

CITY CURRENTS



A NEWSLETTER FOR THE CITY COLLEGE COMMUNITY

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CHANCELLOR'S MID-YEAR ADDRESS — January 16, 2001

'Back to the Future' of Learning

By Dr. Philip R. Day, Jr.,
Chancellor

Thank you, and to each and every one of you, "Welcome back for the start of what I hope will be another great semester!" I hope that the down time over the holiday break was as refreshing for you as it was for Val and me.

When the calendar rolled over to 2000 last year, practically everyone noticed and contemplated the grand new century. Television brought us celebrations from twenty-four international time zones. But this year, the true dawn of the millennium, our futuristic impulses seem barely stirred. Even **Stanley Kubrick's** movie, *2001: A Space Odyssey*, which inspired so much imagination 30 years ago, now seems strangely irrelevant. Space stations are not the luxury lounges pictured in 2001. There are no colonies on the moon. And we haven't encountered extra-terrestrial life. As for Hal, the robot, we must dream on as we did in the sixties, still anticipating artificial intelligence.

I don't know if your thoughts on the millennium are like mine, but I am not disappointed in the future we got. Rather, I think there are things to celebrate. True, the predictions for the space odyssey didn't pan out. Yet look at what did happen: miniscule microchips, designer drugs, laser surgery, smart genes, an end to the cold war. It's not exactly what we expected. But, Aha! In many ways it's better than we expected, and we never could have imagined it. As **Neils Bohr** once said, "Prediction is very hard, especially regarding the future."



Photo by Monica Davey

Chancellor Dr. Philip R. Day, Jr.

Today, I would like us to celebrate the beginning of this millennial term not with a futuristic subject but rather with an old idea that has new potential. It's a topic that may strike you as more antiquated than futuristic, more backward than forward, but possibly more enlightening than tiresome. I've called the address, "Back to the Future of Learning." And I'm hoping that in considering this topic, you might discover in it the unexpected, the Aha.

Thinking about Learning

In asking you to think about a topic as basic as learning, let me draw an analogy. Imagine a village in ancient Mesopotamia where the people have gathered. They are talking with great excitement and animation about their latest invention. And what is this invention? It is the wheel! The subject of

"learning" is even older than the wheel and still is the focus of much excitement and anticipation. It is my hope that those of you who rise to teach your classes day-in and day-out will discover in this pursuit the continual renewal of your profession, teaching and learning. And while I can't hope to be the source of that renewal, I do hope at least to be a helpful agent.

Let me tell you about a recent occasion in which I found renewal simply by listening to our students speak of their experience at City College. It was an orientation session held last October for the leaders of the Enhanced Self-Study project. Thirteen students spoke to us, one by one. And what do you suppose was their message? Overwhelmingly, they requested us to make students feel more involved and more connected and offered suggestions on how we might improve upon their learning environment. And the reason for all of this? Every one of them, in their own unique way, told of a positive and successful learning experience and they wanted others to be connected to the same experience. They wanted others to receive the same extended helping hand which they received.

I suspect that many of you have similar stories to tell. In your classes, you recognize some students as being especially motivated, quick to master the subject matter, remarkable in their rate of growth, and often ready for more instruction than the rest. You refer to them as the brightest students, the fastest

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CITY CURRENTS

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Monica Davey

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To contact *City Currents*

Voice: (415) 239-3817

Fax: (415) 452-5150

Phelan Campus mail: Box S194

Email: skech@ccsf.org



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OFFICE OF THE CHANCELLOR

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learners. There is something refreshing about good students and learning that is flourishing. It's like seeing flowers grow in the desert or hearing birdsongs in the empty air.

I know from conversations with many of you that such moments of excitement in learning are the one's you treasure but not always the moments you recall uppermost. Teaching is a grueling occupation and not all students respond eagerly and knowingly. In fact, too many of our students are considered to be too ill prepared and overly challenged to succeed in college courses. This view is expressed in many forms: "These students are not ready for my class," or "There are too many levels of understanding and abilities to really achieve a meaningful experience within my class." And since the trying situations can often overwhelm the successful occurrences, we are likely to need reassurance and support for the task of creating a triumphant learning experience.

To the extent that one of a Chancellor's responsibilities is academic or pedagogical, you might be surprised at how few are the opportunities one has to be engaged in this role. The classroom is the last place to which we get to devote attention. Faculty members seem to be pretty much on their own. That is why I have chosen to make teaching and learning the subject of this address. I want to heighten our awareness and recognize the challenge of teaching and learning. Even more important, I would like to encourage ideas and activities that may help us in our pursuit of learning success.

New Ways of Thinking about Thinking

I will begin with a single idea, one that you might find meaningful and perhaps suggestive of implications for teaching and learning. I want to make a case for the proposition that every student is an exceptional learner. And I want to argue that this is something worth getting excited about – that every student is an

exceptional learner. Thirty years ago, we might not have viewed student learners in this way. But today, it is a more widely held proposition. It is one of those unexpected insights that has come to us and makes us think in new ways about teaching and learning.

