



ORALEE HOLDER

Distinguished Faculty

“Tell me, what is it you plan to do with your one wild and precious life?”

Mary Oliver, Pulitzer Prize winning American poet

Poet Mary Oliver posed her often-quoted question at the conclusion of the poem “The Summer Day.” For the past 49 years, Oralee Holder has, in part, answered that question through her devotion to teaching, learning, and leadership at all levels of higher education.

A San Diego native, Oralee was a first generation college student, receiving state and college scholarships to earn her B.A. in English from California Lutheran University. Oralee received her M. A. from Southern Illinois University and her Ph.D. from the University of New Mexico. A life-long student, she soon became a life-long teacher, as passionate about her students’ success as she had been about her own education. Both graduate degrees offered Oralee the opportunity to teach university classes while completing her studies. Her first full-time teaching position was at Truman State University in Missouri, where she taught undergraduate and graduate classes in literature and composition and also became Faculty Senate President, the first of many experiences in faculty leadership which would mark her long career. In 1985, a series of crises involving family in San Diego resulted in Oralee’s decision to return to California to provide care. Although

leaving her professorship in Missouri was difficult, the move home opened new doors.

Back in San Diego, Oralee taught English part-time at UCSD and Grossmont College. She also explored other avenues to extend the teaching-learning dynamic. For example, she joined the Canyoneers, the Natural History Museum’s outdoor docent program, serving as President of the group for 3 years. She became an ardent student of native plants and birds and transferred her teaching skills to canyon, mountain, and desert settings. Oralee also became a student of dance at Starlight Dance Studio, traveling throughout the United States and Canada to compete as an amateur with her professional instructor. Ultimately, in January 1990, Oralee secured a full-time position at Grossmont College. During her last 34 years as Professor of English, Oralee has taught a full range of literature and composition courses. In addition, she has served as Academic Senate President; as Chair of the Council of Chairs & Coordinators; as Accreditation Co-Chair and Editor; as writer and editor of three English Department 6-year Program Review reports; as chair or member of a dozen faculty and administrative hire committees; and, for the last 12 years, as Chair of the English Department. She has been awarded the Teaching Excellence Award, the Presidential Leadership Award, the Distinguished Faculty Award, and the John

and Suanna Roueche Excellence Award from the League for Innovation in the Community College.

The last decade has seen tremendous changes within English at California community colleges, as various initiatives seek to remove barriers to student success, retention, and persistence and to accelerate the movement of students to 4-year institutions and careers. Oralee’s leadership has helped the English Department stay on the leading edge of reforms, developing the English AA-T transfer degree in coordination with CSU as well as new accelerated and co-requisite support courses. Also, in support of equity-minded programs reinforcing Grossmont’s position as an Hispanic Serving Institution, Oralee collaborated with Counseling and English Department colleagues to return the Puente Program to Grossmont College and to develop the Latinx Alliance.

Oralee plans to retire in August 2019, taking time to explore different answers to Mary Oliver’s question about how to spend one’s “wild and precious life.” Among the possibilities: travel extensively, make new friends and re-connect with old loved ones, volunteer for causes that matter, and garden with a passion. And, of course, as her favorite Mt. Miguel High School English teacher Claire Tremaine often advised: “read voraciously!”



RICHARD UNIS

Distinguished Faculty

Richard sees his role in classroom as similar to that of a gardner, "At home, I have been working with my kids to create a small garden so that they can watch their food grow. When we have good soil and water the seeds grow. When we water carrots - carrots grow. When we water tomatoes - tomatoes grow. When we stop watering, the seeds stop growing. When something is not working we can look at the plants and with a little investigation and sometimes consultation usually discover what's wrong... we then change something about its conditions and the plants are able to grow. Our plants grow because we learn what they need and create a space for them to establish themselves - we don't teach plants to grow, we water them. As teachers, we do the same thing."

Richard has taught sociology part-time at Grossmont for the past 13 years and feels privileged to have had the opportunity to study society with his students. "We all live in society and society also lives in us. We enter the classroom with our own truths and leave with the truths of others, the fruit of which, in sociology is a social consciousness saturated with a little more understanding, and an imagination characterized by equity, fairness, and justice."

