Meet CRC’s New President, Dr. Edward Bush

Q. Congratulations on becoming CRC’s new president. What does it mean to you?
A. First of all, I am just humbled by the trust placed in me by the Chancellor, the Board of Trustees, and the CRC community to lead this outstanding institution. This is a tremendous opportunity for me personally and professionally. I wanted to be president in order to help facilitate innovation and change to bring about greater student success, improve student access and to close the gap in student achievement. CRC has done some tremendous work in these areas and is making some great strides to enhance the educational experience of students, so I believe that I am coming to CRC at an opportune time. CRC has all the necessary elements, a responsive classified staff, top notch faculty, and highly competent managers in order for our institution to be the best community college in the country.

Q. Tell us briefly about your previous positions and how they prepared you for this next phase in your life.
A. I have been in higher education for more than 20 years now. Being a vice president for seven years at Riverside City College, in a multi-college district, has given me the opportunity to work with all facets of an institution. My specific area was student services, but when you’ve been with a college for a long period of time you are afforded an opportunity to work with other aspects of the college. I was able to lead many of the college’s student success efforts at Riverside, even though many of those components were instructional. And then just being able to work in a collaborative environment where it was paramount to build consensus across institutional stakeholders has been instrumental in preparing me for this presidency. The ability to build collaborative relationships is a value that is shared at CRC and what is needed for a president anywhere to be successful. So I’m really coming in and approaching this presidency with that same type of mindset. If we are going to meet any of the goals we set, it’s going to take truly all of us pulling in that direction.

continued on page 2
Q. What are some of your goals for the college?
A. Any type of goal I set is really going to be our collective goal. Of course I’m coming in with some ideas and a sense of what I want to do, but I’m looking for a way for it to happen organically as a result of conversation I have with folks at the college. To start, I know that the four areas I would like to look at, given what I know about the college at this, point is to 1) improve college readiness by working with our feeder school district(s) to develop a comprehensive dual enrollment program, 2) improve student completion by focusing on improving course success rates in “gatekeeper classes,” 3) improve student success and meet our student enrollment/access goal through an effort to encourage part-time students to enroll full-time, and 4) create a taskforce that would lead our college efforts to raise the Hispanic student population from 23% to 25% which is the threshold needed for CRC to be designated an Hispanic Serving Institution. What specific strategies we’ll use, I don’t know yet. I’m going to need to find out a little bit more about previous efforts and where we are in our current strategy and processes for me to come up with some strong recommendations about how we get there. It all begins and ends with improving student success. I will say that one of the methods I’d like for us to explore is to try to identify the pockets of excellence that already exist at the college. Then determine the successful instructional strategies we are already using, what some of the successful support services we know is impacting students completion, retention and persistence, and then talk about what aspects of those programs we can replicate and scale up to be able to serve large numbers of students, as opposed to perhaps the one classroom that has innovative instructional practices with 30 or 60 students. Then I’d like to find out some best practices and programs that exist outside the institution that we believe we can adopt and modify to fit the structure and culture at CRC. And of course, there’s accreditation. It’s going to be my focus with the visit coming in October. Having a successful and smooth accreditation process is going to be my number one focus for a few months.

Q. Do you foresee any challenges in the future?
A. One of our challenges is how we can grow enrollment in order to continue to open up access for the communities we serve. This is going to be a focus and a center of conversation for us. I know the Elk Grove Center has helped contribute to our FTES, but we are still going to have to look at other methods of growing our enrollment. We also have a challenge in closing the gap in achievement. For instance when we talk about the level of achievement for populations like foster youth, students of color, particularly men of color, how can we ensure that all students are benefiting from their experience within the institution in a way that’s reflective of them achieving equitable student outcomes?

Q. Where do you see the college in five or ten years?
A. I see CRC as being one of the preeminent community colleges in the nation! Whether that will happen in five years, seven, or two, I go into every situation believing I’m going to be the best. I have a competitive spirit and if I’m going to play the game, I’m playing the game to win and not just to make a good showing. I’m going in with that mentality in my role as president. If it does not already exist, I hope to instill that mindset throughout our college so we can all be passionate about doing the work we are doing.

Q. Tell us about your family and your other interests in life.
A. My wife and I have been married for 20 years, she is an elementary school vice principal. She has also been in education for 20 years. We have two children, one is a college junior at Spellman College in Atlanta, Georgia, and the other is our 18 year old son who is attending Morehouse College as a freshman this year.

