

CITY CURRENTS



A NEWSLETTER FOR THE CITY COLLEGE COMMUNITY

VOLUME XVI • ISSUE TWENTY

JANUARY 20–26, 2003



Photo by Monica Davey

How state budget cuts will affect CCSF pointed out to local media

Just how devastating the governor's proposed cuts will be on the City College of San Francisco community were outlined at a press conference January 15 in the lobby of the Hiram W. Johnson State Building, 455 Golden Gate Ave. Dr. Philip R. Day, Jr., CCSF Chancellor (at podium, above) welcomed the press, public and invited guests. Pictured above left to right, are CCSF Trustee Milton Marks III, Vice President of CCSF Board of Trustees Johnnie L. Carter, Jr., Dr. Day, CCSF Trustee Julio J. Ramos, Kathleen Duffy, DSPS Counselor who served as interpreter for the deaf, and Kevine Boggess, Ocean Avenue Campus Associated Students President. City College student Sonia Menjivar (right) told how Extended Opportunity Programs and Services (EOPS) helped her make the transition to college after being on welfare and caring for three children after her husband was killed: "I didn't even know I could go back to school after being out for 30 years. I picked myself up with EOPS' help and went to City College." She is now making plans to pursue a Master's degree. Among the media attending the press conference were television stations KRON (4), KGO (ABC 7), KNTV (NBC 11), KDTV (Univision 14), KTSF (26), KSTS (Telemundo 48); radio stations KCBS, KSOL and Radio Unica; print media Asian Week, China Press, Chinese Times, El Reportero, Korea Times, Metro Reporter, Philippine News, SF Chronicle, SF Examiner, SF Independent, Sing Tao, World Journal and 10 neighborhood newspapers in San Francisco.

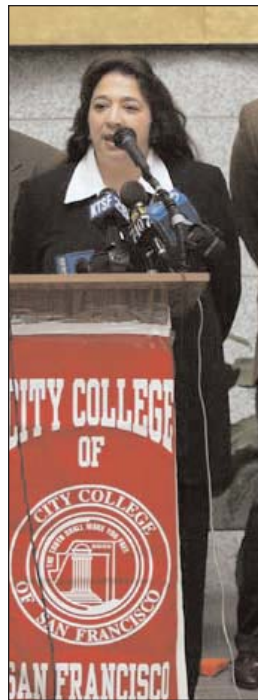


Photo by Monica Davey

'Leadership for Turbulent Times' topic of Dr. Day's Flex Day address

By Dr. Philip R. Day, Jr.
Chancellor

Last August, at the beginning of the fall term, the topic of my address was "A Call for Transformation." Today, five months later, as we begin the spring term, my topic is "Leadership for Turbulent Times." How life has changed in only a few months! Still, I wouldn't retract a single word of the speech on transformation. In fact, I could have given it again if I thought you would endure the length of it and if it was sufficient for today's situation. It was a message about the reality that City College is a focused institution and can make a transforming difference in the lives of our students educationally and in other ways. But the message was not about what to do if turbulence should arise or if we should find ourselves facing the type of crisis we face now. That is today's topic.

I want to address three challenges we face that are demanding and difficult but not insoluble. Let me state up front what they are and why we can do something about them:

- First, the budget environment — we can get through the crisis because of the strategies we formulate to confront the challenge;
- Second, the instructional environment — we can implement the new accreditation requirements because we have the

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City Currents is published weekly during the Fall and Spring semesters by the Marketing and Public Information Office of City College of San Francisco. It is distributed free to all faculty, classified and administrators through the regular campus mail system. It is also available on the College's website at www.ccsf.edu/Services/Public_Information.

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City Currents welcomes submissions from all members of the City College of San Francisco Community.

Please note that the deadline is 10 AM
Monday one week prior to the issue date.

To contact *City Currents*

Voice: (415) 239-3817

Fax: (415) 452-5150

Ocean Avenue Campus mail: Box S194

Email: skech@ccsf.edu



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Non-discrimination and sexual harassment policies revised

On December 19, 2002, the Board of Trustees for the San Francisco Community College district adopted the following new policy with respect to Unlawful Discrimination. The new policy was adopted based on revisions to Title 5 provisions of the California Code of Regulations relating to unlawful discrimination policies. The State Chancellor's Office promulgated a model policy which included language required by state statute, federal law and Title 5 and which the State Chancellor's Office advised must be included in a District's policy.

The new policy relates to both employees and students and includes prohibition regarding sexual harassment and harassment on other protected categories. The San Francisco Community College District also has additional categories of protected status beyond those of the state and these have been added to the new policy. Any questions regarding the new policy should be directed to Linda Jackson in the Office of Affirmative Action, (415) 241-2285.

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talent and the commitment to do so; and

- Third, the global environment — we can and need to speak to the issues associated with this country's movement toward an impending war with Iraq because we are an educational institution and a beacon of knowledge, understanding, and light.

Yes, these are thorny topics, but we can find something good to say, I believe — something positive, hopeful, and inspiring. It is a little like the rector of the village in England who was asked to say something good about a despicable man who was so reprobate that the local parishioners would not allow his body to be buried in the church cemetery. After extended appeals from the minister, the parishioners said, "We'll only let this man be buried if you can say something good about him." The minister thought for a while and then said, "Well, he's better than his son!" Many years later, the vile son died, and again the parishioners would not let the minister bury him in the cemetery. It seemed that nothing would change their minds, the son having been such a bad person. Finally, they said "Only if you can say something good

about him." This time, the minister thought for a longer period, and then he said, "Well, he made it possible for his father to be buried in the cemetery!"

