Dear friends,

Despite the challenges of the past year, we have remained connected to and engaged with one another. We have continued to offer not only our academic courses but robust student programming and ways for students to interact outside of their studies. Also, thanks to the collaboration of the strategic planning committee, I am pleased that we were able to complete the next phase of our planning process that will take us to our Centennial in 2025.

The structure of this report is based on the strategic plan, “Educating Global Leaders for the Next Century.” The 2021-2026 plan is built around six different themes, and here we provide examples of how the Mount is fulfilling its undertaking to expand upon or improve in these areas.

Our students are the heart of the new strategic plan. The University provides these smart, ambitious, and talented women and men in our numerous degree programs the tools that they need to become tomorrow's leaders — at work, in their communities and the greater world beyond. They come to Mount Saint Mary’s with all their innate talents and abilities, where the faculty and staff provide the guidance and instill confidence to watch that potential blossom. By the time the students graduate, they know that they are unstoppable, and the University continues to celebrate their victories and support them as alumnae.

None of our successes would be possible without the generosity of our alumnae, friends, and corporate and foundation partners. It is an extraordinary task to educate our future leaders and set them on the paths to be successful in their careers and lives of purpose and service. By working together, our students will continue to achieve greatness. Thank you for your support.

Sincerely,

Ann McElaney-Johnson
This President’s Report focuses on themes from the new 2021-2026 strategic plan, “Educating Global Leaders for the Next Century.” Throughout this collaborative process, we were guided by the values of our founders, the Sisters of St. Joseph of Carondelet. From their beginning in 1650, these women were bold visionaries who worked tirelessly to meet the needs of the time. Their ability to adapt, while never straying from their mission, is an inspiration for all that we do.
Advancing an education for the 21st century

Expanding curricula, pairing disciplines, and preparing PK-12 teachers
New curricula expands learning opportunities

At Mount Saint Mary's University, advancing education for the 21st century does not mean a departure from the tried-and-true hallmarks of a liberal arts education that prepares students to be thinkers, communicators and doers. Rather, the University is creating course structures that enable students to not only become subject experts in their chosen disciplines but to gain broader knowledge both within and outside their majors, including gaining different academic perspectives from within the same class.

The University considers the global economic landscape, student interest and need, as well as regional demands when determining which new courses, certificates, and minors and majors to add to our current offerings. The ability to be nimble ensures that the Mount remains academically competitive and draws top students with great potential.

This fall, the Mount launched four new majors and programs, including an iMBA (international MBA) in entertainment management; an MFA in producing for film and television; a dual MFA in film/television and MBA in entertainment management and a BA in women and gender studies.

New certificate programs also debuted in film, creative writing, global Women in STEM, policy undergraduate research and spiritual direction. In October, a certificate in intermediate Spanish also launched. New certificates in GIS (geographic information systems) and bioethics are slated to debut next fall.

Certificates enable current students the ability to hone in on particular areas of interest within their majors or to pursue a subspecialty of sorts from outside their main academic focus.

Most certificate programs are also open to people not enrolled in a degree program, which broadens the Mount’s visibility and reach in educating our communities. The blend of students in classes offered via certificate programs provides a unique mix of traditional degree-seeking students and those with varied life and professional experiences. The different perspectives a diverse group brings to the class enriches all involved.

By retaining its foundation as a liberal arts institution, which meets the needs of students to remain competitive with the skills required in today’s job market, the Mount is well positioned to continue to educate generations of new leaders for years to come.

“We have worked diligently to accurately identify the overlap between student desire, industry need and limited local academic offerings when introducing new certificate programs, minors and degrees. We will continue to respond to the changing academic landscape to support evolving demands.”

– MICHELE STARKEY, EDD, ASSOCIATE PROVOST
Interdisciplinary courses provide opportunities for students to delve deeply into multiple subject areas they might otherwise not be exposed to.

Julia Tang, PhD, associate professor of psychology, and Phil Goldwhite, interim chair of the art department, have taught their integrated course, Play = Learning: Child Development in Community, three or four times together. Their students study child play from a psychological perspective — what play means at various ages, how play translates into learning and development, and the differences between solo play and group activity.

The class has partnered with the Southern California Children’s Museum in Pasadena, which allowed Mount students access to observe the museum’s guests (parents and children) and discuss the various exhibits with staff. Using what they’ve learned about child play and the types of exhibits that have been successful, student groups then submit their own exhibit proposal to the museum board that, once approved, get designed and brought to the museum for final assembly.

“The proposal process is very real life,” says Tang. “They must consider the various needs of the children, parents, museum board and professors to find where they overlap. It’s a complex thought process.”

