

◆◆◆
WELCOMING
THE NEW
ACADEMIC
YEAR WITH
MARDI GRAS
SPIRIT





WELCOME!

Shiloh Blacksher

Roger Willis





LAND
ACKNOWLEDGEMENT
Primavera Reza-Nakonechny






LAND ACKNOWLEDGEMENT

We at Mt. San Antonio College acknowledge that the land which we occupy is unceded ancestral territory of the Tongva-Gabrielino people, Indigenous to this region for thousands of years.

We recognize the Tongva-Gabrielino people have suffered an immense loss of their people, culture, lands, water, and other natural resources due to the theft, murder, kidnapping, and enslavement. These injustices started with colonization, and most Indigenous people consider colonization a current and ongoing process.

The Tongva-Gabrielino view this land as a source of healing, nourishment, and protection.

As students, faculty, staff, and alumni of Mt. San Antonio College, we honor the Tongva-Gabrielino by acknowledging their legacy and current lived experiences.



We recognize this land acknowledgment as an opportunity for Mt. SAC to advocate for Indigenous students through the support of the First Peoples Native Center and continued learning and shared knowledge for Native Americans and Indigenous peoples.



LET THE GOOD
TIMES ROLL

Vocal Jazz Choir
Dr. Jeremy Fox





BIENVENUE!
A GRAND MARDI GRAS
WELCOME
Dr. Martha Garcia

◆◆◆

WELCOME TO THE 2024-2025
ACADEMIC YEAR!!!

We will have a great year!



◆◆◆ S S
The gift I receive when our students thrive!





Placing our Why First as we Create our New Education and Facilities Comprehensive Plan



- The Education and Facilities Comprehensive Plan (EFCP) is the College's broad-based long-range plan.
- Engage in respectful discussion informed by a focus on the Mt. SAC Mission, Vision, and Values, Vision 2030, a DEISA+, equity-minded leadership and healing centered engagement.
- Assess accomplishment of the Mt. SAC Mission and is the blueprint for how best to serve our students for the next decade.

ECFP Task Force



The EFCP Task Force includes 31 members with broad-based representation

- Students
- Faculty
- Classified Professionals
- Managers
- Participatory governance leadership with an emphasis on DEISA+ and healing-centered engagement

Equity Minded Planning and Healing Centered Engagement Integrated into Institutional Planning

- People affected are the agents of change
- Restoration is in culture and identity
- Acknowledges the intersectional nature of identity
- Elevates shared experiences
- Shaped by collectivism verses individualism
- Community is more than their traumas
- Focuses on hopes and aspirations and what we want to achieve






Equity-Minded Leadership


Dr. Garcia's Definition

Equity-Minded Leadership recognizes and takes personal and institutional responsibility for the patterns of inequity reflected in student outcomes, especially for our marginalized students.

Addressing inequity in higher education requires courage and a commitment and ability to identify, develop, and implement a student success agenda that places equity and social justice front and center. Equity-Minded Leadership is grounded in being authentic and it requires compassion, care and embracing the different experiences that people have, and diverse paths they are navigating.



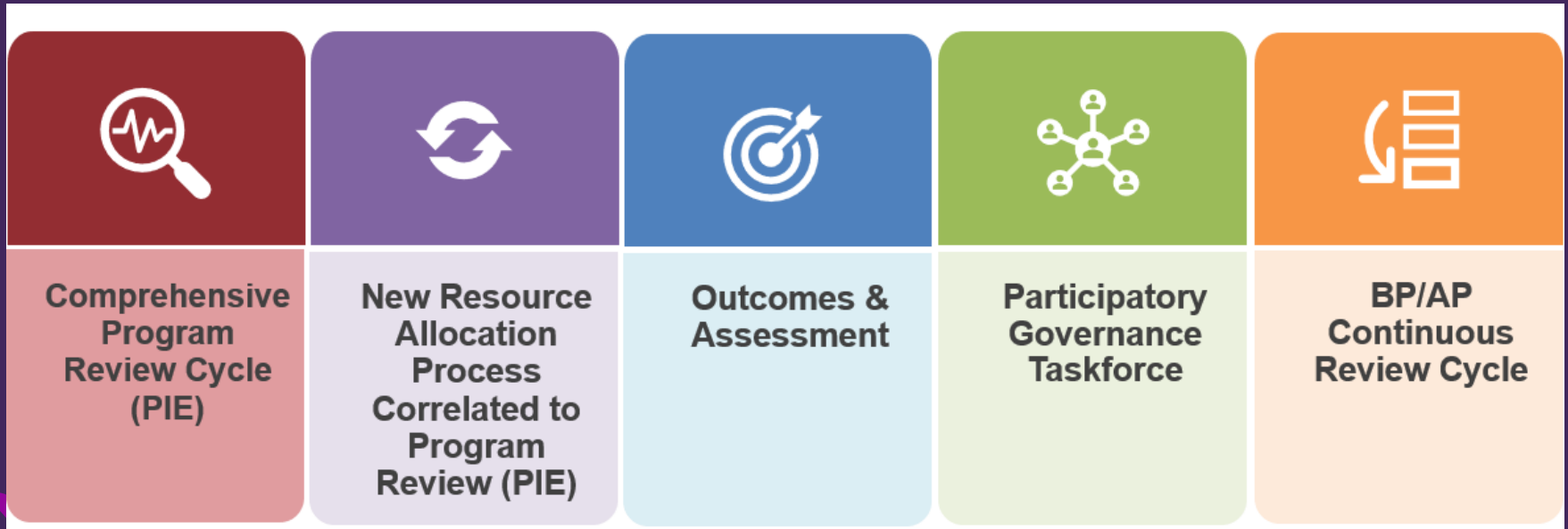
Equity-Minded Leadership reflects a collective commitment to Equity and Inclusive Excellence that is mindful of the impact of identity, power, intersectionality and action.



