

# CITY CURRENTS



A NEWSLETTER FOR THE CITY COLLEGE COMMUNITY

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JANUARY 22–27, 2002

## CHANCELLOR'S SPRING 2002 FLEX ADDRESS

# 'A Declaration of Interdependence'

By Dr. Philip R. Day, Jr.  
Chancellor

### Introduction

In the brief period in which our college was closed, the year 2001 came to an end and 2002 assumed its place. Many articles and newspaper columns appeared during that time, so many I lost count, in which the mention of September 11 was the defining point not only for the passing of the old year but, for numerous commentators, the passing of an era. We were told that on September 11 we lost our innocence, that it was a new world order, and that we would never be the same again.

September 11, 2001. It isn't the only date in history that has precipitated what psychologists call "flashbulb memory" — a cataclysmic event of photographic vividness and permanence. It isn't the only occasion that has spawned a legacy of uncertainty, fear, anger and suffering. Sixty-two Septembers ago, the world was similarly shaken by Germany's invasion of Poland and the sparking of World War II. Sitting in one of Manhattan's bars on Fifty-second Street, the poet W.H. Auden wrote words that are as true today as when he wrote them under the title September 1, 1939:

*Defenseless under the night  
Our world in stupor lies;  
Yet, dotted everywhere,  
Ironic points of light  
Flash out wherever the just  
Exchange their messages;  
May I, composed like them  
Of Eros and of dust,  
Beleaguered by the same  
Negation and despair,  
Show an affirming flame.*

Like the chorus of writers, poets, and others — many others — who have been deeply affected by the tragedy, I feel compelled even today to begin with the reference point of September 11 and in the midst of all that has happened seek to ferret out an affirmative flame and hold it high for all to see. I want to show a light that must never go out. Or to express it in the words of W.H. Auden, "we must love one another or die."

### Discovering Our Interdependence

At City College, on the morning of September 11, we experienced terrifying emotions throughout our campuses wherever people were gathered. We felt overwhelming shock and grief. We reached out for answers to questions we barely could formulate or understand. We looked at one another in a new way, especially those whom we knew best, as if to seek consolation and communal support. But as the days went by, we looked at some persons whom we did not know in a new way, especially those of foreign descent, as if to assure ourselves of whom we could trust. Over several weeks during the fall, it seemed as if our carefully tended heterogeneous garden of institution-sanctioned culture-specific groupings might not be growing in common ground. Suddenly, we noticed the fences and walls and the possibility that boundaries might rise up between "us" and "them." This was the atmosphere during those early days when we called an emergency meeting of the College Council. And it was to transcend such boundaries that the College Council determined to host a gathering around the flagpole on



Photo by Monica Davey

Dr. Philip R. Day, Jr., welcomes back staff and faculty during his Flex Day address on January 14.

the Ocean/Phelan Avenue Campus, to bring us together in word and song as a united community. I think all of us who were present that Thursday noon hour were moved by our common bond, raised though we were in vastly different cultural traditions.

But that was not all. The college's Diversity Council also met to consider how to maintain and encourage a campus climate that values diversity and respects cultural differences. It was an extraordinary session, with rich contributions from faculty, staff, students, and administrators. Out of their deep wells of conviction and after much dialog, there came the recommendations and actions which in early October I transmitted to the entire college community: the declaration and signage throughout the dis-

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CITY CURRENTS

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**Dr. Day's Spring Flex Address**

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trict campuses and buildings that "our college community is a hate-free zone;" the arrangements for a volunteer crisis support teams and resource persons to serve as a help force; the encouragement of faculty to address the values of tolerance and respect in regular classes and to sponsor teach-ins; the planning of lectures and concerts on themes of diversity and tolerance; and the development and circulation of a code of conduct to guide people in reflecting on their expectations of behavior. The Diversity Council also called for today's Flex Day program to underscore the theme of diversity and multiculturalism. And that is why we are looking forward to the message of our keynote speaker on creating an interdependent campus community, and to the workshops that follow. I want to urge you to participate fully in these opportunities for dialog and community building.

As I look back on the aftermath of September 11, I feel very proud of City College and how this most diverse of institutions worked at and succeeded in sustaining a climate of tolerance and respect during a time when those qualities were sorely tested. It was not an easy accomplishment. We were not free of incidents. One of our professors, a gentle, lovely and able man of Middle Eastern origin, experienced an unfortunate misunderstanding on the part of a student, which led sadly to an accusation from an irate parent and an investigation by the police, causing the unjustified suspicion that this City College professor of over 30 years might harbor support for terrorism. The incident was eventually resolved as totally erroneous and inappropriate and the record was cleared. But it did reveal the heightened tensions and suspicions that were rampant at the time. Other fears were becoming manifest and in evidence when leaders of the Muslim student association came to me in the company of the president of the Associated Students to present a letter urging the Chancellor to speak out for

tolerance and understanding and against all forms of racial, cultural, and religious stereotyping in the midst of a climate of wariness, which of course we did.

I mention these incidents to remind you that we have been through a period of challenge to the multicultural ideals that we hold dear. By addressing this subject on Flex Day and by holding high the affirming light of tolerance and respect, we proclaim our common ground of belief. We hereby issue a Declaration of Interdependence. And although we do this in the aftermath of September 11, we must understand that this is not something to be done when there is a crisis. It must be our continuing proclamation and we must value, strengthen, and sustain cultural diversity as a permanent quality of our community life. And it is why I want to applaud everyone of you for the thoughts and deeds that you have devoted to this ideal. Your dedication to accepting, valuing, and respecting the diversity of all people is what makes our community strong. It is the affirming light that must never go out.

**Preserving Our Distinctiveness**

In this address, I would like to express a caution. As one of the most diverse colleges in the nation, we are traveling a

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# Chancellor Day: A Declaration of Interdependence

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path that poses tremendous challenges, including genuine dilemmas of choice and potential pitfalls as well as rich rewards. But first, I want to take a moment to look back at the uncertain course that has brought us to this point. If we go all the way back to the beginning of this country, we will not find, to the best of my knowledge, what we strategic planners and thinkers might call a “mission statement” for diversity. Our founding documents were cast in general terms appealing to universal principles. While, the new 17th and 18th century settlers were primarily from England and northwestern Europe, along with a small population of black slaves, there was no formal recognition of ethnic origins and multicultural respect. When **Thomas Jefferson** wrote “all men are created equal,” there was legal discrimination and persecution against Jews and Catholics, African Americans, and American Indians. Clearly, diversity was not the mission and inclusion was not the goal. At the same time, American presidents consistently envisioned the eligibility of the world to become American citizens, especially with the rising tide of immigration. And while there is much divergence in the interpretation of American history on this point, it would seem that the pattern of our development has moved ever more expansively toward a broadening of who is an American.

When I was a child in school in New England, we were made very aware of who were the original Americans — they were the colonialists of New England, of course (and we grudgingly had to admit the Virginians to this company). But growing up, I came to understand a broader definition of American. Not the pilgrims who landed here, not the patriots who fought for liberty, not the founding fathers who organized the federacy. What I eventually learned, and what astounds me still, was the impact on this country of the successive waves of immi-



Photo by Monica Davey

Dr. Philip R. Day, Jr., makes a point during his Flex Day address

grants who came to these shores. They came by the thousands — frightened, confident, hopeful, seasick, clutching their many children and their few belongings, and with countless memories of who and what they left behind. Go to Ellis Island. Tour the Tenement Museum. Visit Alcatraz Island. Consider also that our great cities are portals of immigration and migration: New York, Chicago, San Francisco, Los Angeles, and Miami. This is the compelling story of who built America. The real Americans are surely the “teeming masses yearning to be free.”