Q. How do you hope to work with the Elk Grove community?
A. Working with the Elk Grove Unified School District is going to be critical and is one of my priority areas. I want to build relationships with the high schools and have conversations around articulation agreements and dual enrollment opportunities. Also, I want to get the community to the college as often as possible. I want them to have ownership of CRC, if they don’t already. I want to be visible and accessible, not only at the college, but in the community, so I’m really looking forward to getting out there and meeting people in the Elk Grove Community.

Q. Anything you want to add?
A. I’m truly excited to be here. I am eager for the start of the semester. I am passionate about the mission
As we begin another academic year I cannot help but think about all of those students who for the first time are entering our institution as a “college students.” This thought gives me pause as I contemplate the meaning of this endeavor and what does taking this step to enter college means to them. I imagine the meaning behind their decision to start college could be summed up in one word, opportunity. The opportunity to get the training necessary to start a well paying career, or the opportunity to have an affordable option to continue their education, or maybe for some students it’s the opportunity to have a second chance to perform well enough academically to be able to transfer to a four-year institution, or the opportunity to be the first one in their family to earn a college degree, or even view this as the opportunity to be the one that leads their family out of poverty. Regardless of the reason why students are coming to us, the fact that they are here looking for us as their “opportunity center” is both humbling and scary. The amount of responsibility that is entrusted in us by these students, their families and community should guide, center and inform our work regardless of the type of job we hold at the college.

I am hopeful and encouraged, that CRC is doing and will continue to do the work to ensure that we are providing the environment where all of these students are able to take advantage of the opportunities that CRC provides. As a new person to the college I see and appreciate CRC’s ongoing efforts in this area which is reflected in the highly successful programs that we have such as Puente, Honors, Diop Scholars, Brother 2 Brother, Accelerate, Jumpstart, and Sister 2 Sister. Towards this end, as the President I have made a commitment to scale up and learn from these programs so that the experiences these students have can be the same type of experiences that the majority of our study body can enjoy. Moreover my work is centered around the notion on mitigating institutional barriers that may impede our students from being successful. I believe that we can Improve Student Success Outcomes while closing the gap in achievement without compromising rigor. I have four goals for the college, which I mentioned in the Q & A: 1) to improve college readiness by working with feeder school district(s) to develop a comprehensive dual enrollment program, 2) to improve through an effort to encourage part-time students to enroll full-time, and 4) to create a taskforce that would lead the college efforts to raise the Hispanic student population from 23% to 25% to be designated a Hispanic Serving Institution.

The CRC vision statement articulates our charge so profoundly when it talks about our college as being an “innovative educational and community (opportunity) center that prepares and empowers students to realize their unique potential to transform their lives.” CRC faculty, staff, and administrators, you are the transformative force that will create the learning environment needed for all of our students to be successful. I look forward to partnering with you to do the work necessary in order to make this happen. We are on our way to being the preeminent community college in the nation and given our eager students, accomplished faculty, professional support staff, and dedicated administrators that I met over this past month, I know it will not take us long.
Alumnus Realizes Life's Work at CRC

For Josh Slowiczek the road to Cosumnes River College and beyond was hard-earned. “I had to make a lot of ignorant and foolish decisions in order to understand the value of an education, and I had to risk a future of potential in order to understand the responsibility I had to my choices,” he said. “These choices were neither wrong nor right, they were simply what I needed to do in order to get to where I am today, and I am grateful for them.”

Slowiczek lived in Costa Rica for several years and was in San Francisco in 2012 when he realized he wanted to do more than be a manager in a service-based industry.

When the opportunity arose to move to Elk Grove and attend CRC, Slowiczek took it. “Living in Costa Rica for five years opened my eyes to the immensity of the world and the diversity of its people,” he said. “In that time, I saw both extravagant wealth and extreme poverty, and that dichotomy opened my eyes to a few of the injustices of the world.”

Slowiczek’s experiences, both in Costa Rica and San Francisco, where he saw the realities of inner-city life, convinced him to become a conflict journalist.

“I feel an obligation to convey the stories of those who are otherwise forgotten, ignored, and oppressed; regardless of ethnicity or nationality,” he said. “It is the human struggle, and the conflict that surrounds it that I find truly interesting.”

When Slowiczek came to CRC in fall 2012 he had no direction on what he wanted to do, but says the interactions he had with his professors gave him the motivation to push himself into other avenues and opportunities.