Traditional vs. DEISA+ Comprehensive Plans

	Traditional	DEISA+
Focus	Institutional with a facilities emphasis	Student- & community-centered with instructional and support services emphasis
Process	Hierarchical, limited stakeholder inclusion	Inclusive, broad, diverse
Data	Program vitality and future program growth (e.g. FTES, efficiency)	Quantitative & qualitative
Integration	Linkages lacking or fragile	Clear, interdependent linkages
Implementation	Not addressed or limited to facilities	Clear, aligned with planning and resource allocation
Impact	Limited buy-in, commitment, accountability	Broad ownership, commitment, accountability

Integrated Planning Efforts Aligned with the EFCP Development



Integrated Approach

“A sustainable approach to planning that **builds relationships, aligns the organization, and emphasizes preparedness for change.**”

-Society for College and University Planning (SCUP)



Introducing the Framework

PART 1

History and Data Matters

Analyzing outcomes from a racial and demographic perspective

PART 2

Stories Matter

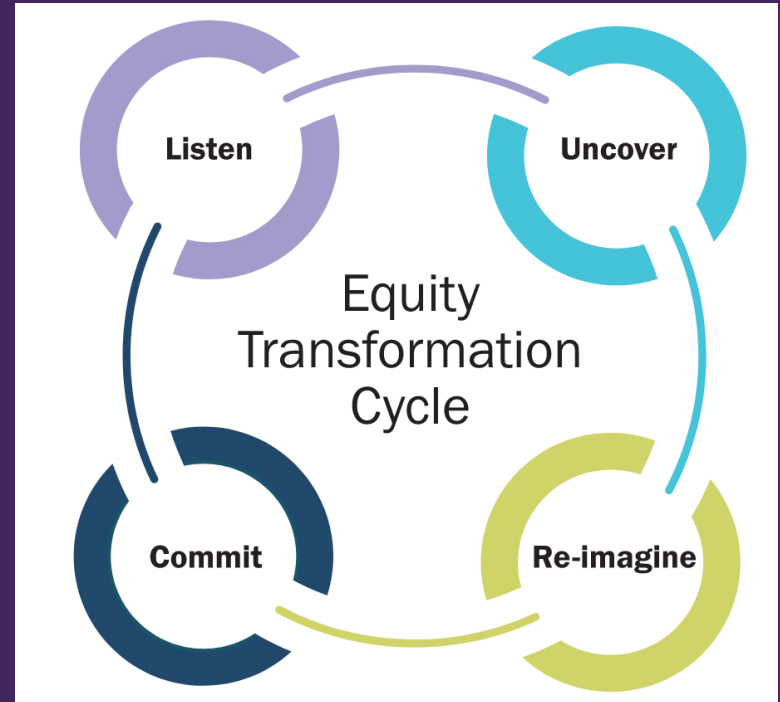
Incorporating community priorities into long term facility planning.

