report of the president 2006-07
spokane, washington
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The Report of the President and Honor Roll 2006-07 is produced for the president by the Marketing and Communications office. Marny Lombard, editor; Gerald Almanza, graphics editor. Photos by Amy Sinisterra, Dale Goodwin, Mark Bodamer, Dean Davis, Patsy Fowler, Ryan Hardin and Brad Striebig. Editorial team includes Margot Stanfield, vice president for University Relations; Chuck Leonhardt, assistant vice president for marketing and communications; Pat Reese, associate director of development, Laura Gatewood, director of stewardship, and Dale Goodwin, director of public relations. Cover: This photograph was taken for Gonzaga University's WATER program in Benin, West Africa. For more information, contact Gonzaga's School of Engineering and Applied Science.
THE FOUNDATION. During the last nine years, Gonzaga has built a solid foundation from which to launch its new Strategic Plan, Vision 2012. We have completed yet another successful year. Our total enrollment was 6,736, with an undergraduate enrollment of 4,278, a Law enrollment of 555 and a graduate enrollment of 1,903. This is a 50-percent increase over our total enrollment in 1998 (4,507) and a 55-percent increase in our undergraduate enrollment since 1998 (2,764). The undergraduate GPA has increased significantly since that time. This year’s entering freshman class had an average GPA of 3.72 and an average SAT of approximately 1200 (the highest in our history). We are most proud of our freshman to sophomore retention statistic (92.3 percent) which shows remarkable student satisfaction.

Once again, Gonzaga has done well in the national rankings. We ranked third in the U.S. News & World Report Western Regional University Ranking, and received outstanding scores in the Princeton Top Ten Percent Undergraduate Schools Ranking. We were also ranked in the top 20 schools in the nation known for engaging students (student leadership) based on a comprehensive study at Indiana University.

Our professional school rankings were also excellent. The Schools of Business and Engineering were nationally ranked and the GU Law School ranked second in state on the bar exam. Our accountancy, debate and mock trial programs were ranked among the very best in the nation.

Our athletic teams performed quite well with men’s
basketball winning the West Coast Championship and returning to the NCAA Tournament for the ninth year in a row; women’s basketball winning the WCC Championship and going to the NCAA Tournament; our baseball team winning 30 games and nearly making it to the NCAA Tournament; and women’s crew taking the WCC championship for the ninth time in 10 years.

Gonzaga has constructed 13 new facilities/additions in the last nine years – five new academic facilities (Law, Science, Business, Engineering and Florence), five new residence halls and three new athletic facilities (McCarthey Athletic Center, Patterson Baseball Complex and Rudolf Fitness Center).

We have begun construction on the PACCAR Center for Applied Sciences (to the south of the Herak Engineering Building), and a second apartment building to the west of the recently completed Kennedy Apartments. We plan to put a beautiful grass and paver mall on Boone Avenue between St. Aloysius Church and the Kennedy Apartments and we will refashion the Eric and Ina Johnston Mall with a 10-foot statue of St. Ignatius Loyola (by famous northwest sculptor George Carlson), a reflecting pool and a promenade.

We have completed major renovations of four other facilities: tripling the size of Cataldo, and completely renovating Hughes Science Center, the third and fourth floors of the Administration Building and the student Chapel.

As most of you know, we completed a $150 million capital campaign two years ago. As a result, the University’s annual cash donations have tripled from $5.5 million per year to $16 million per year and the number of its donors has increased by 5,000. We are now planning an even more ambitious endowment campaign
to increase scholarships significantly and to fund our Strategic Plan (described below). This will guarantee Gonzaga’s continued success into the next three decades.

THE FUTURE. The above initiatives have set the stage for our Strategic Plan for 2012 and beyond. The Board of Trustees passed seven strategic planning goals at the April 2007 meeting. We are now working on the operational plan and funding mechanism to assure that our plan becomes a real animating power for the University’s future.

The first goal provides the context for all the others: to commit every area of the University to the reflective engagement of her Jesuit, Catholic, and humanistic mission ideals. This not only distinguishes Gonzaga from other universities, but also defines her raison d’être. In view of the centrality of “Jesuit,” “Catholic” and “humanistic” in our identity, we formed a committee to define these terms for our foreseeable future. We made it part of a vision statement which the Trustees passed in December 2005 (see the Vision Statement on page 6). This goal specifically affirms the University’s commitment to the Spiritual Exercises of St. Ignatius Loyola and education in mission for our whole community.

The second goal emphasizes the centrality of our academic mission: to educate and transform quality students in an enriched, academic environment. The primary objective of this goal includes increased support for faculty excellence, development of new programs and preparation for engagement in a global community. It affirms the integration of our Jesuit mission into the academic environment, and acknowledges the strength and centrality of our liberal arts core curriculum.

The most challenging aspect of this goal concerns future growth about which the Strategic Plan states, “develop a clearly understood and widely supported enrollment plan that preserves the fundamental nature and mission of the University, and fosters its financial well-being and Strategic Plan – with a concomitant review of resources to support this plan.” This requires a decision about growth.

If the University is going to meet the challenges of a demographic downturn in 2012 and fund the initiatives in its Strategic Plan, it will have to move from a highly tuition-dependent University to a moderately dependent one. This will require a significant increase in our endowment. The administration has developed a plan to increase the development staff appreciably and launch an endowment campaign next year. We have identified thousands of uncultivated major gift prospects who may be interested in supporting endowment for scholarships and programs, but they need to be informed about Gonzaga’s current needs and status through personal visits, hence the necessity for increasing our development staff.

The administration has determined that if we are to make this significant increase in our development staff while funding the initiatives in our Strategic Plan, we will have to grow by approximately 50 students per year over the next four years. Since growth is a significant challenge, we want to receive optimal input from all our constituencies (faculty, staff, students, etc.) before embarking on this or another course of action. We will be hosting input sessions throughout the fall semester and will be preparing a plan for constituency review in late January at which time we will make a determination of the size of our freshman class.

At present, there is tremendous demand for admission to the University which is reflected in an ever-increasing waitlist of hundreds of well-qualified students and ever-increasing selectivity in our admissions, but this will change in 2012 when the demographic downturn becomes a reality. When this occurs, the competition for students from other universities will become quite acute, requiring that Gonzaga boost its financial aid packages considerably. Yet we will not be able to afford this by growing because
the demographic downturn will not permit additional growth (while maintaining our academic standards). Therefore, we will have to rely upon endowment, and that endowment will have to be raised by an increased development staff which can be paid for by growth over the next four years (before the demographic downturn becomes a reality).

Assuming that some part of the growth plan becomes a reality, we will hire sufficient faculty and staff to maintain all of our current ratios (e.g., our student-teacher ratio at 12:1 and our average class size at 24). We have formulated a plan to build new residence halls, parking lots, classrooms, faculty offices and a new signature student center (larger than the Administration Building) to accommodate this proposed growth. These facilities will very likely be a part of our campus within three years (without sacrificing important green spaces such as the Foley lawn, the Quad or the Jundt lawn). Our stakeholders continue to discuss this growth plan to assure that it will not disrupt the quality of our education and the closeness of our campus life. Whatever growth plan is implemented, it will be reviewed annually by our constituencies.

The third goal is concerned with another central mission area and strength: to develop the engagement of the entire University in the development of the whole person. This goal will enhance programming and cross-functional integration in the promotion of all aspects of student development – intellectual, emotional, spiritual, oral and physical — in the Jesuit tradition. Proper execution of this goal will keep Gonzaga’s unique spirit and ethos fully alive.