“Many of my professors have always been willing to take time outside class to discuss course content or answer questions, and this has been instrumental in my learning process,” Slowiczek said. “Newfound motivation gave me the opportunity to write a research paper with Professor Martin Morales which culminated in both a Colloquium at CRC and a presentation at the Honors Research Symposium, which was completed with the great help of (philosophy professor) Dr. Richard Schubert.”

“Josh’s global perspective, interest in the subject matter and newfound sense of academic purpose really distinguish him as a student,” said Political Science Professor Martin Morales. “He’s been a key contributor to the department and his classmates by virtue of wanting to share his work with others. The added bonus for me, as faculty, was being able to work with a great colleague and Josh and this project. All of his experiences here have prepared him to succeed at Cal.”

“Josh has been exactly the kind of student CRC’s Honors Program is intended to serve; one who needs a more rigorous scholarly environment and a closer working relationship with faculty in order to thrive,” said Philosophy Professor Rick Schubert. “It’s been a distinct pleasure helping him realize his potential as a scholar.”

Slowiczek credits Professor Schubert with reawakening his interest in philosophy and giving him “a distinctly precise line of thought and method of discussion that I had never considered, much less thought myself possible of comprehending.”

During his three years at CRC, Slowiczek was Editor in Chief of the Connection newspaper, and was published in CRC’s Literary Journal and Globus Mundi.

“Considering where I started, to say I’ve been fortunate would seem an understatement,” he said. “I had never pictured myself as a serious or successful academic and while I always wanted to be a writer, it wasn’t until I enrolled in journalism or political science courses that I realized what I wanted to do with my life.”

This fall, Slowiczek will be attending UC Berkeley where he plans to pursue his interest in conflict journalism, working for an NGO (non-governmental organization) and writing a novel or two. His advice to fellow students is simple: meet your challenges head-on.

“If I could impart any advice it would be this: meet challenges and strive for self-improvement, and if you slip up or fall down, get back on your feet and try again.”
This summer has been very busy for construction crews, students and employees. Regional Transit (RT) will open the CRC Light Rail Station and Blue Line extension on August 24. This will conclude years of planning, construction and access impacts. The new light rail station will serve as a transit hub connecting RT, Elk Grove (etran), Paratransit and other transit buses and light rail. This should provide another convenient way for students and employees to access CRC.

Since last spring, contractors have been excavating several sites across the campus to replace our old hydronic lines, which supply the water to heat and cool most of the campus buildings and provide hot/cold water for sinks, showers, etc. At the end of this project, a large section of our main infrastructure lines will be replaced with newer, longer lasting Perma-Pipe. The project will reduce leaks and improve water flow to improve effectiveness of the heating/cooling system and sustainability. Also part of this project includes some improvements to several of our buildings mechanical rooms. New valves and y-strainers (used to filter water) are installed and should also improve water flow to our HVAC systems. We expect to have the excavation impacting the walkway/path between the Library and Community and Athletic Center backfilled and ready for the start of the semester. The project is scheduled to be completed in the middle of September.

The new Student Success Center in Library 125 will open by the start of the Semester. This 1,670 square foot area will house two computer labs and offices for eight staff. Students will be able to do course planning, online orientation, eServices, and obtain services under the Enriched Scholars program.

The phone replacement project was completed in late May 2015. All employees are now using the new telephone system called Microsoft Lync.

This fall we will begin the design phase of the College Center expansion. The project will add 18,000 assignable square feet to the north of the existing College Center building, bringing together student services programs to provide a one-stop for students. LPAS Architects will lead design and discussions to ascertain our programmatic and design needs.

Also beginning in fall is the first phase of the districtwide campus security project. The first phase will add electronic card access on selected exterior doors and rooms across the entire campus. Impacts and schedule will be coordinated in the deans offices.
With high-tech security breaches grabbing headlines around the world, and millions of people having their personal information compromised, scores of students from throughout the region spent part of their summer vacation learning vital online security skills.

More than 125 students learned about cyber security during five “Cyber Camps” in the Sacramento region this summer. As part of the camps, nearly two-dozen junior-high and high-school students attended the three-day education program at Cosumnes River College (CRC).

Community college professors and high school teachers lead the instruction during the “CyberPatriot Cyber Camp” which also featured guest speakers from the FBI and Homeland Security. Topics included access control and system protection, system hardening, and included team competitions.

“I thought it would be cool to see what it was about and how to learn to code and be safe online,” said Iyimide Agbe-Davies, who will be attending 7th grade this fall at Harriet G. Eddy Middle School. “We learned how to build a firewall and how to make sure our passwords are safe. I really want to teach my sister so she’ll understand how to be safe as well.”