One successful project was “Up, Up and Beyond,” a conceptualized rocket ship with chalkboard paint on the exterior that kids could draw on; a fan with tassels attached on the outside to serve as the engine’s firepower; windows; and 3D puzzle pieces of rocket ships constructed in the Mount Makerspace for the kids to assemble. The Mount Makerspace, funded by the W. M. Keck Foundation, enables students from any academic discipline to design and make their concepts, often with the aid of a 3D printer.

“As a psychology major, taking a class integrated with art was challenging but a lot of fun,” says Kailanie Oasay ’19, one of the “Up, Up and Beyond” team members. “We had the ability to dream up pretty much anything we wanted to create and bring it to life. From coordinating with the museum, to learning how to use power tools, to watching the children utilize the exhibit just as we had imagined, this class was a unique learning experience.”
While children enrolled in PK-12 classrooms are predominantly from communities of color, 80% of school teachers are white. Teachers from the Mount’s education program are preparing to flip that statistic for the benefit of the students. Research shows that children who learn from teachers with diverse backgrounds, including those similar to their own, are better learners and prove more adaptable to experiences outside of their own communities.

The Mount’s diverse student body and commitment to social justice practices captured the interest of Branch Alliance for Educator Diversity, a nonprofit dedicated to addressing critical issues of educational equity for all students.

A $375,000 grant will provide our teachers with best practices as they continue their teaching careers, and the three-year BranchED program will ensure that the Mount’s education programs receive technical assistance, training and support services.

Carol Johnston, PhD, education department chair, is excited to have the opportunity to meet regularly with Mount education program directors as well as members of the archdiocese, the BranchED coaches and the school principals of our two K-8 partner schools, St. Turibius and St. Vincent.

“It’s wonderful to have those interactions and look at what we’re doing in the program with a wider lens so we can really start to answer the question of how our students are making a difference when they get out into their PK-12 classrooms,” says Johnston.

BranchED is working with the Mount to ask the right questions of their school communities, and eventually those questions will be part of a formal data collection. “Teachers have to understand the community and have a commitment to service in that community,” says Johnston. Given the Mount’s diverse student population, Mount teachers will be best suited to support their students with not only their schoolwork but also the challenges of growing up and navigating the greater world around them.

Mount recognized for helping change the education landscape

A BranchED is dedicated to addressing critical issues of educational equity, and that begins at the institutional level. Through this partnership, we can equip more future educators with the tools needed to enter, persist and graduate as teachers who can implement a high-quality education for all students.

– CASSANDRA HERRING, PHD, BRANCHED FOUNDER, PRESIDENT AND CEO
Mentorship leads to employment; living learning community; and scholarship support
Mentoring and supporting our students’ career paths

As an institution committed to educate and develop the next generation of leaders, we understand the important value of developing strong networks and connecting with mentors. Former Student Government Association President Helen Umana ’21 also learned that lesson during her time at the Mount.

Last year, Umana was invited to participate in the GenHERation Connection program — a network of more than 200 corporations that provides mentorship opportunities for young women. The University paid for several students to attend the mentorship program, which gives students the chance to meet with senior female executives at leading companies and learn about future career possibilities.

As part of the program, Umana had a mock interview with Melissa Cerny, area president of Arthur J. Gallagher & Co., a global insurance brokerage. In preparation for that first meeting, Kim Terrill, director of career and professional development at the Mount, helped Umana practice for her interview and work on her resume.

That first interview was the stepping stone that helped Umana maintain a relationship with the executive and, eventually, land a job at the firm as a client representative.

“The University has been setting me up for success from the start,” says Umana, who graduated with a bachelor’s degree in business administration with a management emphasis. “Opportunities like GenHERation Connection, the Mount’s Women’s Leadership Conference and the Leadership Scholar Program provide unique mentorship opportunities that widen the number of ways to succeed.”

Umana relishes being a client representative, learning the ropes of the company. “The ultimate idea is for me to use my experience to help build ways to improve work flows and training to make it easier for new people,” she says. “Melissa just called me last week asking how I was doing, and she wants me to start some different projects. I feel her support just like I felt support at the Mount.”
New residential community offers unique experiential learning opportunity

Residential life on part of the Chalon Campus looks different this year and not just because of the pandemic. Groups of students are living and gathering together through the Voice and Action living learning community launched this fall. The community is composed of students with a demonstrated interest in policy, political science, civic engagement and advocacy, law, social justice and community engagement. Students in the program are housed together, share some of the same courses and are required to participate in activities throughout the semester.

This residential and focused academic experience comprises two groups: One is focused on women and gender studies led by Emerald Archer, PhD, director of the Center for the Advancement of Women, associate professor and coordinator of the women and gender studies major. The second group, focused on global initiatives, is led by Lia Roberts, PhD, director of the Center for Global Initiatives, co-coordinator of Global Women in STEM Honors program, and department chair and professor of political science.