Not long ago, I picked up a little book from which I expected very little. The opening pages aroused my interest and I was unable to let it go. The book, **Edward de Bono's *New Think***, contained a story with a problem for the reader to solve. Let me tell you the story and see how you might have solved the problem.

Many years ago a London merchant owed a huge sum to a moneylender. The moneylender, who was old and ugly, was attracted to the merchant's beautiful daughter and proposed a bargain. He told them that he would put a black pebble and a white pebble into an empty bag and have the girl pick out one of the pebbles. If she chose the black pebble, she would become his wife and her father's debt would be cancelled. If she chose the white pebble, she would stay with her father and the debt would be cancelled. If she refused to pick a pebble, her father would be thrown into jail and she would starve. As the moneylender stooped

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down to pick up two pebbles from the path, the girl noticed that he picked up two black pebbles and put them into the bag. He then asked her to choose.

Imagine that you were the girl's advisor. What would you have counseled her to do? It seems that the options are limited and all of them are consequential, at least if one relies upon logical analysis and traditional thinking. So what would you have done if you had been this unfortunate girl? Select a pebble and seal your fate? Fall to the ground in a faint? Well, here is what she did. She put her hand into the moneybag and drew out a pebble. Without looking at it, she fumbled and let it fall to the path where it was lost among the others. "Oh how clumsy of me," she said, "but never mind – if you look into the bag you'll be able to tell which pebble I took by the color of the one that is left."

Well, this might be the place to say Aha! Here is a completely unexpected resolution. Edward de Bono calls it lateral thinking. We call it thinking-out-of-the-box. He points out that vertical thinkers tend to concentrate on the pebbles in the bag, while lateral thinkers would consider the pebble that is left behind. De Bono observes that the further lateral thinking diverges from the rules of reason, the more it seems to approach madness, or at the very least unorthodoxy.

My purpose in sharing this story and mentioning the concept of lateral thinking, which has enjoyed quite a run in education, is to remind us that the exception is often the exceptional. For most of us, our heritage from the enlightenment and the age of reason dominates our thinking. But, there are divergent ways of thinking (and learning) which can and do mark distinction and success. And I would suggest that our students bring many diverse intellectual attributes to this college, though our traditional methods and measurements are not always suited.

New Ways of Thinking about Intelligence

Probably the most dominant attribute valued in higher education is what we call intelligence. From the very beginning we have sought to define, expand, and measure intelligence. And in so doing, we have practically determined that everyone is one-of-a-kind, with either more or less of this invaluable commodity. Perhaps, however, you are familiar with **Howard Gardner's** theory of multiple intelligences, described in his book, *Frames of Mind*. Gardner begins with the limitations of our current ideas about what constitutes intelligence. He describes the typical battery of test questions given to a young student: Who discovered America? What does the stomach do? What does nonsense mean? Then come the exercises to measure arithmetic skills, the ability to remember numbers, and the ability to grasp similarities and sequences. The responses are scored and a single mark is awarded – the intelligence quotient or IQ. Gardner points out that while this number may predict one's ability to handle school subjects, it foretells very little about success later in life. Yet it is a number that influences the way others think of us as well as our eligibility for privileges and for certain roles in society.

While cognitive psychologists like **David McClelland** have pointed out the deficiencies of paper and pencil tests such as SAT and IQ assessments, Howard Gardner has proposed a new way of thinking about intelligence and its assessment. He advocates the idea of a multiplicity of intelligences and he has documented the independent, intellectual competencies, which he calls "frames of mind." He believes that we should not view intelligence through one lens of measurement but advocates at least six forms of intelligence: logical-mathematical intelligence, linguistic intelligence, musical accomplishment, spatial reason-



Photo by Monica Davey

ing, bodily or kinesthetic mastery, and personal intelligence (such as sense of self and sense of others).

I would suggest that Gardner's view of multiple intelligences represents one of those Aha's from which we can benefit. As you consider the rigors of college study, or daily living for that matter, you can see how the theory of multiple intelligences could prove extremely useful. The concept can help us to view our students from different perspectives, accord them greater possibilities for learning, and enable them to make greater strides developmentally. One of the principal reasons Gardner gives for his research, to quote his own words, is "to explain why certain contemporary educational efforts have achieved success, while many others have met with a less happy fate." It is our role as teachers and educators to choose the means by which students will acquire understanding and the methods by which they will learn. And it is our role as advisors to help them realize the gifts they have. Perhaps we can use this concept of multiple intelligences to foster a more optimal match between our "exceptional" students and the materials and modes of instruction we employ. And perhaps we can encourage a new approach to measuring success, one that takes into account a broader and richer intellectual profile.

