



MICHAEL GOLDEN

Distinguished Faculty

A biology teacher at Grossmont College since 1993, Michael Golden has contributed to the college in many ways. He taught the college's first online course in 2000 and has maintained the college's coastal sage scrub reserve since he was hired. He is one of the principle designers of the Native Plant Gardens found around the campus and designed the Campus Greenhouse. He helped to start the "Bridges to the Future" program, a National Institute of Health funded partnership with San Diego State University. 'Bridges' seeks to increase the number of underrepresented minorities transferring to four-year colleges to study biology. Michael was awarded SDSU's Homer Peabody Award for Teaching and Mentoring in 2010.

When Michael first arrived at Grossmont College in 1993, there was an 'old guard' that was resisting the demographic changes occurring throughout California, which included a diverse student population. In 1998, he and several other instructors decided to found the World Arts and Culture Committee to celebrate the college's great diversity. Michael was the first chair of the WACC. Michael learned a great lesson from this experience, best illuminated by the Gandhi quote; "Be the change you want to see in the world." This simple advice (put your energies in creating positive change) is what drives Michael each day.

Michael was a first generation college student and credits his own community college experience at Laney College for his choice of careers. "As an underprepared, working-class student out of high school, I wasn't really ready for higher education. Nobody in my family or the neighborhoods I grew up in were college bound. Laney College in my hometown of Oakland, California was the place I discovered I could actually be successful in school." Having found education to be the road to lead to a teaching position at a community college, Michael went on to earn his bachelor's and master's degrees from San Francisco State University.

Michael's experience of doing physical labor for non-union shops as he supported himself while attending college taught him the importance of workers organizing in their own interests. "It doesn't matter if you are building roofs or teaching, we are all still members of the working class." Michael states. "If we don't advocate for ourselves and our students, nobody else will." Michael has spent the past 10 years as an executive member of his union, AFT local 1931, which provides scholarships for students.

Michael teaches Environmental Biology and has nurtured plants and students for years. Students in Michael's biology classes have high praise for

him. As one student described him, "Professor Golden is passionate, motivational, and extremely knowledgeable. His lectures, although not normally structured, were amazing. I learned so much, and I always looked forward to going to class." Michael's classroom can be within four walls or in the broad expanse of nature. Field trips outside the classroom and on the road make up some of the interactions Michael has with his students to provide them with an understanding of living systems and their environment and allow them to investigate fundamental ecological principles. Always within the context of their daily lives, Michael has them apply what they are learning to the world around them. Principle to that is an introduction to Environmental Justice.

Michael recognizes that most students ultimately go to college to learn a profession. He likes to remind them that education is also needed to support a democracy. Ignorance benefits the exploiters. Education is not a guarantee for the perfect life, but it does provide people with more options. 'Feed your brain' he often reminds his students.

Michael sums up his career choice as a community college instructor by saying, "Helping students be successful (as they define it), is the best career in the world."



ASTRID RONKE

Distinguished Faculty

“Education is not the filling of a pail, but the lighting of a fire.”
– William Butler Yeats. This has been Astrid’s mantra throughout her career as university/college professor and K-12 instructor. She loves to teach and inspire students to build a positive attitude towards learning and strongly believes that learning does not just happen from a book, but through “learning by doing”- connecting classroom material to real-life situations and involving students in the community and experiences abroad.

Growing up in the multicultural city of Berlin gave her a sense of diversity. As a guide for foreign student groups, she became intrigued with learning about other languages and cultures and the opportunity and importance to connect with people from a variety of cultural backgrounds. She applied for a Fulbright scholarship and was fortunate enough to continue her English and Psychology studies at University of Tennessee, Knoxville. It was there she saw a play put on by German students and where she witnessed the amazing value of theater as a tool for teaching foreign languages - a teaching methodology that later became the topic of her doctoral dissertation for her Ph.D.

In Tennessee, she fell in love

with the American way of life, the language and the cultural diversity in this country. After she received her MA in English and Psychology from the Free University of Berlin, she returned to the U.S. for an MA program in European Languages and Literatures at the University of Hawaii and an opportunity to teach German as a lecturer. There, she also produced and directed her first two theater plays in German with foreign language students.

In 1992, Astrid continued her advocacy work and teaching German at University of Southern California, Pepperdine University, California State University San Marcos, and local San Diego colleges. Since 2002, she has worked as a German instructor at Grossmont College and is currently serving as the Coordinator for German and Russian. Her most rewarding experience at Grossmont has been developing strong connections with her students while guiding them academically and inspiring them to dream big!

During her career, Astrid founded and coordinated the German Program at CSU San Marcos, a German immersion program for kids at Balboa Park, and the annual K-College German Theater Festival for eight years. She also directed

more than 10 German theater plays with elementary foreign language learners. In 2016, she established a four-week German immersion and scholarship program with an internship in Berlin for Grossmont College German students through the Checkpoint Charlie Foundation Berlin, one of her most gratifying achievements.

To promote foreign language learning, she has volunteered as a teacher trainer for the Goethe Institute USA and the German American School Association. For her work, she has received many awards, including the national Certificate of Merit from the Goethe Institute USA, the Certificate of Excellence from the German Consulate General, the Outstanding Service Award from the Foreign Language Council, and the Grossmont College Teaching Excellence Award. Her life and work experiences have made Astrid a strong advocate for foreign language learning. She believes that “In a time of so much global political uncertainty, it is more important than ever for students to study foreign languages because it better equips them with the knowledge of what political, cultural and religious diversity is, and this leads them to a path of acceptance and mutual respect.”

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

Changing Lives Through Education

Mission

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for local and global communities.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

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 57.

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.