The fourth goal affirms and promotes a diverse globally oriented campus community: to increase diversity and to affirm the value of human difference. To assure that our students have a deep awareness and respect for a diverse, international community, we must be vigilant about hiring faculty and staff, recruiting students and providing a supportive environment for people who will constitute this enriched community. This will provide the foundation for our fifth goal: to develop men and women for a more just and humane global community. This will entail expanding student, faculty and staff participation in study-abroad programs with mission-related academic initiatives.

The sixth goal is the condition necessary for all the others — mission, academic, student life, diversity and international goals, namely, to secure the financial future of the University. In order to fund the priorities of our Strategic Plan and remain competitive in (and even increase) our merit and need-based scholarships, the administration is preparing a growth plan (see above Goal Two), an endowment campaign (which will begin next year and begin producing significant returns in 2011 and beyond), and a multi-year budgeting process. We will continue to be vigilant in our investments, the building of our donor base, leveraging the reputation of our academic and athletic programs, increasing our academic and other grants, and improving our marketing. Current indicators suggest that Gonzaga’s financial future will not only be secure, but very bright indeed.

The seventh and final goal reflects the true ethos of Gonzaga — to foster the tradition of life-long relationships with alumni, friends and the broader community.

As you can see, the University has built tremendous momentum to deliver the highest quality mission-oriented education possible both now and in the future. We believe that we can be the very best educational institution of our kind in the nation. Our whole community, from Trustees and faculty to students and staff, are exceedingly capable of achieving this vision.

I would like to extend my sincere gratitude to all of you for your trust, vision, wisdom and generosity which have laid the groundwork for building Gonzaga’s incredibly bright future.
Preface

The Gonzaga ethos, in practice, can be seen as one of “overlapping commitments,” where we as a community agree on values and principles, some of us for religious reasons (whether Catholic or Christian or from other religious traditions), some of us for humanistic reasons, and some from our grounding in the Jesuit spirituality. We see these three terms as informing and bounding our ethos, creating a common field. While each of us may have a different location within this field, closer to one boundary than another, depending upon our grounding inspiration, all of us are presumed to operate within the same field.³

The Mission of Gonzaga University is at once Jesuit, Catholic and humanistic. Our sense is that the Mission, and thereby the community, is better served when statements about these terms are also symmetrical. For example, we require a Jesuit way of proceeding that supports and complements Catholicism, and a Catholic Church that supports Jesuit education; a humanism that is supportive of Catholicism but also a Catholicism that is supportive of humanistic values, and so forth.

References

The term “Jesuit” refers to a religious Order of men within the Catholic Church, who have committed their lives to the service of God in specific works. Through the profound influence of the Jesuit intellectual tradition and the vision of the Spiritual Exercises, the Constitutions, and documents of its General Congregations, Jesuits and their colleagues participate in the work of the Society of Jesus. In the context of the University, “Jesuit education” includes major themes: helping students to find their own calling from God through the creation of a discerning heart that can identify their true desires; the cultivation of a faith that promotes justice; and the formation of “persons for others” — students who graduate with a desire to give something back to their community. “Jesuit” also means helping students recognize and confront the realities of sin and suffering in the world — not only through study but through solidarity with the marginalized in our society by direct, hands-on, face-to-face
engagement. We should aspire to form committed Christians and engaged citizens allied in the building of a more humane and just society.

The term “Catholic” refers to a specific Church, which expresses itself through living the Gospel of Christ, and understands itself through time in its Councils and traditions. The Jesuits and their colleagues carry out their Mission as a vocation within this Church. The Catholic Church provides the opportunity for the cultivation of a vibrant and mature faith life, and a means of reaching out to the world with a message of hope: a belief in the love of God. The Catholic Church includes a sacramental, moral and intellectual tradition which seeks dialogue beyond itself to reach that horizon of hope and love. A significant way in which the University serves the Church is by providing a forum in which Catholicism can enter into critical (that is, intellectually reasoned and responsible) dialogue with other voices and other fields of knowledge. It has been said many times over these last several years, that the Catholic university is a significant “place where the Church does its thinking.”

The term “humanistic” is understood to include the quest for self-knowledge and the formation of a virtuous character. We impart to our students a critical understanding and appreciation of our common human nature, the moral heritage of their culture and society, as well as some exposure and education in cultures and societies different from our own. We also impart to students a similarly critically informed understanding and appreciation for their own religious traditions and an exposure and education to other religious traditions prevalent in our global community. Humanistic, in its original meaning, “of the humanities,” is meant beyond academics to include the development of the whole person, helping students to integrate their lives into a harmonious whole and learning to prize and respect the flourishing of others, however different from themselves. This latter sense links “humanistic” to both “Catholic” and “Jesuit,” which have a concern for the faith that promotes not only individual, but social justice.

The integration of the three therefore requires an integration of faith, justice, ethics, service and leadership for the common good into a vibrant learning environment.

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1 The Catholic Church has most recently articulated its relationship to Catholic universities through the apostolic constitution, *Ex Corde Ecclesiae*. In addition, the *Documents of Vatican II*, and the Social and other encyclicals, have shed great light on the need for, and the value and nature of, Catholic higher education.
2 Fr. Theodore Hesburgh, former President, Notre Dame.
3 Within the Jesuit tradition, “humanism” is seen as distinct from “secular humanism” (see Preface).
What better way to think about the University’s Strategic Plan and future than by acquainting yourself with a handful of Gonzaga’s most remarkable people? We hope that the following pages help you do both.

More like Gonzaga itself...

The best you can be...

Passion and vision...

Responsible to higher ideas...
Sarah Meissel envisioned a new breed of Freshman Retreats as a catalyst for the transformation of Gonzaga’s students.

Sarah Meissel ('04) worked three years for Gonzaga’s University Ministry as coordinator of the Freshman Retreats, which are held at Bozarth Mansion. She brought passion and a particular vision to the job:

“I was hoping to make the retreats look more like Gonzaga itself. I wanted to run retreats where the students wanted to come, where they could feel great about themselves and connect with their spirituality. Where they could learn how to be a better version of themselves.”

Meissel met her own challenge. Between 2004 and 2007, the number of freshmen participants per year more than tripled to over 200 attendees. Last year, nearly half were non-Catholics, including Baptists, Buddhists, Unitarians, atheists and others. What had been four retreats in a year became six. Student leadership multiplied exponentially, as well. The same five students used to serve as retreat leaders for an entire year. Last year, under Meissel’s leadership, 79 upperclass students participated as leaders. Eighty-six students applied for leadership spots this year, so many that some had to be turned away.

Her first year was a bit rocky, as Meissel recalls it. Not everyone embraced the new model. But Meissel moved gently and surely, ensuring that students were actively involved in the Masses, instituting small-group activities, and creating icebreakers. Square dancing and hiking kept their places on the weekend schedule. Upperclass students talked about their spiritual journeys during their own first year on campus. Freshmen participants returned to campus with new purpose and new friends.

Meissel calls her years at University Ministry among the best of her time at Gonzaga.
goal two

To educate and transform quality students in an enriched academic environment.

“At Gonzaga, you’re responsible to higher ideas of what you could be or should be,” said English Associate Professor Patricia Terry.

Each spring, English Associate Professor Patricia Terry watches the English department’s best and brightest students present their first formal, academic papers at Gonzaga’s annual Undergraduate English Conference. She thinks back to her first encounter with many of them, as sometimes awkward freshmen in Intro to Literature.