The camp, which is part of the CyberPatriot National Youth Cyber Education Program, created by the Air Force Association in 2009, was one of five being hosted by community colleges in the Sacramento region this summer.

“Our hope is that these camps spark something within students to pursue a career in cybersecurity,” said Sean McNally, a math teacher at Elk Grove High School and the Greater Sacramento Region CyberPatriot Middle / High School Coordinator. “The demand for these types of careers increased something like 74% over the past five years and so there is a real need to fill these jobs now and in the future.”

Cosumnes River College volunteered to be one of the hosts because professors felt it was important for young people to have an awareness of this growing career field.

“We see a lot of first year college students who don’t have a direction on a career field, but love computers, so this type of camp sparks an interest at an early age,” said CRC Computer Information Science Professor John “Buddy” Spisak.

This is the first time Cyber Camps have been hosted in the Sacramento region. Other colleges who hosted a camp in this area included American River, Folsom Lake, Sacramento City and Sierra colleges.
At CRC’s camp, those from 7th through 12th grades participated. Adam Ha, who will be a senior at C.K. McClatchy High School this fall said he joined the camp because his school will be offering it and he wants to be able to teach his younger peers.

“I want to be able to protect myself from harmful things on the internet and teach my peers how to do the same,” Ha said. “This will also give me a head start on my major and I’ll be more prepared when I start taking college classes.” Ha wants to major in computer engineering, I.T. management or business.

Steve Linthicum organized the Sacramento area camps this year. He teaches at Sierra College and is the Deputy Sector Navigator in Information and Communication Technology/ Digital Media for the Greater Sacramento Region, representing the "Doing What Matters” initiative developed by the California Community College Chancellor’s Office.

“We are laying the groundwork in providing these participating students with the knowledge and experience to obtain jobs in this high wage career path,” Linthicum said. “But this isn’t just about producing successful taxpayers. It is also about creating valuable citizens who will be responsible for protecting our digital resources and related privacy rights.”

There are 22 Cyber Camps taking place across the county, with more than 550 participating in places like Texas, Alabama, Florida, Illinois, Virginia and Michigan.

“Kids Of All Ages Can Use The Skills They Learn In These Camps,” McNally said. “Because There Is A Huge Demand For Cyber Security Careers, We Are Creating A Pipeline For These Students To Get A Jumpstart Into A Career Which Can Help Businesses Throughout The Country.”
Emeriti Reflections
Careers & Technology-The Early Days

By Dr. Janis Caston, in collaboration with emeriti faculty Nicolaus Neuburger, Harold House, Robert Gari, Carl Cavallo, and Marina Martinez

According to former department chair, Robert Gari, environmental design, construction, and automotive technology were among the first career and technical programs offered by CRC. This article summarizes the experiences of some who taught in these programs in the early years. It is noteworthy that more than 40 years later, modern versions of each of these programs continue to be offered.

The construction and environmental design programs moved to CRC from Sacramento City College when the college opened in 1970. Current program offerings in architecture and construction were built on the early success of these offerings. Initially Robert Gari and Harold House were the only full-time faculty teaching in the programs. Eventually, faculty members Walt Harvey and Martin Sward were hired as well.

Harold noted that while originally structured as a two-year technical program, the environmental design curriculum was eventually renamed and restructured to more closely align with architecture programs offered by transfer institutions, including Cal Poly San Luis Obispo. Courses and major requirements were updated periodically, as new technologies emerged and industry practice adjusted.

According to Robert, “the original construction program was developed with the idea of the college purchasing a vacant lot locally, and then having the students and instructor work to build the house. Upon completion the house was sold to purchase another lot and building materials. Students from different environmental classes were involved through instruction in all phases of the planning and building processes, including drafting, blueprints, material estimating, and framing.” The college no longer builds a house, but continues to teach many of the core skills emphasized in the early days in alternative ways.

Unlike the construction and environmental design programs transferred from SCC, founding automotive technology faculty member, Nicolaus Neuburger, wrote the initial program and course curriculum to establish CRC’s automotive program. He described his experience this way: “I was approached by President of CRC, Oliver Durand, six months before the campus opened. His request was for me to give him a list of equipment and supplies needed to start the automotive program as well as the course offerings for the program.”