As a first generation college student he completed a B.A. in Sociology at Ithaca College in NY then continued on to receive

his Masters in Sociology at The London School of Economics and Political Science in England. In the classroom, he has worked with his students to develop a variety of social justice based community projects. He recently created 'The Stand with Students Project'. A participatory photo project that allows community members to express their support for immigrants and refugee students. "The goal of the project is to cultivate solidarity and understanding at the college as a response to the divisive politics around immigration and DACA. The project allows our community to share stories and have our actual voices heard. Inaccurate information and false-consciousness can erode our solidarity, this project is a form of resistance, an acknowledgment of our shared struggles, our shared humanity, our ideals, and our community." Together with his students, he also organized a public art display at Grossmont which involved the installation of 30,000 sticks to represent the daily number of child deaths worldwide that resulted from poverty at that time. His documentary photography has led him to partner with community organizations and produce a healthcare photo series that toured around the U.S. and was eventually shown in the capitol building. He has also been working with his students to build and maintain

a micro-lending portfolio which makes small loans to entrepreneurs as a means to address social inequalities and support sustainable forms of development.

Richard has continuously been involved at Grossmont outside the classroom as well. He was a past co-advisor to the PTK honors society, participated in the college-wide governance reorganization, and is involved with initiatives across the school. He was recently elected to serve as the part-time representative to the Academic Senate and currently chairs the Academic Senate Part-Time Faculty Committee. As part of this role, he has created the school's first 'Part-Time Faculty Handbook', helped develop and ensure adjuncts have orientations available, and that they are also included in each of the college-wide governance committees.

For Richard, "teachers are designers of learning experiences and classrooms are transformative spaces to actively engage the community in partnership with the community....We connect with our students, invite them into the learning process and understand that they are co-creators of the experience."

"Whoever teaches learns in the act of teaching and whoever learns teaches in the act of learning." - Paulo Freire

OUR HISTORY AT GROSSMONT COLLEGE

It was a college starting from scratch – no name, no firm location and no construction funding. But from the moment the idea was born, Grossmont College promised to become one of the county's leading higher education institutions. Following several years of study involving both lay and educational groups, the voters of the area approved the formation of the Grossmont Junior College District in an election held Nov. 8, 1960. The first official organizational meeting of the Grossmont Junior College Governing Board occurred July 1, 1961. With an opening enrollment of 1,538, the first college classes convened Sept. 11, 1961, on the Monte Vista High School campus in Spring Valley.

An Auspicious Start

In an election held Sept. 18, 1962, voters approved a \$7.5 million facilities bond. The Governing Board moved to purchase a 135-acre site located on a scenic mesa in the Fletcher Hills area adjacent to the cities of El Cajon and La Mesa. Ground was broken for the new campus in December 1963. Even before construction was completed, the administrative offices were moved to the new campus and classes opened Sept. 14, 1964. The Grossmont College campus was officially dedicated Dec. 12, 1964.

The first increment of the campus was planned to accommodate an enrollment of 2,500 daytime students, with the completed campus expected to serve 4,800 students. On Oct. 18, 1965, a second bond election for \$3.5 million was passed by area voters, making it possible to complete the master plan. New facilities were completed Sept. 25, 1967.

In 1970, state legislation changed the term "junior college" in California codes to "community college." On Jan. 6, 1971, the San Diego County Board of Education approved a petition from the Grossmont Junior College District to change its designation to the Grossmont Community College District. On March 5, 1985, the Governing Board officially changed the name of the district to the Grossmont-Cuyamaca Community College District (GCCCD) to reflect the establishment of Cuyamaca College.

Building A Modern Campus

Prop. R, the district's \$202 million facilities bond measure, was approved in 2002, allowing the construction of the Learning and Technology Resource Center, the Science Laboratory Building, the Digital Arts and Sculpture Building Complex, the Health and Sciences Complex and a multi-story parking structure. The college's new student center, Griffin Center, and the Student Services and Administrative Building opened in spring 2012.