New Ways of Thinking about Learning

As a transition to the major point of this address, let me offer a brief summary of

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the argument thus far. First, every student is an exceptional learner. Second, students are quite capable of thinking in divergent ways (Edward de Bono). Third, students have many forms of intelligence and come to us with various intellectual competencies, fashioned and combined in a multiplicity of adaptive ways (Howard Gardner). And now, a fourth and final point: There is a national endeavor underway in higher education to strengthen the relationship between teaching and learning in order to achieve greater student success.

In 1998, a national study project was launched to provide colleges and universities with better information about student engagement in learning and learning outcomes and to gauge the extent to which colleges encourage learning. The project is being sponsored by the Pew Charitable Trusts and the Carnegie Foundation for the Advancement of Teaching. It is called the National Survey of Student Engagement. The project is one of three national studies designed to measure the success of students in actual learning. In order to determine the degree to which colleges authentically engage their students in learning, 40 survey questions are clustered in five categories or "benchmarks of effective educational practices." The categories are: level of academic challenge, amount of active and collaborative learning, student interaction with faculty members, access to enriching educational experiences such as internships, and level of campus support.

The first report has been released. Not surprisingly, it shows that students at small, liberal arts colleges come out ahead in the benchmark categories. In several instances, there are colleges with extraordinary learning engagement that are not high-profile schools. These colleges create intensely intimate occasions and personal connections to engage their students in learning.

The people behind this study hope that consistently high performing learning environments will emerge and serve as models for others. It is their purpose to redirect the debate on quality in higher education. They are not satisfied with the types of measures of institutional reputation such as those reflected in the annual rankings by *U.S. News & World Report*. They want to shift the assessment of college value from measures of the resources that colleges have to measures of how fully the students of those colleges are engaged in their own learning process.



Photo by Monica Davey

As you know, among the community colleges, there is a movement underway, which **Terry O'Banion** is heading, called Learning Colleges. The movement is seeking to identify a number of colleges, to be called Vanguard Colleges, which have determined to put learning "at the heart of the academic enterprise," that might serve as models for others. This effort is part of a larger reform wave that places high emphasis on learning as the central value and the central activity. I am pleased to report that City College has been invited to participate in this project. Here are some of the principles upon which the Learning College movement has been founded:

1. The Learning College creates substantive change in individual learners;

2. The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices;

3. The Learning College creates and offers as many options for learning as possible;

4. The Learning College assists learners to form and participate in collaborative learning activities;

5. The Learning College defines the roles of learning facilitators in response to the needs of the learners; and

6. The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

In these two efforts, the Student Engagement study and the Learning College movement, I feel that something important is underway. I do not believe that the inclination of colleges to become learner-centered is a catchy educational fad or a tired cliché. One of the genuinely positive developments of our time is the extent to which student-centeredness has become a watchword. At community colleges, student success has practically displaced the term educational quality. Howard Gardner's work has been carried out under the name, Human Potential. And at City College, we often say that teaching and learning are the heart of our mission and our philosophy – implying that what we teach and what students learn actually matter.

To all of this, I hope we can say, Aha! Of course, it's the right idea, it's the right emphasis, and it's the right direction. Maybe we didn't see it in the sixties or the seventies. Maybe we expected something else. But this is how it's turned out in the 21st century. We have something exceptional to celebrate. We are becoming a learning college and every one of our students is an exceptional learner.

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Thinking about Learning at City College

In preparing these remarks, I originally planned to end the address here. It seemed enough to present the subject as a thought-piece rather than a call to action, more to stimulate than to guide, more to open a gate than to chart the path. But I cannot and should not squander the opportunity to tie the idea of a learning college to a couple of major events underway at City College. So I will speak briefly of them and you will see the connection I wish to make.

First, I want to make a connection to the Enhanced Self Study. That project is about assessing where we are and how we can improve the environment for learning. The entire purpose of involving more than 200 people in five different study groups is so that all students will have a better than reasonable chance for academic success. The study provides us with a framework for addressing all aspects of the learning environment that affects students. It is about identifying any of the elements where our practices may be made more conducive to learning – whether the classroom, outside the classroom, in counseling, matriculation, or student support services – everywhere we can better the learning environment. I want to take this opportunity to recognize those who have assumed leadership for this project and who are making it happen. In particular, I would like to recognize Professor **Ophelia Clark**, who, in her capacity as president of the Academic Senate, serves with me as co-chair of the Enhanced Self Study. We are supported by a number of committee chairs and co-chairs who also are playing a strong leadership role and, if they are present here today, I'd like them to stand and be recognized. Now that is surely a stellar array of talent. Please let's have a round of applause for the people who have been chosen to serve in the vanguard of the Enhanced Self Study.

I want to make a second connection between the topic of this address and a future opportunity for the college. We can aspire as much as we want for greater student academic success and we can engage an army of volunteers in studied enhancements, but all will be for naught if we don't have the resources to do the job. In order to create a learning college that endures, we will need to match the remarkable degree of internal investment with an equally extraordinary external investment of resources. And we have a perfect opportunity to secure this investment. I am speaking of the local bond initiative that we will propose to the voters of San Francisco this coming fall.