I don't know what is the origin of the term “melting pot,” but I think it expresses most precisely the dilemma of diversity in our country, as well as in our schools, colleges, and universities. Specifically, the term melting pot — which may be an idea as old as the country — suggests that regardless of our family origin, we could be fused together, one homogenous people, assimilated and smelted. It is the view that must have prevailed at the turn of the century when **Israel Zangwill's** play, *The Melting Pot*, was performed in 1908. In this wildly popular Broadway play, a Russian Jewish immigrant says it all:

“... America is God's Crucible, the great Melting Pot where all the races of Europe are melting and reforming! Here you stand, good folk, think I, when I see them at Ellis Island, here you stand in your fifty groups with your fifty languages and histories, and your fifty blood hatreds and rivalries, but you won't be long like that brothers, for these are the fires of god you've come to — these are the fires of god. A fig for your feuds and vendettas! German and Frenchman, Irishman and Englishman, Jews and Russians — into the Crucible with you all! God is making the American.”

Well, the melting pot never happened! Ethnic patterns are still strong. Distinctions continue to be important. In 1963, one of the most important books on immigration and ethnicity was written by **Nathan Glazer** and **Patrick Moynihan**, entitled *Beyond the Melting Pot*. This book was about ethnic groups in New York City, and it genuinely and substantively discussed the diverse heritages, values, and achievements of each group, including the distinct though changing identities from generation to generation. But in the last chapter on the future of the melting pot, Glazer and Moynihan suggest that “the specifically national aspect of most ethnic groups rarely survives the third generation in any significant terms...so that even the strongest national traditions are steadily diluted.” And they go on to predict that religious identities and race will eventually define the major groups of American society “as the specifically national aspect of ethnicity declines.”

But there is more to that story, too. In 1997, over thirty years later, Nathan Glazer published a new book, *We Are All Multiculturalists Now*. He described the change in thinking among “those of us who were students of ethnicity and race in the 1960s and held the perspective that assimilation — or, if one prefers the

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milder term, integration — was what happened to ethnic and racial groups in America.” In this book, Glazer elaborated on the explosion of multiculturalism, including its powerful position in higher education, though a relatively new term in the lexicon of academia. He suggested that multiculturalism now describes a variety of groups in broad categories — African Americans, Hispanics, Asian Americans, Native Americans, women, gays and lesbians, and sometimes (but not always) ethnic groups of European origin — and noted that multiculturalism rejects assimilation and the melting pot image in favor of such metaphors as the “salad bowl,” the “rainbow coalition,” or the “glorious mosaic.” In his final chapter, “We Are All Multiculturalists Now,” Glazer concluded: “it seems we must pass through a period in which we recognize difference, we celebrate difference, we turn the spotlight on the inadequacies in the integration of our minorities in our past and present, and we raise up for special consideration the achievements of our minorities and their putative ancestors.”

## Reaching for Interdependence

So, here we are in 2002, many of us — though not all of us, to be sure — multiculturalists. Perhaps the word may not be the term you prefer to use, especially if you are concerned about epithets. But in some sense, you and I are caught up in the great challenge of preserving cultural distinctiveness while affirming our common ground. It is the balancing act that is stamped on every coin, *e pluribus unum*, one out of many. And it is this same balancing act that we today have to work out within the walls of academia. Can we be both multicultural and one culture? Will we be fragmented or united? This is our great dilemma, our enormous challenge, the one with the rewards but also the potential pitfalls.

When I consider the experiences of other institutions, from Berkeley to Harvard,

addressing the precarious balance of preserving diversity, I am grateful that our college has avoided the problems they face. Many of you have followed the recent story of Harvard’s new president in this regard. In less than six months on the job, former Secretary of Treasury and now college president **Lawrence Summers**, encountered the complexity of the issue. Was he soft on affirmative action? they asked. — Did he denigrate professors in the Afro-American Studies Department as producing unworthy scholarship? — they wanted to know. Why did he say no to the proposed Center for Latino Studies? It became a bitter dispute over commitment to diversity — not about hiring practices, not about affirmative action in admissions, but rather about respect for diverse personalities associated with the teaching of ethnic studies and underlying unease about organizing knowledge along strict ethnic lines. Everyone hopes this matter will be resolved, but it certainly points up the fragile nature of the balancing act of multiculturalism.

Perhaps you have also followed the story of the California State University at Sacramento, where in December a distinguished commencement speaker was booed and jeered until she could no longer continue her remarks. Her topic was about American freedom and civil liberties and the relationship of these to the events of September 11. Her questioning of the potential for racial profiling and the abridging of freedoms led to charges impugning her patriotism and the abortion of her speech. This caused the president of the university to issue the call for social responsibility and respect. And it prompted the president of the faculty association to decry the growing culture of intolerance. To be sure, this was not a case of cultural intolerance. But it was a clash of cultures, nevertheless.

Unfortunately, there are still many places, including institutions of higher educa-

tion, where the failure to address this question promotes incivilities and hostilities, sometimes breeds violence, and often leaves tragic scars. On the other hand, there are institutions devoted to cultural understanding and practice which have created centers of support, ethnic areas of study, and group-specific living arrangements, with splendid success in overcoming status and power inequalities, fostering school achievement, positive career choices, life style choices, attitudes toward others, and on and on.

As I was preparing this speech and deliberating over whether to treat the subject as a challenge to be addressed or to attempt in some way to offer practical and helpful suggestions — a danger zone for Chancellors if there ever was one — an amazing thing happened. I was opening the mail in my office and discovered the January-February issue of *Change*, the magazine of the American Association of Higher Education, the lead article entitled “Taking the Common Ground — Beyond Cultural Identity.” There, **Kenneth Bruffee** was eloquently urging us to venture beyond our cultural barriers into the domain of cultural interdependence. He was saying that we could and should, without sacrificing what genuinely distinguishes us from one another, help students learn to take the common ground. Yes, he was saying that the core of this enterprise lies in teaching — in the classroom — mutual dependence and civil compatibility among diverse cultural communities.

I know that many of you believe and practice this idea. Yet, here is someone saying it for all to hear. Students are sitting side by side with classmates whose cultures are radically different from their own, but know little, if anything, about one another. They mask their differences and may fear to reveal their identities.

And all the while, they are not as aware as

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they should be that many of the cultural assumptions and practices of their peers are deeply similar to their own.

Kenneth Bruffee is calling for common-ground programs throughout higher education, and I commend his article to you as inspirational and enlightening. And you will find practical suggestions as well, including creating ways for students to explore differences face-to-face, and arranging opportunities for culturally diverse teams to work on specifically organized community development projects. I have asked that the article be posted on the college's web site for reading at your convenience. I've asked that an accompanying article from the same issue of *Change* also be posted on the web site. It is entitled "Discussing the Unfathomable — Classroom-Based Responses to Tragedy," and it contains practical curriculum ideas developed at the University of Michigan at the request of its president, **Lee Bollinger**, following the tragedy of September 11.