The story stretches the point a bit, but I am convinced that we can do better than the village rector in saying something positive about turbulent challenges. We can even do something constructive about them. So let us begin.

The Challenge of the Budget Environment

Certainly, the budget environment is the most immediate challenge to be addressed. You have seen my letter to the college community of December 9 and you have read the *City Currents* issue of December 18 devoted to the topic. In addition, there were two detailed letters to the Board of Trustees and a full briefing at their December meeting. How all of this came to be is what I briefly want to recount.

Budget Situation

Although our general fund budget has been comparatively healthy in the past few years, the budgetary cuts for this year

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in the categorical areas of matriculation and instructional equipment and the rising costs of health care, retirement benefits, rental leases, and other items have served as a warning of what was to come. We began this fiscal year with a cautious approach and I spoke in August of the need for conservative spending. We had already cut back on summer school expenditures but still managed to maintain a solid schedule and achieve our enrollment cap targets. We had reduced expenditures whenever and wherever possible throughout the fall. With ominous messages arriving daily, we soon imposed a hiring freeze on classified and administrative positions and halted travel and conference expenditures with only a few exceptions. Significantly, we decided collectively to forego any wage increase for the first six months of the current fiscal year. Most important, we continued our discussions with the leaders of our labor unions to explore options in the event of serious revenue shortfalls — which were being predicted as dire.

The bad news has come in two shock waves — the first one on Friday December 6 in the form of the Governor's Mid-Year Budget Message. We were fearful that the community college system might be hit with a \$233 million reduction, an unprecedented amount at the worst possible time, namely mid-year. Some predicted the hit to be as high as \$252 million. The actual number turned out to be \$215 million. As often is the case, there were no clear formulas for applying the reduction, but we estimated the impact on City College to range between \$4 and \$7 million.

Eventually we concluded the amount to be approximately \$4.9 million, assuming favorable clarifications would be made and supportive actions taken. The Governor's message in December put the ball in the court of the Legislature. It was their turn to form committees and conduct informational hearings. But they could not and would not act on mid-year budget decisions until the Governor delivered his address in January on the budget for fiscal year 2003-2004.

The second shock wave came this past Friday, January 10, the date on which the Governor did present his new budget for fiscal year '03/04, commencing the annual budgeting process that could continue through early fall. Advance rumblings had foreshadowed the enormity of the problem, but nothing had prepared us for the magnitude of the cuts. You've seen the headlines in the newspapers. **The budget gap, depending**



on who you believe, is between \$25 and 35 billion, a truly catastrophic sum.

For most of us, the size of several billion dollars is unfathomable. As a *New York Times* columnist has pointed out, if the personal income tax and sales tax were doubled and if every state employee in California were laid off it would not close the budget gap. This is without doubt the worst fiscal crisis in California ever.

For next year, and to accommodate the deficit, the Governor's budget proposes astounding reductions for the community colleges — including the elimination of any COLA; an additional \$60.3M across-the-board reduction in the current year for all categorical programs; and an additional \$211.5M for targeted programs such as Partnership for Excellence, EOPS, Matriculation, Disabled Students, technology, economic development grants, part-time faculty health benefits and office hours...and the list goes on and on. The community colleges are budgeted at \$4.5B, and the cut represents a total reduction of 6.2% or approximately \$270M. Put another way, per-student funding

throughout the system, already well below 85% of the national average, would be slashed by an additional \$658. All of the reductions from the current year are also being carried over in the next budget year, which makes the total cut for the community colleges since July, 2002, over \$500M or 10%. **For City College, the bottom line is that our college is facing an additional budget cut of at least \$7.9M in the next budget year on top of the \$4.9M in the current year.**

Most significantly, the Governor proposes to raise community college student tuition from \$11 per unit to \$24 per unit, a recommendation that his own budget message suggests will result in a 5.7% reduction in statewide FTES (62,000) or nearly 200,000 students. Aside from the fact that I believe this represents a very conservative estimate of the potential enrollment loss, the implication of this and the historical significance of it cannot be understated. During a time of high unemployment, major cutbacks at the federal and state level in welfare and job training benefits, this budget effectively closes the door and shuts out those who need an education, who need retraining, and who aspire to a second or even a first chance. California, with this budget, effectively abandons its long-standing public policy commitment to open access in higher education.

On the revenue side, the Governor is proposing tax increases — the sales tax, income taxes, and the tobacco tax — but this revenue only keeps the reductions from being worse than they are and given that legislators are deeply divided over the controversy of taxation the outcome is extremely uncertain.

The announcements of December 6 and January 10 represent the stark news of the moment with respect to the budget crisis in California. Even with all of our careful planning and prudent management, no one expected the proposed mid-year cuts on such a scale or the devastating blow proposed for next year. We are clearly in for an unprecedented level of constraint and reduction. I cannot tell

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you that these cuts will prevail in precisely the way they've been announced. I can tell you that the situation is harsh, that there will be a fight, that it will be long and protracted, and that we will be in the middle of it!

Before discussing the options for City College, I want to comment on the issue of fairness in these budgetary reductions. I recognize that we must all share the pain when resources decline. That is not the issue. The issue is — and let me now speak specifically and only to community college resources — that the very sector of higher education on which our community and economy depend is being hit harder than other segments of education. While the cuts for community colleges in the current year amount to a 4.7% reduction, the other segments of higher education, UC and CSU, are only cut by 2.2%, and these cuts are being mitigated by the raising of student fees. The contrast is even greater for the new budget year. The community colleges are reduced 6.2%, but the university and the state system are each increased 2.5%.

