling Software                  |
| Tom and Camilla Tilford            |
| Kriielshimer Foundation            |
| Tom Martin† and Noreen Hobbs Martin|
| Jack and Mary McCann               |
| Jane McCarthy Family               |
| Joseph L. McCarthy Estate          |
| Microsoft Corporation              |
| Charlie and Boris O’Connor         |
| Dave and Sandy Sabey               |
| Sodexo Marriott Services           |
| Walter A. and Hazel Toly†          |
| Betty S. Wheeler                   |
| Burlington Northern Santa Fe Foundation |
| John E. Cannon, Sr. Estate         |
| Ins & B. Gerald† Cantor Foundation |
| Dr. Robert J. and Thelma Rose Casey|
| Gerard Centioli                    |
| Centioli Family, LLC               |
| Ben B. Cheney Foundation           |
| Comshare, Inc.                     |
| Henry L. Day Estate                |
| Joe and Edna Deichl                |
| Joseph and Helen Delay             |
| Luino and Margaret                 |
| Dell’Osso, Jr.                     |
| Lawrence E. Duffy Estate           |
| Fluke Corporation                  |
| Orlando Franck†                    |

$2,000,000 - $4,999,999 (Cumulative)

| Alphonse and Geraldine Arnold Estate |
| Comstock Foundation                 |
| M. O. Flannery Estate              |
| Charles Gillingham Estate          |
| Don and Carol† Herak                |
| The Hogan Family Foundation, Inc.   |
| Independent Colleges of Washington |
| Bob and Alice Jepson                |
| Duff and Dorothy† Kennedy           |
| Charlotte Y. Martin Estate         |
| Charlotte Y. Martin Foundation     |
| Phil and Sandy McCarthy            |
| Tom and Mary McCarthy              |
| Bob and Claire McDonald            |
| M.J. Murdock Charitable Trust      |
| Oracle Corporation                 |
| Carl R. Pohlad                     |
| The Carl and Eloise Pohlad Family Foundation |
| J. Merton† and Jessie Rosauer      |
| Sterling Software                  |
| Tom and Camilla Tilford            |
| Kreielshimer Foundation            |
| Tom Martin† and Noreen Hobbs Martin|
| Jack and Mary McCann               |
| Jane McCarthy Family               |
| Joseph L. McCarthy Estate          |
| Microsoft Corporation              |
| Charlie and Boris O’Connor         |
| Dave and Sandy Sabey               |
| Sodexo Marriott Services           |
| Walter A. and Hazel Toly†          |
| Betty S. Wheeler                   |
| Burlington Northern Santa Fe Foundation |
| John E. Cannon, Sr. Estate         |
| Ins & B. Gerald† Cantor Foundation |
| Dr. Robert J. and Thelma Rose Casey|
| Gerard Centioli                    |
| Centioli Family, LLC               |
| Ben B. Cheney Foundation           |
| Comshare, Inc.                     |
| Henry L. Day Estate                |
| Joe and Edna Deichl                |
| Joseph and Helen Delay             |
| Luino and Margaret                 |
| Dell’Osso, Jr.                     |
| Lawrence E. Duffy Estate           |
| Fluke Corporation                  |
| Orlando Franck†                    |

$100,000 - $249,999 (Cumulative)

| Dr. and Mrs. John B. Adams          |
| Dr. Mansoor Al-Turki                |
| Alcoa Foundation                   |
| Altera Corporation                 |
| Arrowhead General Insurance Agency, Inc. |
| Athletic Round Table, Inc.         |
| B.J. Carney Company                |
| Daniel E. Bandmann Estate          |
| Don Barbieri                       |
| Heather Barbieri                    |
| Dr. Anne Baruch                    |
| Battelle Memorial Institute        |

*† Deceased*
A "transformational" experience.