“I find they’ve developed into these young adults with great potential and a demonstration of real academic ability, and I think, ‘Wow, I don’t know if I was any part of that transformation, but I’m impressed,’” said Terry, who was recently named associate dean of the College of Arts and Sciences.

What’s at the root of these transformations?

“It’s our smaller classes and the interaction with our faculty. It’s the personal quality of our education, creating a learning community that transforms you into a more responsible human being. You’re responsible to someone. You’re responsible to higher ideas of what you could be or should be.”

Terry also points to Gonzaga’s service learning and social justice emphases, and international opportunities. She praises the new Center for Teaching and Advising, and advocates continued hiring of faculty to safeguard the University’s personal feel.

One last thing: “If I could be another person in addition to what I do now, I would develop internships for students in the humanities. That way those students would have more choices.”

In the mind of a great teacher, there’s always more to be done.
Many DeSmet Hall traditions trace their roots to Father Kevin Waters, S.J., chaplain of Gonzaga’s first men’s residence hall.

For a quarter-century, the chaplain of DeSmet Hall has been Father Kevin Waters, S.J. Because of him — and surely in some cases despite him — a wealth of traditions has grown up around Gonzaga’s first residence hall.

The group photos, for instance, seen behind him in the hall. In the early 1980s when Fr. Waters arrived, the freshmen and sophomore men were a scruffy lot. Long hair, casual dress. “They didn’t know what it was to be dressed up,” Fr. Waters said. He organized formal group photographs, collecting every young soul in DeSmet and convincing them all that a half-hour in a button-down shirt was in their own best interest. The photos are still taken each year, and the walls of DeSmet’s lounge are filled with the evidence. In a few of the photos, the formality is belied by a couple of individualists who wore jacket, tie — and shorts. But Fr. Waters’ point is still made: These young men are going to be someone someday.

Intent on building community, Fr. Waters holds Mass each Sunday in DeSmet. Residents sometimes bring their girlfriends, some from neighboring Welch Hall. One young couple became engaged, and prior to their wedding the priest who was to marry them asked where their home parish was. Their answer – “DeSmet parish.” That says it all.
“I live in a hearing world where people presume you are normal,” said junior Adam Membrey.

Sometimes it seems the word diversity has become a way to refer to different skin color and nothing more. But the Latin *vertere* is a verb meaning “to turn.” Dis- has several meanings, among them “aside” or “asunder.”

Adam Membrey is a junior whose life turned onto a different path when he caught meningitis at age 4 and lost his hearing.

“I live in a hearing world, where people presume you are normal.” Adam relies on lip reading. He’s also an ambitious writer, wicked smart, and spent part of this summer fretting over his first novel. Was it really ready to go to a publisher?

Here’s an example of Adam’s worst days: He attended a lecture given by a restless guest professor, who didn’t know Adam, a pacer who walked circles. Adam got the first half of the professor’s story, but became hopelessly lost as the speaker kept turning away from the class. It got worse. Lecture over, the professor worked the room, quizzing each student. Adam used his best body language (ignore-me-I’m-invisible) and at one point was nearly ready to bolt from his seat. At the end of class he was one of two students who’d escaped the grilling.

This articulate young man has his share of triumphs, too. As a freshman he organized a campus-wide book drive for international charities, gathering and shipping 1,500 textbooks.

“I used to never put myself out there, not unless I was sure I would be comfortable,” Adam says. “Sometimes when I talk to people, I understand everything fine. Sometimes, depending on the circumstances, I have no clue. I can tell a lot from context, and I know body language really well. I can tell when someone’s telling a joke, for instance.

“Sometimes, at the end of the day, I feel pretty crummy. But I wake up in the morning and have the chance to do it again, the chance to do it better.”

**goal four**

To increase diversity and affirm the value of human difference.
Into her life, Uma Selvanathan will weave a career in medicine, closeness to her family in Singapore and a passion for social justice.

Uma Selvanathan ('07) is a social activist with a vigorous intellect and a remarkably international outlook. While at Gonzaga, she worked with AIDS victims in Africa and indeed she is seeking a career in medicine. But first she is spending a year at home in Singapore. One May afternoon before graduation, Uma sat on the front steps of the Administration Building and talked about her dreams.

“I have not made any plans that are set in stone. Rather, I have a general idea of what I want to do. It involves being a doctor, being a good family member and friend, social justice and traveling.”

Right now, she is taking experiences as they come. She is teaching secondary school in this transition year after graduation. Most important, though, is the time Uma spends with her family, including her grandmother, a Tamil woman who grew up in Malaysia, then followed her husband to Singapore where she raised six daughters. Those daughters and more so Uma’s generation, the granddaughters, grew up knowing that they were worthy of education. Often Uma heard her grandmother say, “You have to be the best you can be. You have no excuse. If I had your advantages, I would be sitting next to the prime minister.”

Who will Uma sit across from one day?
Patrick Mick and his parents created a tailor-made scholarship.

Giving back to Gonzaga can happen in a million ways. Patrick Mick (’06) and his family found their own.

Patrick is from Chicago, a child of the prairie who fell in love with the mountains. Oh, he fell in love with Gonzaga, too — the depth of the Jesuit mission, the professors who challenged him, and the students who became dear friends. But most especially Patrick says he found strength in the beauty of Idaho and Montana. Priest Lake, for instance, surrounded by the granite Selkirks. And the smaller Upper Priest Lake, where he often kayaked. No roads lead there; the only way is to hike or go by boat.

Patrick learned that his Idaho and Montana friends were treasures, too. “They were the kindest souls, real people with nothing fake about them. And that allowed me to be exactly who I am.” Originally a business major, Patrick switched to sociology, the study of people. Helping others became his calling. Nursing is his chosen field.

Patrick and his parents, Bill and JoAnn, have endowed a scholarship in his name. He chose the criteria, which is to help sociology majors with financial need from Idaho, Montana, Oregon and Washington, in that order. This, from a young man from Chicago, who loves Gonzaga — and Mother Nature’s mountains.
“I love Gonzaga,” said Horace Lowe. “I’m just an old Bulldog barking the Gonzaga message.”

Horace Lowe (’83, JD ’86) calls himself a “poor man’s attorney.” A Denver resident, he is also a grass-roots activist who works with youth and preaches the value of education. Lowe makes his point through his own story. He began college in the Air Force ROTC program at Tennessee State University, but withdrew during his first year to enlist in the United States Air Force. He was stationed at Fairchild Air Force Base for three years, during which he completed two years of study at Fort Wright College, now defunct. After his discharge in 1976, he found work as a bank courier and then at the Kaiser Aluminum Trentwood Mill.

By 1981, newly married and looking to start a family, Lowe had been in Spokane for seven years. He knew it was time to complete his education. Lowe left Kaiser and enrolled at Gonzaga with no idea how to pay his tuition and expenses. One day during his first semester, Lowe was eating cold pizza in the cafeteria and worrying about money for heating oil for his furnace at home. A stranger approached and asked how he was doing. “Not great,” Lowe replied. The man, who cared enough to listen, was Charles Schaefer, Gonzaga’s financial aid director. That afternoon, Schaefer handed Lowe a scholarship fund check for $2,500 for living expenses and offered him a full scholarship, so long as he stayed on the Dean’s List. Lowe succeeded (magna cum laude) and graduated from the Law School in 1986, after receiving a Graduate Professional Opportunity Fellowship.