Where, I say, is the fairness in that? Where have our heads gone when the sector of higher education on which the community and the economy are most dependent is the sector most ravaged by reductions? Community colleges are charged with providing two solid years of undergraduate instruction for students who would otherwise enroll in the state university system but the university system cannot handle them or they can't afford the tuition and fees. Community colleges are charged with preparing hosts of people for jobs in occupations of high demand and economic impact. Community colleges are charged with remediating and preparing the 80 percent of students without basic skills despite prior schooling and are unlikely to succeed without them. Community colleges are the safety-net to which adults turn for re-training and re-employment when the economy is rough and jobs are scarce, as

they are now. Tell me who wins by emaciating the community colleges and I'll tell you who loses. The students lose. Employers lose. The community loses. The economy loses. California loses. We lose.

Options

Now, what have we been doing about the situation? I've already mentioned the constructive dialogues that began last term and intensified towards the end of the year. This is a key part of the process that is still underway. It is a process that involves information sharing and communication. Throughout the fall we sought to keep everyone informed by letters, presentations, and discussion. In addition, we chose to devote extended discussion with the representatives of the unions — probably more hours than with the cabinet, the planning and budgeting council, or the trustees. I want to tell you why, but first let me say that the cooperation and contributions of these leaders has been unsurpassed and inspiring. And I want to name the leaders of the three groups — the SEIU 790, the AFT 2121, and the Skills, Crafts and Trades unions. We should recognize and acknowledge these individuals: from the AFT, **Ron Bixler, Peter DeGroot, Allan Fisher, Gus Goldstein, Chris Hanzo, Mark Kitchel, Alisa Messer, Ed Murray, and Patricia Seid**; from the SEIU, **Athena Steff, Patty Tamura, Ted Russo, Francisco Gonzles, Maria Ma, Doretha Fuller Evans, Pedro Llarinas, and Bea Ramirez**; and from the Skills, Crafts, and Trades, **Larry Mazzola and Jim Keenan**.

Now let me share with you what our working groups have been talking about and why? The reason for conferring with these chosen representatives is this: what makes City College special is the commitment and loyalty of the people who work here. City College is a service enterprise which depends on its people for the delivery of high quality programs and services. The commitment of the college to human resources represents about

90% of the budget. That leaves about 10% to accommodate all other expenses to support our efforts. What this tells us is that City College is “bare bones” in all areas of maintenance and support. We are not likely to find effective cost savings in these areas (although we are cutting deeply into non-personnel costs), so we must look primarily to the personnel side of the budget when facing a challenge of this proportion.

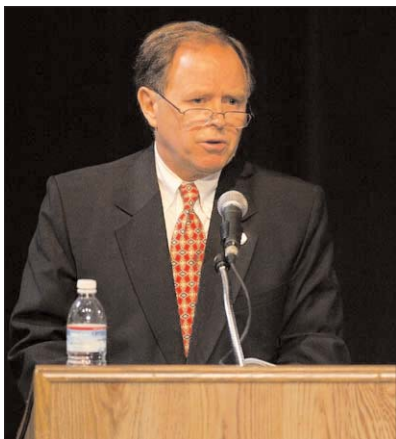
At this point, I want you to know my orientation in dealing with problems of this magnitude. My guiding principles are clear and have been repeated endlessly at working group meetings — to protect jobs and to protect services to students. What we have been discussing in depth and at length is how to effect budget reductions without losing jobs and without losing basic core and essential services to students. We have considered the importance of every area and every classification category. We can't and shouldn't lose faculty because the faculty are essential, have full classes, and carry heavy workloads. And we've already lost too many positions by not hiring replacements for retiring faculty members. We can't and shouldn't lose classified staff because they fill positions that are vital to the college and reductions have taken a toll on these positions in the past. And since the freeze, we've lost another ten positions. We can't and shouldn't lose administrators because we have only half the number needed and once had. And since the freeze, we've lost four more key administrative positions, contributing to dangerously thin ice in my opinion. Clearly the college should not sacrifice jobs. Nor should the college sacrifice programs, given the numbers of students and needs at our doors. What then are we to do?

Well, the fact of the matter is that we've examined the whole range of possible savings and identified several areas for targeted reduction. But only one of them contributes substantially to closing the gap, as we have realized during the working group discussions. That option,

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which we are still discussing but which meets the requirements of preserving jobs and core services, is to hold the line on wage increases for the next 18 months.

I'll come back to this in a moment but first let me share with you the range of proposals we've identified. The list of targeted reductions is not final at this point, but there is a growing consensus around them, I believe, among those who have examined the options in depth. The initiatives are not actions we want to take, but given the budget scenarios recently announced we have to be prepared with our response. The following are the proposals arising from much contemplation and serious discussions with all groups:

- Postponement of sabbaticals;
- Not filling replacement positions for retiring faculty or for faculty on sabbaticals;
- Significant reductions in the summer schedule (up to 50% of the courses);
- Planned reductions in the spring schedule (at least 2%), reduction in the fall and spring schedules of '03/04 (2-4%), and continuation of the 50% reduction in the summer of '04 (To put these numbers in perspective, a 2% reduction represents 115 sections, 3% is 174 sections, and 4% is 232 sections.);
- Increase in tuition for out-of-state students;

- Significant reduction of extra pay, including overtime or reassigned time;
- Reduction in consulting services to only those that produce cost-benefits and savings for the college;
- Additional cuts in non-personnel areas beyond the \$1M reduction already made in the current year;
- Significant reduction in uncollectible fees; and
- Reduction of the fund balance reserve.