PART 3

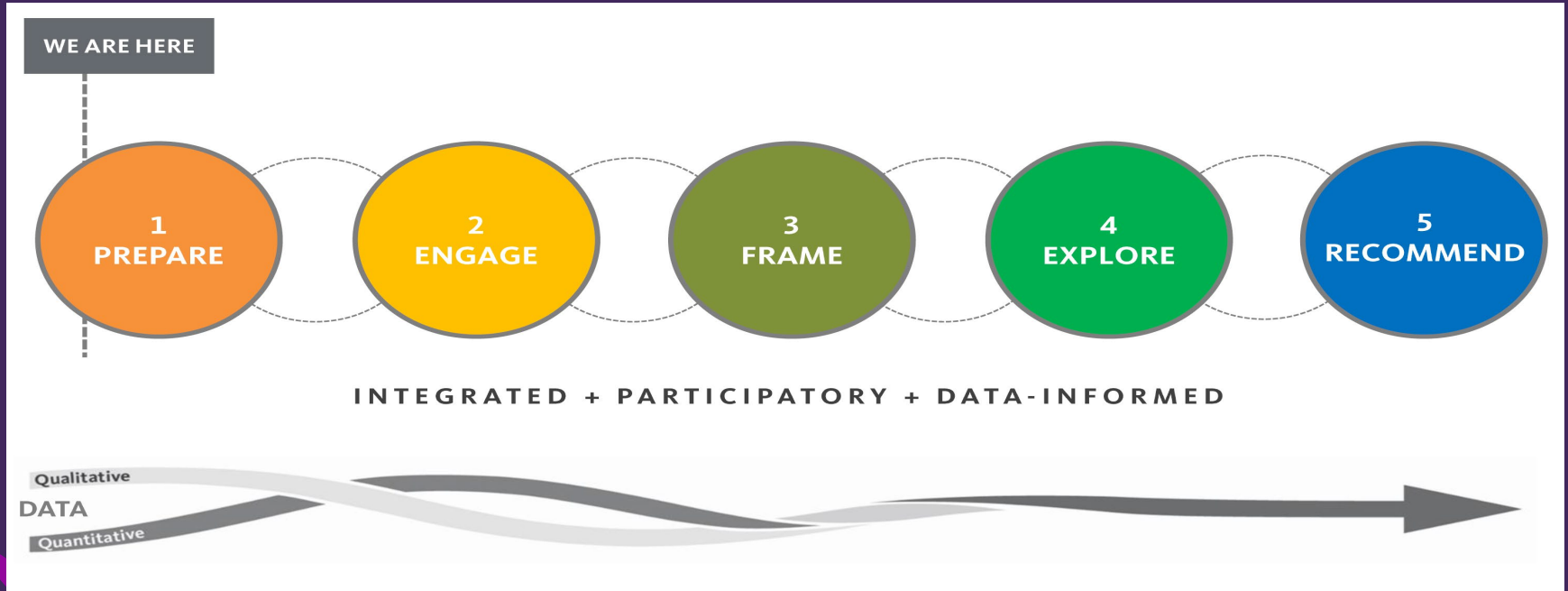
Collaboration and Outcomes Matter

Developing a prioritization methodology for the future.

START



Integrated Approach



A New Focus for the Comprehensive Plan




Support Needed from You!

- Participate and provide input
- Encourage students to participate, this plan will create a blueprint to help them and hold us accountable for their success
- Communicate the importance of the EFCP






Implementation of the ECFP

- Effective Fall 2025
 - Each of you will carry out the goals and priorities depicted
 - We must tear down silos
 - Be inquisitive and innovative
 - Resource allocation will be directly correlated to the EFCP
- 





FISCAL UPDATE

- Thank you for your patience and commitment!
 - We will continue to be proactive and transparent.
 - We will prepare for three years of fiscal challenges.
 - We commit to communicate.
 - We are in this together!
- 

we are
ALL IN THIS
together





THANK YOU!



¡Muchas Gracias!





Gratitude can transform common days into thanksgivings, turn routine jobs into joy, and change ordinary opportunities into blessings.

William Arthur Ward

GRATITUDE



Thank You



COLLEGE CHAMPION AWARDS



BURNING BRIGHT

Recognizing the impact on the campus community

TITLE V GRANT TEAM

“We presented at conferences together, we came up with ideas to support each other across projects, and we modeled cooperation for others. We trusted one another (and still do); the differences of classification seemed to melt away with this team because we are all committed to Mt. SAC’s core values. Even when we were not having a good day, week, or month – we found a way to help one another persevere. We keep the flame of positive spirit alive within our core team daily.”



LINDA ROGUS, Professor/Department Chair, Aeronautics


“In short, Linda Rogus is an incredible gem who operates at an entirely different level than any other faculty member that I know. Her deft skills in communication and coordination are just amazing. Her “Ambassador” outreach to other schools in the region showcasing Mt. SAC is without equal anywhere. Her programs not only impact our students and our college community today, but will impact our college well into the future.”



TORCH BEARER AWARD

Recognizing the impact beyond campus community

STEVEN VALDES, Professor, Accounting



“Mr. Valdes manages the Volunteer Income Tax Assistance (VITA) program which provide students the knowledge and skills to prepare taxes for the those in the community who generally make \$64,000 or less, persons with disabilities, the elderly, and limited English-speaking taxpayers who need assistance in preparing their own tax returns. He must go through a rigorous process to be approved by the IRS every year and dedicates months to teaching students and preparing for the program. He dedicates over seven of his Saturdays from 6 am to 5 pm to teach and oversee the program. He supports students as they progress through the program and recognizes them for their accomplishments. He purchases food for the students, most of the time out of his own pocket, and purchases graduation sashes for them to wear at commencement. He buys and has these sashes customized with the VITA program on them with this own money. He also receives certificates for them from the IRS and the California State Legislation and honors them with these awards. Students are able to use these certificates and hands-on skills learned as part of their resume, career development, and professional growth.”