The program opened with 13 courses scheduled in the north shop; the south shop housed administrative offices for the college, including the office of the president, at the time. Nicolaus was the first faculty hired. Shortly thereafter, a second faculty member, Kent Rustin, was hired, along with Mac McCoy, who served as equipment manager and lab assistant for the program. Some years later, Dick Higashino, who continues to work in the program, replaced Mac.

Clint Turner was hired as the third faculty member in automotive technology. He would later be instrumental in developing the award-winning Ford ASSET program, along with Marlin (Skip) Davies, area dean at the time, and Carl Cavallo, the fourth full-time faculty hired in 1989. The Ford ASSET program was “the ultimate in internship programs, technical training, and in job training,” according to Carl.

This partnership between Ford Motor Company and CRC included a strong emphasis on course work and coordinated work experience, which was ably handled by cooperative work experience/internship faculty, Marina Martinez, from 1986 through her retirement in 2003. The work experience program continues to support all career and technical education programs, according to Carol Bernardo, current work experience/internship coordinator at CRC.

When asked what they would like to share with current CRC staff, Robert commented that his advice to new faculty would be, “Just believe in yourself and your program . . . Always think about new ideas and develop curriculum that will stay current with the changes in the field.” Marina added, “Supportive, creative, and honest managers are so important. I felt so fortunate to have had a variety of managers that had these qualities.” Harold reflected on his over-all experience by simply sharing, “I feel so fortunate to have taught at CRC; it was a great experience.”
GREETINGS FROM THE
Classified & Academic Senate

Transition…we are coming back to campus in a time of great transition. Many new employees are being welcomed—CRC President, Vice President of Student Services, Associate Vice President of Instruction, Associate Dean of Student Success & Equity and countless classified and faculty new hires. Great changes to our facilities—light rail, instructional technology and student services relocations, and many faculty office changes. New and continuing initiatives and programs to embrace—Student Equity Plan, Student Success and Support Program (SSSP), and Gen1. Time of great transition requires great communication, cooperation, and patience.

Both the Classified and Faculty Senates are starting this semester with people in new leadership positions. Classified Senate will continue to be led by President April Robinson, and newly elected to work with April are Vice President Julie Elliott, and Secretary Leigh Ann Rogers. Also, continuing in the Classified Senate is Treasurer Jennifer Patrick. What an amazing Classified Senate Executive team these four ladies are!

The Academic Senate welcomes back Past President Kale Braden, and the rest of the newly elected Executive team—President Julie Oliver, Vice President Shannon Mills, and Secretary Scott Crosier. As a team this group of hard working faculty have been busy most of the summer planning Convocation, New Faculty Orientations, and the Senate Retreat, in addition to keeping up with local, district, and statewide Academic Senate issues.

Classified Senate & Academic Senate Leadership will be working closely together to make the many transitions as seamless as possible. Through collaboration we have the best chance to achieve our shared primary goal, student success. Senate leaders look forward to working with all the employees and students to maintain our high standards and pride we have at CRC. We would like to welcome everyone back and wish everyone a wonderful Fall 2015 Semester!

Julie Oliver, Academic Senate President
April Robinson, Classified Senate President

ACCREDITATION Brief

After all the preparation, the accreditation site visit team will be here in October to evaluate CRC’s quality of education, which is part of a six year accreditation cycle. The self-evaluation report is done and has the approval of the Los Rios Board of Trustees. By all accounts, Cosumnes River College is prepared and ready!

The tri-chairs, Georgine Hodgkinson, Whitney Yamamura and Cindy Petty have lead the college self-evaluation teams in gathering the information from the college and organizing it into the self-evaluation report. A big thank you to everyone who participated in this incredible team effort.

When the site visit team arrives they will be looking for continuous quality improvement- how we are using information to review our processes and improve the college. They determine this by looking at several areas, including Institutional Mission and Effectiveness (Standard I), Student Learning Programs and Services (Standard II), Resources (Standard III), and Leadership and Governance (Standard IV).

The team of 10 evaluators will visit the college for four days (October 5-8) and they will have a list of who they want to talk with and what they want to see, including classes in session and meetings. They will be looking for evidence and verification that the college does what it says it’s doing, that it follows its policies and processes, and that it provides quality education and student services. It will also look for evidence that the college meets Eligibility Requirements, Standards and Commission Policies.

