Yolanda E. Guerrero, this year’s recipient of the Distinguished Faculty award, began teaching at Grossmont College in 1986. A graduate of UCSD with a B.A. in Spanish Literature and a bilingual multiple subject teaching credential, she continued her graduate work at UCSD and received her M.A. in Spanish Literature and is a Candidate of the Doctorate of Philosophy. Throughout her career, Yolanda has shown herself to be an informed, intelligent and passionate member of the campus community.

In 1986, Professor Guerrero was hired full-time in the World Language Department and became instrumental in developing the best language program in San Diego County community colleges because of the innovative methodology she introduced. In 1989, she became Department Chair and began the transformation of the World Language Department. Because of her vision and leadership ability, she became the catalyst that was needed to change Grossmont College’s World Language department from one that was very traditional in its language teaching to one that is now based on “oral proficiency” instruction. During this time, Yolanda also trained the language faculty herself by leading workshops generating funding, as well as bringing language experts to train the language faculty.

Yolanda has served as Chair of the World Language Department for more than ten years during her tenure and has been the Coordinator of Spanish, Japanese, Chinese, Italian and Russian language. Yolanda also provided the leadership for coordinating and developing the materials needed for many curriculum additions and modifications. During the past 27 years, she has been instrumental in the expansion of world language courses to meet the needs of the growing number of diverse interested students.

Today, with the assistance of her colleagues and as a result of Yolanda’s diligence and perseverance, Grossmont College’s World Language Department takes pride in being able to offer to its students Associate Degrees in Arabic, French, German, Japanese, Spanish and Russian and also courses in Chinese and Italian, making it one of the most comprehensive community college World Language programs.

As a native San Diegan who grew up in National City, Yolanda is very aware of her Mexican-American roots. Immediately upon arriving at Grossmont College, she began to organize Latino/Mexican cultural events on campus. For the past 25 years, she has organized the Cinco de Mayo celebrations and Mexican Independence Day. She is founder of the Latino Association of Grossmont-Cuyamaca Colleges and has served as President of the organization numerous times. Currently, she is a member of the Diversity, Equity and Inclusion (DEI) Committee, the Latino Alliance of Grossmont College, and the Title V Grant Committee.

Yolanda has contributed in the community as a representative of Grossmont College in intellectual, creative and entrepreneurial ways. She owned her own business - the Intensive Language Study Program - accredited by USD and for more than twenty-five years provided language courses to professionals. Professor Guerrero’s talents, contributions and generosity have been acknowledged by various national organizations. In 1991, she was selected by AAWCJC as Grossmont College’s “Woman of the Year Award” recipient, celebrating successes of creative endeavors that reflect a dimension beyond campus responsibilities. She has received numerous grants, awards, and has also published articles and translations. Yolanda is a Kellogg fellow and was one of 15 recipients in the United States selected by the prestigious W.K. Kellogg Foundation. In 2015, she was awarded the John and Susanne Roueche National Award of Excellence.

The most important thing for Yolanda is her love for teaching. As a language teacher, her reward comes daily from engaging her students. She believes that enthusiasm is contagious and the energy she expends will be the energy she will receive. She teaches with passion because she loves what she does.
Michael was born in San Diego, California and grew up in Barrio Logan, where he lived among many different ethnic cultures. He was born into an English-Italian family. His maternal grandfather, having emigrated from Italy and settling in San Diego, started Franco Superior Bakery. This family business grew to become Holsum Baking Company of San Diego. Michael, at the age of 9, started working in the family business. However, his father convinced him to seek a profession.

He went to Logan Elementary and started junior high at Memorial, but transferred to La Mesa Junior High and matriculated to Helix High School. Graduating early, Michael entered San Diego State College. During his sophomore year, he was elected vice-president of an innovative student organization, called Anahuac, which the college formed to plan, organize, and run student registration. During his junior year, he worked at the Naval Electronic Laboratory on Point Loma as a mathematics technician with a team of scientists who developed the sonar technology that placed the first nuclear submarine, USS Nautilus, under the North Pole. He graduated with a BS degree in Mathematics and returned to obtain a High School Teaching Credential.

His first teaching position was at Chula Vista Junior High, but the following year he left to teach mathematics at Monte Vista High School in the Grossmont Union High School District (GUHSD). Two years later he received a scholarship from the National Science Foundation to obtain a Master of Science Degree in Mathematics from the State University of New York at Buffalo. Shortly after obtaining a masters degree he was asked to join the faculty at Grossmont College as an adjunct instructor. During his service at Monte Vista he served 35 years as the Mathematics Department Chairman and member of the district’s Mathematics Council, which he chaired for 32 years.

Because Michael was Chairman of the Mathematics Council and served as an instructor at Grossmont College, he was in a unique position to serve both. One result was the first articulation agreement between the two districts to allow mathematics courses taught by the GUHSD to meet the course prerequisites for entering into Grossmont and Cuyamaca. He also served as the Math Task Force Co-Chairman for Transition 2000 whose task was to identify a common set of math outcomes by grade level for all east county schools in San Diego County.

Upon the elimination of Driver Education, the GUHSD had teachers that needed to be retrained. Michael worked with both the high school and college districts to implement, direct, and teach in a program for high school crossover teachers that provided the necessary course work for taking the NTE-Mathematics Examination and provided the opportunity to add mathematics to their current teaching credential.

He worked with the California Commission on Teacher Credentialing as a member of the Math Advisory Panel that was tasked to write the credential requirements for the new single subject high school mathematics credential. He then worked with the Test Review Panel to develop a new national teacher exam in mathematics, which would waive the academic course work required for a credential. Finally, he served as a member of the Commission’s Subject Matter Review Accreditation Panel that reviewed all proposals for granting secondary teaching credentials in mathematics by all colleges and universities in the state.

Michael has taught Mathematics for 36 years at Grossmont and was recently awarded the title of Adjunct Professor. He was a recipient of the 2015 John & Susanne Roueche National Award of Excellence. He has served four years as the Academic Senate Part-Time Officer-at-Large and the chairmanship of the Academic Senate Part-Time Faculty Committee. He believes that he has been able to teach for 50 years because he was blessed to experience many teachers who inspired one to learn and enjoy the process. Teaching for Michael is not a “job”, but the fulfillment of a passion that started a long time ago.
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, which will make it possible to renovate or replace aging, overcrowded facilities; modernize college technology; improve safety, security and access for disabled students; and create a Veterans Support Center and an East County Workforce Solutions Training Center.

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.

After several years of budget cuts, the California state budget situation has stabilized, allowing the college to offer more classes. The fall 2015 course schedule allows students to choose from a more robust selection of classes to help them better achieve their educational goals and find academic, personal and professional success.
EDUCATIONAL PHILOSOPHY

The founders of the Grossmont-Cuyamaca Community College District believed that a community college should provide experiences which will greatly broaden the students’ educational opportunities and strengthen the society’s democratic institutions. The representatives of the community directed the college 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 challenge of the present and the future.

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

A. The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons.
B. The college recognizes the worth of the individual, and the fact that individual needs, interests and capacities vary greatly.
C. The maximum development of the personal, social and intellectual qualities of each individual must be encouraged.
D. The maximum development and fulfillment of the individual, and the development of the community are increasingly interdependent.
E. All segments of the college community are encouraged to contribute and participate in the operation of the college.

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

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 provide students with sufficient opportunity to achieve educational success.
- 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.
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. 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 the rights and responsibilities for the governance of their institution.

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.