The living learning community grew out of an idea for a global village as a way of more fully integrating exchange students into the Mount community, but the concept was embraced by our traditional students as a powerful way to engage with like-minded peers for conversations, special lectures and events on and off campus.

One of the goals of Global Village is to get the students engaged in the greater Los Angeles community. “It’s a great way for these students to be engaged with those outside Mount Saint Mary’s to think about how they can become change makers in their communities and to use their voices for good, to advocate,” says Archer. This innovative program intertwines academia and personal passions into everyday life in ways that solidify teachings, promote engagement and nurture future leaders with an eye toward improving their communities and the world beyond.

I have learned a lot about feminism, women and gender, and advocacy through this program, which has been a great way to meet like-minded students and have serious discussions about current events.

– ERIKA COREAS ’24
Paying it forward, gratefully

“My blood runs purple and gold,” says Maria Jose Hidalgo Flores ’19. She obtained her bachelor’s degree in psychology and is currently pursuing her master’s in counseling psychology at the Mount.

Flores serves as a graduate career assistant interning for Career and Professional Development and volunteers as a liaison between the first-year graduate students and the faculty and offers peer advisement. Flores also interned for the Mount’s nursing department and somehow even finds time to serve as a teacher’s assistant within the graduate psychology department.

Her dedication and success are being rewarded with the Bernice Fijak Lynch-Bajada Endowed Scholarship. Alumna Lynch-Bajada ’63 and Flores share similar stories of determination and a strong work ethic. After her undergraduate studies at the Mount, Lynch-Bajada also received a master’s in psychology — while juggling three jobs as a single mom to her four kids. She created a scholarship to help women pursue their education because of the support she was given when she was a student at the University.

“I was shocked and grateful for this support of my education,” says Flores.

“When I walk at Commencement, I will carry my grandmother and mother with me. It’s also for all the women who want an education and don’t have that opportunity,” she says. “I create change by learning.”

Directing her own path

Erika McKissick ’22 launched a podcast, “Uncommon Women for an Uncommon Time,” in which she interviews various students, staff and faculty at the Mount about their roles, what influences them and advice they can impart to others.

If McKissick could interview herself, listeners would be impressed by her enthusiasm, hearty laugh and keen intellect. But McKissick, a film, media and social justice major who aims to be a screenwriter and director, enjoys telling others’ stories. And although she wants to entertain, she is also cognizant of wanting to send messages that educate and improve society. “TV and movies can truly do both,” she says.

She is president of the Student Government Association and the student club Women in Film and Media, as well as an intern at Emerge, a tech company based in virtual reality.

The Mount may have missed much of her contributions if she had not shared her story during her sophomore year.

“I just had to be honest that I didn’t have the funds to keep going,” she says.

Everything changed when she was awarded the Michael and Carol Enright Endowed Scholarship. “I will be graduating in spring of 2022,” she says, “and to be able to say that is a great feeling.”

McKissick credits Women’s Leadership and Student Engagement with being a critical support during her time at the Mount. “I’ve been able to find leaders at the University who care about me and who I can really open up to,” she says. “I never would have believed during my first year that I would become SGA president, but I have really grown here.”
A new film studio, nursing preps for virtual reality, and the Wellness Movement accelerates

ENHANCING INFRASTRUCTURE
Studio provides state-of-the-art facility for students

The Mount’s new studio facility in Hollywood has journalism, new media and film students from all programs—bachelor’s, MFA and six film certificates—descending to our new location on Hollywood Boulevard across from the historic Grauman’s Chinese Theater.

The new location includes shooting and production stages, a recording studio with an isolation booth for voice-over and foley (sound reproduction), mixing space and post-production facilities.

The studio is home to photography, production, post-production, documentary storytelling, music production and sound design courses. Music majors are also taking advantage of the facilities. For example, sisters Emily Webster-Zuber ’24 and Kaitlin Webster-Zuber ’22, both pianists and composers, have taken courses in sound design and audio production/recording principles.

Matthew Alexander ’22 is pursuing his MFA in Film and Television and says the program is his avenue to transition into a career of writing and directing for television. “Working on set on student projects has helped me make connections, build my team and book work on professional sets.” After all the tools at his disposal, he’ll feel right at home on any film set or in a television studio.

Staying up to date with facility and equipment needs enables the Mount to attract students and ensure that they are well prepared with both academic knowledge and practical skills so they have a competitive advantage in the workforce.

I look forward to seeing many students’ names on the screens at home and in the theaters and knowing we played a role in their success.