Today, I am suggesting that we take an enormous leap into a bright new future as a learning college. I want your imaginations to roam and your expectations to rise. How high? Well, let me give you a measure. I will be recommending to the Board of Trustees that this fall we present a bond proposal for \$244 million. What will this bond proposal include?

- \$50 million for much needed renovations and remodeling of our aging facilities;
- \$15 million to complete the computer network and infrastructure project;
- Funds to continue improving access for the disabled at neighborhood campuses;
- All of the necessary funds to support the demolition of the north and south gymnasiums and construction of a new Community Health and Wellness Center;
- \$40 million for matching funds for the completion of the New Mission Campus and Chinatown/North Beach Campus;
- \$10 million for matching funds to support the infrastructure and EIR development of the Balboa Reservoir;
- Funds to support the construction of a new Community Cultural and Performing Arts Center;



Photo by Monica Davey

- \$20 million for matching dollars to support a new facility, potentially shared with SFSU, that would help replace some of the 30 year-old bungalows and enhance transfer and access to baccalaureate programs;

- And nearly \$15 million in support for the acquisition and retrofitting of the Evans Campus plus "swing space" on the Ocean Avenue Campus as we move to replace the bungalows in favor of real brick and mortar.

This may seem unprecedented (and it is!), but I believe it is commensurate with the great value of this college. I am confident that we can make our case for these resources and with your help we will succeed. Remember, the new Proposition 39 requires only an approval threshold of 55% rather than 66-2/3%. You only have to walk around the campus to see the need. And you know better than I, the critical nature of our need because you've been living and working in this environment every day of your professional lives; and, most importantly, you are aware of the challenges and barriers it presents for effective learning. It was the first thing I noticed upon arrival and subsequently spoke about it – the deplorable state of the college's facilities. Over the past two years we've tried with our scarce resources to shape up the place, cleaning and painting and adding some plantings.

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Photo by Monica Davey

But we are dealing with years of neglect and prolonged constraints on finances.

So I say let's take it to the voters and to those who know us and depend on us for training and education, for career paths, for personal development, and for community and economic development. We will need every one of you helping if this campaign is to succeed. We must work as a family to support this effort and to get the message out. We must tell them that City College is a place of serious learning and its students are exceptional. We must remind them that for this city to remain a world class city, our college must be a world class institution. We are what makes this city work!

Think what this opportunity can mean for the college. It's not a test of leadership for Phil Day. And it's not about the political influence of our Board of Trustees. This is about City College and the illusive goal of re-establishing in the public mind that City College is a player, a proven player that makes this city better than it would otherwise be. Never will there be a more suitable time for us to step up and declare the place of the college in this city.

Closing

To close this address, let me return to the central message. City College is a learning college. And every student is exceptional. Forget about the strange obelisk that landed on Earth in 2001, which no one understood. Instead, visit one of the rarest and oldest places on earth, Muir Woods. Listen to the silence and watch the sun streaming from above. Then look at the trees. They are like students. Some of them are strong ones, tall and reaching to the sky. Others are weak ones, occasionally bent over nearly to the ground, but still sending up shoots reaching for the light. They can all thrive with light and with care. As we begin this new term and new year, I hope you will remember the trees. And perhaps you will agree with Robert Frost, "I think I shall never see, anything as lovely as a tree."

Thank you and have a great semester!

City College well represented in Dr. Martin Luther King, Jr. March



Photo by Susan Hathaway of CalWORKS, Evans Campus

Pictured carrying the City College banner at the January 15 march celebrating Dr. Martin Luther King Holiday are (left to right), Vice Chancellor of Student Development Dr. Don Griffin, Chancellor Dr. Philip R. Day, Jr., Board of Trustees President Dr. Anita Grier, and Jane Lualhati of the CalWORKS Education & Training office at the Evans Campus.

References

Edward de Bono, *New Think: The Use of Lateral Thinking in the Generation of New Ideas*, Avon Books, 1971

Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligence*, Basic Books, 1983

The NSSE 2000 Report: National Benchmarks of Effective Educational Practice, Pew Charitable Trusts and the Carnegie Foundation for the Advancement of Teaching, November, 2000

Terry O'Banion, *A Learning College for the 21st Century*, The American Council on Education and the Oryx Press, 1997

OFFICE OF THE CHANCELLOR

Raising the student voice in the enhanced self study

The leadership of the Enhanced Self-Study has been working with the student leadership to expand the level of participation of students in the Enhanced Self-Study process and increase the voice of the students relative to student success.

Discussions among students and staff recognized the key role that students have already played in the orientation to the project as well as the importance of their participation both as members and as co-chairs of each of the Ad Hoc Committees. To further the involvement of student leadership in the project, committee leadership will be making a concerted effort to foster the joint planning and facilitation of meetings, ensuring that faculty, staff, and student co-chairs jointly guide the progress of their membership. Additionally, acknowledging that institutional history and terminology may be unfamiliar to student participants, faculty and staff might also serve as mentors for students on their committees to support full participation. And further, members of the Ad Hoc Committees might also identify additional students who may want to participate fully on one of the five committees.