“I could not be prouder. I am forever telling my Gonzaga story,” he said. “It’s my lead anecdote when I talk to young people about the importance of academic performance in high school and of challenging themselves in college.”

Lowe’s advocacy has paid off. This fall, one of his protégées is enrolled in Gonzaga’s freshman class, with nearly a full academic scholarship package.

“I may not come to any of our rah-rah reunions,” Lowe said, “but I love Gonzaga. I’m just an old Bulldog barking the Gonzaga message.”
September: Robert Prusch announced his intent to step down as dean of the College of Arts and Sciences, with the goal of returning to teaching biology and to champion the development of a Native American studies concentration.

September: An environmental studies program debuted on campus, led by Jonathan Isacoff, assistant professor of political science.


Sept. 22-23: On the 37th annual Pilgrimage more than 200 participants celebrated the origins of the University on the 14-mile trek to the Sacred Heart Mission at Cataldo, Idaho.

Sept. 23: It was a big day at the Inchelium Elementary School when Gonzaga leadership students and basketball players gave their annual basketball clinic for children on the Colville Indian Reservation.

September: Newly remodeled Modern Language Lab opened with expanded teaching and learning opportunities. The work was accomplished with the help of a $100,000 grant from PACCAR.
caution: verbal pyrotechnics

Gonzaga Debate Institute, run each summer by Gonzaga University’s debate program, brought approximately 180 debaters to campus this year. That’s a lot of high school debate talent, said Glen Frappier, director of the University’s debate program. It’s also a terrific collection of prospective Gonzaga students.

“The Institute provides a tremendous opportunity for recruiting,” Frappier said. “We basically get a month-long evaluation of students whom we feel might have potential. We generally begin tracking students as sophomores and juniors. This month proves invaluable for developing an accurate assessment of their skills, experience and potential.”

Gonzaga’s summer debate program is second in size only to the University of Michigan’s. But one attending debater offered his take on how Gonzaga’s program reigns in terms of quality. High school senior Colin Caprera of Carlsbad, Calif., attended the UM program for two years before coming to Gonzaga this past summer. Caprera said he was amazed to find that he could choose from among three lectures each morning, versus one per day at Michigan.

“Plus, the classes are a lot smaller and you have more chances to ask questions,” Caprera said. “I learned multiple tools to use, and I learned to keep my mind open to different arguments.” Most of all, he liked the way the institute’s faculty took a more critical – even philosophical – approach to the debate topic.

This year’s topic for high school policy debates is whether the United States should increase public-health aid to sub-Saharan Africa.

High school debaters spent up to a month on campus. To pull off this marathon, Frappier imported 24 faculty, including a few of GU’s top debaters and many out-of-state coaches and professors. The work is more than worth it.

“Over the years many of our debaters attended the GDI as high school students. More than half of our current team members are alumni of our high school institute,” Frappier said.
Oct. 19: Named to Distinguished Alumni Merit Awards were engineer Gene McKay (’59), the former president and CEO of Bovay Engineering; diabetes research, Mary Loeken (’77), who has taught at the Joslin Diabetes Center since 1988; entrepreneur Fred Brown (’82), who founded Next IT, a software firm focusing on artificial intelligence; and young alumnus Brady Strahl of Pacific Hospitality Group.

Dec. 8: Gonzaga student singers Big Bing Theory helped to celebrate the renaming of Spokane’s Metropolitan Performing Arts Center to the Bing Crosby Theater to honor Gonzaga’s most famous alumnus.
Dec. 21: Gonzaga’s New York alumni chapter was launched prior to the Gonzaga-Duke basketball game at Madison Square Garden.

December: Ongoing renovation of the Administration Building led to unearthed treasures. Discovered by a construction crew were a wallet lost in 1942 and an early letterman’s jacket.

January: Renowned author, filmmaker and GU alumnus Sherman Alexie spoke to students through the Visiting Writers Series. Alexie, who is a Spokane and Coeur d’Alene Indian, has written several books about life on the Spokane Indian Reservation.

January: Christian filmmaker Barbara Nicolosi explained to Gonzaga students why movies and the arts at large should matter to Catholics and the Catholic Church.

measuring success of the new Mulligan Field

With its new artificial turf and powerful lights towering over the surface at 60 feet, Mulligan Field triggered an explosion in intramural and club sports. The field springs to life seven days a week, with play careening past midnight as if 8 a.m. classes the next morning were a figment of the registrar’s imagination.

Built largely through student fees, Mulligan has seen intramural participation nearly double in the past three years. A significant portion of students sign up for intramural sports, including soccer, flag football, volleyball, ultimate Frisbee, not to mention a host of indoor sports.

“We just have a lot of athletic kids, and not just undergrads, either. They’re at all levels, Law School students, faculty and staff; they’re all involved in intramurals. When you reinvest in something, everyone becomes aware of it — that’s the best thing,” said Rip Horsey, director of Rudolf Fitness Center.

Remember the old Mulligan? It was known as the mud-pit, where treacherous footing was routine, and falls and minor injuries occurred with dismal regularity.

The new Mulligan? “The thing that strikes me is that everyone I see out here is smiling. They’re out here just having a great time,” Horsey said. How do you measure a great time? Here’s one way:

Last year, close to 900 championship intramural T-shirts were given out to members of winning teams. “Everyone loves that shirt. It’s their prize possession.”
February: Gonzaga ranked fourth in the nation for universities its size for the number of alumni serving as Peace Corps volunteers.

Feb. 28: In the Barbieri Courtroom, The Hon. Kazuo Tanaka, consul general of Japan in Seattle, spoke to law students about Japanese foreign policy.

March: Professor Jon Sunderland was named dean of the School of Education. Sunderland’s roots at Gonzaga run deep. He has taught and held various leadership positions for 27 years.

March 1: The Rukavina History of Philosophy Lecture Series opened with visiting Kierkegaard scholar Steven Evans of Baylor University. The series honors Professor Emeritus Thomas Rukavina, who joined Gonzaga in 1958 as the first lay professor in the philosophy department.

cheatgrass to chimpanzees

Might a fungus someday stop the proliferation of cheatgrass across the fire-prone West? Or will cheatgrass be reined in by bacteria that inhibit the growth of roots? Student researchers Laura Street and Sandra Dooley worked on research related to these questions this summer with biology Assistant Professor Julie Beckstead, whose research interests include conservation biology.

Gonzaga’s undergraduates have an increasing opportunity to enter the world of research, both in science and other disciplines. Those who do so find a double pay-off.

The short-term benefit? Think summer jobs. Out of 51 applicants for science research internships at Gonzaga, 26 biology and chemistry students landed positions this year. Most were paid; others received academic credit, or some combination of both.

What about the long term? Increasingly, graduate schools are looking for applicants with this kind of experience. “Undergraduate research experience is essential — not just a nice thing, but essential — to getting into any of the more competitive graduate schools, particularly if you’re going for a Ph.D.,” said Associate Professor Molly Kretchmar-Hendricks, a comparative psychologist.

She and Visiting Professor Mark Bodamer of Pacific University took 17 students to Zambia this summer, where they stayed at the Chimfunshi Refuge, a chimpanzee orphanage and sanctuary. Students helped with ongoing research projects, videotaping hand-clasping patterns and behaviors the chimps use when drinking water.