– CHARLES BUNCE, MFA, CHAIR, FILM, MEDIA AND COMMUNICATION
The cutting edge (of the scalpel) is all in your mind

In the spring, the Mount Saint Mary’s nursing program will once again advance its simulation training options for students via the recent acquisition of Oculus wireless virtual reality glasses, SimX software and CAE LearningSpace web-based clinical simulation management software, the latter thanks to a generous grant from the Riordan Foundation.

Up until now, simulations have required the use of manikins, which are heavy, difficult to move, require set up time and several staff members to run. Simulation manikins are expensive to purchase and maintain, and their technology becomes outdated quickly. Additionally, manikin-based scenarios require some serious planning and, in some instances, the addition of trained actors to create the level of chaos and realism that students may encounter in the health care environment.

However, with the new virtual reality glasses and SimX software, adequate room to maneuver and one staff member are all that’s needed to facilitate training. How real does the scenario look to the viewer? Stephanie Collazo, PhD, RN, CNS, associate professor and director of experiential learning, admits that she once placed her purse on top of a “cabinet” within the virtual environment only to have it fall to the floor. “It’s quite interesting,” she says. “You get to thinking you’re actually in a patient room and can interact with all the usual objects in a patient’s room as well as people within the environment.”

The SimX software includes a library of medical, advanced medical and mental health scenarios. Scenarios can also be written and designed by faculty, and the virtual world is complete with a patient, family members, other health care professionals and all the equipment necessary to care for the patient.

“Simulations make your brain work,” says Collazo. “Overload is very common, and there’s no time for reflection in the midst of a scenario.”

These new acquisitions will ensure that Mount nursing graduates remain well trained to hit the ground running wherever their first assignments take them.

“Integrating virtual simulations into the nursing curriculum develops clinical competencies while enhancing patient safety. The Mount continues to lead the way in preparing tomorrow’s health care workforce. We are privileged to be part of this effort.

– THE RIORDAN FOUNDATION
Wellness movement is strong and the Pavilion is on the horizon

As we approach the end of the calendar year, progress is being made toward the anticipated groundbreaking for the Wellness Pavilion, the first major construction on the Chalon Campus in 40 years. In October, University members virtually appeared before the Los Angeles Planning Commission with more than 600 letters of support and verbal testimonials. The commissioners unanimously agreed to allow the project to move forward in the approval process, a huge victory for the Mount.

The commissioners heard many testimonies, including two Trustees who lent their professional expertise. Linda Sax, PhD, a professor of higher education and organizational change at UCLA said, “My research has documented the benefits of exercise; notably, a strong positive correlation between exercise and academic achievement is especially evident among women college students.”

Nzinga Graham, MD, ’04, is an urgent care physician, president of the Los Angeles Academy of Family Physicians, and co-chair of her medical center’s wellness committee. She echoed Sax’s support of the Pavilion as a needed addition to our Chalon Campus. “I know firsthand, as a former student and now as a doctor, the importance of learning and practicing a healthy lifestyle,” she said. “Healthy students achieve greater academic and professional success.”

The University recognizes the correlation between health and academic performance, one reason behind the creation of its Wellness Movement, with the four tenets of Move More, De-Stress, Eat Green and Sleep Well. The Pavilion will address all these areas by providing a variety of new spaces.

Linda McMurdock, PhD, vice president of student affairs, is expanding the current Wellness Movement to address food insecurity and disease prevention, as well as drug and alcohol and gender-based violence education and prevention programs. This holistic approach acknowledges that other factors play a vital role in students’ well-being and need to be managed in the same way before optimal health can be achieved.

The Peer Wellness Advocates, our team of trained student mentors who help their peers establish sustainable healthy habits, will be instrumental as the Wellness Movement broadens its scope. The PWA program continues to gain attention for its revolutionary approach, and a group of PWAs presented “Resilience Coaching: A Pilot Peer Coaching Program” at the NASPA (National Association of Student Personnel Administrators) general assembly in November.

Sometimes it takes a community to assist in reaching one’s wellness goals. Our broader community is stepping up to help us in our building efforts so we can support our students’ pursuits of living their best lives.

“This project is about giving women who are seeking higher education, many of which are first in their family to go to school... the space they need to thrive on a school campus.”

– COMMISSIONER YVETTE LOPEZ-LEDESMA
(LOS ANGELES CITY PLANNING COMMISSION HEARING – OCT. 21, 2021)
New leadership, Mount community working together, and advocating for change beyond the Mount

BECOMING AN ANTI-RACIST UNIVERSITY
As one of the most diverse universities in the nation, Mount Saint Mary’s is committed to becoming an anti-racist institution that challenges systemic inequities within and outside of our community walls during this pivotal moment in time. Our collective efforts to strengthen equity and inclusion at the Mount are a cornerstone of our new 2021-2026 Strategic Plan.