In 2013, East County voters approved Prop. V, GCCCD's \$398 million bond measure. Prop. V projects are intended to prepare local students and veterans for college and career success by upgrading the District's career training facilities for science, medical and public safety. As part of Prop. V, a Veterans Support Center will be established on campus. Additionally, the campus will see extensive technology upgrades to classrooms, libraries and science labs, and access to campus facilities will be enhanced for people with disabilities. As part of Prop. V, construction is underway for the Performing and Visual Arts Center and renovation is beginning on Bldg. 31, which is part of the

Science, Math & Career Complex. Additional planning is underway for construction in the Arts & Communication Complex and a new Bldg. 36 as part of the Science, Math & Career Complex. In total, these renovated and new facilities will change the look and student experience on the campus' west side.

Grossmont College Today

Today, Grossmont College is changing lives through education by offering more than 150 degree and certificate programs, including those focused on university transfer and workforce training. Grossmont College also offers a full range of student activities and clubs, as well as 17 intercollegiate athletic teams.

Enrollment has remained steady at a level of more than 16,000 students since the mid-1970s, rising to 17,484 students in 1991 and 18,241 students in 2002. In fall 2009, enrollment exceeded 20,000 students for the first time with 20,362 students, and increasing to the highest level ever in spring 2010 with 20,793 students.

Following the Great Recession that started in 2008, the California state budget situation stabilized, allowing the college to offer more classes than in past years. The fall 2018 course schedule includes a more robust selection of classes to help students better achieve their educational goals and find academic, personal and professional success. During the 2017 – 2018 academic year, 1,796 students were approved to graduate, the most in college history. Furthermore, Grossmont College's students earned the most degrees and certificates – 4,258 – of any community college in San Diego County that year.

EDUCATIONAL PHILOSOPHY

The Grossmont-Cuyamaca Community College District Governing Board believes that a community college should provide experiences that will greatly broaden students' educational opportunities and strengthen society's democratic institutions. Grossmont and Cuyamaca Colleges are committed to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past, and the challenges of the present and the future.

The Grossmont-Cuyamaca Community College District Governing Board accepts and is committed to the following premises:

- The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons.
- Grossmont and Cuyamaca Colleges recognize the value of our diverse and individual needs, interests, and experiences, vary greatly.
- The maximum development of the personal, social, and intellectual qualities of each individual must be encouraged.
- The development and fulfillment of the individual and the development of the community are increasingly interdependent.

An educational environment dedicated to these philosophic premises will produce individuals prepared for life and citizenship in a complex, diverse society and global economy.

GROSSMONT COLLEGE MISSION STATEMENT

Vision

Transforming Lives Through Education

Mission

Grossmont College provides an exemplary higher education learning environment through comprehensive and innovative instructional programs and student support services. By advancing equity and inclusion, we prepare our diverse student population to lead and engage with local and global communities.

We fulfill our mission by providing the people of East San Diego County and other communities with:

- Associate/transfer degrees and certificate programs
- Career education and workforce development
- Preparation for collegiate success
- Exploration of academic and career options
- Lifelong learning opportunities

Values

- **Learning and Student Success** – We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation** – We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement** – We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity** – We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion** – We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility** – We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance** – We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

Ethical Principles

Grossmont College is an academic institution dedicated to the pursuit of learning and the promotion of student success. In the quest for excellence, our entire college community shares the ethical values of integrity, honesty, transparency, civility, and respect. Students, faculty, staff, and administrators are guided by the ethical standards and principles established by the Grossmont College Student Code of Conduct and by comparable codes from professional associations and organizations. These values include personal and collective accountability and a high regard for others, the institution, and its mission.

Educational Objectives

It shall be the policy of the Governing Board of the Grossmont-Cuyamaca Community College District to implement the educational philosophy by providing a variety of programs. These shall be known as:

A. An instructional program composed of:

- **Transfer courses** equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at a baccalaureate institution.
- **Vocational and career education courses** to provide technical skills and knowledge for beginning employment, retraining and advancement.
- **General education courses** to broaden knowledge, skills, attitudes and values, to develop analytical ability and critical thinking, and to foster interest in life-long learning in the educational, scientific, and cultural fields essential for effective participation in a complex society.
- **Developmental courses** to assist inadequately prepared students to succeed in college course work.

