

CITY CURRENTS

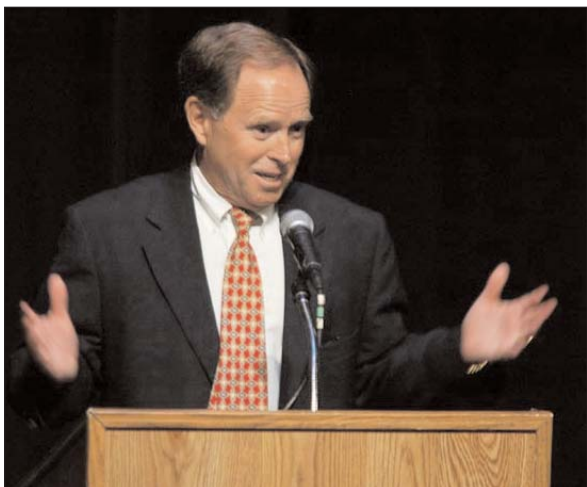


A NEWSLETTER FOR THE CITY COLLEGE COMMUNITY

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AUGUST 18–24, 2003

Chancellor Day delivers his Flex Day address



Dr. Philip R. Day, Jr., welcomes returning faculty and staff on August 14. The theme of his Opening Address was “The Human Touch.”

Introduction

It can be good or bad, brilliant or mediocre, stimulating or insipid. Sometimes it is plentiful and sometimes it is scarce. But like air and water, it is indispensable. The subject of which I speak is the art and craft of teaching. It is said to be the hope, if not the hallmark of civilization.

I need to say that the inspiration for this speech was drawn from a private communication I received from one of our own faculty members, Professor **Rick Rodriguez**, who wrote to me on the evening of May 21, the night before his final and student portfolio reviews. Rick noted that he derives his own inspiration from each student he meets with as he reviews their work and discusses their potential and future. As Rick puts it, “It is still the best day of my teaching...I learn more about my students on this day than on any other... I always tell them that this is not the end but just the beginning. It is where we start.” Rick, thank you for your letter, your thoughtful and inspirational words about your teaching and your students, and your kind words about your Chancellor. This is for you and the hundreds like you who dedicate their lives to making a difference.

The story is told of an anthropologist visiting a small island in the South Pacific who wanted to meet the leader of the native people he was studying. He asked a member of the tribe if he could meet their most important man. He was taken to a small clearing in the jungle where an old man was sitting with a group of young people. “Is this your King?” asked the anthropologist. “No” replied the guide. “The King is the most powerful man on the island. You wanted to meet the most important man, so I brought you to see our teacher.”

Our teacher. Think about that word for a moment. In India, it is “guru.” In Japan, it is “sensei” (master). It’s a good word, a positive word, a word infused with meaning. We’ve all had teachers. At home, our teachers were our parents or significant others, though we may not have always appreciated their role. In elementary school, our teachers made impressions on us which we’ve carried to this day. In adulthood, we have continued to look to teachers favorably and inspirationally. Our society, like the tribal society, recognizes teaching at the highest echelon of exemplary professions. And I would argue, despite the adage that makes us smirk, it is truly the world’s oldest profession.

Now before going on, let me say a word to those of you in the audience who do not wear the title of teacher. Do not tune out. This address is also dedicated to you. It’s true that I am speaking principally to the faculty. But I have all of you in mind at almost every point along the way, because you are all teachers. You are teachers first and last in your roles as parents or uncles and aunts. You are teachers in your roles as supervisors. You are all our teachers among your peers. And you are teachers of students – outside the classroom, at the registration desk, at the bookstore, or when processing a phone call. Whoever you are and wherever you are, you do it – you teach. City College, at its best, is a community of teachers. May each of us, therefore, to paraphrase Chaucer, proudly teach and proudly learn.

The Nature of Teaching in Our Time

Now to get into the subject of teachers and teaching, let’s consider how we might variously approach it. Some of you have probably sought guidance by reading one of the many textbooks on the subject or enrolling in a workshop or a course on principles of teaching. Others of you may have assiduously avoided such a course. Some may have drawn inspiration from the great master teachers whose lives are preserved in history – **Confucius, Socrates, Jesus** and **Hillel** come to mind. Or, if it isn’t history, it might be contemporary media, like the movies, for instance. A number of movies and books have rather well captured the inspiration of the good teacher. Who can forget **Robin**

Continued on Page 2

CITY CURRENTS

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Dr. Day's Flex Address

Continued from Page 1

Williams, in the role of Professor John Keating in the *Dead Poets Society*, coaxing students in the recitation, "Oh captain, my captain," and admonishing them to succeed with "Carpe Diem, lads! Seize the day. Make your lives extraordinary"? Or *Stand and Deliver? Good Will Hunting? Educating Rita? Tuesdays with Morrie? Mr. Holland's Opus?* I think these sources may enlighten and inspire us, but I had hoped to find something even more fruitful and compelling, something that gets to the heart of our profession, an account of the transaction that takes place between two minds, that enables learning to occur, that results in that moment of discovery when the learner and teacher alike spew forth with the great "Aha....Got it!" It isn't easy to find this because the imparting of knowledge or skills remains something of a mystery. We know when it happens, but we don't know precisely how it happens and it rarely happens in just one particular way. Perhaps, then, the best place to look for insight might be where we are trained by nature to look— into our own experience shaped by the examples of others. And so I have chosen to begin this exploration with a few stories from real-life.

