



EDDA TEMOCHE-WEDELE

Distinguished Faculty

Edda was born in Lima, Peru where her father, a lawyer and a politician, was elected to the Congress and served as a Diplomat. Her mother was an elementary school teacher. She lived in Guatemala and later in Mexico. She had assimilated three different cultures and also learned the history and geography of each by the time she was 10.

Edda received a scholarship to come to the United States of America as a high school foreign exchange student. She volunteered at the Spanish laboratory helping the teacher and gave speeches about her Latin American culture. She was chosen the "Girl of the Month" and had the honor to meet and be congratulated by President Kennedy.

After completing high school, she returned to Lima, Peru to study law. She became a lawyer and worked at the Ministry of Economics and a law firm where she practiced family law.

Several years later she came to the United States, and attended San Diego State University and obtained a Masters Degree in Spanish and a Bilingual Secondary Teaching Credential with an emphasis in Spanish and English as a Second Language.

Edda has taught Spanish courses at Grossmont College since 1988. Edda's impressive history of involvement in numerous professional and administrative activities attests to her long and sustained commitment to her profession, and is evidence of a strong

desire to contribute to the effectiveness of the Foreign Language Department and the college at large.

Her active participation and willingness to engage in out-of-classroom professional activities is both admirable and highly commendable. Her previous and present professional activities are a testimony of her zeal and commitment to the success of the Foreign Language Department and of our college. It is not hyperbole to suggest that Edda has probably influenced and nurtured more departments on campus than any other person in the 48-year history of Grossmont College (as partially evidenced by the wide range of hiring committees on which she has volunteered to serve).

Since her arrival on campus, she has allotted extra time in her schedule to serve on numerous committees, which include committees relating to strategic planning, program review, awards and recognition, faculty search and orientation. She also served on special events committees, including chair and co-chair of the Professional Development Committee and the World Arts and Cultures Committee. In addition, she also has been successful in preparing grants that have bolstered academic resources resulting in improved student learning outcomes. She served as Director of the Fund for Instructional Improvement grant, Articulation Transfer Model. She has obtained several EDIC grants to bring experts and provide

workshops on Proficiency Based Instruction to the Foreign Language Department. She serves on the board of the Foreign Language Council of San Diego. She organized training on Differentiation Instruction and Assessment on March 2009 at Grossmont College.

She was co-founder of the World Arts and Culture Organizing committee (WACO), celebrating diversity on campus and in our community and served on the Center for the Advancement of Teaching and Learning (CATL) advisory committee.

In the classroom, Edda has been an innovator in curriculum. She has developed oral proficiency tests, created articulation transfer models and written cultural components that have helped countless foreign language students. She also created a new course on Spanish and Latin American cultures.

She is a nationally recognized member of the American Council on the Teaching of Foreign Languages. She has spoken at ACTFL conferences, and other meetings of educators about foreign language teaching methodology and received an award for outstanding contributions in teaching and exceptional academic leadership in 2009. She will be presenting with other colleagues a workshop on Integrating Multimedia Resources Instruction in Arabic, French & Spanish at the ACTFL conference in November 2009.

OUR HISTORY AT GROSSMONT COLLEGE

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 November 8, 1960. The first official organizational meeting of the Grossmont Junior College Governing Board occurred July 1, 1961. First college classes convened September 11, 1961, on the Monte Vista High School campus in Spring Valley with an opening enrollment of 1,538.

In an election held September 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 September 14, 1964. The Grossmont College campus was officially dedicated December 12, 1964.

The first increment of the campus was planned to accommodate an enrollment of 2,500 day-time students, with the completed campus expected to serve 4,800 students. On October 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 September 25, 1967.

Since 1974, student enrollment at Grossmont College has remained relatively stable at a level above 16,000 students, peaking at 17,484 students in 1991, and again at 18,241 in 2002. Enrollment reached an all-time record for the Spring 2009 semester at 19,316.

State legislation in 1970 changed the term "Junior College" in California codes to "Community College." On January 6, 1971, the Board of Education of the County of San Diego 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 to reflect the establishment of Cuyamaca College.

East County voters approved Prop. R, the district's facilities bond measure, in 2002, paving the way for Grossmont College to renovate or replace aging, overcrowded facilities, build new high-tech structures to meet student needs and improve infrastructure and circulation, including the college's new entrance road. The Learning and Technology Resource Center opened in 2004. The Science Laboratory Building and the Digital Arts and Sculpture Building Complex opened in 2007. The refurbished Exercise Science and Wellness Complex opened in 2008, and a new multi-story parking structure will open in Summer 2009. The Health/Physical Science Complex is scheduled for completion in Spring 2010.

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.

DISTRICT AND COLLEGE VISION STATEMENT

"Educational Excellence for a Productive Citizenry"

MISSION STATEMENT

The primary mission of Grossmont College is to serve the broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- Instructional programs that meet student needs for transfer education, vocational and career education, general education, and developmental courses;
- Community education programs and services; and
- Programs that promote economic, civic, and cultural development.

To facilitate this mission, Grossmont College provides a comprehensive range of support services, including: outreach and access initiatives academic and learning

resources, student development programs, and multicultural and co-curricular activities.

In support of its primary mission to promote student learning, Grossmont College structures its planning processes and engages the college community to pursue the following areas of focus:

- Student development and academic excellence
- Our community
- Fiscal resources
- Human resources
- Physical resources
- Campus life

Adopted by the governing board November 14, 2006.

As part of its mission, Grossmont College pursues these values:

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.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Ethics Statement

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

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.