Why have I chosen this subject and suggested these readings? Because I feel that while we are achieving much in celebrating diversity at City College and confidently preserving what might be called community-specific ground, we are less sure of how to foster and celebrate the ground that is common to everyone. That is the lesson that I take from September 11 and from events on this campus in the days that followed. That is the challenge that I believe we face collectively as a community. And I believe that this college is well positioned to achieve this ideal and through its efforts to help build in a balanced way a larger multicultural civil society.

## Conclusion

Thus far, we have been speaking of common ground somewhat in the abstract. We have been speaking of beliefs and values as common ground. We could also speak of the physical ground that is common to everyone. We share the same land

and the same country. We also share the same genes. Genomists tell us, in classifying the great human genome, that we share 99.9% of exactly the same genes; we differ by no more than one-tenth of one percent. So, our common ground is both tangible and intangible.

Underneath it all, the common ground that we all share most profoundly is life itself. It is the sanctity of another person's life that is our common bond. That is why we stand up for one another. That is why some people even give their lives for one another. No words can express this adequately, but I think **Martin Niemoeller** came close. He was the Lutheran pastor who delivered anti-Semitic sermons early in the Nazi regime but later opposed Hitler and was sent to a concentration camp. His words are the legendary expression of the lesson the Holocaust:

They came first for the Communists,  
and I didn't speak up because I wasn't  
a Communist.

Then they came for the Jews,  
and I didn't speak up because I wasn't  
a Jew.

Then they came for the Trade Unionists,  
and I didn't speak up because I wasn't  
a Trade Unionist.

Then they came for the Catholics,  
and I didn't speak up because I was a  
Protestant.

They came for me,  
and by that time no one was left to  
speak up.

As we begin a New Year and a new academic term at City College, may we speak up for one another. May we preserve and celebrate our differences. And may we find the common ground — that whatever sad divisions we continue to manifest might cease, our rich cultural diversity prevail, and our essential unity triumph over all.

Four years ago, in 1998, at the Winter Olympics in Japan, the opening ceremo-

ny included the great finale of **Beethoven's *Symphony No. 9***, a choral ending that is one of the grandest climaxes in classical music. The conductor, in Japan, led this piece on international, satellite television with orchestras and choruses singing simultaneously in five capitals throughout the world — what a way to celebrate the unity of humanity, which is why the *Ode to Joy* belongs to great ceremonies and embraces millions. It has been said that half of humanity has probably heard the tune, and it is with two of its stanzas on universal joy and brotherhood that I close:

Joy, beauteous, godly spark,  
Daughter of Elysium,  
Drunk with fire, O Heavenly One,  
We come unto your sacred shrine.  
Be embraced, ye millions!  
This kiss to the whole world!  
Joy, Daughter of Elysium!  
Your magic once again unites  
That which Fashion sternly parted.  
All men (and women) are made brothers  
(and sisters)  
Where your gentle wings abide.

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# Final recommendations made by Enhanced Self-Study

By **Kathe German**

Coordinator,

Enhanced Self-Study Project

During the past semester, six additional recommendations were received and approved by the Ad Hoc Coordinating Council of the Enhanced Self-Study, bringing the total of recommendations received and forwarded to the Academic Senate for shared governance review to thirty-four.

The Pre-College Learning Ad Hoc Committee proposed one additional recommendation:

**Student Services Support** addresses the need to increase student awareness of the support services available to them by bringing the essential information into the classroom. This recommendation will be reviewed by the Student Prep/Success Committee.

And the College Level Learning Ad Hoc Committee proposed five additional recommendations:

**Student Services Orientations** addresses the need to increase student awareness of

the services available by increasing communication between the academic departments and the student services offices through workshops and electronic systems. This recommendation will be reviewed by the Student Success/Prep Committee and the Academic Senate.

**Skills Across the Curriculum Advisories** addresses the need to advise students regarding the reading, writing, math, and technology skills required for success in collegiate courses through the development of advisories for all appropriate credit courses. This recommendation will be reviewed by the Academic Policies Committee.

**Uniform AA Written Composition Requirement** addresses the potential of establishing English 96 as the AA/AS graduation level composition class by exploring the issue. This recommendation will be reviewed by the Academic Policies Committee.

**Center for Teaching Excellence** addresses the expansion of efforts to provide professional development activities to sup-

port teaching and learning through the establishment of a Center and related programming activities. This recommendation will be reviewed by the Staff Development Committee and the Academic Senate.

**Discipline Majors Option** addresses the feasibility for departments to develop specific majors of 18 or more units and the inclusion of such majors on the student's academic record. This recommendation will be reviewed by the Academic Policies Committee and the Academic Senate.

The full text of these recommendations, like those previously reviewed, is available through the ESS web site at [www.ccsf.org/Services/ResearchPlanning/ess/](http://www.ccsf.org/Services/ResearchPlanning/ess/) with print copies available in the Louise and Claude Rosenberg Library and Learning Resource Center and the offices of the Campus Deans. Please continue to participate in the discussion of these and other Enhanced Self-Study recommendations as they move toward final approval.

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## VICE CHANCELLOR ADMINISTRATION & FINANCE

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# Facilities changes completed over CCSF's winter break

**James Keenan**, Superintendent of Buildings and Grounds, reports that the following jobs were coordinated and completed over and above the normal maintenance activities assigned to the Buildings and Grounds during the Winter Break.

**Chinatown/North Beach Campus:** Made repairs to exterior lighting throughout the campus.

**Downtown Campus:** Removed and cleared all obsolete equipment and furniture from the roof.

**Gough Street:** Constructed and installed a cabinet with top for Handicap section on the Upper Level.

**John Adams Campus:** Repaired blackout throughout the Parking Lot area; Prepped and painted Rooms 101, 203 and 329A.

**Mission Campus:** Painted striping on outdoor parking lot.

**Phelan/Ocean Campus:** Installed new lighting in South Reservoir Student Parking area; Installed new heater in Student Health Center, Room B201; Repaired damaged carpet in Student

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## Notice about 2001-W2s

City College payroll office will mail the 2001 W2s to employees' home addresses. These notices are expected to arrive by the first week in February. W2's are currently available by using the City College Web, <http://ccsf.org>, (WEB4). Employees can access this information using their WEB user ID and PIN. You may contact the Human Resources Office at 241-2246 for assistance with WEB access.

# News of note about trustees, alumni, faculty, students

**George Rush** has been named Football Coach of the Year by the American Football Coaches Association. The award was presented at the organization's annual meeting in San Antonio, Texas. Rush also earned the award in 1999. He has been Head Football Coach at CCSF for 25 years and coached here for 30 years. Rush also played football for the CCSF Rams for two years.

Rush announces that he expects up to 22 members of his 2001 CCSF Rams football team to receive full scholarships to baccalaureate-degree granting colleges and universities. In fact, Rush has achieved more than a 95% transfer rate for sophomore athletes to four-year schools. Those who have already received full scholarships and the schools where they will transfer include: **Princell**

**Brockenbrough**, University of North Carolina; **Orlando Evans**, University of Maryland; **Timothy Fa'aita**, Arizona State University; **Zach Fletcher**, University of Alabama; **Richard Heintz**, Eastern Washington University; **Justin Jackson**, Utah State University; **Tasha Jackson**, University of Oklahoma; **Jesse Keaulana-Kamakea**, Kansas State University; **Douglas Lealao**, Benedictine College; **Johnnie Mack**, Texas Tech; **Jonathan Makonnen**, University of California at Berkeley; **Travis McGee**, Cincinnati University; **Lance Mitchell**, University of Florida; **Ronald Nunn**, University of Southern California; **Lawrence Turner**, Oregon State University; and **Jibril Wilson**, University of Tennessee.