Every one of these proposals has a background and dependencies. But taken together, they produce savings that attempt to close the budget gap without doing irreparable harm to our educational programs, our students, our faculty, and our staff. By themselves, however, they do not close the gap at the necessary levels. We still need to pursue the option of postponing wage increases. And even with that option exercised, and based on the severity and totality of the actual cut announced on Friday, we will need to work hard to find additional savings and lobby hard for restoration of a fair and equitable budget. The reality of the situation and actual bottom line is that even with all of these reductions, including holding the line on wage increases, we are still more than \$2M short of accommodating the reductions in the Governor's budget.

I want to comment on two of the areas I have referenced in the list of proposed reductions. These include reducing the fund balance reserve and reducing course schedules. First, the fund balance reserve. As you probably know, City College maintains a "rainy day" fund balance at the level of 3% of the operating budget as required by state regulation. The current balance is \$4M and we plan to use some of these funds next year to subsidize the operating budget by dropping below the 3% level. It appears that the state is inclined to grant a waiver of state rule so that colleges can avoid the penalty for failing to maintain the 3% balance and

avert placement on the Chancellor's Watch List. However, the college must still maintain a minimum reserve balance to be prudent and cover margins of error in estimating actual state revenues and cuts, as well as to protect itself against future crises and emergencies. Again, with this waiver in hand I expect that the college would exercise this option to help close the gap.

Second, let's look at what is behind the proposal to reduce course schedules. This proposal has already been decided on for the summer of '03 along with fall and spring, and summer of '04. The obvious result is to produce savings in instructional costs. But there is a downside to this. City College would not be where it is today if it were not for the loyalty and commitment of our part-time faculty. Reducing a schedule by 250 courses strikes at the heart of our rank and file part-time faculty members and pushes large numbers of them into the ranks of the unemployed. Further, it not only causes an increase in class sizes, but it also causes us to turn away students who need courses for jobs, for graduation, and for personal reasons. It is sad but true that while effective enrollment development, coupled with rising student demand, has enabled us to approach 40,000 FTES in the coming year, we will likely end up serving only 35,000 FTES due to schedule reductions and the failure on the part of the state to provide revenue up to our enrollment cap. In other words, and in light of the current level of student demand, we will drop approximately 5,000 FTES which converts to at least 15,000 students being turned away. This is the unavoidable consequence of the proposed budget reductions in store for community colleges.

But let's return to the principal option of postponing wage increases in order to close the budget gap. I want to explain exactly how we arrived at this option and why it is virtually our next-to-last option. Here is a replay of the accompanying options and their relationship to the principal option:

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- When we freeze jobs by not replacing people we lose positions and we reduce personnel costs, but it is not enough;
- When we postpone sabbaticals we lose instructional enrichment and we reduce personnel costs, but it is not enough;
- When we reduce course sections and student enrollment we risk a vicious cycle of enrollment decline and we reduce costs, but it is not enough;
- When we further reduce the fund balance we risk fiscal jeopardy and we secure some one-time revenue for the year, but it is not enough; and finally
- When we reduce non-personnel costs, and we will do so, we risk hurting our programs and services and we secure modest savings but they are offset by mandatory increases in health benefits, insurance, and rents, so they are not enough.

I trust you can see from these examples that we are squeezing every stone while trying to protect the landscape. Unfortunately, these efforts do not do the job without postponement of wage increases. That is what I hope everyone can see. Without such a commitment, we would be cutting into the muscle and bone of the institution. The San Francisco city government and the school system are talking about massive layoffs and furloughs. We are not. Instead, we are talking about making some sacrifices in order to preserve jobs and programs. And when the time comes for reinstatement of our revenue, whether in six months or 12 months or 18 months, there will be one and only one priority for those funds: the restoration of wage increases for our employees — accompanied by the approbation, well done and well deserved. That is my solemn pledge and oath.

A moment ago I spoke of this as the next-to-last option. The last option is one I hope we never exercise, but we need to be clear about what it is. If the revenue situation in California does not improve and

extends longer into '04/05 or cuts deeper, it will not be enough to continue with partial measures. This worst-case scenario would mean reduction and/or elimination of programs, personnel, and perhaps even campuses. City College as we know it would be radically restructured and downsized. We do not expect the worst-case, so we are not — I repeat not — proposing it, discussing it, or paying attention to it. However, the thought of it should be sufficient to prompt us to do everything we can to survive over the next 18 months intact.

Next Steps

Now let us turn to what we need to do next. Externally, I would suggest that we must continue to be actively engaged in advocacy during the numerous and lengthy meetings in the state capital as well as articulating our situation locally. We must continue to work with the state Chancellor's Office, the various community college constituents, the legislative delegates, and of course the general public. Within hours of the Governor's announcement on Friday, **Leslie Smith, Chris Hanzo, Ed Murray, Kevin Boggess** and I met with representatives **Mark Leno** and **Leland Yee** to discuss the draconian nature of the cuts. We discussed strategy and the need to get the message out locally and statewide about the impact of the cuts. I should add that we clearly have their support and they pledged to assist in every way possible. We will need to increase such activities in a campaign that is concerted and coordinated, and we will need to be strong, persistent, and unyielding in our quest for a fair and equitable budget solution.