However, given the time commitment required for committee work, the leadership also discussed a variety of other means of strengthening student participation. To that end, co-chairs will be actively soliciting and underscoring stu-

dent commentary in meetings. Additionally, in an effort to hear from students more broadly, Ad Hoc Committees may opt to host open listening sessions at various sites throughout the District to share and solicit general perceptions or concerns. Or, in an effort to garner specific commentary the Committees might call for focus groups on specific issues and questions. And finally, it was suggested that the project

also provide a web page location at which students can share their perspectives and concerns, as well as their thoughts and ideas.

As we continue our Ad Hoc Committee discussions into the spring semester, these and other fruitful initiatives will be taken to expand the effort to involve students in the project and our collective efforts to enrich student success.

ADMINISTRATION & FINANCE

ADMINISTRATIVE OPENING

Associate Dean of Student Activities

(re-opened: extension of application deadline)

Application Deadline: OPEN UNTIL FILLED (Application screening begins: Wednesday, February 14, 2001)

For job announcement and administrative application from, call Human Resources Department at (415) 241-2246 or download it from Human Resources Department website at <http://www.ccsf.org/hr>

EVENTS

Mary Marsh to exhibit work at Richmond Art Center

Mary Marsh, Library Tech at the John Adams Campus Library, will have a show of her artwork at the Richmond Art Center **January 20-March 17**. The show is called *people consuming: the daily news*. Coffee and toast are used as both medium and subject as a way to look at the consumption of culture and the space between what the media portrays and everyday life. There will be drawings made with coffee and a mural made from toast, all images of people consuming, collected from the newspaper.

An artists' reception will be held Saturday, January 27 from 3 to 6 P.M.

The Richmond Art Center is located at 2540 Barrett Avenue Civic Center Plaza, Richmond, CA. Call 510 620-6772.

Electra continues to light up Venue 222



Danielle Levin portrays the title role in *Electra*, Sophocles ancient tale of revenge in a new adaptation by Frank McGuiness at Venue 222, adjacent to the Diego Rivera Theatre. Performances are January 26-27 at 8 P.M. and January 28 at 2 P.M. For tickets and information call (415) 239-3132.

WANT ADS

CAR FOR SALE — '95 Saturn SC2; 2-door; gold color; 5-speed manual; low mileage, 30K; exc. Condition, dings on fender; below blue book, \$6500. Call 550-4330, ext. 2.

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New and revised Voc Ed web sites now online

The Office of Vocational Education is proud to present three new and revised web sites: the improved versions of the Voc Ed Web Page, the CCSF Occupational Interest Survey, and the new SFBayCareerMap.

After almost a semester of dedicated hard work, a talented group of students enrolled in **Denise Richard's** Multimedia Team Production class redesigned the Vocational Education Webpage, now entitled the Career & Technical Education Webpage. The new and improved look is more appealing and professional, while offering web "surfers" greater ease in locating relevant information about program offerings. Embedded in this comprehensive site is a FAQ Page for each occupational program that presents answers to commonly asked questions. The Career & Technical Education Program Guide is also included, as well as links to individual department web pages, the schedule and the catalog.

You can explore this site at www.ccsf.org/voced and locate your program FAQ page (click on Programs on the Voc Ed Home Page). If you would like to add a FAQ page for your vocational program or update the existing one, please contact **Andrea Speraw** at asperaw@ccsf.org or call 550-4364. For your convenience, FAQ Pages can be completed and submitted directly online.

The Voc Ed Website also includes a Faculty Resource Page that presents up-to-date information related to vocational education issues. Check the site for relevant announcements about the Perkins VTEA grant, occupational education initiatives such as the Learn-to-Earn-More program, curriculum information, SCANS, and much more. The new VTEA RFP will be placed online and can be downloaded. Check this page regularly for updates.

The online Occupational Interest Survey (OIS) was also revised and given a new "look" by the same group of student Web designers. If you are not yet familiar with

the OIS, it is a fun and simple survey that automatically calculates the user's results and displays the CCSF occupational program titles matched to his or her interests. Upon selecting a program title, users can learn more about the program by viewing the FAQ page. This Survey serves as a career development resource for students uncertain about where to begin their educational or career planning, as well as guiding them to relevant information about occupational programs. It does not attempt to replace counseling services, but can serve as a useful counseling aid.

Since the Survey was placed online one-and-a-half years ago, responses from students, teachers, counselors and individuals outside of the college community have been overwhelmingly positive. It has been especially useful for high school and upper-level ESL students as well as those interested in transitioning from ABE classes to occupational education. Please try it and share it with your students. To

locate the OIS, go to:

www.ccsf.org/voced/ois, or from the CCSF Main Page, click Vocational Programs, and choose the Occupational Interest Survey link.