The CCSF Rams have been state and national champions for the past three years, with a 12-0 record in each of those seasons.



CCSF alumna **Barbara Eden** guest starred as Great Aunt Ida on *Sabrina, The Teenage Witch* on January 11. The character may become a regular on the WB Network show. She was also the subject of *Barbara Eden — An Intimate Portrait*

on the Lifetime Cable Network which aired the previous Monday. In the 1950s, Eden studied Theatre Arts with **Michael Griffin** who convinced her she was ready to move to New York or Los Angeles to pursue her career, according to an article in "TV Week" in the *San Francisco Chronicle*.



CCSF alumna **Amy Freed's** play *The Beard of Avon* opened at the American Conservatory Theatre (ACT) on January 16. The work is a humorous look at who might have written Shakespeare's plays. Described by *The San Francisco Chronicle* as being on "the short list for the Pulitzer Prize" this year, Freed's plays have been produced in San Francisco, New York and at the American Repertory Theatre at Harvard. Freed worked closely with CCSF adjunct instructor **Kay Amarotico** (now professor of Drama at Stanford) in several classes in the 1990s and wrote *Glory* — an adaptation of battle scenes from Shakespeare's history plays performed by female actors — which was performed in the Diego Rivera Theatre.



CCSF alum **Ted Lange** is satirized in the January 7 issue of *The New Yorker*. The satirical *Shouts and Murmurs* article dealing with "Theatre-Lobby Notices" lists "Warning: The role usually played by Sir **Ian McKelan** will be performed tonight by the actor who played Issac on 'The Love Boat.'" Lange ("Issac") studied Theatre Arts with Dr. **Walter Krumm** in the 1970s and appeared in CCSF's production of *The Royal Hunt of the Sun*. Besides returning to CCSF for the 50th Anniversary Ceremony at Davies Hall, Lange produced, directed and played the title role in a film version of *Othello*.



**Keith Hammerich**, instructor in the Hotel and Restaurant Operation Department, appeared on Bay Area airwaves twice during the holidays. On Thanksgiving Day for the 6 o'clock news,



Dr. Anita Grier, has been appointed to the Board of Directors of the California Community College Trustees, a unit of the Community College League of California. Dr. Grier was elected to the Board of Trustees of the San Francisco Community College District in November 1998 and served as President of the CCSF Board in 2000.

he was interviewed by **Joe Dusey** on "How to do our version of a honey baked ham." On December 29, Hammerich was a guest on the **Gene Burns** show to talk to his KGO Radio audience about the "benefits of an education at the Hotel and Restaurant Department at City College of San Francisco vs. learning about the industry via on-the-job training."



Dr. **Francisco Wong** of the Social Sciences Department faculty had his Letter to the Editor published in the December 16, issue of *The New York Times*.



CCSF student **David Ortiz** was interviewed for "Life 360," a new national show broadcast on PBS. Three other students who had graduated from McAteer High School also were interviewed for the series which explores how these youths faced the ups and downs and persevered. The first installment was broadcast January 4. For more information, visit the website at [www.pbs.org/opb/life360](http://www.pbs.org/opb/life360).

Please see ACHIEVEMENT, Page 8

**MARCH 14 DEADLINE**

# Vocational Education Funds (VTEA) request forms available

The Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA) allocates Basic Grant funds for the improvement of vocational education programs within the Community College.

The California State Plan, the State Chancellor's Office and City College of San Francisco set the following priorities for the use of the funds:

- Strengthen the integration and sequencing of vocational and academic education curriculum
- Strengthen curriculum and program strategies that incorporate strong experience in and understanding of all aspects of an industry
- Develop, improve or expand the use of technology within the classroom
- Provide professional development activities related to workforce education
- Develop and implement the evaluation of programs and student outcomes, using Core Indicator data
- Provide services and activities that are sufficient size and scope
- Increase linkages with secondary and postsecondary programs
- Enhance instructional and support services responsive to the needs of students who are members of special populations

Requests forms for proposals are now available. Copies will be forwarded by the Office of Career & Technical Education to all school Deans, Career & Technical Education Department Chairs and current project managers. The RFP will also be available online at the Career and Tech Ed Website at [www.ccsf.org/voced](http://www.ccsf.org/voced), "Faculty Resources" link. Print the RFP from the "What's New" or "Workforce & Economic Development Grants" links.

Proposals are due in the Office of Vocational Education by **March 14, 2002** at 5 P.M. Contact **Andrea Speraw** at the Office of Vocational Education with questions or to request technical support at 550-4364.

## Recognition of Achievement

*Continued from Page 7*



**Kyle Thornton** of the Diagnostic Medical Imaging Department faculty was interviewed extensively for an article titled "Student Mentors serve as Leadership Models" that appeared in *ASRT Scanner* in November 2001. He talked about the radiologic technology peer mentor program and how it is working with the assistance of the Mentoring and Service Learning Department at CCSF.



Four short original plays performed in the Diego Rivera Theatre as part of the Festival of American Playwrights of Color (directed by **Ann Fajilan**) last fall will be performed next month at the Kennedy Center American College Theatre Festival at Cal State Hayward. Selected as part of an evening on student written and performed monologues to be called "My Story" are *Plantation Lollipop —Memoirs of an African Princess*, by **Aisha Stone**; *Dilcia the Juggler* by **Dilcia Giron**; *Conkies* by **Renee Boxill**; and *Labels* by **Joyce Kinney**. This premiere edition of "My Story" is the brainchild of Dr. **William Wolak** of the University of the Pacific as a way to showcase excellent student-written and student-performed work originating in the Western U.S.

In addition, 16 CCSF Theatre Arts students have been nominated to compete in the **Irene Ryan** Scholarship Auditions at the Festival. Named for the late Irene Ryan ("Granny" on *The Beverly Hillbillies* television show), the Auditions offer an opportunity to compete for scholarships on the regional and national levels. Nominated are: **Sergio Almaguer, Adam Morgan, Tiffani Sierra** (*Measure for Measure*, directed by **John Wilk**); **Meryl Friedman, Matthew Stang** (*Paradise Lost*, directed by **Dan Ogawa**); **Aren Haun, Diedre Kotch, Wendy Taylor** (*Bash — Latterday Plays*, directed by **Lisa Busby** and **David Scott**); **Jaruwan Fuentes, Ashley Murray, Kaushik Roy** (*Festival of American Playwrights of Color*, directed by **Ann Fajilan**); **Cassie Powell, Heather Siglin** (*King Lear*, directed by **John Wilk**); **Israel Jimenez, Elaine Romanelli** and **Tom Sway** (*Happy End*, directed by **David Ostwald** and **Michael Shahani**.)

Meritorious Achievement Awards from Festival Adjudicators went to student directors **Lisa Busby, Dan Ogawa** and **David Scott**, stage managers **Carlo del Conte** and **Taurean Feaster** and props director **Olivia Hasawar**.