ETERNAL FLAME AWARD

Recognizing lifetime achievement



MARIA TORRES, Administrative Specialist III, Nursing Program

“With over 40 years of service to Mt. SAC, Maria Torres is the type of person you think of when you think of a College Champion. As the Nursing Department’s Administrative Assistant 3, Maria manages various responsibilities by engaging in effective communication and participation. Maria always approaches her responsibilities with integrity within a student-focused approach. Her positive spirit in collaboration with community building ensures a positive environment. Maria initiates and advocates for students, as she listens to individualized needs, and incorporates an empathetic approach to the student’s progress in the nursing program. With her many years of service to the college, she has connected students with various resources on campus, ensuring that students get the support and resources they need to be successful in the nursing program. Maria is the glue that holds our department together. Her knowledge of processes and procedures is integral to our day-to-day activities and to our overall departmental goals. As Maria nears her retirement in December, I know our department will miss her. She is an extraordinary colleague, a caring servant leader, and someone that I would classify as a College Champion.”





PARADE OF PROGRESS

Morris Rodrigue

Ryan Wilson

Kelly Fowler

Dr. Madelyn Arballo

Dr. Melba Castro

Accreditation Core Team





ADMINISTRATIVE SERVICES

Morris Rodrigue

- Campus Safety
- Follett Adopt (Online Textbook Adoption Tool)





HUMAN RESOURCES

Ryan Wilson

2024 TITLE IX REGULATIONS





Title IX of the Educational Amendments Act of 1972



“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”






Jurisdiction

The College must address conduct that may reasonably constitute sex discrimination under Title IX that:

- allegedly occurred in the College's education program or activity,
 - is subject to the College's disciplinary authority, OR
 - occurred outside the recipient's education program or activity and allegedly contributed to a hostile environment within the education the College's program or activity.
- 
- 



Behavior to Report


- Sex discrimination includes discrimination based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
 - Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:
 - Quid pro quo harassment. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment); or
 - Specific offenses: sexual assault, dating violence, domestic violence, or stalking.
- 





Training



Must train all employees upon hire and annually thereafter on:

- The College's obligation to address sex discrimination in its education program or activity;
 - Scope of conduct that constitutes sex discrimination, including definition of sex-based harassment; and
 - All applicable notification and reporting requirements under Title IX, including reporting information about sex discrimination to the Title IX Coordinator and providing information to pregnant students.
- 





Pregnant Students

- Employees who are directly informed of a student's pregnancy/related conditions must: (1) Provide student the Title IX Coordinator's contact information; and (2) tell student about the Title IX Coordinator's ability to take/coordinate specific actions & ensure equal access.
 - The College must make reasonable modifications to policies, practices, or procedures based on individualized needs to prevent discrimination and ensure equal access. A modification is not reasonable if it would fundamentally alter the nature of the College's program or activity.
 - The College cannot require a student who is pregnant/has related conditions to provide medical certification to participate unless:
 1. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
 2. The College requires such certification of all students participating in the class, program, or extracurricular activity; and
 3. The information obtained is not used as a basis for discrimination
- 
- 



Pregnant Students – Do's and Don'ts

DO:

- Upon oral or written notification of pregnancy from a student, promptly:
 1. Tell the student the name of the Title IX Coordinator and their contact information.
 2. Tell the student the Title IX Coordinator has the ability to coordinate specific actions to ensure equal access and prevent sex discrimination.
- Allow pregnant students the same modifications provided to other students who are not pregnant.
- Allow breaks to eat, drink, use the restroom, or for lactation purposes during or post pregnancy.
- Allow pregnant students to carry or keep water nearby, and drink it.
- Allow pregnant students to use a bigger desk or provide a bigger uniform.

DON'T:

- Ignore a pregnant student's request(s) for modifications.
- Deny a pregnant student's request(s) for modifications without consulting with the Title IX Coordinator.
- Do not ask a pregnant student for medical documentation.
- Do not exclude a pregnant student from participation in class or other College programs or activities.
- Do not deny a pregnant student breaks to use the restroom.
- Do not fail or take any adverse action against a pregnant student because they requested or utilized a reasonable modification.
- Do not deny a pregnant student who takes a leave, reinstatement to the same academic or extracurricular status that they held when leave began.





Questions?

email: eeo.titleix@mtsac.edu

call: (909) 274-5249





INSTRUCTION

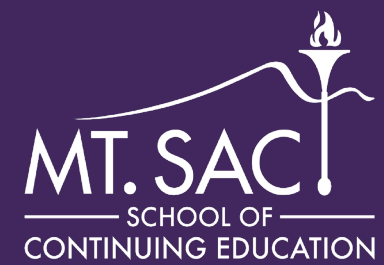
Kelly Fowler





SCHOOL OF CONTINUING EDUCATION (SCE)

Dr. Madelyn Arballo
Dr. Tami Pearson



SCE: About Us

- Headcount 53,000+ unduplicated noncredit students (2023-24)
- Demographics: American Indian 1%, Asian 28%, Black 4%, Latino/Hispanic 53%, Pacific Islander <1%, White non-Hispanic 13%
- 116 short-term CCCCO certificates, mostly CTE
- 6,000-7,000 noncredit students transition annually to credit with 2.9 average GPA
- 11 FT professors, 9 FT counseling professors, 450+ adjunct