The recently renamed Bernadette Gonzaque Robert Center for Equity, Diversity and Justice will welcome Krishauna Hines-Gaither, PhD, as the Mount’s first vice president for equity, diversity, and justice beginning January 2022. Hines-Gaither will drive the agenda to integrate diversity and inclusion into policies, practices and procedures within the University.

Hines-Gaither has a bachelor’s degree in Spanish language and literature from Salem College and a master’s in Spanish language teacher education from Wake Forest University, both in Winston-Salem, North Carolina. Her doctorate is in cultural studies/critical theory and analysis from the University of North Carolina at Greensboro.

“Dr. Hines-Gaither is a proven leader in DEI work in the higher education space and will be an outstanding addition to our community,” says President Ann McElaney-Johnson, PhD. “I am excited to welcome her to the Mount as we continue to move our work forward to become an anti-racist university.”

In 2016, the Mount established the Center for Diversity, Equity and Inclusion and built a foundation of robust programming, leadership training and vital conversations. Since the fall of 2020, the Center has been under the leadership of co-directors Kimberly Nao, PhD, and Chinako Belanger, EdD. On November 16, the Center was officially renamed.

These initiatives are being supported by gifts from donors, including philanthropist MacKenzie Scott.

“The new VP of Equity, Diversity and Justice will bring her own vision as she builds on the legacy of Bernie Robert and the work we’ve done to date.”

– KIMBERLY NAO, PHD, FRITZ B. BURNS ENDOWED CHAIR IN EDUCATION AND CO-DIRECTOR OF THE CENTER FOR EQUITY, DIVERSITY AND JUSTICE
My view of the issue was narrow, and this experience opened my eyes. I hope that others do the same work and, together, we can affect true change.

– EDWIN TORRES, FACILITIES MANAGEMENT DIRECTOR

Staff and faculty work together to build trust

Many of the staff members who participated in a 10-week seminar last spring led by Shelly Tochluk, PhD, faculty member from the education department, used the word “transformative” to describe their experience. Tochluk guided sessions around her book, “Witnessing Whiteness: The Need to Talk about Race and How to Do It,” to spark discussions around issues of race, privilege and identity.

Edwin Torres, facilities management director, joined the group to challenge his own assumptions about racism and was surprised at the level of willingness that group members demonstrated to attain a deeper understanding of one another. “I learned about the origins of the values I carry and how to view the world from perspectives other than my own,” says Torres.

“I appreciated the opportunity to explore a deeper personal understanding of our complex history in this nation and racial tensions we continue to grapple with,” says Brittany Skiles, manager of alumnae relations.

The University plans to continue offering programs like this one as it works toward becoming an anti-racist university.

Tochluk, who revised the “Witnessing Whiteness” book while on sabbatical over the summer and fall, is quick to deflect any praise. “I love what we did together, but it’s only one piece of a much larger pie."

Although that’s true, it’s the amount of time that her seminar covers that enabled participants to develop a sense of trust and really open up while discussing sensitive issues. It’s that vulnerability, they say, that makes this different from most other opportunities.

“I loved the class format,” says Jasmine Towns, academic advisor and success coach for Weekend/Evening & Online College. “It allowed for you to dig deep and really think. I was surprised at how open everyone was and the connections I made.”
While we are striving to become an anti-racist university, one alumna is hard at work extending similar efforts on behalf of her broader community of Native Americans. Naomi Miguel ’09 was a political science major, pre-law minor, and at the Mount she learned how to research and analyze complex legal issues and craft compelling arguments. She discovered in the Mount’s research methods class that there was no academic data on tribal communities, and that was a turning point in Miguel’s career path. “While my classmates could easily get the information they needed from existing databases, I had to create my own survey and collect my own data. That was the first time I realized that Native perspectives are not always represented.”

Originally from the Tohono O’odham reservation near the U.S.-Mexico border outside Casa Grande, Arizona, Miguel is making a positive difference for Native American tribes throughout the nation as staff director for the Subcommittee for Indigenous Peoples of the United States.

Following graduate school, where Miguel received a master’s degree in public administration and policy from American University in Washington, DC, she held several positions in the office of Arizona Congressman Raul Grijalva before taking her current role when he became the chairman of the House Committee on Natural Resources. She helps Grijalva on bills that impact tribes across the country and works with White House leadership to push them forward.

“At Mount Saint Mary’s, we were taught to not hold back but to speak out and defend our opinions,” she says. “But we were also taught to be respectful of each other and to listen to others’ opinions, which is such a necessary skill. Our subcommittee represents one of the few remaining bipartisan issues facing Congress today.”

Naomi was a leader at the Mount who put her heart and soul in everything she did, with hard work, enthusiasm and determination. Naomi also uplifted her colleagues and faculty with her generosity and empathy. Now, she is known as one of the best policy minds working in Congress on Native American issues. No surprise to us.