Within the Gonzaga Science Research Group (GSRP) summer program for biology, chemistry and physics, student researchers gather each Wednesday for presentations by one or two of their peers. These mini-seminars are held on the quad in front of Hughes Hall. Pizza, sunshine and all, it’s an excellent way for students to get experience in giving formal scientific presentations, said Howard Glass, GSRP director.

In addition to helping students gain valuable experience, Gonzaga’s research program also helps faculty obtain external grants to support their research.

“Both objectives strengthen our science programs and help us compete for the best students and faculty,” Glass said.
March 1: Afghanistan’s ambassador to the United States spoke to a standing-room-only audience about the war and rebuilding efforts in his country.

April: Kiplinger’s Personal Finance Magazine rated Gonzaga 42nd on its list of 100 best college values.

April: A dedication ceremony opened the new Patterson Baseball Complex, bringing baseball home to the Gonzaga campus after three years.

April 20: Celebration of the 10th anniversary of Unity House precedes an announcement in May of the departure of longtime Unity House Director Bob Bartlett.

April: A vivid performance of “The Crucible” by playwright Arthur Miller displayed the prowess of theater students directed by Assistant Professor Brian Russo, who joined Gonzaga’s theater arts program in September.

April: The Men’s Violence Prevention Group formed on campus as one outcome of a $200,000 federal grant to Gonzaga for projects to prevent, educate about and respond to violence against women.

April 24: Honored as untenured Faculty of the Year were Eric Cunningham, history; Ellen Maccarone, philosophy; Tod Marshall, English; Shannon Overbay, mathematics. Named as tenured Faculty of the Year were John Downey, religious studies; Tina Geithner, exercise science; Mark Shrader, business; and Nancy Worsham, psychology.

April 26: Ground was broken for the PACCAR Center for Applied Science. The 25,000 square-foot building will sit directly south of Herak Center for Engineering. The PACCAR Center will open for classes in Fall 2008.

May 12 and 13: Graduation of Gonzaga’s 120th class created 1,830 new graduates, including 983 seniors, 649 master’s students, 15 doctoral students and 183 Law School students. This was, for the fifth consecutive year, the University’s largest graduating class. Harry Sladich, vice president of the University, received the DeSmet Medal, Gonzaga’s highest honor.

May: Named to honorary Doctor of Laws degrees were Sister Phyllis Marie Taufen, SNJM, a Holy Names sister and retired Gonzaga professor; Major General Jason Kamiya (’76) of the Joint Forces Command in Norfolk, Va.; Alan Mulally, president and CEO of Ford Motor Co., father of graduating senior Molly Mulally and undergraduate speaker; William Neukom, president-elect of the American Bar Association and Law ceremony speaker; and Martin Favero (’59), director of scientific and clinical affairs in the advanced sterilization products area of Johnson and Johnson, and Graduate ceremony speaker. Norman L. Roberts (’59 J.D.), a University Regent and benefactor, received the Law Medal.

May: Rebuilt after suspected arson delayed completion by a year, the Kennedy Apartments opened to upperclass students. About 220 juniors and seniors reside there this year. An in-house bistro and Zags apparel shop are located on the ground level. The second half of the complex, to house about 200 more students, is under construction.

June: Margot J. Stanfield, vice president for university relations, was honored by the Jesuit Advancement Administrators with its highest award, the J. Barry McGannon, S.J., Award. This honor is reserved for individuals who provide exemplary service in advancement to Jesuit higher education.
# Governance

**Chief Operating Officers**

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<tr>
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<tbody>
<tr>
<td>President</td>
<td>Robert J. Spitzer, S.J.</td>
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<td>Chancellor</td>
<td>Bernard J. Coughlin, S.J.</td>
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<td>Interim Academic Vice President</td>
<td>Thayne M. McCulloh</td>
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<tr>
<td>Vice President for Finance</td>
<td>Charles J. Murphy</td>
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<td>Vice President for University Relations</td>
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<td>Corporation Counsel</td>
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**Board of Trustees**

*University's policy-making body*

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**Trustees Emeriti**

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**Board of Regents**

*Advisory board to the President and Trustees*

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<tr>
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### PERMANENT ENCOMIENDS

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<td>Campus Heritage</td>
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<td>Campus N.</td>
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<td>Central California Scholarship Fund</td>
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<td>Class of 96</td>
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### Total Annual Support Endowments

| Description                                                                 | $1,045,870 | $9,354,918 |

### Restricted endowments

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- **Total Gifts:** $1,217,199 (2006) / $1,216,533 (2007)

- **ANNUITIES AND SIMILAR FUNDS:**
  - **School of Business:** $121,291 (2006) / $147,009 (2007)
  - **School of Engineering:** $121,291 (2006) / $147,009 (2007)
  - **School of Law:** $121,291 (2006) / $147,009 (2007)
  - **School of Medicine:** $121,291 (2006) / $147,009 (2007)
  - **School of Social Work:** $121,291 (2006) / $147,009 (2007)
  - **School of Nursing:** $121,291 (2006) / $147,009 (2007)

- **Total Restricted Endowments:**
  - **School of Business:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Engineering:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Law:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Medicine:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Nursing:** $22,940,345 (2006) / $22,840,345 (2007)

- **Total Permanent Endowments:**
  - **School of Business:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Engineering:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Law:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Medicine:** $22,940,345 (2006) / $22,840,345 (2007)
  - **School of Nursing:** $22,940,345 (2006) / $22,840,345 (2007)
unrestricted operating expenses 2006-07

- instructional 30%
- student aid 27%
- general administration & institutional 13%
- other 9%
- auxiliary enterprises 9%
- plant operations 5%
- student services 4%
- libraries 3%

unrestricted operating expenses 2003 to 2007

- 2002-03: $80,259,000
- 2003-04: $90,733,000
- 2004-05: $99,128,000
- 2005-06: $107,619,000
- 2006-07: $117,727,000
unrestricted operating revenues 2006-07

- tuition & fees 83%
- auxiliary enterprises 12%
- gifts 2%
- other 3%

fundraising 2003 to 2007

- 2002-03: 8,600 donors, $14,000,000
- 2003-04: 8,670 donors, $17,200,000
- 2004-05: 11,301 donors, $15,600,000
- 2005-06: 11,855 donors, $15,226,000
- 2006-07: 11,690 donors, $15,824,000
### Statistical and Financial Highlights

#### Statistics

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#### Faculty

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#### Financial

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#### Physical Plant (Thousands)

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<td>Total gross physical plant</td>
<td>$251,851</td>
<td>$225,281</td>
<td>$213,672</td>
<td>$194,800</td>
<td>$162,937</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td>$75,520</td>
<td>$68,347</td>
<td>$62,267</td>
<td>$57,285</td>
<td>$53,143</td>
</tr>
<tr>
<td>Total physical plant, net</td>
<td>$176,331</td>
<td>$156,934</td>
<td>$151,405</td>
<td>$137,515</td>
<td>$109,794</td>
</tr>
</tbody>
</table>

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Gonzaga Connection: BBA in Accounting ’76; married to Julie Rehberger, BA ’76

Chapter: Tacoma

Occupation: Partner and managing director, McGladrey and Pullen, PLLC and RSM McGladrey, Inc., an international accounting and consulting firm.

What most inspires you about GU? “Gonzaga has a family atmosphere about it. The faculty and administrators at Gonzaga strongly believe in the university and what they do.”