Internally, I would suggest that we must continue to be actively engaged in exploring and building consensus around the most appropriate solutions. This process includes maintaining a high level of communications, widespread information sharing, and involving broad representations of the college in the assessment and solution-making process. It

means consulting with key constituent groups, union leaders, the Planning and Budgeting Council, administrators, staff, and students. It means close consultation with our Trustees, who are supportive of the cause and will be strong advocates on our behalf. Also, I would like your vigilance in identifying cost-savings opportunities. One of our professors has suggested college-wide involvement in looking for such opportunities. I would like to encourage this effort, because those who are closest to our many operations are the most likely to know how we could perform those operations more efficiently and effectively. Finally (as if I hadn't said it enough already), I would suggest that each and every person can assume the role of educational advocate at every potential opportunity, internally and externally. You can join in organized efforts to lobby our cause. You can also speak out to friends and strangers one by one.

By way of summarizing the challenge of the budget environment, I will say that while the news is bad we will get through it. A *New Yorker* cartoon, during the recession of the early nineties, carried the caption, "Due to scarce resources, we will turn out the light at the end of the tunnel until further notice." We are not turning out the lights. We are continuing as a teaching and learning institution. We are taking our rightful place to shape the debate and lead the way. We have faced challenges before, and we have succeeded. We have a vision and we know our mission. We have a plan and priorities, and we know what we have to do to accomplish our goals. We are probably better positioned in this respect than almost any other institution in California. As one of our trustees said publicly about our plans the other evening, "We know where we are going and how we are getting there."

The Challenge of the Instructional Environment

Acknowledging now that it may be nearly impossible for this audience to focus on the next parts of my speech, I still feel

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compelled to share some thoughts on other realities that we face as an educational institution, regardless of the situation we've just addressed.

First, let me turn to the instructional challenge that will require concerted effort during a time when resources are stretched thin. Actually, it is a challenge that has the potential to enrich us and one we can do very well with. And I address it between two other challenges that are more foreboding because this challenge is at the heart of what we do and take pride in as an educational institution, teaching and learning with success. There is no acronym for it as yet, and I am not aware of any short hand for it. The subject requires three words, student learning outcomes, and sometimes two words, outcomes assessment. These words are going to be an important part of our vocabulary and our activity over the next few years both in higher education and at City College.

You may wonder why I've chosen to address this subject as an instructional challenge. It's not because I have suddenly become a policy wonk trumpeting new levels of performance measures and accountability. Rather, it's because our accrediting association has totally revamped the standards for re-accreditation to a singular preoccupation with student learning outcomes. Recognizing (if you can believe it) that we are less than two years away from undertaking the self-study process to prepare us for the re-accreditation visit, I feel it important to introduce the topic at this time. But, more on that later. Let's consider now what the emphasis on student learning outcomes is all about.

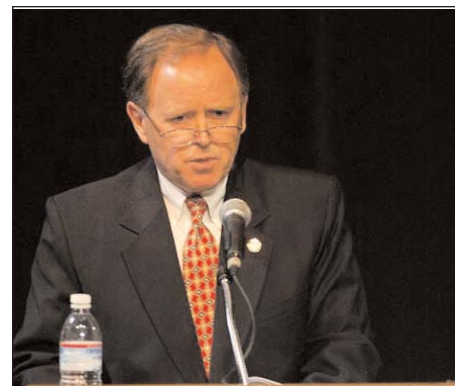
What Are Student Learning Outcomes?

We know that in some way outcomes refer to results. The business world had to come to terms with measuring results a long time ago. Now we are doing it in higher education. The performance

expert asks about outcomes and means efficiency and effectiveness. The angels of accountability ask about outcomes and want aggregate measures: graduation rates, transfer rates, and job placement rates. The customer satisfaction sages ask about outcomes and want to know what students have attained, what they know, and how much they have developed. I'll never forget the business man in Florida who walked forward to the microphone during a listening session and presented me with the enlarged image of an invoice for \$25,000, saying, "This is what it costs me to re-educate your graduates to perform on the job!" I was relieved to learn that the invoice was bogus and that our graduates on the whole were not as deficient as perhaps a few in one program might have been.

Now take a moment, if you will, for a definition of student learning outcomes. This is taken from the guidelines of our accrediting commission. Student learning outcomes are "knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences." This is not complicated. This is not obscure. This is familiar. It is something we already do. Teaching is about student attainment. That is why we say teaching and learning — teaching outcomes and learning outcomes. Now for the definition of outcomes assessment, again from the accrediting commission. Assessments are "methods employed to gather evidence and evaluate quality." Sounds familiar, doesn't it?

So what is the deal here? Why all of the fuss? Well, my understanding of this matter is this. Student learning outcomes and assessments represent an effort to make collegiate learning more outwardly comprehensible, more consistent, and more systematic (or perhaps more coherently systematic). Let me briefly explain myself, although regrettably we can't take the time here for dialog and the exchange of views that would enlighten us more.



First, to say that learning outcomes are more outwardly comprehensible means that students can know more clearly what they are expected to master and will have mastered than they would otherwise know. Second, learning outcomes can contribute to enhanced consistency by ensuring that all students who graduate meet agreed upon expectations for attainment rather than just a minimum grade point level. And third, student learning outcomes can enhance curriculum coherency by producing a portfolio of connected evidence transcending the accumulation of course titles and credits.

What Are the Roots of Learning Outcomes?

The issue of student learning outcomes and outcomes assessment has been around quite a while, at least 40 years I would guess. Do you remember **Robert Mager's** book, *Preparing Instructional Objectives*, published in 1962? It was about being specific on what you want the learner to know and to do. It called for expressing learning outcomes very specifically: demonstrate understanding of a basic question in French by replying with an appropriate answer in French; correctly solve at least seven simple linear equations in a period of 30 minutes; correctly identify at least 40 of a skeleton's bones. It stopped short of outcomes like "sighing in ecstasy when listening to Bach."