An exciting new resource was also recently placed online. SFBayCareerMap borrows the same concept from the OIS by matching user interests to occupational programs. It differs from the OIS in that it incorporates all 26 Bay Area Community Colleges, allowing users to access more than 600 programs offered throughout the greater Bay Area.

SFBayCareerMap was funded exclusively through a grant from local Economic Development Regional funds and designed and developed by **Brandon Hill**, CCSF CIS student; **Greg Johnson**, Director of Career Link; **Denise Richards**, multimedia instructor; **Andrea Speraw**, Office of Voc Ed. Project Coordinator; and **Pierre Thiry**, CIS instructor. To locate SFBayCareerMap, go to www.sfbaycareermap.com.

Child Development Dept. plans student orientation

The Child Development and Family Studies Department Invites new and returning students to a Department Orientation on **Tuesday, January 30** from 4 to 7:30 P.M. in the Diego Rivera Theatre on the Ocean Avenue campus.

Scheduled activities include:

4-5:30 P.M. — Learn about licensing requirements, job qualifications, resources, coursework available, degree information, department updates and professional development opportunities.

5:30-6 P.M. — Light refreshments

6-7 P.M. — Breakout sessions on 2001 CARES stipend information; elementary teacher prep overview (Arts 310); and child development permit overview (Arts 311).

For more information, students should call (415) 239-3172.

VICE CHANCELLOR ACADEMIC AFFAIRS

SPRING 2001 DEPARTMENT CHAIRS

DEPARTMENT	NAME	PHONE	BOX	OFFICE
Administration of Justice/Fire Science	Charles Hoenisch	239-3202	LB1	Batmale 213
African American Studies	Glenn Nance	239-3510	S25	Science 222
Aircraft Maintenance Technology	Jorge Diaz	239-3902	AIRP	AIRPORT
Apprenticeship	(Dean) Phyllis McGuire	550-4438	EVANS	Evans
Architecture	Jerry Lum	239-3264	L229	Batmale 244
Art	Roger Baird	239-3252	V2	Art 105
Asian American Studies	Angie Fa	239-3865	LB4	Batmale 358
Asian Studies	Fumiko Grant	452-5106	A58	Art 304
Astronomy	Lancelot Kao	239-3242	S95	Science 400
Automotive/Trade Skills	Joe Estupinian	550-4409	EVANS	1400 EVANS
Behavioral Sciences	George Shardlow	239-3433	L211	Batmale 354
Biological Sciences	Edmund Bedecarrax	239-3645	S65	Science 304
Broadcast Electronic Media Arts	Francine Podenski	239-3351	A6	Art Extension 161
Business/Office Tech/Small Business	Henry Hatcher	239-3203	C106	Cloud 105
Career Development & Placement Center	Indiana Quadra	239-3137	S125	Science 127
Chemistry	James Armstrong	239-3377	S86	Science 210
Child Development and Family Studies	Stephen Rico	239-3172	L207	Batmale 211
Community Services	(Dean) Judy Teng	267-6523	DTN	DOWNTOWN
Computer and Information Science	Rose Endres	239-3768	L260	Batmale 456
Consumer Arts and Sciences	Judith Eben	239-3588	LB6	Batmale 210
Consumer Education	May Fong	561-1914	JAD	J. ADAMS
*Counseling	Alvin Randolph	239-3545	E205Q	Conlan 205Q
Dental Assisting	Anna Nelson	239-3479	C352	Cloud 304F
Dental Laboratory Technology	Steven Potter	239-3625	S104	Cloud 364
Diagnostic Med Imaging/Rad Oncology Tech	Leslie Yim	239-3458	S91	Cloud 239
Disabled Students Programs & Services	Paul Johnson	452-5483	R323	Library 323
Earth Sciences	Darrel Hess	239-3104	S138	Science 43
Engineering and Technology (Welding)	Thomas Angeloff	239-3505	S105	Science 148
English	Michael Hulbert	239-3406	L161	Batmale 556
Environmental Horticulture & Floristry	Holly Money-Collins	239-3106	O H	O H
ESL	Sharon Seymour	239-3003	L248	Batmale 616
*Extended Opportunity Programs & Services	Alvin Jenkins	239-3440	B609	Bungalow 615
Film Production	(Acting) Caroline Blair	239-3651	C126	Cloud 126
Foreign Languages	Jacquelyn Green	239-3223	A74	Art 202
Gay, Lesbian and Bisexual Studies	(Acting) John Collins	239-3876	S77	Cloud 203B
Graphic Communications	(Acting) John Seckman	239-3037	V51	Visual Arts 104
Health Care Technology	Peggy Guichard	561-1967	JAD	J. ADAMS
Health Science	(Acting) Joani Marinoff	239-3220	C363	Cloud 363B
Hospitality Training	Edward Hamilton	267-6509	DTN	DOWNTOWN
Hotel and Restaurant Operation	Edward Hamilton	239-3154	H R	Statler Wing 156
Institute for International Students	(Coordinator) Penny Larson	239-3895	C208	Cloud 208
Interdisciplinary Studies (IDST)	Abdul Jabbar	239-3792	A39	Batmale 338
International Education	(Dean) Joanne Low	561-1850	CH/NB	CHINATOWN
Journalism	Suzanne Korey	550-4437	EVANS	EVANS
Labor Studies	Bill Shields	267-6550	DTN	DOWNTOWN
Latin American Studies	Donald Ortez	239-3126	S76	Science 186
*Learning Assistance	Nadine Rosenthal	452-5505	R207	Library 207
Library Information Technology	Christopher Kox	452-5519	R517	Library 517
Library Services	(Dean) Rita Jones	452-5454	R501	Library 501
Mathematics	Keith McAllister	239-3478	L109	Batmale 756
Music	Madeline Mueller	239-3641	A44	Art 142
Nursing — Licensed Vocational	Manuel Silva	561-1912	JAD	J. ADAMS
Nursing — Registered	Cecile Dawydiak	239-3218	C352	Cloud 340
Older Adults	Wood Massi	550-4415	MIS	MISSION
Philippine Studies	Leo Paz	239-3740	S30	Batmale 360
Photography	Robert McAteer	239-3424	V69	Visual Arts 161
Physical Education and Dance	Brad Duggan	239-3411	S GYM	S GYM
Physics	David Yee	239-3467	S16	Science 185