Dually accredited by ACCJC and ACS WASC

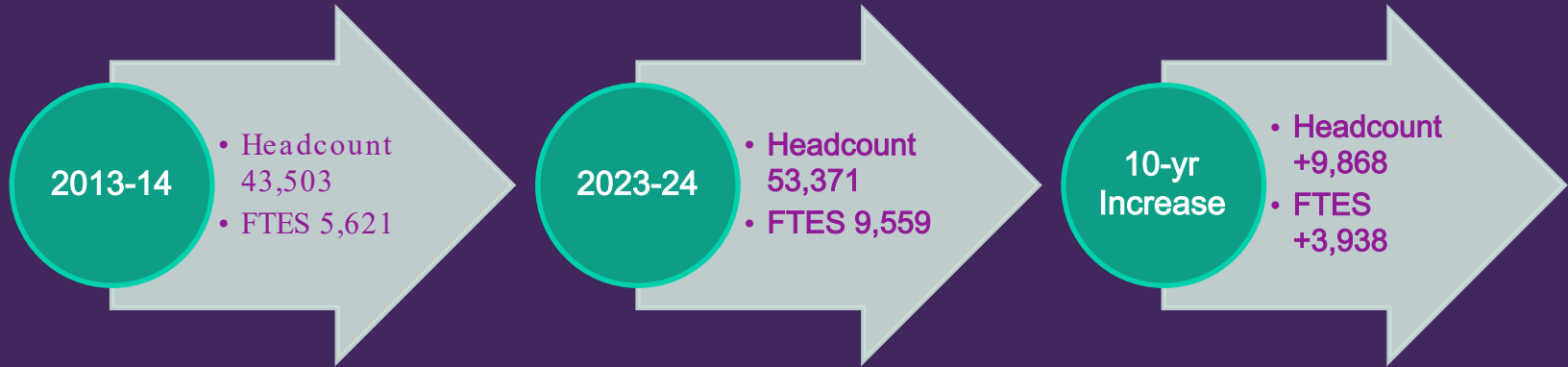
Mt. SAC is the only California community college to be dual -
accredited

Reaffirmed by WASC in June 2024 for SIX additional years until 2030!





School of Continuing Education's 10-YEAR GROWTH



Driving Equity: The Story of Mt. SAC SCE's Growth

- High-quality SCE faculty
- Student-centered C&I and support services
- Campus integration supporting equity for SCE students
 - Mirrored classes, NC support classes, tutoring, pre-CTE courses, AIME partnerships, Academic Senate and Faculty Association appointments
- Close collaboration with ILT and SST
- Significant College Investment:
 - Full-time noncredit faculty, establishment of the SCE Division, dedicated IT staffing, etc.





Noncredit to Credit Transition/Equity Work

- Student is the center of this work
- TAG (Transitional Advisory Group) identifies joint priority actions and working groups to identify and enact solutions that support noncredit student transitions
- Current workgroups:
 - Counselors (articulations, mirrored)
 - Adults with Disabilities
 - Coming Soon – Admissions w/focus on nonresidents
- Research and data

Mirrored Articulations

Fall 2023 - Spring 2024

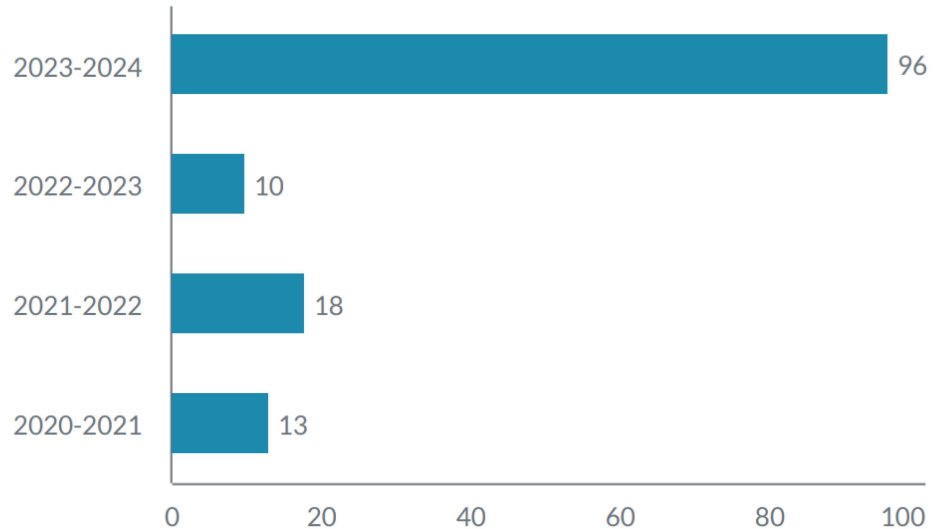


96

Articulations
in 2023-24

In Fall 2023, improvements to the processes for communicating with students about mirrored courses and articulations were a major focus. The SCE Transition Counselor worked closely with the Mt. SAC Articulation Team to ensure students were completing the paperwork and the necessary steps to gain college credit for articulated mirrored courses. This resulted in the highest amount of articulations ever in an academic year.