Paul remembers in particular two people at Gonzaga who had a significant influence on him. The first was Dan Brajcich, who taught accounting. “Professor Brajcich was a hard, demanding instructor who was feared by many, but he was a kind-hearted individual who knew, really knew, all of his students. Approximately 20 years after I graduated, he and I met in Seattle. We went to lunch and he proceeded to tell me about all the accounting majors from my class. He knew where they were living and employed. It amazed me that he kept in touch with them.”

Paul and his wife, Julie, both volunteer much of their time in the community. “GU promotes community service. As I get older, my appreciation, respect, admiration and commitment for community service increases,” Paul says.

Why do you support Gonzaga?

“I strongly believe in the benefit of a good education and want to give back to the GU community.”

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Occupation: Special education teacher

What most inspires you about GU? “Gonzaga not only filled my educational needs and goals, but it also filled me spiritually.”

Amy, a special education teacher for three years, is currently a stay-at-home mom: “I am so happy that I am able to be my daughter’s first teacher!” A native of Fullerton, Calif., Amy says she could feel disconnected from friends and family now that she lives in New Jersey. “But with the Gonzaga chapter in New York I feel that I am back with an amazing community. Gonzaga is giving me a family away from home.”

It’s no wonder that Amy was eager to help start a Gonzaga chapter in New York. “I think the chapter is a great opportunity for graduates to reconnect and support Gonzaga. It is also a great way to recruit future Zags,” Amy says. What does she tell potential students interested in GU? “Gonzaga is a place where your teachers will not only know your name, but also take interest in your success, helping you whenever you need it. Gonzaga is also a place where you can grow spiritually. You will meet friends that will last a lifetime.”

Why do you support Gonzaga?

“I want Gonzaga to continue giving other students the same, wonderful experience that I was so lucky to have.”
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Frank and Sharon Bouten
Horace Bozarth†
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Mr. and Mrs. James Bresnaham
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Joseph W. Brunner
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Robert H. and Mary G. (Champaign) Clemens†
James E. Collins†
John H. Collins†
John P. Collins, Sr.†
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Harry J. Hanley†
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John Hanrahan
Robert and Donna† Hanson
Grayce Schade Harris†
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Suzanne M. Harris
Edna D. Hartman†
Kathryn E. Harty
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G. Donald and Nga Hawker
Frank J. Hawley
Dr. Terry L. Haws
Ellen Healey†
Charles and Barbara Hennessey, Jr.
Horton† and Mazi Herman
Phil and Lorelei Herres
Tony and Cindy Higley
John Hildebrand and Bird
Hildebrand-Sease†
Donna L. Hill†
Peter Hill
Daniel P. Hogan, Jr.
Edith A. Holmen
Melanie A. Homan
Stan and Shirley Hooper
Blanche Hopkins†
Margaret E. Hopkins†
Gary and Barbara Hordemann
John and Ellen Hough
Ruth E. Hovenden†
Frances E. Howard†
Lt. Col. Gregory M. Huckabee
Edward and Marie Hughes†
E.J. Hunt
Frederick W. Huppert†
Willis E. and Euretra James†
Don and Marilyn Jans
Donald H. Jans
Joseph Jantsch†
Edward Jeremiah†
Mr. and Mrs. Robert Jasper, Jr.
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Hugh C. Johnson†
Shirley J. Johnson
William F. Johnson†
Ina Johnston†
Emma H. Jones†
Dr. Robert L. Kalez, M.D.
Melvin Kaye
Dorothy Kelly
Kevin Keen
Duff and Dorothy† Kennedy
Joseph R. Keys†
Adolph G. Kijowski†
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Dorothy Knechtel†
thank you

Joseph† and Muriel Murphy
Pat and Frank Murphy
Ray and Shirley (Duffner) Murphy
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Joe Mostyn†
Shirley A. (Pemerl) Mulcayh
Tom P. Mulcayh
Denny Murphy†
John W. (Bill) Murphy†

Louverne W. Nott†
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Robert W. and Maureen A. O’Brien
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William and Monica O’Connell†
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Maudie O’Neill†
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William Osborn†
Guy and Madeline Ossello
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Robert Parker†
Ruth Patchen†
Ethisl Peassley†
Gregory R. Peterson
Anthony Plager
Stephen N. Pope†
Louis Powell†
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Herbert Redfield†
Cynthia M. Reyes-Methvin
Catherine Rhodes
Clare Rice†
Margaret S. Richards†
Wilfred A. Richardson†
Doug and Kathleen Rivard
William P. Roach†
Douglas W. Rohner
Robert H. Rolfs†
Dr. James F. Rooney
Lucille Rooney†
David and Maureen Rorick†
Ed Rosicky
Dr. and Mrs. Richard S. Rosler
John and Elizabeth Rudolf
Kerm† and Fran Rudolf
Agnes Russell†
Madeline St. Marie†
Frances Salla†
Barry W. Santana, Ph.D.
Michael Scarc rrina
Elizabeth Scheeland†
Steven Schenk and Gretchen Bening
Reed Schifferman
Gertrude Schmitt†
Bernard A. Schons†
Herman and Hilda Schu cher†
Irene Schumaker†
Virginia Schurra
Dr. and Mrs. Lester J. Schweagler
Lt. Col. Pequitt Schwerin
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Fred Shelton†
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Charles Siljeg
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Petronella Sammis Sneider†
Mary E. Snodgrass†
Norma E. Solman‡
Lee M. Solomon†
Mark and Valerie Sonderen
Carol J. Springer†
Judy A. Springer†
Margot J. Stanfield
Mary C. Stanton†
Jerry A. and Patricia Stebbins
Mr. Jeffrey R. Steffan
Charles H. and Diane Steilen
Bart and Sarah Stevens
Ivan and Marlene Stewart
Charles H. Stolz†
Daniel Stoner and Anne Santee-Stoner
Brady Lee Strahl
John W. Strizich†
Mary E. Stuart†
Patrick and Diane Sullivan
Dr. Robert W. Sullivan
Gertrude K. Sully†
Frank X. Suttey†
Arthur D. Swanson†
Robert† and Joan Taber
Ernest E. Tab scott†
Winston and Eloise Taggart†
John W. Talamage†
Tatsuo Tatsuuma†
Dr. and Mrs. Howard E. Tennant
Frances Thomas
George E.† and Margaret B. Tiessen
Alice Tietgen†
Charles A. and Helen Tilford†
Tom and Camilla Tilford
Hazel Toly†
Francis and Dorothea Townsend†
Rev. Eugene A. Tracy
Rosemary Triesch†
John and Betty Tubbs†

Mr. and Mrs. Michael A. Tucci
Effie Tuckert†
Robert P. Turnley
Dick and Patricia Twiss
Margorie Maum Trowy
Mary M. Trowy†
Bernard Tyrell, Sr., †
Albert Unrecht†
David and Karen Van Loan
Elizabeth Van Sistine†
Steven† and Laurette C. Van Voorhis
Jessie Vickrey†
Mary L. Vingo†
Leona T. Voell†
Rupert Vogl†
William J. and Kathleen K. Wagner
Anna Waldron
Robert J. Waldron, Jr.
Arthur J. Walligura†
Alexander Wallace III†
Robert C. Wallace
Roger C. Walsh†
Robert G. and Joan M. Wardian
James P. Warner†
Florence Wasmer†
Ralph B. Way†
Robert E. Wehmeir†
Albert Weiser†
Carrie Welch†
Helen Welty†
Kevin P. and Jennifer L. (Prince) West
Mr. and Mrs. Patrick J. West
Verna E. West†
Mildred Weston†
Harry L. Williams†
Karen J. Williams†
John A. G. Wilson†
The Hon.† and Mrs. John F. Wilson
Patrick Wilson†
Ryan Rodney Wilson
Mary H. Winder†
Alice G. Windsor†
Marie P. Wittman†
James and Jackie Wolff
David Wollersheim
Richard and Cathy Worner
William J. and Elizabeth A. (Cury) Wrigglesworth, Jr.
Lee and Barbara Wright
Geraldine Wynkoop†
Lucy C. Young†
Dominic J. and Lisa Zamora
Mary C. Zeller†
Anthony F. Zeyen†