"Students don't just come to Gonzaga and then leave," says Theresa Gee. "It becomes a lifetime relationship with the University." At just 5 years old, Gee had never heard of Gonzaga when an older brother was accepted by the University. "He was going so far away from our home in Butte, Montana, to a great school. It was thrilling" the following two decades: 40 years later. "Gonzaga transformed my life because of the relationships I made, the interpersonal skills I learned, and because of the academics."
What makes Gonzaga unique is that it has the ability to change the world for the better through its mission, says Father Pat Lawler, S.J. “The core curriculum is part of that mission. It is the essence of Jesuit education and empowers students to be free from prejudice.”

Name: Pat, S.J.

Title: Vice President for Mission

Degree: BA, Psychology

What inspires you in your work in the presence of the world.

$50,000 and above

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$25,000 - $49,999

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<td>Thomas and Patricia Hanrahan</td>
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<td>John P. Ryan</td>
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<td>Maria J. Miller</td>
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<td>Jim and Beth Burch</td>
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$10,000 - $24,999

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$5,000 - $9,999

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$1,000 - $4,999

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<td>John P. Ryan</td>
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</table>
I love teaching advanced Public Speaking. Watching students dramatically gain in self confidence brings such satisfaction," says Colleen McMahan, adding that learning to communicate with others both verbally and in writing is part of Gonzaga’s liberal arts Core Curriculum. “You don’t realize the value of the Core Curriculum while you’re immersed in it as a student. But for the rest of your life the skills you learned pop up in all sorts of places. It all goes back to the basics of critical thinking, speaking, writing...fundamental skills needed for the rest of your life.”

Name: Colleen McMahan

Degree: BA ‘82, Speech Communication

Titles: Associate Dean, College of Arts & Sciences; Associate Professor, Communication Arts

Teaching specialty: Public Speaking in the Communication Arts Department

Biggest improvement on campus since she was a student: “Better coffee!”

Thank you.
The Dussault Society is named in honor of the founder of the Great Teachers Program, Arthur Dussault. S.J. Members of the Dussault Society are committed to the tradition of excellence that is Gonzaga University.

With their extraordinary unrestricted gifts of $10,000 or more to the Annual Fund, Dussault Society members directly support Gonzaga’s strategic priorities and greatest needs.

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The President's 500 Council provides Gonzaga with the inspiration and means to focus on the programs that support the highest-priority and greatest needs of the University. With their extraordinary unrestricted gifts of $5,000 to $9,999, they are committed to Gonzaga University.

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The President's 500 Council provides Gonzaga with the inspiration and means to focus on the programs that support the highest-priority and greatest needs of the University. With their extraordinary unrestricted gifts of $5,000 to $9,999, they are committed to Gonzaga University.
The Society Heritage recognition program honors individuals and friends who have contributed financial support to Gonzaga University in a unique estate plan through a bequest, charitable remainder unitrust, charitable gift annuity, trust, gift or life insurance, foundation or other financial arrangement. Those who have recognized Gonzaga University are individually listed below and others, who wish to remain anonymous, are recognized as a group of benefactors.

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"I'll never forget it," says Mary Wozniak, 32. "It was a graphic she once saw while still a student. The graphic showed a Gonzaga education really costs, and how much of that is allocated by alumni giving. "It's stuck with me ever since and now motivates me to give back. The donation to the Young Alumni President's Council last year was $200. It felt like a lot of money at the time, but I knew I needed to do it." Her gift to the University has now "payed off." She says her little part in making the Gonzaga experience more affordable for other students. Her advice to other alumni: "When completing a donation, ask yourself how much does your own Gonzaga experience. Doesn't that motivate you to give back?"

Name: Mary Wozniak

Department: HHS

Title: Director of Business Operations

Contact: 509-313-3456

Office hours: By appointment

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Name: Blaine Garvin
Title: Professor, Political Science
Paragraph: Peter, who made this impact on you: “Father Frank Costello; he’s been a wonderful mentor.”

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