Continued on Page 10

VICE CHANCELLOR ACADEMIC AFFAIRS

DEPARTMENT CHAIRS, *Continued from Page 9*

Social Sciences	Darlene Alioto	239-3330	L136	Batmale 656
*Student Health Services	Sunny Clark	239-3192	A67	Bungalow 201
Study Abroad	(Coordinator) Jill Heffron	239-3778	C212	Cloud 212
Telecourses	(Coordinator) Janet Willett	239-3886	A21	Bungalow 210
Theatre Arts	Donald Cate	239-3132	A3	Art 149
Transitional Studies	Gabriella Schultz	561-1015	JAD	JAD
Women's Studies	Mary Lamattery	239-3199	L195	Batmale 726

* Under the Vice Chancellor of Student Development

SPRING 2001 AWARD OF ACHIEVEMENT PROGRAMS AND CONTACT PERSONS

PROGRAM	NAME	PHONE	BOX	OFFICE
Administration of Justice	Charles Hoenisch	239-3202	LB1	Batmale 213
Aircraft Maintenance Technology	Wharton Brown, Jr.	239-3902	AIRP	AIRPORT
<i>Aircraft Power Plant Maintenance Technology; Airframe Maintenance Technology; Avionics Maintenance Technology</i>				
Architecture				
<i>Architectural Interiors</i>	Nestor Regino	239-3265	L133	Batmale 244
<i>Architectural Technology</i>	Robert Hamilton	239-3265	L132	Batmale 244
<i>Design Firm Management</i>	Jerry Lum	239-3265	L229	Batmale 244
Automotive Technology	Joe Estupinian	550-4409	EVANS	EVANS
<i>Automotive Body Repair; Automotive Mechanics</i>				
Biotechnology	Edmund Bedecarrax	239-3645	S65	Science 304
Business				
<i>Accounting</i>	Ron Rubin	239-3268	C106	Cloud 220
<i>Business Office Information Processing</i>	Margaret Hock	239-3116	C106	Batmale 472
<i>Fashion Merchandising</i>	Diane Green	239-3224	C106	Bungalow 219
<i>Finance</i>	Hilary Hsu	239-3268	C106	Cloud 220
<i>International Business</i>	Bruce Lilienthal	267-6564	DTN	DOWNTOWN 220
<i>Legal Assistant/Paralegal</i>	Dora Dye	239-3508	C106	Batmale 466
<i>Marketing</i>	Gary Reiman	267-6504	C106	Batmale 470
<i>Real Estate</i>	Fred Martinez	239-3737	C106	Cloud 106
<i>Supervision</i>	David Dore	267-6577	DTN	DOWNTOWN
<i>Travel and Tourism</i>	Joanne Derrick	334-5400	EV039	EVE
Child Development	Nina Mogar	239-3172	L207	Batmale 211
Computer and Information Science	Michael Kelly	239-3248	L219	Batmale 360
<i>Computer Science; Computer and Information Science</i>				
Construction Management	Ronald Gonzalez	239-3264	L134	Batmale 244
Dental Assisting	Anna Nelson	239-3479	C352	Cloud 304F
Diagnostic Medical Imaging	Leslie Yim	239-3458	S91	Cloud 239
Engineering and Technology				
<i>Electronic Engineering Technology</i>	Jim Lallas	239-3231	S127	Science 24
<i>Mechanical Engineering Technology</i>	Jim Lallas	239-3231	S127	Science 24
Environmental Horticulture	Holly Money-Collins	239-3106	O H	O H
<i>Commercial Cut Flower & Greenhouse Production; Landscape Gardening & Landscape Contracting; Nursery & Garden Center Operation</i>				
Film Production	Caroline Blair	239-3651	C126	Cloud 126
Fire Science Technology	Charles Hoenisch	239-3202	LB1	Batmale 213
Floristry	Holly Money-Collins	239-3106	O H	O H
Graphic Communications	John Seckman	239-3037	V51	Visual Arts 104
Health Information Technology	Marie Conde	561-1818	JAD	JOHN ADAMS
Hotel and Restaurant Operation	Lynda Hirose	239-3155	H R	Statler Wing 156
Labor Studies	Bill Shields	267-6550	DTN	DOWNTOWN 321
Library Information Technology	Christopher Kox	452-5519	R517	Library 517
Medical Assisting	Dory Rincon	561-1826	JAD	JOHN ADAMS
<i>Medical-Office Assisting; Medical Administrative Assisting</i>				
Multimedia Studies	Glenda Drew	452-5107		Cloud 339
Nursing — Registered	Cecile Dawydiak	239-3218	C352	Cloud 340
Photography	Robert McAteer	239-3424	V69	Visual Arts 161
Radiation Oncology Technology	Leslie Yim	239-3458	S91	Science 134