Great care was taken to ensure the accuracy of this listing, and we would appreciate you alerting us to any errors or omissions. Please direct your inquiries to Laura Gatewood, Director of Stewardship, at 800.463.6825 or gatewood@gonzaga.edu.
Patrick Ream, Spokane

Gonzaga Connection: BBA ’95; married to Sarah (Somes) Ream, BA in Philosophy ’95

Chapter: Spokane

Occupation: Vice president of marketing for Next IT Corporation

What most inspires you about GU? “The profound and lasting impact it leaves on those associated with the university. Having recently moved back to Spokane, I now have an opportunity to broaden relationships with fellow alumni at work, within the community and with new friends. This increased exposure only reaffirms my belief in the community and in the excellent individuals the university produces.”

Patrick and his wife, Sarah, a GU alumna, are focused these days on raising their twin boys, Elliot and Keaton, who just turned 3. Patrick and Sarah met while on a Search Retreat offered through University Ministry. The Reams recently moved to Spokane from Portland. Getting involved in the Spokane Chapter was, according to Patrick, a great way to reconnect with Gonzaga and meet more Zags. His commitment to Gonzaga students and alumni is evident. He chairs the Gonzaga Alumni Mentoring Program in Spokane and is eager to strengthen the alumni community. “I have professionally and personally benefitted from associations with fellow alumni,” says Patrick.

Why do you support Gonzaga?

“Because of my belief in the Gonzaga community, fondness of my university experience, and desire to ensure similar opportunities for future alumni. While many things and faces have changed at the university since I attended, I believe that the prevailing spirit remains because of the support of alumni, friends, families and faculty who share in this philosophy.”
<table>
<thead>
<tr>
<th>Name</th>
<th>Class of 1975</th>
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**CLASS OF 1984**

32% Class Participation

$72,129

25th Reunion Year

50

**CLASS OF 1983**

23% Class Participation

$72,229

**CLASS OF 1984**

32% Class Participation

$34,834

**CLASS OF 1983**

23% Class Participation

$72,229

**CLASS OF 1984**

32% Class Participation

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32% Class Participation

$72,129

**CLASS OF 1983**

23% Class Participation

$72,229

**CLASS OF 1984**

32% Class Participation

$72,129
Gonzaga Connection: BA ’76; married to Paul Rehberger, BBA in Accounting ’76

Chapter: Tacoma

Community commitments: Has been involved on school boards, women’s clubs, Habitat for Humanity

What most inspires you about GU? “What I learned at Gonzaga, what most inspires me about Gonzaga, is how the dignity and sacredness of the individual is never lost, forgotten, or compromised. It’s a way of life that permeates the basic fiber of campus life.”

Julie and her husband, Paul, help lead the Tacoma Chapter. Julie says that her experience as a GU student was so rewarding, becoming involved in the Chapter was sure to be fulfilling as well. Volunteering for such endeavors as the Tacoma Chapter is second nature for Julie. “I have found my true vocation in community service,” she says. “My community service has, to some extent, been an extension of my family life. I have seen where the need was greatest in the course of our journey, and concentrated my energies there.”

Her work in the community truly is an act of faith, and she credits her Gonzaga education with helping to develop a deeper sense of faith and purpose. “At Gonzaga I received a foundation for my life; I have seen where the need was greatest in the course of our journey, and concentrated my energies there.”

If she were asked by a prospective student why Gonzaga would be a good choice, Julie says she would reply that GU is ideal because of its academic quality, and because “Gonzaga is small enough to make a student feel welcome, yet large enough to offer an abundance of opportunities to find your own niche.”

Why do you support Gonzaga?

Great things can be done by many; greater things can be done by more. Gonzaga is a great thing.”
Gonzaga Connection: BBA in economics '84
Chapter: Tacoma
Occupation: Director of special events and corporate relations for MultiCare Health System

What most inspires you about GU? “The spirit and camaraderie of Gonzaga students. To this day, the friends I made at GU are my best friends.”

Mike comes from a family of Zags. A member of his immediate family was a student at Gonzaga University every year but one between 1978 and 1996. A visit over Parents Weekend, when his family came to see his sister Kathy, solidified Mike on Gonzaga. “I felt really welcomed. Then, after I enrolled, my brothers Tim and Andy decided to go to Gonzaga as well.”

It seems there are Zags everywhere in Mike’s life; even in his work. “Over time, I have met dozens and dozens of GU alums during the course of normal business,” he says. “Invariably, we have a common experience from our time on campus. Having a personal connection makes establishing a business connection much easier.”

Mike is one who likes to make connections. So much so that he was a driving force behind Tacoma becoming the first active chapter. He rallied volunteers to establish the group and hold a kickoff event, and now serves as vice president of the chapter.

Why do you support Gonzaga?

“I want to support the people and programs that I benefited from in my time at GU.”


Class of 1992
25% Class Participation $24,923

Michael Shields, Tacoma
thank you
thank you

CLASS OF 1997
10th Reunion Year 20% Participation Rate $24,279

Christopher M. Miller, 8
Mary Alynn (Stone) Tatko, 9
Laura K. (Wall) Svarcs, 3
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Marnie (Gerding) Rorholm, 6
Carol Lynn (Wolfe) Rison, 8

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16% Class Participation Rate $10,443

*Theresa M. (Feulner) Anderson, 3
Jane I. Aras, 2
*Jason E. Baca
*Daniel R. Baker, 2
*Christina L. (Rappe) Van Vleet, 8
*Jennifer C. (Rappe) Van Vleet, 8
*Don Thomas, 7
*Sheila D. Stone, 2
*Jeff D. Sebenik, 5
*Carrick E. L. (Keme) Jones, 3
*William F. (Bill) Thompson, 7
*Cheryl A. (McCanta) High, 6
*Marjorie (McCanta) High, 6
*Sean Dannen, 3
*Megan J. Anderson-Reilly, 9
*Christopher Aleshire, 10
*Jennifer A. (Gibbons) Watson, 2
*Michelle A. (Barsotti) Hendrick, 2
*Erin E. (Weeks) Kerr, 6

CLASS OF 1999
16% Class Participation Rate $11,042

*Theresa M. (Feulner) Anderson, 3
John J. Zappone, 3

CLASS OF 2000
10% Class Participation Rate $25,729

David W. Lisewski
*Ryan E. Verhulp
John M. Vought, 4
*Robert Mark Waggy, 4
*Laura M. Wagner, 6
Mathias E. Watkins, 5
Rebecca M. (Gibbons) Watson, 2
Cathie Wehr, 4
*Kyle J. Wagner, 5
*John M. Wunderling, 2

CLASS OF 2001
8% Class Participation Rate $9,975

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*Peter T. Peterson, 5
*Jennifer C. (Rappe) Van Vleet, 8
*Mary B. Verner
*Carrie R. (Lime) Vernieuw, 4
John M. Vought, 4
*Robert Mark Waggy, 4
*Laura M. Wagner, 6
Mathias E. Watkins, 5
Rebecca M. (Gibbons) Watson, 2

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- $500 2006
- $1,000 2005
- $2,000 2004
- $5,000 2003
- $10,000 2002
- $20,000 2001
- $50,000 2000
- $100,000 1999
- $75,000 1998

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Amy N. (Jensen) Hawthorne, 2
John R. Hawthorne, 2
Miranda Helm, 2
Jennifer C. (Weber) Henderson, 5
Christopher H. Herzog
Mercedes M. (Barsotti) Hendrick, 2

*Thank you donors to support this effort.
Brandon Stanley, Anchorage

Gonzaga Connection: BA in Accounting '04, Young Alumni President's Council Member

Chapter: Anchorage

Occupation: Staff accountant at Thomas, Head, & Greisen, a CPA firm in Anchorage

What most inspires you about GU? “Gonzaga develops the whole person. The Jesuits, faculty, staff and students combine to create a unique Gonzaga Experience.”