### Art Department faculty creations on exhibit now

Works of art created by Art Department faculty is being featured in the City Arts Gallery, Room 117 of the Visual Arts Building on the 50 Phelan Avenue campus. The show runs through **February 14**. In addition, other art works created by faculty will be available for bidding in a silent auction to raise money for support of the gallery. The works for sale are located in the display showcases in the lobby of the Visual Arts building.

## African American History Month activities announced

February is African American History Month. African Americans have made important inventions and discoveries, created great works of art, and excelled in science, music, medicine and sports. They have played important roles in America's history.

In honor of African American History Month, activities at City College of San Francisco will include a film festival, performances by Afro Solo and the Dallas Dance Theatre, soul food presentations, lectures on African art and AIDS in Africa, and a poetry reading.

The *Celebrating Diversity Through Film* series will be held on Wednesdays at 12 NOON in Room 304 of the Louise and Claude Rosenberg, Jr., Library and Learning Resource Center.

*Daughters of the Dust* will be presented **February 6**. Writer-director **Julie Dash's** film brings to life the changing values, conflicts and struggles that confront every family as they leave their homeland for the promise of a new and better future.

*A Raisin In the Sun* will be shown **February 13**. This film from the award winning play by **Lorraine Hansberry**, is about a struggling black family living in Chicago's South side and the impact of an unexpected insurance bequest. The film was directed by **Daniel Petrie**.

*Soul Food* will be presented **February 27**. This film tells the story of Sunday dinner gatherings that unite an African American family and prevent it from unraveling when the family's matriarch becomes ill. Directed by George Tillman, Jr.

*AfroSolo — Strong Shoulders: Exploration of the Life and Times of Dred Scott and Langston Hughes* (celebration of Hughes' 100th birthday) will be presented by **Thomas R. Simpson**, the founder and Artistic Director of Afro Solo, on: **February 6**, at 11 A.M. at Southeast Campus, 1800 Oakdale Ave. **February 13** at 12 NOON at John Adams Campus, 1860 Hayes St.

**February 20** at 11 A.M. at Phelan/Ocean Campus in R304, Rosenberg Library, followed by a reception of Soul Food on the second floor.

**Margaret Hughes**, student chef from the Hotel and Restaurant Department will present the history of Soul Food and a sampling of dishes on:

**February 6** at 12 NOON at the Southeast Campus

**February 13** at 1:30 P.M. at the John Adams Campus

There will be a lecture/slide show by **Raymond Holbert** of the Art

Department faculty titled *Survey Of African American History Of Art*. It will be presented:

**February 13** at 1:30 P.M. on the Southeast Campus

**February 27** at 1:30 P.M. in R304 on the Phelan/Ocean Campus

**Craig Easley** of the CalWORKS office will present a Poetry Reading on **February 6** at 1 P.M. at the John Adams Campus

The Biology Department will present a lecture by **Nancy Padian**, Ph.D., entitled *AIDS In Africa*. It will be held **February 12** from 6:30 to 8:30 P.M. in Room R304 of the Rosenberg Library as part of the Biology of HIV class at CCSF.

Black Student Union will present the Dallas Dance Theater in concert on **February 13**, at 11 A.M. in the Diego Rivera Theater on the Phelan/Ocean campus.

For more information contact **Lori Brown** at the Josephine Cole Library on the Southeast Campus (415) 550-4353.

Events for African American History Month are sponsored by: African American Studies Department, Concert and Lecture Series, Louise and Claude Rosenberg, Jr., Library and Learning Resources, John Adam Associated Students, and Southeast Campus Associated Students.

Events Committee members include: **Lori Brown, Ouida Charles, Mark Fan, Brian Lym, Margret Brickner, Katherine Connell** and **Suzanne Lo**.

## STUDENT DEVELOPMENT

### Bill Beaver to lead tech team

Vice Chancellor **Don Griffin** has organized a Student Development Technology Team (SDTT) to systematically advocate for and effectively implement high-quality technology services for the Student Development Division. CIS faculty member **Bill Beaver** has been reassigned as Special Assistant to the Vice Chancellor to lead the group.

Beaver brings over 30 years of Computer Information Systems experience, including teaching at CCSF's CIS department for 20+ years. His primary areas of interest in CIS include computer languages and databases. As chairperson of the college's Information Technology Policy Committee, he seeks to develop systems that are user friendly and functional.

SDTT will have a central office in Bungalow 623D. Beaver will be available

at Bungalow 623D on Wednesdays and at Conlan 207 on Tuesdays and Thursdays after 1 P.M. (452-5105). Student Development faculty **Lindy McKnight** and **Patty Chong-Delon** staff the SDTT office in Bungalow 623D part-time throughout the week (239-3867 and 239-3543).

### Spring Forum set February 8

The First annual Spring Forum for Community Based Organizations will be held **Friday, February 8** from 7:45 A.M. to 3 P.M. in the Smith Hall Cafeteria. The program will be presented by EOPS and the Office of Outreach and Recruitment Services. there will be workshops and panels presented by CCSF students, faculty and staff.

# Asian Coalition seeks applicants for scholarships

Please inform your students that the Asian Coalition of City College of San Francisco will be awarding \$300 scholarships to eight deserving students of Asian and Asian Pacific Islander ancestry. Students must be currently enrolled in either credit or noncredit courses at any of the campuses of City College of San Francisco.

Established by Asian Coalition, five of six scholarships offered honor the memory of **John Yeehall Chin** who served as one of the members of the first Board of Trustees in the San Francisco Community College District. The sixth scholarship honors the memory of **Victor Chow**, a former faculty member of the Biology Department at City College of San Francisco and co-founder of Asian Coalition. In addition, two other donated

memorial scholarships are available. **Emily Chin**, an ESL Instructor in the Chinatown/North Beach Campus donated a scholarship in memory of her late husband, **Franklin N. W. Chin**, a former faculty of the Physical Education Department in Peralta College. The other donated memorial scholarship honors the late **Mary Lin**, a retired teacher in the San Francisco Unified School District, who volunteered 60 years of service in the former Children's Hospital in San Francisco and was awarded a special recognition, "The #1 Volunteer."

The purpose of the scholarship is to acknowledge the struggles and sacrifices Asian students encounter in pursuing their educational goals and to provide encouragement for their endeavors.

Selection criteria include financial need, academic progress, classroom participation, school/community service, potential leadership skills, and evaluations (from teachers or counselors).

Applications are available through the Scholarship Office at the Phelan/Ocean Campus and the counseling office at each campus. Completed applications including the teacher evaluation must be returned to **Debra Liu**, Scholarship Committee Co-chairperson, c/o Chinatown/North Beach Campus and received by **Friday, March 8, 2002**. The awards will be presented at the Asian Coalition Dinner that will be held in late spring.

For further information, please contact **Mabel Lee Michelucci** at (415) 239-3280.

## ADMIN. & FINANCE

### Facilities changes

*Continued from Page 6*

Health Center, Room B201; Installed new hot water heater in Student Health Center, Room B201; Installed new double doors and wall next to Mailroom in Batmale Hall, 3rd Floor; Built and installed cabinets in outreach Program, Science Hall Room 121; Installed new counter in Registration Center, Smith Hall, Room 118; Made major repairs to underground hot water lines between North and South Gyms; Made repairs to sinks and pot washing area of Hotel & Restaurant Operation Department, Smith Hall, Kitchen; Trimmed trees at north side of Science Hall; Spread wood chips around campus from unsold Delancey Street Christmas trees; Made necessary repairs to potholes on roads throughout campus, including reservoirs; Repaired inoperable heating system in Conlan Hall, Room 101; Repaired exterior lighting throughout campus; Installed new fume hood in Science Building, Room 259.