MENUS — WEEK OF JANUARY 22–26, 2000

BREAKFAST – TASTE BUDS — 7:30–9:50 A.M.

Eggs • Breakfast Meats • Pancakes • Waffles • French Toast • Cereals • Pastries • Juices • Coffee • Tea

LUNCH — PIERRE COSTÉ ROOM (PCR) — 11:15 A.M.–12:30 P.M.

Monday, January 22

Luncheon Plate Du Jour: BBQ Chicken • Corn Bread • Lima Beans

PCR Special: Grilled Pork Chops with Porcini Mushrooms • Grilled Polenta • Broccoli Spears • Soup: Tomato and Orange

Tuesday, January 23

Luncheon Plate Du Jour: Beef Enchilada Casserole • Refried Beans • Spanish Rice

PCR Special: Grilled Trout with Fresh Salsa • Boiled Potatoes • Spinach Saute • Soup: Chicken Tortilla

Wednesday, January 24

Luncheon Plate Du Jour: Tofu and Vegetable Skewer with Chinese Black Bean Sauce • Steamed Rice • Zucchini Saute

PCR Special: Roast Duck • Spaetzle • Bavarian Red Cabbage • Baked Apple • Soup: French Onion au Gratin

Thursday, January 25

Luncheon Plate Du Jour: Chicken a la King • Buttered Egg Noodles • Green Peas Saute

PCR Special: Seafood Risotto • Soup: Old Fashioned Potato and Spinach

Friday, January 26

Luncheon Plate du Jour: Corned Beef and Cabbage • Boiled Vegetables and Potatoes

PCR Special: Salmon en Croute • Baked Tomato • Zucchini Saute • Carrots Baton • Soup: California Seafood Chowder

LUNCH — CAFETERIA — 11 A.M.–1:15 P.M.

Monday, January 22

BBQ Chicken • Corn Bread • Lima Beans • Swiss Chart Paysanne

Grilled Pork Chop with Pear Chili Chutney • Mashed Potatoes • Soup: Tomato and Orange

Tuesday, January 23

Beef Enchilada Casserole • Refried Beans • Spanish Rice • Buttered Broccoli

Grilled Trout with Tomato Mint Relish • Dauphinoise Potatoes • Soup: Chicken Tortilla

Wednesday, January 24

Tofu and Vegetable Skewer with Chinese Black Bean Sauce • Steamed Rice • Zucchini Saute • Cauliflower Polonaise

Lamb Stew Jardiniere • Rissolle Potatoes • Soup: French Onion

Thursday, January 25

Chicken a la King • Buttered Egg Noodles • Green Peas Saute • Baked Banana Squash

Black Bean Pork Spareribs • Steamed Rice • Soup: Old Fashioned Potato and Spinach

Friday, January 26

Breaded Filet of Sole with Tartar Sauce • Nut and Fruit Pilaf • Green Beans Forestiere • Carrots Vichy

Corned Beef and Cabbage • Boiled Vegetables and Potatoes • Soup: California Seafood Chowder

DINNER — CAFETERIA — 5:45–7 P.M.

A la Carte Salad Bar available Monday through Thursday evening

Monday, January 22

CLOSED — NO EVENING FOODSERVICE

Tuesday, January 23

Old Fashioned Beef Stew • Buttered Noodles • Green Peas with Pearl Onions

Soup: Chicken Tortilla

Wednesday, January 24

Veal Cordon Bleu with Red Wine Sauce • Scalloped Potatoes • Fresh Steamed Broccoli Spears

Soup: French Onion

Thursday, January 25

Sauteed Cod Dore with Tomato Mushroom Sauce • Vegetable Medley

Soup: Old Fashioned Potato and Spinach