When you're a Zag, you're never alone. Just ask Brandon Stanley. "After graduation I moved 2,500 miles away from family and friends to start my new job," he explains. "Before long, my experiences available to those who follow me .”

For Brandon, the most valuable part of his Gonzaga education was the liberal arts-based core curriculum. “It has provided me not only with the ability to answer the question, but also with the ability to solve the problem.”

As president of the Anchorage Chapter, Brandon has taken a leadership role to better serve his alma mater. “I don't believe I can ever fully repay what Gonzaga has given me. Serving as president is just one way I can give back to a place that has given so much.”

Brandon Stanley, Anchorage

Class of 2001

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Staci E. (Garrett) Smith, 3
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Joseph R. Marks
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Kathryn (Harris) Lockwood, 3
Andrew J. (Cline) Zambukos, 5

CLASS OF 2002

Michael D. YATES

“I love my college experience and the way we were able to create a unique Gonzaga Experience.”

Why do you support Gonzaga?

“This before me gave to Gonzaga so my generation would have the same opportunity to have the amazing experiences that they did. My support helps carry on that tradition, making my experiences available to those who follow me.”
Gonzaga Connection: Regent and GU parent; daughter, Katie, BA in Economics ’06 and MBA ’07.

Chapter: Seattle

What most inspires you about GU? “Gonzaga is a community in every way. Respect for all permeates the environment.”

Mary explains why her daughter, Katie, chose Gonzaga: “She was looking to continue her Catholic education at a school with a great sense of community. The Gonzaga family is so close, no matter where you are. She wanted to be a part of that.” So why did Mary choose Gonzaga to serve as a volunteer? “As the parent of a current student I wanted to show other parents and friends of Gonzaga that you don’t have to be an alumn to become part of the community. This is my way of helping to give back to Gonzaga for the wonderful experience and education that the University has given to my daughter.”

Mary’s many years with the Junior League have helped her serve Gonzaga’s Seattle chapter as it has integrated a community service component into its activities. Last spring a team of chapter volunteers helped complete their first home “makeover” for a 95-year-old woman who lives with her 60-year-old disabled son. It was the first of many such community service projects that the chapter intends to complete in the coming years.

Why do you support Gonzaga?

“I love the community; it is inspiring to me. My daughter gained so much from her education and the GU experience.”

Mary Herche, Seattle

Gonzaga Support:

*Annual Fund Contributor
Jack has always loved gathering fellow Zags to watch basketball games, and our spirit," Jack says. "Those are lessons I learned at a team that qualified for the national championships in Sarasota, Florida. He plays in a an Ultimate Frisbee league and has competed in his free time Jack likes to throw around a Frisbee. Seriously.

"I believe that you need to support those who support you. The lessons I learned at Gonzaga – some I understood when I received them on campus, others I am just beginning to understand as I move through life – have helped me realize how important my GU experience has been in becoming the person I am today. GU has always been there to support me and that type of relationship is one where you want to give as well as receive."
Gonzaga Connection: BBA in Accounting ’03, MBA ’04; married to Matthew Sullivan, BA in History and Political Science ’03

Chapter: Seattle

Occupation: Senior accountant/auditor, Deloitte & Touche

What most inspires you about GU? “There are so many people who have a connection to Gonzaga who are out in the world really making a difference. Also, the relationships you make at Gonzaga are so important.”

Brooke fully expected her Gonzaga education in accounting to serve her well in the workforce. She didn’t expect it to be so easy and enjoyable to stay involved with Gonzaga after finishing her studies here. “It was helpful being able to join the Seattle Chapter and get involved with alumni activities,” Brooke explains. “I really enjoy being around fellow Gonzaga graduates and their friends and family.”

Community service has always been a big priority for Brooke. “I knew I wanted to be involved in the Service and Mission committee of the Seattle Chapter because I think this is one of the most important things that we gained from our time at Gonzaga: commitment to serving others, and gathering to have mass together as well.” When she left Spokane after graduation, Brooke wanted to get involved in community service but found it hard to find the right projects at the right time. She noticed that other GU alumni were experiencing the same thing, so she decided to help organize group community service projects for fellow Gonzagans through the Seattle Chapter.

Why do you support Gonzaga?

“I think it is important to give back to Gonzaga because Gonzaga has given me so many gifts.”

Brooke Sullivan, Seattle

For more information on how you can support Gonzaga, please visit our website at <gzo.edu> or contact us at 509-323-5715.

How to Support Gonzaga

There are many ways to support Gonzaga, including making a gift, volunteering your time, and spreading the word about Gonzaga to others. We encourage you to explore our website and learn more about the ways you can support Gonzaga.

Mentioned in the text:

- Brooke Sullivan, Seattle
- Gonzaga University
- Gonzaga Connection
- BBA in Accounting ’03, MBA ’04
- Married to Matthew Sullivan, BA in History and Political Science ’03
- Seattle Chapter
- Deloitte & Touche
- Seattle, Washington

Great care was taken to ensure the accuracy of this listing, and we would appreciate you alerting us to any errors or omissions. Please direct your inquiries to Laura Gatewood, Director of Stewardship, at 509-323-5715 or lgatewood@gzan.edu.
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Laura Gatwood, Director of Stewardship, at 800.463.6925 or
gatwood@gatwood.edu.
thank you
Gonzaga Connection: BBA ’87, MBA and JD ’92; married to Heidi Harrington, BBA in Management ’90

Chapter: Tacoma

Occupation: Director of labor and employment law at Group Health

What most inspires you about GU? “The care and concern shown by everyone at the school for everyone at the school.”

It wasn’t Mike’s original plan to come to Gonzaga. A native of Oregon, he actually had planned to attend the University of Oregon. That is, until he accompanied his then-girlfriend on a visit to Gonzaga, where she had applied. He liked what he saw at GU, applied for scholarship support, and the rest is history.

Mike is happy he chose Gonzaga. “I have always been pleased with what Gonzaga prepared me to do. I can’t say I was the best student, but I know that I can write well, think critically, speak cogently, and participate in the special relationship that God calls us to have with Him,” he says. “What I am surprised about versus when I was actually receiving my education!”

He became involved in the Seattle Chapter to “channel my enthusiasm (or as my wife calls it, ’fanaticism’) about Gonzaga.” Mike says. He also serves on the board of directors for the African American Cultural Center in Kent, Wash. AACC works with schools and provides coaching to at-risk students.

Why do you support Gonzaga?

“Just trying to return the favor.”

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