– HELEN BOUTROUS, PHD, JD, ASSOCIATE PROFESSOR AND DIRECTOR OF THE PRE-LAW PROGRAM
RESPONDING TO THE NEEDS OF THE TIME

CSJs connect with students; alumna promotes advocacy; and looking back, looking forward
Responding to the Needs of the Time

Responding to the needs of the time has always been at the forefront of the mission of the Sisters of St. Joseph of Carondelet. And when the times are hampered by a global pandemic and months of social isolation, the CSJ Institute quickly responded to the challenging circumstances by creating opportunities to keep the Mount community engaged and connected. In fact, one silver lining during the COVID-19 pandemic has been the opportunity to remotely engage more CSJ sisters from all over the state — and even internationally — with the Mount community.

The Institute hosted several virtual events during the year to connect Mount students with the sisters and facilitate spaces for reflection, spiritual guidance and companionship. Campus Ministry also helped connect the sisters with current students. Its Busy Persons Retreat provided Mount students the opportunity to meet one-on-one with a sister once a week to learn how to balance spirituality with hectic schedules around school, work and family. “It’s important to help students realize that they are not alone in what they are going through during these unsettling times,” says Sister Joan O’Dwyer, who leads the program.

A joint venture by the University Archives and the CSJ Institute also enabled a group of students to research the CSJ legacy and to present their findings to a large audience at a virtual student showcase in May. The sisters heard firsthand how their charism is continuing to motivate new generations. “There was so much hope, joy and gratitude on the faces of our sisters as they heard our students articulate the importance of our mission and work and how they are advancing this vision in their own lives,” says Shannon Green, director of the CSJ Institute.

“These moments of interaction between our students and sisters became the unexpected gift of our time apart.”

Finding silver linings in the pandemic

Most of us graduates of the Mount have experienced the grace that lives and influences us as students. This is the influence of the Sisters of St. Joseph. I donate to the CSJ Institute because I want their legacy to continue on to each generation that enters these educational doors. The gifts that are received here will last a lifetime.

– SUSAN VON TOBEL ’68, ’70, ’75
Students inspired by a sister’s passionate voice against injustice

Social justice work is crucial as a means of fighting intertwined issues of discrimination, poverty and systemic racism. To Sister Judy Molosky, CSJ, ‘70, it’s a way of life. Her involvement in anti-trafficking and immigrant rights are the essence of what it means to her to be a sister of St. Joseph. “We respond to the needs of the time with compassion and with a drive for advocating for people who do not have viable opportunities to move forward. This is why we’re here.”

As one of the founders of the House of Ruth, an East Los Angeles shelter for women and children established in 1978, Molosky saw the effects of poverty on women who had very limited opportunities. Today, she is on the board of the U.S. Catholic Sisters Against Human Trafficking, which started with 13 nuns organizing to eradicate human trafficking.

Molosky recently discussed human trafficking and other social justice topics in professor Emerald Archer’s “Voice and Action” political science class. “Mount students want to make a difference,” Molosky says. “They are immersed in this world and see themselves as change agents. I was inspired by their compassion and courage to address critical justice issues in our times.”

Archer agreed with Molosky’s assessment. “My students are passionate about creating a more just society and are starting to understand, from listening to Sister Judy and other speakers in my class, that individual actions can make a difference. This realization has motivated the students to action, with the knowledge that movements are born of smaller first steps.”

Molosky is also compelled by immigrant rights, another issue that impacts our students and their families. This past March, four women from the CSJ community visited a Mexicali motel housing more than 125 immigrant families. The CSJ ministry funds bought food and basic medical supplies, but the families’ real needs were legal. “Within the next month, 13 asylum-seeking families had hearings and were released with the help of volunteer lawyers and the ACLU,” says Molosky. “We listened and responded!”

Molosky says, “Jesus came to set us free, so my work persists as long as people are unfree.”

“

The CSJs taught me critical thinking skills and that has inspired me to volunteer, participate in community service and give back!

– BETSY AZARIAH ’66
Celebrating our past, looking into the future

While the majority of this Report is forward looking, we cannot move forward without properly acknowledging and celebrating what brought us to where we are today, most importantly the Sisters of St. Joseph of Carondelet who always changed to meet the times but never lost sight of their hopes for a just, equitable society.

As Mount Saint Mary’s prepares to celebrate its Centennial in 2025, there are plans for several books and a film project to honor our history and acknowledge the people and traditions that bring us to this celebration through several perspectives.

Robert Perrins, PhD, the Mount’s provost, vice president for academic affairs and a historian, is currently working on a book in collaboration with Vicky McCargar, recently retired Mount archivist, that will explore a broad history of how the University has been educating and developing global leaders over the past century.