B. A student services program composed of:

- **Academic and vocational support services and personal support services** to provide students with sufficient opportunity to achieve educational success.
- **Co-curricular activities** to provide opportunities for personal development and social responsibility.

C. A learning resources program composed of:

- **Programs and services** to support and to supplement the instructional, student services, and community education programs.

D. A community education program composed of:

- **Continuing education non-credit courses** which are eligible for state support and are designed to provide education and training in areas of local needs.
- **Community services courses, workshops, seminars, forums and institutes** to provide for the special educational, cultural, avocational and recreational needs of the community.

GROSSMONT COLLEGE INSTITUTIONAL STUDENT LEARNING OUTCOMES

The five institutional student learning outcomes are the Grossmont College framework for essential learning. These outcomes outline the knowledge, abilities, and habits of mind that a student will have attained as a result of the college learning experience. The institutional student learning outcomes reflect the Grossmont College commitment to our students and the community we serve.

Critical & Creative Thinking

- Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.
- Students will analyze, connect, and synthesize ideas in order to creatively solve problems.
- Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.

Communication Skills

- Students will communicate effectively through reading, writing, speaking, and listening.

Global & Local Perspectives

- Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.
- Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.

Technology & Information Skills

- Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.
- Students will demonstrate skill in the use of technology and its ethical and responsible applications.

Life & Career Skills

- Students will engage in self-reflection to cultivate their personal development and well-being.
- Students will engage in and interpret various forms of creative expression.
- Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.

PROGRAM STUDENT LEARNING OUTCOMES

Each program at Grossmont College has developed specific outcomes to convey the knowledge, skills, and abilities students will obtain upon completion of his or her major. The Program Outcomes are listed with the description of each major which begins on page 46.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES (ASCCC)

Ethics Statement

The ASCCC adopted the "American Association of University Professors (AAUP) Ethics Statement," and expanded upon it in 1994 and in 2002. In addition to the Ethics Statement, the ASCCC's 2002 paper, "Faculty as Professionals: Responsibilities, Standards and Ethics," provides suggestions about interacting with all members of the college community with the values of "equity, inclusion, openness, diversity, accountability, integrity and honor." Suggestions include: maintaining scholarly competence and honest academic conduct: insuring cultural and gender sensitivity – respecting students as individuals; encouraging the free pursuit of learning – securing student access and success; creating a learning environment of trust and sensitivity; establishing academic standards; and maintaining academic freedom. http://asccc.org/sites/default/files/publications/FacultyEthics_0.pdf

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom in inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatments of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institutions in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their professions, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

ACADEMIC FREEDOM

(Board Policy 4030)

The Grossmont-Cuyamaca College District Governing Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student to freedom in learning. It carries with it duties correlative with rights.

1. Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching material that has no relation to their subject. The intent is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry that this entire policy is designed to foster. Instructors should avoid persistently intruding material that has no relation to their subject.
2. Instructors are citizens, members of a learned profession, and may be viewed by those outside of the District as representatives of the District. When they speak or write as citizens outside of their roles with the District, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and instructors, they should remember that the public might judge their profession and Grossmont-Cuyamaca Community College District by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the District.
3. As colleagues, faculty members have obligations that derive from the code of ethics (adopted by both the Grossmont College Academic Senate [11/16/92] and the Cuyamaca College Academic Senate [4/6/95]). Faculty members do not discriminate against or harass colleagues and students. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Such exchanges shall focus upon the substance and content rather than personal characteristics of individuals. Uncivil, intemperate, or abusive language and behavior is contrary to a productive and safe working and educational environment. This does not contravene academic freedom and free exchange of ideas and opinions, but requires accuracy, appropriate restraint, and respect for the professional expression of others.
4. Instructors are entitled to full freedom in academic research and publication, subject to the adequate performance of their other academic duties, but research and publication for pecuniary return should be based upon an understanding consistent with the collectively bargained agreement between the District and the exclusive bargaining representatives.





ADMISSIONS PROCEDURES