## Special assistance for students who want to become teachers

Please let your students who are interested in becoming teachers know that the Teacher Prep Center in the Child Development & Family Studies Department can help them if they are interested in transfer or need support to obtain elementary credentials or an advanced degree.

Spring 2002 Drop - In Career Workshops for Teachers are scheduled as follows:

**February 12**, 2-3:30 P.M., Phelan/Ocean Campus, Bungalow 213

**March 6**, 3-4:30 P.M., Phelan/Ocean Campus, Bungalow 213

**April 30**, 6-7:30 P.M., Phelan/Ocean Campus, Bungalow 213

**May 9**, 3-4:30 P.M., Phelan/Ocean Campus, Bungalow 213

Speakers may include Career Center staff, representatives from four-year colleges with credential programs, the Teacher Prep Coordinator, as well as representatives from Counseling and other support services.

Support is available on a drop-in basis at the Teacher Prep Center, including:

- **SFSU Child & Adolescent Dev. Program Outreach Representative** by appointment; call (415) 405-3745.
- **CCSF Counselor**: Mondays from 8 A.M. to 5 P.M.; and Tuesdays and Wednesdays from 1 to 3 P.M.
- **SFSU Credential Specialist**: Mondays and Tuesdays from 10 A.M. to 5 P.M.

For additional information, please call or visit the Teacher Prep Center at the Phelan/Ocean Campus (415) 239-3890. It is in the California Early Childhood Mentor Program Bungalow 213.

### Teacher Fair set for March 8

Please ask your students to save the date of **March 8** from 1 to 6 P.M. for a Teacher Career Fair to be held in the Diego Rivera Theatre on the Phelan/Ocean Avenue Campus.

# Department chairs and Program Contact Persons

DEPARTMENT	NAME	PHONE	BOX	OFFICE
Administration of Justice/Fire Science	<b>Charles Hoenisch</b>	239-3202	LB1	Batmale 213
African American Studies	<b>Glenn Nance</b>	239-3510	S25	Science 222
Aircraft Maintenance Technology	<b>Jorge Diaz</b>	239-3902	AIRP	AIRPORT
Apprenticeship (Associate Vice Chancellor)	<b>Phyllis McGuire</b>	550-4438	EVANS	Evans
Architecture	<b>Jerry Lum</b>	239-3264	L229	Batmale 244
Art	<b>Roger Baird</b>	239-3252	V2	Art 105
Asian American Studies	<b>Angie Fa</b>	239-3865	LB4	Batmale 358
Asian Studies	<b>Fumiko Grant</b>	452-5106	A58	Art 203C
Astronomy	<b>Lancelot Kao</b>	239-3242	S95	Science 400
Automotive/Trade Skills	<b>Joe Estupinian</b>	550-4409	EVANS	1400 EVANS
Behavioral Sciences	<b>George Shardlow</b>	239-3433	L211	Batmale 354
Biological Sciences	<b>Calvin Hom</b>	239-3645	S1	Science 304
Broadcast Electronic Media Arts	<b>Francine Podenski</b>	239-3351	A6	Art Extension 161
Business/Office Tech/Small Business	<b>Mary Oldham</b>	239-3203	C106	Cloud 105
*Career Development & Placement Center	<b>Indiana Quadra</b>	239-3137	S125	Science 127
Chemistry	<b>James Armstrong</b>	239-3377	S86	Science 210
Child Development and Family Studies	<b>Stephen Rico</b>	239-3172	L207	Batmale 211
Community Services	(Dean) <b>Judy Teng</b>	267-6523	DTN	DOWNTOWN
Computer and Information Science	<b>Rose Endres</b>	239-3768	L260	Batmale 456
Consumer Arts and Sciences	<b>Lorraine Wilner</b>	239-3588	DTN	Batmale 210
Consumer Education	<b>May Fong</b>	561-1914	JAD	J. ADAMS
*Counseling	<b>Ann Clark</b>	239-3545	E205	Conlan 205Q
Dental Assisting	<b>Anna Nelson</b>	239-3479	C352	Cloud 304F
Diagnostic Med Imaging/Rad Oncology Tech	<b>Leslie Yim</b>	239-3458	S91	Cloud 239
Disabled Students Programs & Services	<b>Paul Johnson</b>	452-5483	R323	Library 323
Earth Sciences	<b>Darrel Hess</b>	239-3104	S138	Science 43
Engineering and Technology (Welding)	(Interim) <b>Fabio Saniee</b>	239-3505	S40	Science 148
English	<b>Michael Hulbert</b>	239-3406	L161	Batmale 556
Environmental Horticulture & Floristry	<b>Holly Money-Collins</b>	239-3106	EH/F	EH/F
ESL	<b>Sharon Seymour</b>	239-3003	L248	Batmale 616
*EOPS	(Interim) <b>Lorelei Leung</b>	239-3281	EOPS	EOPS
Film Production	<b>Caroline Blair</b>	239-3651	C126	Cloud 126
Foreign Languages	<b>Jacquelyn Green</b>	239-3223	A74	Art 202
Gay, Lesbian & Bisexual Studies	<b>John Collins</b>	239-3876	S77	Cloud 203B
Graphic Communications	(Acting) <b>Arthur Curtis</b>	239-3481	V51	Visual Arts 140
Health Care Technology	<b>Peggy Guichard</b>	561-1967	JAD	J. ADAMS
Health Science	<b>Tim Berthold</b>	239-3220	C363	Cloud 363
Hospitality Training	<b>Edward Hamilton</b>	267-6509	DTN	DOWNTOWN
Hotel and Restaurant Operation	<b>Edward Hamilton</b>	239-3154	H R	Statler Wing 156
Institute for International Students	(Coordinator) <b>Penny Larson</b>	239-3895	C208	Cloud 208
Interdisciplinary Studies (IDST)	<b>Barbara Cabral</b>	452-5343	A39	Science 35-B
International Education	(Dean) <b>Joanne Low</b>	561-1850	CH/NB	CHINATOWN
Journalism	<b>Juan Gonzales</b>	239-3446	V67	B209
Labor Studies	<b>Bill Shields</b>	267-6550	DTN	DOWNTOWN
Latin American Studies	<b>Frederick Chavaria</b>	239-3126	S76	Science 186
*Learning Assistance	<b>Nadine Rosenthal</b>	452-5505	R207	Library 207
Library Information Technology	<b>Christopher Kox</b>	452-5519	R517	Library 517
Library Services	(Dean) <b>Rita Jones</b>	452-5454	R501	Library 501
Mathematics	<b>Keith McAllister</b>	239-3478	L109	Batmale 756
Music	<b>Madeline Mueller</b>	239-3641	A44	Art 209
Nursing — Licensed Vocational	<b>Chita Torres</b>	561-1909	JAD	J. ADAMS