A second book, created this year and distributed to new and current students this fall, is a Traditions volume honoring the heritage of nearly 50 activities and programs that have been passed on through generations at the Mount, as well as the history behind many of the landmark buildings on both the Chalon and Doheny campuses. The traditions range from the Mount’s earliest days to the recent debut of the reimagining of our mascot, Athena.

An Oral History project, launched by the MSMU Alumnae Association in May and available next spring, will be a compilation of personal experiences and anecdotes from our graduates, with more than 1,300 participating. Some of their stories will also be shared with our Centennial book and film.

The film, directed by Mary Trunk, a faculty member from the film department, will celebrate the generations of Mount women who found their voice and became leaders in both their communities and the wider world.

The Centennial documentary will show through personal testimonies and experiences how MSMU encourages and supports women to be forces for positivity and leadership in the world.

– MARY TRUNK, FACULTY, FILM DEPARTMENT
SUSTAINING the institution

Our approach to fundraising, investing for the future, and our fiscal report
Strengthening our financial position

As Mount Saint Mary’s prepares not only for its centenary but also for its next century, it is important that the University continues to build a robust and sustainable financial footing. We strive to make our University accessible to as many students as possible so that our community is inclusive, academically enriching and diverse — that diversity encompasses interest, talent, race, ethnicity and economic background. We pride ourselves on offering comprehensive scholarship support, attracting and retaining top faculty and staff, and providing cutting-edge resources to our students.

While tuition alone does not cover the full cost of a Mount education, we remain determined to make it accessible by utilizing other sources of revenue (see pie charts below). Through donor support, we will grow our thriving endowment, increase flexible resources through the Mount Fund and secure planned gifts to sustain the community for generations to come. Here’s how individuals can get engaged:

**Growing the endowment:** The University’s endowment has been instrumental in providing a strong financial foundation for our legacy, touching every aspect of campus and community life from scholarships and financial aid to professorships, academic programs and centers.

**Investing in the Mount Fund:** The University relies on annual giving to the Mount Fund through our Brady Leadership Society to support the University's top priorities, such as a full range of learning opportunities, financial aid and the President's strategic initiatives.

**Building a legacy:** The Heritage Society honors alumnae, faculty, staff, and friends who have given to the Mount through a gift in their will or charitable trust, named the Mount as beneficiary of a retirement account or insurance policy, or established a charitable gift annuity to create a lasting legacy for themselves and the University. Gifts of assets often provide the most immediate tax deductions.

**Securing corporate partnerships:** MSMU’s multipronged approach to corporate engagement creates opportunities to connect students with internships and employment openings, raises corporate visibility by sponsoring Mount community events and provides crucial support for academic scholarships and other student programs.

*Data from fiscal year 2021 operating budget*
A closer look at the Mount’s endowment

Mount Saint Mary’s endowment, which is now more than $180 million, began with just a few gifts and bequests from donors in 1985. The size of the endowment reflects the historical generosity of donors and honors their intentions. When a donor restricts an endowment contribution to a scholarship, professorship or other specific purpose, the University is legally bound to both use it for the intended purpose and ensure that funds will be available for that purpose in perpetuity.

Over time, the funds have grown with new gifts and careful investments by the University with the guidance of the Investment Committee of the Board of Trustees that works to ensure the value of the fund continues to provide revenue over an indefinite time horizon — essentially forever.

Endowments are often thought to be a resource from which the University may draw as needs arise — like a savings account. A better analogy, however, is a retirement account from which only a portion is distributed each year.

In 2020-2021, we distributed $9.47 million, representing 8% of the University’s operating revenue. Approximately $3 million of those funds provided scholarships for students with financial need. Many of our endowed scholarship funds have been established by alumnae who themselves were scholarship recipients.

The remaining distribution supported faculty chairs, academic programs and general University operations. We are grateful to the donors who support our endowment, and we are always exploring how the Mount can prudently spend enough to meet the University’s mission while at the same time preserving the endowment for many future generations of unstoppable women.

On the following page, we have outlined our asset allocation policy, our annualized rate of return as well as the market value versus original gifts. As you will see, our asset allocation reflects a pragmatic approach resulting in solid returns over the decades.

“
As we prepare for our second century, it is important that we continue to build a robust and sustainable financial footing. We have carefully managed our resources and maintained our excellence for our students. This transparent look into our finances demonstrates how the support from our donors plays an irreplaceable role in successfully generating the world’s future leaders.