Articulations by Academic Year



NEW SCE Programs—ALL TUITION FREE

- Vocational Nurse (LVN)
 - Only community college to have a noncredit LVN Program
 - First cohort in January 2025
 - The application period is open now until October 2024
- Registered Behavior Technician (RBT) – Fall 2024
- Ownership Clerk/Technician - Fall 2024
- Phlebotomy – Fall 2024
- Classes in Other Languages
(Education for Older Adults,
HS Equivalency, Short-term Voc)



Short-term Vocational Programs
<https://www.mtsac.edu/sce/stv/>



THANK YOU FOR SUPPORTING SCE STUDENTS!





STUDENT SERVICES

Dr. Melba Castro



Welcome
PRIDE
CENTER



WELCOME



Dual Enrollment

STUDENT SERVICES

Management Updates

Dr. Ed Henderson
Acting Associate Dean
Dual Enrollment

Marlyn Holt
Director, Dual Enrollment

Dr. Sara Gamez
Assistant Director
EOPS/CARE and CalWORKS

Dr. Janetta Page
Interim Director
Student Life

Haneen Alghita-Aguilar
Interim Assistant Director
Behavioral Health Services

Mercedes Cunningham
Special Project Manager
Center for Black Culture &
Student Success

Kevin Truong
Special Project Manager
PRIDE Center



STUDENT SERVICES

Location Updates



Career, Transfer &
Completion



9B 2nd Floor

ACES TRIO

327

Behavioral Health
Services

9E-2300





WELCOME CENTER



ACCREDITATION UPDATE

Kelly Fowler
Barbara Mezaki
Hong Guo
Lianne Greenlee

ACCJC Commendation

For our “*student-centric approach to support services and engagement in co-curricular and athletic programs, which has resulted in significant increases in student success outcomes.*”





ACCJC Commission Action

Reaffirmed Accreditation for 18 Moths Requiring a Follow-Up Report with Visit

Recommendation on RSI

*“Standard II.A.7 and Policy on Distance Education and
Correspondence Education:*

*In order to meet the Standard(s), the Commission requires that the
college **ensure that regular and substantive interaction (RSI) takes
place in distance education courses.**”*



Collaborative RSI Efforts

- Rubric to Self-Assess RSI
- Distance Learning Handbook
- Academic Senate RSI Taskforce Report
- May 2024 Side Letter To implement the Academic Senate Taskforce Accreditation and RSI Report Recommendations
- *RSI Mentoring & Course Review*
- ACCJC Call to Action RSI Rubric in Development





ACCJC Call to Action: RSI Update

ACCJC launched a Strategic Initiative to enhance quality instruction and improve equitable student outcomes in the Distance Education modality.

- 50+ volunteers from across the region provided expertise and feedback
- Mt. SAC volunteers: *Michael Dowdle, Sheila Wright, Barbara Mezaki, Hong Guo, Michelle Newhart*

Pilot Resources Now Available

- Pilot Quality Continuum Rubric for Distance Education
- Pilot Addendum to the Protocol for Distance Education Review
- Pilot DE Assessment Tool for Peer Reviewers



YOUR Feedback Opportunities (*Open Now until November 15th*)

- Survey: Give input on the pilot resources
- Listening Sessions: September 3rd at 4 pm or September 4th at 11 am





Timeline for ACCJC Follow-Up Report

Summer
2024

- Mt. SAC faculty participated in development of ACCJC RSI Rubric

Fall
2024

- DL faculty engage in RSI Mentoring & Course Review using ACCJC RSI Rubric

Spring
2025

- Local Quality Check: RSI Coordinators review 100 courses using ACCJC RSI Rubric

October
1st 2025

- Follow-Up Report due to ACCJC
- ACCJC Team reviews 50 Spring 2025 courses using ACCJC RSI Rubric:
85% Must Demonstrate RSI

Fall
2025

- Follow-up Visit
- 
- 



UNITY IN RHYTHM

Dani Silva

Emily Woolery

Dr. Tania Anders



ASSOCIATED STUDENTS

Dani Silva





FACULTY ASSOCIATION

Emily Woolery





ACADEMIC SENATE

Dr. Tania Anders



OFFICERS

Tania Anders, President
Raul Madrid, Co-VP
Roger Willis, Co-VP
Sara Mestas, Secretary



Senate President Office
Building: 4, Room: 2465-1
tanders1@mtsac.edu
x 5436

Thursday is Senate Day
Senate Exec 2x/month (11:20 am- 1:05 pm)
Full Senate 2x/month (11:30 am- 1 pm)
Guests are always welcome

EXECUTIVE BOARD MEMBERS

Shiloh Blacksher, Director
Marissa Case, Director
Michael Dowdle, Director
Donna Necke, Director
Bruce Nixon, Director