*Continued on Page 12*

# VICE CHANCELLOR ACADEMIC AFFAIRS

## Department chairs and Program Contact Persons

*Continued from Page 11*

DEPARTMENT	NAME	PHONE	BOX	OFFICE
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
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	Leslie Simon	239-3899	S55	C402A

\* Under the Vice Chancellor of Student Development

## Award of Achievement Programs and Contact Persons

PROGRAM	NAME	PHONE	BOX	OFFICE
Administration of Justice/Fire Science Technology	Charles Hoenisch	239-3202	LB1	Batmale 213
Aircraft Maintenance Technology	Wharton Brown, Jr.	239-3902	AIRP	AIRPORT
Architectural Interiors	Nestor Regino	239-3265	L133	Batmale 244
Architectural Technology	Jerry Lum	239-3265	L229	Batmale 244
Construction Management	Ronald Gonzalez	239-3264	L134	Batmale 244
Design Firm Management	Jerry Lum	239-3265	L229	Batmale 244
Automotive Technology	Ben Macri	550-4409	EVANS	1400 EVANS
Biotechnology	Philip Jardim	239-3609	S59	Science 312C
Accounting	Rebecca Butler/Daniel Johnson	239-3268	C106	Cloud 220
Business Office Information Processing	Margaret Hock	239-3116	C106	Batmale 472
Fashion Merchandising	Diane Green	239-3224	C106	Bungalow 219
Finance	Hilary Hsu	239-3268	C106	Cloud 220
International Business	Bruce Lilienthal	267-6564	DTN	DOWNTOWN 220
Legal Assistant/Paralegal	Dora Dye	239-3508	C106	Batmale 466
Marketing	Gary Reiman	267-6504	C106	Batmale 470
Real Estate	Fred Martinez	239-3737	C106	Cloud 106
Supervision	David Dore	267-6577	DTN	Downtown
Travel and Tourism	Joanne Derrick	334-5400	EV039	EVE
Child Development	Stephen Rico	239-3172	L207	Batmale 211
Computer and Information Science	Michael Kelly	239-3248	L219	Batmale 462
Dental Assisting	Anna Nelson	239-3479	C352	C304F
Diagnostic Medical Imaging/Radiation Oncology Technology	Leslie Yim	239-3458	S91	C238
Electronic/Mechanical Engineering Technology	Jim Lallas	239-3231	S127	Science 24
Environmental Horticulture	Steve Brown	239-3140	O H	O H
Film Production	Caroline Blair	239-3651	C126	Cloud 126
Graphic Communications	(Acting) Arthur Curtis	239-3481	V51	Visual Arts 140
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	561-1821	JAD	JOHN ADAMS
Multimedia Studies	Glenda Drew	452-5107	C339	C208A
Nursing -- Registered	Cecile Dawydiak	239-3218	C352	Cloud 340
Photography	Bob McAteer	239-3424	V69	Visual Arts 161

# CITY COLLEGE OF SAN FRANCISCO: APPLICATION TO TEACH ONLINE

Current Deadline: February 15, 2002

For more information on online courses, see "About Online Courses" on page.14.

Applications with answers to the questions below should be sent to Janet Willett, Faculty Coordinator for Technology-Mediated Instruction, Mailbox A-21, Office: Batmale 310, phone: (415) 239-3123.

**Criteria:** All proposals for online courses will be given serious consideration. However, priority will be given to courses that meet one or more of the following criteria:

- 1) Impacted courses: (a) Classes for which the department cannot meet student demand or (b) Classes that have consistently high enrollments and the online version of the class would give students more scheduling flexibility by mixing traditional classes and online classes.
- 2) Survey and introductory courses, particularly courses that meet a general education, transfer, or certificate requirement and have high enrollments and/or multiple sections with strong enrollments.
- 3) Courses that meet the specific educational needs of specific student population(s), particularly students who be unlikely to take a traditional version of the class at one of CCSF's sites. While enrollment in these classes would be open to all students, the primary reason for developing and offering the course online would be to attract new students.

Faculty Name \_\_\_\_\_ Department \_\_\_\_\_

Course # \_\_\_\_\_ Course Title \_\_\_\_\_

First semester for class to be offered (circle one): Spring 2003 Fall 2003 Spring 2004

Office \_\_\_\_\_ Mailbox \_\_\_\_\_ Email address \_\_\_\_\_

Campus phone \_\_\_\_\_ Home phone \_\_\_\_\_

Circle one: Full-time Part-time (P/T faculty should be aware of load limitations)

**Please answer the following questions and attach the response to this application:**

Questions 1 and 2 are from the College Curriculum Committee's "TECHNOLOGY-MEDIATED COURSE PROPOSAL, Informational Addendum." If your proposal is accepted, you can use these answers on that form as you go through the Curriculum Committee approval process later.

- 1) How is this course particularly suited to being offered online?
- 2) How does this course help meet the goals of the:
  - a. College
  - b. Department
  - c. Program
- 3) How does this class meet one or more of the criteria listed above? Include area graduation requirement and transfer information. If the course does not address one of the criteria, what leads you to believe that there will be student demand for this course online?
- 4) Why are you interested in teaching an online course?

Chair's signature: \_\_\_\_\_

Dean's signature: \_\_\_\_\_

Print name \_\_\_\_\_

Print name \_\_\_\_\_

Phone: \_\_\_\_\_ Mailbox: \_\_\_\_\_

Phone: \_\_\_\_\_ Mailbox: \_\_\_\_\_

E-mail: \_\_\_\_\_

E-mail: \_\_\_\_\_

**NOTE:** The signatures of the department chair and dean indicate support for this proposal. The online course will be subject to departmental and regular College curriculum approval and departmental scheduling needs and procedures.

# CITY COLLEGE OF SAN FRANCISCO: APPLICATION TO TEACH ONLINE

Current Deadline: February 15, 2002

## About Online Courses

City College of San Francisco offered the first set of online classes during the fall 2000 semester. Ten faculty developed those courses and over 270 students registered in the eight classes offered in seven departments (two classes were team taught). Two more courses were added spring 2001; five more in fall 2001, and an additional seven are in development during spring 2002.

The online courses are developed in two stages, preferably over two semesters:

### The first stage: Application, Approval, Course outline approval with Curriculum Committee

- (1) Filing of this "Application to Teach Online," including the signatures of support from the following:
  - department chair
  - dean
  - departmental curriculum committee if applicable
- (2) Review of the applications and recommendation of courses by the Office of Technology-Mediated Instruction staff and advisory members
- (3) Development and approval of curriculum proposals through the usual departmental and Curriculum Committee processes. Individual department Curriculum Committees need to review and approve the online course. Title 5 requires all distance education courses to be approved by the overall College Curriculum Committee.

### The second stage: Course Development

During the development semester, the faculty member receives three hours of reassigned time for a course of 3 or more units, two hours of reassigned time for 1-2 units. When appropriate, part-time faculty may receive their hours in lecture time converted to instructionally-related hours (i.e., 122.5 noninstructional hours = 3 units of reassigned time; 81.5 hours noninstructional hours = 2 units). Faculty designing a second course will receive 2-units or equivalent. Note: For part-time faculty, the hours must be included in the calculation of 60% load.