Then, in the 1970s, there was the competency movement. Its accomplishments were captured in the huge volume on competence-based reform in higher edu-

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cation published by Jossey-Bass, *On Competence*. It contained everything you could ever want to know about competencies and the colleges modeling competence-based education: Alverno College, Antioch College, the College of Human Services, Grand Valley State Colleges, Seattle Central Community College, and University of Massachusetts Boston.

Sometime in the eighties, a whole new conversation began to take place. Conferences and publications were devoted to a paradigm shift from the subject of what teachers are teaching to what students are learning. The outcomes movement was spawned by such key figures as **Peter Ewell, Alexander Astin, Trudy Banta, Richard Light, Pat Cross**, and others. It was a watershed moment, as various educational associations and agencies became prime movers in the cause and thereby brought the outcomes movement to the forefront of educational thinking. What is important about this history is that the accreditation commissions have taken up the torch and lit the accreditation standards with it. The Western Association of Schools and Colleges revised its standards just last June with a strong emphasis on student learning outcomes. Which means for City College that there is work to do prior to the next accreditation visit in the spring of 2006.

What Is Expected?

Turning to what is expected of us by way of preparation for re-accreditation, I would like to share with you a glimpse into the new requirements. The standards clearly state that an accredited institution will identify student learning outcomes at the course level, program level, and degree or certificate level, and publish the outcomes. The accredited institution will also systematically assess progress in student achievement of outcomes and use assessment results to make improvements. There must be institution-wide dialog, with faculty leadership and ownership of the process and

a commitment that will make sure that every student who graduates possesses the skills, knowledge, competencies, and qualities we deem essential.

You might be interested to know that the accreditation standards are very explicit about the nature of student learning outcomes. It is expected that learning outcomes will be specified for the general education curriculum including the skills of oral and written communication, computer literacy, scientific and quantitative reasoning, critical analysis and logical thinking, and the ability to acquire knowledge through a variety of means. It is expected that outcomes will recognize what it means to be an ethical human being and an effective citizen, including an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and willingness to assume civic, political, and social responsibilities. Students must demonstrate understanding in several major areas of study — humanities and fine arts, natural sciences, and social sciences, including a focused inquiry in an established discipline. And they must have informational competence — being able to access, evaluate, and use information in fulfillment of coursework, demonstrating their competence through outcomes assessment. Learning outcomes are also to be specified for vocational and occupational areas, with technical and professional competence related to employment standards and licensure and certification requirements. Pre-college programs must specify learning outcomes as well.

Before moving on, let me make one more observation that struck me while reading the accreditation standards. All of us are expected to be involved in this effort. No



one can escape. While the teaching faculty and the academic departments have the greatest responsibility, other areas of the college are called upon to bear responsibility. For example, Student Services personnel are expected to support student learning, especially contributing to learning outcomes such as personal and civic development and appreciation of diversity. Every area in Student Services is to contribute to student learning as well as Learning Resources and Information Technology Services. Furthermore, the areas of Human Resources, Facilities, and Finance are expected to manage their resources in support of student learning. Administrative leaders and shared-governance groups are expected to do the same thing. So also is the chancellor to ensure “achievement of student learning outcomes.” And even the governing board is singled out “to assure effectiveness of student learning programs.” The message is clear. We are in this together and it will succeed because of our collective efforts.

What Is Being Done?

Last summer, when the new accreditation standards were first released, City College went into action. The college had anticipated the need for addressing student learning outcomes by including an initiative in its strategic planning process and in recommendations from the enhanced self-study process. A small group of individuals, having examined the guidelines and attended a workshop, prepared for a Flex Day presentation by interviewing various departments to identify what already is underway in courses and academic programs. They asked such questions as: How are you using student learning outcomes now? How is assessment carried out? How does it all relate to program and degree requirements?

A presentation was given in August by **Robert Gabriner, Bonnie Gratch, and Bruce Smith**. They reported considerable awareness and several impressive cases of effective use of student learning outcomes as well as outcomes assessment procedures. They recommended continu-

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ation of the study and the development of a framework and model approaches appropriate to City College and building on current practices. They recognized that mere documentation of good practices would not be sufficient to respond to the new accreditation requirements, so they called for further conceptualization and development including greater involvement of the college community. And that is where the process stands today.

Where Do We Go From Here?

My purpose in addressing the instructional challenge is not to prescribe how the college should proceed. Rather I simply want you to have before you the picture and the information, then to begin thinking and talking together about what it means and how we might best respond. I would like to encourage dialog in the Academic Senate, the College Council, and the Chancellor's Cabinet. Also, I would encourage departments and shared-governance groups to consider ideas and contribute suggestions to my office. In this way, I believe, a forum will emerge for advancing the planning and development of an appropriate approach. This is not something that must be accomplished under pressure or completely implemented by a deadline. The accrediting commission is a gentle cudgel that prompts us, but we must evolve the solution in our own way and within available resources. Yes, I might like to see the college having defined learning outcomes and assessments for major programs of study and general education by the time of the accreditation visit in February of '06. But I would also be pleased if we are well on our way in that direction by then. The important thing is that we be on our way. And I have no doubt, given the able leadership and cooperative capabilities that we enjoy, City College will shine as a teaching and learning community.

The Challenge of the Global Environment

So far, in this address, I've been talking about challenges that we face in the local environment — challenges to our college, our community, our group. In this final section of the speech, I want to address a challenge in the global environment which not only affects us but affects others even more and on a scale beyond comprehension. Today, even now as we speak, America is talking about going to war. Just to say such a thing is to say the unthinkable. It is to say that we are going to kill other people and allow our own people to be killed.