Alexandra Creola, Senator at Large
Shelley Doonan, Senator at Large
Lani Ruh, Senator at Large
Jamaika Fowler, Senator at Large
Felix Jollevet, Senator at Large

Lízbet Sanchez, Faculty PD Coordinator
Malcolm Rickard, Curriculum Liaison
VACANCY, Legislative Liaison
Emily Woolery, President – Faculty Association
Joshua Christ, VP – Faculty Association





Your Senators


- Your senator/s is/are your voice for the department at senate.
 - They vote on your behalf on senate matters.
 - They keep you informed about senate matters.
-
- Each designated department elects one department senator (may be PT faculty).
 - > 10 FT faculty → elect one additional department senator.
 - 5 Senators-at-Large (election), one of them PT faculty
 - Two-year terms
- 






How YOU Can Get Involved

- **Senate Academy: 4th Friday of month, 12-1:30 pm (Zoom)**
- Serve on councils/committees
- Review work of senate (and Board of Trustees) on BoardDocs
- Visit the Academic Senate website
- Reach out to Senate Exec Board members or your senate rep with questions



FYI: Purpose and Function Statements, as well as meeting times for each committee, can be found on the [college committees](#) as well as the Academic Senate Website.





ACADEMIC SENATE
OUTSTANDING AWARDS



Please Stand and Be Recognized


2023

- Faculty: Cecelia Thay, Child Development and Education
- Adjunct Faculty: Cameron Deen, Kinesiology

2022

- Faculty: Solene Alghannam, World Languages
- Adjunct Faculty: William Chesher, Aeronautics
- Classified: Christine Ojeda, Administrative Specialist, Kinesiology
- Manager: Joe Jennum, Dean of Kinesiology

2021

- Faculty: Franklin Reynolds, Communications
 - Adjunct Faculty: John Geiger, CEA (Film &TV)
 - Classified: Maria Vaughn, Lab Tech Physics, Science, and Engineering
 - Managers: Duetta Wasson (Langevin), Director of Risk, Meghan Chen, AVP of Instruction
- 






ACADEMIC SENATE
OUTSTANDING AWARDS
2024

Full-Time Faculty
Manager
Classified





OUTSTANDING FULL-TIME FACULTY

- This faculty member has authored many senate resolutions at the local and state level (ASCCC).
 - Has and continues to represent faculty and serves as a faculty leader in many roles.
 - Has used AI in new ways to foster student engagement in lessons online and in-person.
 - Has been involved in several committees, clubs, and student-events.
 - Serves as a Department Chair.
 - Is a mentor to many and a very passionate educator and colleague.
- 





OUTSTANDING FULL-TIME FACULTY





KELLY RIVERA
Professor, Political Science





OUTSTANDING MANAGER

- Acting Director of Professional and Organizational Development (POD).
 - Leading the work on the Hispanic Serving Institutions Title V grant.
 - Committed contributor to many student-centered efforts, such as a panelist at El Centro events. They have also worked to bring *ACUE*, *CORA*, and *ELLA* to the campus.
 - They find the time to work with students and faculty, are highly approachable, and encouraging.
- 
- 



OUTSTANDING MANAGER



DR. LISA RODRIGUEZ

Acting Director of Professional and Organizational Development





OUTSTANDING CLASSIFIED

- This individual has been an Administrative Assistant for over 40 years.
- They have been the stabilizing factor for full-time and part-time faculty in the department.
- An excellent resource for students in the department, especially in times when getting answers around campus can be difficult.
- Goes out of their way to help students, going so far as to sit with a student's mother in the hospital so the student could complete exams.



OUTSTANDING CLASSIFIED



MARIA TORRES

Tech and Health Division Administrative Specialist



Congratulations!

Mt. San Antonio College
Academic Senate





EXCELLENCE AND INNOVATION IN TEACHING AND LEARNING THROUGH OUTCOMES ASSESSMENT

Kelly Coreas and Chris Jackson



STUDENT AND ACADEMIC SUPPORT

TITLE V TEAM

Dr. Lisa Rodriguez, Dr. Mica Stewart, Dr. Tiffany Kuo, Diana Felix, Lisa Amos, Adrienne Price, Cathy Stute, Gina Coburn, Cara Tan, Krysten De Wilde, Loni Nguyen, Dr. Hong Guo, Mike Hood, Ned Weidner, Tony Rivas, Chris Jackson, and Dan Garcia

Through the Developing Hispanic Serving Institutions Grant for Creating an Equity Minded Campus Culture to Improve Student Outcomes, the Title V team improved data literacy, created a culture of inquiry and facilitated over 300 faculty in earning equity in teaching certificates leading to greater incorporation of equity-minded teaching strategies across campus. Students who participated in personal and leadership development activities through the Equipo program reported a greater sense of identity and confidence in their ability to achieve their goals. The Money Management Center helped students to develop budgeting skills and improved financial wellness.