— DEBRA MARTIN, VICE PRESIDENT, ADMINISTRATION AND FINANCE
ASSET ALLOCATION POLICY

- 2% Cash and equivalents
- 13% Fixed income
- 5% Real assets
- 18% Absolute return and opportunistic
- 12% Private equity/ Venture capital
- 24% Domestic equity
- 18% Global ex US equity
- 8% Emerging market equity

ANNUALIZED RATE OF RETURN

- 35% Fiscal Year 2021
- 13% 3-Year
- 12% 5-Year
- 8% 10-Year
- 7% 15-Year
- 7% 20-Year
- 7% 25-Year

VALUE OF THE ORIGINAL ENDOWMENT AND THE MARKET VALUE OF THOSE GIFTS FROM 2000 TO 2021

- ORIGINAL GIFT
- MARKET VALUE

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>$20M</td>
</tr>
<tr>
<td>2001</td>
<td>$60M</td>
</tr>
<tr>
<td>2002</td>
<td>$80M</td>
</tr>
<tr>
<td>2003</td>
<td>$100M</td>
</tr>
<tr>
<td>2004</td>
<td>$120M</td>
</tr>
</tbody>
</table>
### Fiscal report for year 2021

As of June 30, 2021

#### ASSETS 2021

<table>
<thead>
<tr>
<th>CURRENT ASSETS</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$26,765,831</td>
</tr>
<tr>
<td>Cash and cash equivalents – designated</td>
<td>500,000</td>
</tr>
<tr>
<td>Receivables, net:</td>
<td></td>
</tr>
<tr>
<td>Student loans, tuition and other</td>
<td>2,924,616</td>
</tr>
<tr>
<td>Contributions</td>
<td>1,230,666</td>
</tr>
<tr>
<td>Deposits, supplies and prepaid expenses</td>
<td>1,957,825</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td><strong>$33,378,938</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG-TERM ASSETS</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents – restricted</td>
<td>17,948,803</td>
</tr>
<tr>
<td>Cash and cash equivalents – designated</td>
<td>14,500,000</td>
</tr>
<tr>
<td>Receivables, net:</td>
<td></td>
</tr>
<tr>
<td>Student loans, tuition and other</td>
<td>3,088,519</td>
</tr>
<tr>
<td>Contributions</td>
<td>1,005,417</td>
</tr>
<tr>
<td>Contributions – Wellness Pavilion</td>
<td>3,934,977</td>
</tr>
<tr>
<td>Investments</td>
<td>186,079,226</td>
</tr>
<tr>
<td>Deposits held by bond trustee</td>
<td>33,623,806</td>
</tr>
<tr>
<td>Beneficial interest in trusts held by others</td>
<td>88,070</td>
</tr>
<tr>
<td>Property, plant and equipment, net</td>
<td>96,482,622</td>
</tr>
<tr>
<td><strong>Total long-term assets</strong></td>
<td><strong>$356,751,440</strong></td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td><strong>$390,130,378</strong></td>
</tr>
</tbody>
</table>

#### LIABILITIES AND NET ASSETS 2021

<table>
<thead>
<tr>
<th>CURRENT LIABILITIES</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$2,420,062</td>
</tr>
<tr>
<td>Accrued payroll and payroll taxes</td>
<td>5,176,866</td>
</tr>
<tr>
<td>Deposits and deferred revenues</td>
<td>9,404,443</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>932,673</td>
</tr>
<tr>
<td>Note payable</td>
<td>472,818</td>
</tr>
<tr>
<td>Leases payable</td>
<td>718,267</td>
</tr>
<tr>
<td>Annuities payable</td>
<td>73,568</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td><strong>$19,198,697</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG-TERM LIABILITIES</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annuities payable</td>
<td>376,968</td>
</tr>
<tr>
<td>Federal student loan obligations</td>
<td>425,873</td>
</tr>
<tr>
<td>Note payable</td>
<td>6,860,234</td>
</tr>
<tr>
<td>Leases payable</td>
<td>2,454,503</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>45,083,480</td>
</tr>
<tr>
<td><strong>Total long-term liabilities</strong></td>
<td><strong>$55,201,058</strong></td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>$74,399,755</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NET ASSETS</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without donor restrictions</td>
<td>164,474,591</td>
</tr>
<tr>
<td>With donor restrictions</td>
<td>151,256,032</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>$315,730,623</strong></td>
</tr>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td><strong>$390,130,378</strong></td>
</tr>
</tbody>
</table>
Leadership 2020-2021

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Zulema García ’95
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Ileana Hernández, JD
Jeffrey Kearns
Joseph M. Burschinger
Zulema García ’95

Leadership 2020-2021

2020-21
29

Due to the An Unstoppable Campaign report being published in June 2021, we did not include a full donor list for this fiscal year.

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Summer Breanna Woods ’21

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Dalilah Valencia ’23
Yasmine Velez ’22
Rashell Villatoro ’22
Gloria Zelaya ’24

*DECEASED