Elective courses with adequate enrollment will have a one-year commitment. The faculty developing the classes receive course planning, design, and development support from TMI Instructional Design staff, trainers provided by the software company, and/or training sessions provided by the Northern California Virtual Campus project (funded by the California Community Colleges Chancellor's Office). Depending on the needs of each course, skilled student aids may also be assigned to assist the development. Note that a 3-unit release is the equivalent of 7 hours/week designated for course development time. A two-unit release is the equivalent of 4.6 hours/week. Faculty should work closely with the Instructional Design team to make the developmental process as efficient as possible. A regular weekly schedule for course completion will be worked out with you.

Faculty agree that their courses will be designed and developed according to DSPS guidelines for website accessibility for disabled students as set by standards and criteria adopted by the College. Implementation of this requirement will be in conjunction with training and support of the Instructional Design team. Faculty will schedule regular meetings with the TMI staff during the development period.

Faculty agree that their course will comply with copyright laws.

If needed, the online professor will receive a computer to develop and deliver the course. If the course ceases to be offered, we may request that the computer be returned to TMI for use by another online instructor.

For applications to teach online or further information, contact Janet Willett, (415) 239-3123, [jwillett@ccsf.org](mailto:jwillett@ccsf.org)

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# MENUS — WEEK OF JANUARY 21 – 25, 2002

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## 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.

### Salads and Starters

**Tossed Green Salad:** mixed greens, cucumber, tomatoes, radishes, olives, choice of house vinaigrette, 1000 island, blue cheese, ranch

**Spinach and Arugula Salad:** poached pears, toasted pecans, red onions, crumbled blue cheese, port wine vinaigrette

**Salad Niçoise:** seared fresh tuna, mixed greens, green beans, new potatoes, egg, olives, tomatoes, house vinaigrette

**Goat Cheese and Artichoke Spring Roll:** arugula and tomato salad

**Palace Court Salad:** crab stuffed artichoke bottom, chiffonade of lettuce, tomatoes, egg, green goddess dressing

**Thai Shrimp Salad:** shredded greens, broiled shrimp, snap peas, shiitake mushrooms, peanuts, waterchestnuts, mango sesame vinaigrette

### Soup of the Day

### Entrees

**“La Bodega” Chicken Breast:** wild mushrooms, roasted garlic, polenta, fresh vegetable

**Grilled Sea Bass:** bed of caponata, white beans and pistou

**Pan Roasted Beef Tenderloin:** maitre d’butter, yukon roasted potatoes, fresh vegetable

**Turkey Scallopine:** Portuguese style with apple-fennel mashed potatoes

### Pasta of the Day

### Sandwiches

**Vegetarian Supreme:** grilled zucchini, eggplant, shredded carrot, roasted red pepper mayonnaise, havarti cheese, sprouts, tomatoes

**Santa Fe Chicken Wrap:** yogurt marinated chicken breast, jasmine rice, scallions, chipotles, tomatoes, bell peppers

**PCR Hamburger:** sesame seed bun; choice of bacon, swiss, jack cheddar cheese

**Traditional Clubhouse:** crispy bacon, turkey, lettuce, tomato

## LUNCH — CAFETERIA — 11 A.M.–1:15 P.M.

### Monday, January 21

HOLIDAY — COLLEGE CLOSED — NO FOODSERVICE

### Tuesday, January 22

Beef Enchiladas • Refried Beans • Spanish Rice • Buttered Broccoli

Grilled Trout with Anchovies & Butter • Savoyarde Potatoes • Soup: Chicken Tortilla

### Wednesday, January 23

Veal Cutlet a la Parmigiana • Risotto with Mushrooms • Zucchini Provençale • Cauliflower Polonaise

Lamb Stew Jardiniere • Rissolle Potatoes • Soup: French Onion au Gratin

### Thursday, January 24

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

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

### Friday, January 25

Breaded Filet of Sole with Tartar Sauce • O’Brien Potatoes • Green Beans Forestiere • Carrots Vichy

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

## DINNER — CAFETERIA — 5:45–7 P.M.

A la Carte Salad Bar available Monday through Thursday evening

### Monday, January 21

HOLIDAY — COLLEGE CLOSED — NO FOODSERVICE

### Tuesday, January 22

Southern Fried Chicken with Gravy • Whipped Potatoes • Buttered Corn • Soup: Chicken Tortilla

### Wednesday, January 23

Sauteed Cod with Tomato Mushroom Sauce • Rice Pilaf • Buttered String Beans • Soup: French Onion au Gratin

### Thursday, January 24

Old Fashioned Beef Stew • Buttered Noodles • Sweet Green Peas • Soup: Old Fashioned Potato and Spinach

**LUNCH AND DINNER ALSO ARE SERVED IN THE EDUCATED PALATE DINING ROOM AT THE CCSF DOWNTOWN CAMPUS, 800 MISSION ST. (CORNER FOURTH STREET). TELEPHONE (415) 267-6509 FOR DETAILS.**

# Master Planning Calendar

January 21 -- February 15, 2002

Rev. 1/16/2002 (Subject to change without prior notice)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>21</b> <i>Martin Luther King Day Holiday</i>	<b>22</b>	<b>23</b> 2:30 - 5:00 p.m. Academic Senate  9:00 p.m. <i>Cable casting of the Board Meeting (EATV 27)</i>	<b>24</b>  5:00 p.m. Board of Trustees Closed Session (SEC)  6:00 p.m. Board of Trustees Open Session (SEC)	<b>25</b> 12:00 - 2:00 p.m. ITPC (E-200)
<b>28</b> 2:15 p.m. A.S. (SU-208)  <i>Last day to drop/reduce units in order to qualify for 100% enrollment/non-enrollment resident tuition fee refund</i>	<b>29</b>  <i>FIRST DAY CLASS LIST DUE</i>	<b>30</b> 1:30 p.m. Curriculum Committee (C334)  9:00 p.m. <i>Cable casting of the Board Meeting (EATV 27)</i>	<b>31</b> 2:00 -4:00 p.m. PBC (R-518)	<b>1</b>  <i>Board Resolutions due to the Vice-Chancellors</i>
<b>4</b> 2:00 p.m. Concert Lecture R-206  <i>Census Day</i>	<b>5</b>	<b>6</b> 2:15 - 4:15 p.m. Transfer Issues R-206  9:00 p.m. <i>Cable casting of the Board Meeting (EATV 27)</i>	<b>7</b>	<b>8</b> <i>Last day to drop credit classes. Last day to withdraw or reduce course work in order to qualify for 50% non-resident tuition fee refund. Last day to remove an Incomplete grade received in previous semester. Last day to file a petition to receive the Associate of Arts or Associate of Science Degree, Award of Achievement and Certificate of Completion.</i>
<b>11</b> 2:15 p.m. A.S. (SU-208)	<b>12</b> 2:30 - 4:00 p.m. Parking/Transportation A-206	<b>13</b> 1:30 p.m. Curriculum Committee (C334)  9:00 p.m. <i>Cable casting of the Board Meeting (EATV 27)</i>	<b>14</b> 2:00 - 4:00 p.m. DCC	<b>15</b> <i>Lincoln's Birthday Holiday</i>

Calendar is regularly updated by the Office of Shared Governance. To submit meeting notices call Attila Gabor at 239.3812  
 The Master Planning Calendar is available via Internet at [http://www.ccsf.cc.ca.us/Services/Shared\\_Governance/](http://www.ccsf.cc.ca.us/Services/Shared_Governance/)