CAREER AND TECHNICAL EDUCATION



TECH ED RESOURCE CENTER

Madison Novelo, Cody Acevedo, and Stephanie Hernandez

The Tech Ed Resource Center is committed to early intervention and their live online tutoring schedule makes it easier for students to get the support they need. The TERC actively works to foster an enriched learning environment that promotes student success. Their efforts have led greater student retention rates.





SKILL DEVELOPMENT

SIGN LANGUAGE AND INTERPRETING DEPARTMENT

Ann Walker, Irene Robles, Lauren Greenburg, and Riccardo Ferracuti

Faculty in the Sign Language and Interpreting Department worked together to systematically review Student Learning Outcomes and effective assessments for all courses. They reviewed their data and made data-informed revisions to their courses and infused each course with equity-mindedness.






PERSONAL, SOCIAL, CIVIC, AND ENVIRONMENTAL RESPONSIBILITY


GROUNDS TEAM



Gabriel Aragon, Cesar Castaneda, Edward Castaneda, Fernando Castellanos, Raul Corcuera, Guadalupe Diaz, Patrick Escalera, Ignacio Flores, Ruben Flores, Jose Hernandez, Johnny Jauregui, Miguel Maciel, Manuel Marquez, Robert Montoya, Albert Navarro, Jesus Navarro, Sergio Navarro, Felipe Ramos, Ren Smith, Bryan Stone, Juvencio Valdez, Steven Zamora, Danial Alvarez, Ivan Navarro, and Jose Sanchez



Thanks to the work of the Mt. SAC Grounds crew, Mt. SAC is the first community college in the country to be a Certified Green Zone campus by the American Green Zone Alliance. This means a transition from gas-powered landscaping equipment to more sustainable electric or battery-powered alternatives. This is a remarkable accomplishment that paves the way to a cleaner, healthier, and more sustainable environment staff, students, and community.





NEWLY HIRED FACULTY AND
NEWLY TENURED FACULTY








NEWLY HIRED FACULTY

-  Martin Arteaga, **Biological Sciences**
 -  Megan Fero, **Agricultural Sciences**
 -  Hideki R. Fukusumi, **Counseling and Guidance**
 -  Matthew L. Hazzard, **Music**
 -  Ai Ling Li, **Child Development**
 -  Aaron F. Pierce, **Aeronautics, Transportation**
 -  Sam Weber, **Geography**
- 



NEWLY TENURED FACULTY

-  Richard Genovese, **Public Safety Programs**
-  Sonia Ortega, **English as a Second Language**
-  Julie Cortez, **Accessibility Resource Centers for Students**





FACULTY SERVICE AWARDS





5 YEAR RECIPIENTS

- Russell N. Calverley
- Landry M. Chaplot
- Monika K. Chavez
- Joshua M. Christ
- Julie Cortez
- Melissa A. Cunningham
- Danielle M. Dervishian
- Krysten E. DeWilde
- Derek Doktor
- Lewis Echeverria-Newberry
- Marcos Felix
- Francesca Gambini
- Urias A. Garcia
- Jean-Pierre Gatillon
- Richard S. Genovese
- Mario Hernandez
- Nadim R. Itani
- Joseph W. Komrosky
- Nicole B. Lewis
- Alixandria G. Lopez
- Raul Madrid
- Mary C. McGuire
- Bertha M. Medrano
- Carrie Miller
- John Miller
- Jay Morgan
- Michelle Nava
- Hoang-Quyen Nguyen
- Alejandra Pulido
- Elmer Rodriguez Anzora
- Lani S. Ruh
- Brandon D. Saller
- Kolap S. Samel
- Cara N. Tan
- Benjamin P. Vu
- Ann J. Walker
- Shelby White-Tremazi





10 YEAR RECIPIENTS

- Scot Childress
- Erin J. Danson
- Jaime C. Hooper
- Jason Kordich
- Julie Laverty
- Regina V. Martinez
- Yoshiko Dana Miho
- Thang X. Nguyen
- Rubilena Rojas
- Sreekanth S. Thankamushy
- Abby A. Wood





15 YEAR RECIPIENTS

- Michael A. Hood
- Curtis M. Simon





20 YEAR RECIPIENTS

- Julie K. Bradley
- Maria E. Estrada
- Jondea Orr
- Anabel Perez
- Kimberly J. Quintana-Mullane





25 YEAR RECIPIENTS

- Frances T. Borella
- Silverio Calzada
- Anna S. Degtyareva
- Douglas J. Hughey
- Eric A. Kaljumagi
- Kambiz C. Khoddam
- Albert G. Kirchgraber
- Rene C. Loyd
- Angel Lujan
- Jason D. McFaul
- Jaishri R. Mehta
- Jean M. Metter
- Bruce J. Nixon
- Paul O'Brien
- Julie A. Perez-Garcia
- Timothy K. Revell
- Gary J. Uyeno
- Elizabeth J. Ward



30 YEAR RECIPIENT

- Bruce F. Rogers





Closing Announcements



CREDITS: This presentation template was created by [Slidesgo](#), including icons by [Flaticon](#), and infographics & images by [Freepik](#)