Sometime after the visit, the accreditation team will make a recommendation and then the Commission will take action at their January meeting. The goal of which is for them to reaffirm accreditation without a follow-up or other recommendation.
Welcome to the CRC Family

NEW FACES
(Since August 2014)

Edward Bush
President

Eli Carlisle
Biology Assistant Professor
Science, Math & Engineering

Keith Ellis
Student Personnel Assistant, DSPS
Counseling & Student Services

Shannon Dickson
Dean
Counseling & Student Services

Kyle Edwards
Custodian
Operations

Michael Chappell
Counselor
Counseling & Student Services

Welcome to the CRC Family (since August 2014)
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>Jorge Alvarado</td>
<td>Instructional Assistant</td>
<td>Communication, Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>Alexandra Badollián</td>
<td>Graphic Designer</td>
<td>President's Office</td>
</tr>
<tr>
<td>Cecilia Baldwin</td>
<td>Printing Services Operator III</td>
<td>Duplicating/Printing Services</td>
</tr>
<tr>
<td>Lauren Ballesteros</td>
<td>Clerk III</td>
<td>EOP&amp;S</td>
</tr>
<tr>
<td>Tommaso Ciofi</td>
<td>Sr. I.T. Technician</td>
<td>Learning Resources and College Technology</td>
</tr>
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<td>Clarissa Correa</td>
<td>SPA Assessment &amp; Testing</td>
<td>Student Services</td>
</tr>
<tr>
<td>Anna Davtian</td>
<td>Counselor</td>
<td>Counseling &amp; Student Services</td>
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<td>Sunita Devi</td>
<td>Clerk II</td>
<td>Tutoring Services Center</td>
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<tr>
<td>Tadael Emiru</td>
<td>Associate Dean</td>
<td>Student Success &amp; Equity</td>
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<tr>
<td>Lynn Hurtado</td>
<td>Administrative Assistant I</td>
<td>Careers &amp; Technology</td>
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<tr>
<td>David Johnson</td>
<td>Printing Services Operator II</td>
<td>Duplicating/Printing Services</td>
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<tr>
<td>Joao De Souza Francisco</td>
<td>ESL Assistant Professor</td>
<td>Humanities &amp; Social Sciences</td>
</tr>
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</table>
NEW FACES—continued from page 11

**LEROY LEWIS**
Counseling Clerk II
Counseling & Student Services

**AMBER LOPEZ**
Admissions/Records Clerk
Elk Grove Center

**JULIE MADSEN**
Athletic Trainer
Kinesiology & Athletics

**KIMBERLY MCDANIEL**
Vice President
Student Services & Enrollment Management

**BRANDON MURANAKA**
Dean
Science, Math & Engineering

**LAILI NAIEM**
FA Clerk II
Financial Aid

**NHA T NGUYEN**
Math Assistant Professor
Science, Math & Engineering

**Teresa O’Brien**
DSP&S Counselor
Counseling & Student Services

**Michael Russell**
Chemistry Assistant Professor
Science, Math & Engineering

**Brandon Saller**
Engineering Assistant Professor
Science, Math & Engineering

**John Seamons**
English (Reading) Assistant Professor
Humanities & Social Sciences

**Sabrina Sencil**
Research Analyst
Planning & Research
The “Permanently Restricted Endowment” are funds held in the Los Rios Foundation’s endowed account for CRC scholarships. The “Restricted Fund” balance includes non-endowed scholarship funds and monies designated for specific campus areas. “Unrestricted” funds are used to address the most pressing campus needs through the Annual Fund, such as the Textbook Scholarship, Mini-Grants and support for campus based events and activities.

CRC Foundation Net Assets have grown from $185,594 in 2004 to nearly $500,000 in 2015. Source: Cosumnes River College Business Office.

* For more information about the Foundation, please call (916) 691-7320
Thank You to our Cosumnes River College Donors*

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Fresh Fruit, Broken Bodies is a book exploring social and suffering hierarchies in U.S.-Mexico migration as well as the ways in which these asymmetries come to be seen as deserved, normal, and natural. The book draws on approximately eighteen months of participant-observation, migrating with undocumented indigenous Mexicans in the United States and Mexico. This included picking berries in Washington State, pruning vineyards in California, harvesting corn in the mountains of Oaxaca, accompanying migrant laborers on clinic visits, and trekking across the border desert into Arizona.

Author's Corner

Seth M. Holmes Ph.D

Seth M. Holmes, M.D., Ph.D., is an anthropologist and physician whose work focuses broadly on the role that perceptions of difference play in the production and reproduction of social hierarchies and health disparities. He received his Ph.D. in Anthropology from the University of California, Berkeley and San Francisco, and his M.D. from the University of California, San Francisco. He completed his internship and residency in internal medicine at the University of Pennsylvania.