I know that there are arguments on both sides of the issue. On the one hand, there are despots and terrorists out there. There are nations with weapons, biological, chemical and nuclear, poised and maybe ready to strike. There are cells of discontents, and they would seize the opportunity to wreak destruction and devastation. On the other hand, there are nations who after endless wars of conquest and loss of economic muscle have had enough. There are cells of pacifism, and they would go to jail for the noble ends of justice and peace. But let's cut to the chase. Is this right or wrong? Let me ask you directly and personally (I promise not to request a show of hands), is this right or wrong? Have you a personal conviction on this matter? Have you?

Now think of our students. Have they? Have they been confronted with the issues and asked whether they have a conviction? Is there any better place, if not at City College, where they can be given a fair and balanced picture of the issue and challenged to personal conviction? You know where I am going with this. I think we need guidance. Many of you, as members of our faculty, think deeply and extensively about these matters. We need your help. We need voices of reason. We need the orchestration of dialog and conclusion that you can so

wonderfully provide. We need great minds and stout hearts to urge us to conviction.

I am not asking for any preconceived positioning on the issue. I am not even asking for an encyclopedic analysis of the political, economic, and social aspects of the issue. I am simply encouraging discussion, the exchange of ideas, and the formation of convictions — all in the highest traditions of academic freedom, by which we freely exchange ideas and convey respect for those who differ. And it is the examination of ethical and moral perspectives that we most need, I believe. In our various cultures, we might look to churches, synagogues, and mosques to provide direction. But in a college or university, we can examine our convictions across all lines of religion, politics, and class. Our teachers are the source of instruction and inspiration in our society. But there are times when our teachers can be a special source of instruction and inspiration. This is one of those times. Call it a teach-in. Call it a class discussion. Or call it consciousness-raising. We need it.

As we begin the year 2003, there will be increasing debate and involvement in the issue. The months of January and February are filling up with peace movement events — the west coast youth meeting in San Francisco at the end of the week on January 17, the anti-war rallies in Washington and San Francisco on January 18, the Pittsburgh regional rally January 26, the teach-ins throughout New York state February 10-17, and the four-month women's fast for peace that culminates March 8. These events alone should prompt us to personal examination. And here at City College, we should be deeply engaged as faculty, students, administrators, and staff in coming to conviction, one way or another. What better place for engagement than San Francisco, birthplace of the signing of the charter for the United Nations amongst the everlasting trees of Muir Woods.

For myself, I simply want to say that two recent experiences have prompted me to

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conviction. One of these was a story in the *Washington Post* on December 2 about the origin of Mothers Against the War. In Amherst, Massachusetts, the movement was inspired by **Daphne Reed**, a retired Hampshire College drama teacher, who, worrying about her 25 year-old grandson, remarked that “all mothers should automatically be against war.” This same lady, recalling the four wars she had seen this country involved in, was motivated by a single memory decades old. She was visiting the nation’s capital, she said, when she saw a man without a face. “Yes,” she said, “without a face. He had nothing but a plastic mask with two holes for eyes and one for a mouth. It still swims before my inner vision provoking an agony of grief that no one had been able to stop the war that took away that man’s face.”

My second experience was hearing about a speech given by Congressman **Dennis Kucinich**, the boy-mayor of Cleveland who was elected in 1977 to stop the privatization of the electric utility. He became a congressman in 1996, proposing of all things the establishment of a Department of Peace. Last February, he delivered a speech in Los Angeles which aroused so many ovations and wide-spread appeal that it became a web-site. Beginning his speech singing “America, America, God shed his grace on thee, and crown thy good with brotherhood from sea to shining sea...,” he delivered a provocative litany on how America could rally the world to hope, freedom, and peace. It was entitled *A Prayer for America*. It is the conclusion of his speech that stirred me and, I hope, you too.

America, America. God shed grace on thee. Crown thy good, America. Not with weapons of mass destruction. Not with invocations of an axis of evil. Not through breaking international treaties. Not through establishing America as king of a unipolar world. Crown thy good America.

America, America. Let us pray for our country. Let us love our country. Let us

defend our country not only from the threats without but from the threats within. Crown thy good, America. Crown thy good with brotherhood, and sisterhood. And crown thy good with compassion and restraint and forbearance and a commitment to peace, to democracy, to economic justice here at home and throughout the world. Crown thy good, America. Crown thy good, America. Crown thy good.

I know of no prayer more appropriate for our turbulent time.

Conclusion

My message today is about leadership for turbulent times and for challenging issues. But it is not just a message about turbulent times. It is primarily a message about leadership. Leadership can confront the budget challenge. Leadership can confront the instructional challenge. Leadership can confront the global challenge. I don’t mean my leadership. I don’t mean any single person. It is every woman and every man. It is our collective leadership, our shared leadership, our unified leadership. **John Gardner**, who taught for so many years at Stanford University and became a public servant in Washington, serving under six presidents, has called it “dispersed leadership” and connected it to our notions of democracy and pluralism. It is the leadership that each of you and all of us together can give that makes the difference and ensures the outcome. I want to end with a story that I hope will drive home the significance of every man and every woman a leader.

It is an ancient story which every school child learns in France. In the year 1347, the city of Calais was abandoned by the King of France. The King of England was camped outside its gates. Calais had been under siege for a year, the people were desperately short of food and water, and all hopes for help were gone. At a final assembly in the town hall, after much entreaty and lamentation, six of the leading citizens, or burghers, of Calais offered themselves as hostages in exchange for



the freedom of their city. It was a poignant moment when they were escorted to the city gate not knowing their fate — **Eustache, Jean, Jacques, Pierre**, and two others. They were immediately taken to the English King, who in anger would have had them killed. But it was the Queen who obtained mercy for them, had them clothed and fed, and returned them home in safety.

The telling of this story is powerful in itself, but the commissioned sculpture paying tribute to it conveys a message even more powerful. Most of you know of the bronze statue created by **Auguste Rodin** called “The Burghers of Calais.” Earlier artists had focused on the single figure of **Eustache de Saint-Pierre**, the oldest and most prominent of the burghers. Rodin, however, includes all six burghers, portraying the moment they were leaving the city, vulnerable yet heroic in the face of fate. These figures, joined in a single work of art, are depicted as described in the chronicles of the time. They are dressed in plain garments, with bare heads and bare feet. Their faces convey emotions from pain and hesitation to conviction and determination. Rodin treated them all equally. Various figures have similar heads, hands, fingers, and feet, although in different orientations. He made all their heads level, as if to avoid the elevation of a hero. And he had them all standing on disparate bases, as if to leave them without a common ground.

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My friends, the burghers of Calais do not speak of lone heroes or conventional forms of unity. They speak of strength through common conviction, collective action, and yes even sacrifice. In these times and in all other times, may we remember and take heed of the message of the burghers of Calais.

References

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“Involvement in Learning: Realizing the Potential in Higher Education.” Final Report of the Study Group on the Conditions of Excellence in American Higher Education. National Institute of Education: Superintendent of Documents, U.S. Government Printing Office, October, 1984.

Robert F. Mager, *Preparing Instructional Objectives*. Palo Alto, California: Fearon Publishers, 1962.

MENUS — WEEK OF JANUARY 20–24, 2003

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

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

LUNCH — CAFETERIA — 11 A.M.–1:15 P.M.

Please check out the freshly prepared specials at the A la Minute Station

Monday, January 20

HOLIDAY — NO FOODSERVICE

Tuesday, January 21

Roast Airline Breast of Chicken with Lemon Capers • Roast Yukon Gold Potatoes • Peas and Mushrooms • Yellow Squash
Pork Adobo • Steamed Rice • Soup: Cream of Broccoli

Wednesday, January 22

Broiled Salisbury Steak with Bordelaise Sauce • Scalloped Potatoes • English Leaf Spinach • Cauliflower Polonaise
Baked Snapper with Spicy Tomato Relish • Soup: French Onion

Thursday, January 23

Baked Chicken Enchilada • Spanish Rice • Refried Beans • Sweet Corn-on-the-Cob
Vegetarian Stuffed Acorn Squash with Roasted Tomato Sauce • Cous Cous • Soup: Vegetarian Black Bean

Friday, January 24

Blackened Catfish • Cajun Rice • Steamed Broccoli • Ratatouille
Yankee Pot Roast • Buttered Noodles • Soup: Tomato Rice

DINNER — CAFETERIA — 5:45–7 P.M.

A la Carte Salad Bar available Monday through Thursday evening

Monday, January 20

HOLIDAY — NO FOODSERVICE

Tuesday, January 21

ORIENTATION — NO FOODSERVICE

Wednesday, January 22

Buttermilk Fried Chicken with Country Gravy • Mashed Potatoes • Buttered Peas • Soup: French Onion

Thursday, January 23

Baked Snapper with Spanish Sauce • Rice Pilaf • Sautéed Fresh Mixed Vegetables • Soup: Vegetarian Black Bean

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 20 -- February 14, 2003

Rev. 1/15/2003 (Subject to change without prior notice)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
20 <i>Martin Luther King Day Holiday</i>	21 2:30 p.m. College Agenda Review (E-200)	22 2:30 - 5:00 p.m. Academic Senate (R-518) <i>9:00 p.m. Cable casting of the Board Meeting (EATV 27)</i>	23 3:00 - 4:00 p.m. CAC (E-200)	24
27 <i>Last day to drop/reduce units in order to qualify for 100% enrollment/non-enrollment resident tuition fee refund</i>	28 <i>CURRICULUM COMMITTEE Proposal Submission for the Feb 12, meeting</i> <i>FIRST DAY CLASS LIST DUE</i>	29 1:30 - 3:00 p.m. Curriculum Comm. (C-334) <i>9:00 p.m. Cable casting of the Board Meeting (EATV 27)</i>	30 5:00 p.m. Board of Trustees Closed Session (SEC) 6:00 p.m. Board of Trustees Open Session (SEC)	31 12:30 - 2:00 p.m. ITPC (E-200)
3 <i>Resolution(s) due to Vice Chancellors</i> <i>Census Day</i>	4 <i>Print Census Sheet</i>	5 2:30 - 5:00 p.m. Academic Senate (CH/NB) <i>9:00 p.m. Cable casting of the Board Meeting (EATV 27)</i>	6 3:00 - 4:00 p.m. CAC (E-200)	7 <i>Last day to drop credit classes. No notation will appear on the student's permanent record. Last day to withdraw or reduce course work in order to qualify for 50% non-resident tuition fee refund. 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>
10	11 11:30 - 1:00 p.m. Communication (Pierre Coste) 2:30 - 4:30 p.m. Parking and Trans (R-206) <i>CURRICULUM COMMITTEE Proposal Submission for the Feb 26, meeting</i>	12 1:30 - 3:00 p.m. Curriculum Comm. (C-334) <i>Last day to remove and Incomplete grade received in previous semester.</i> <i>9:00 p.m. Cable casting of the Board Meeting (EATV 27)</i>	13 2:00 - 4:00 p.m. PBC (R-501)	14 <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.edu/Services/Shared_Governance/