Peter Drucker tells the wonderful story of his grade-school teachers when he was growing up in pre-war Vienna. He devotes a whole chapter to them in his autobiography, *Adventures of a Bystander*. We know him as a management guru, a philosopher of American society, and a prolific writer. He still teaches, I believe, at Claremont College Graduate School in California.

Drucker attributes his education and his love of teaching and learning to Miss Elsa and Miss Sophy. They were sisters who taught in the fourth grade of the same school in the 1920s. Miss Elsa was the principal and the homeroom teacher, which meant that Peter saw her four hours a day, six days a week. The year started with 2-3 weeks of quizzes, which

he found both frightening and fun. Then came the individual conferences. "Sit down next to me," Miss Elsa said, "and tell me what you do well and then what you do badly." She agreed with his personal assessment: "Right, you read well and you spell well. Only look up the words and don't guess." "And," she added, "you left out one of your strengths, composition." Then, she gave him a goal – to write two compositions per week, one of his choosing and one assigned by her – providing guidelines for the organization. Next, she commented on his arithmetic: "You under-rate your performance. You are actually good. I propose that you learn all that the lower grades teach – fractions, percentages, and logarithms ('You'll love those,' she said)." She went on, "But your results are poor because you are sloppy and don't check. To make sure you do, I'll ask you to check all the work of the five children sitting in your row and the row ahead of them." Finally, she addressed his weakness: "Peter, you are not just poor as you think you are in handwriting. You're a disgrace. And I won't have it. You like to write but no one can read it. It's going to hamper you. Here, look at this. By the end of the year, you will write this way (demonstrating it for him). Every time you prepare a composition, just write two sentences legibly, increasing by two more sentences in each new composition."

At that point, Miss Elsa took out two notebooks and they put down his goals in reading, composition, spelling, arithmetic, and handwriting. She showed him how to make one composition section for

Continued on Page 3

TABLE OF CONTENTS

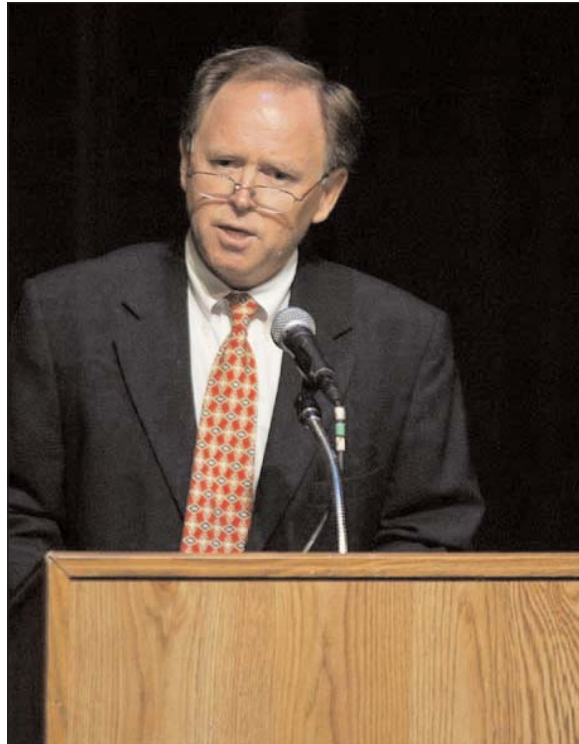
Office of the Chancellor 1-9
Announcements 10
Business Cards Order Form 12
Recognition of Achievement 11

Dr. Day's Flex Address

Continued from Page 2

what he expected to do and another for what he had actually done, including his evaluation of it. They also made two sections for arithmetic – one for quizzes on things he already knew and another for skills he had yet to master. She met with him each week to discuss his work and outline the next week's program. But he was free at any time to consult her with questions, ideas, or problems. Of course, she was always on the lookout for signs of trouble requiring timely intervention, but otherwise she left him to do his work.

Miss Sophy, on the other hand, taught arts and crafts 1-1/2 hours per day. Her room was a large and colorful studio, with one side for arts (containing easels, crayons, watercolors, and clay) and the other side for crafts (containing hand tools, a sewing machine, pots, pans, stove and sink). She was very child-centered. Students swarmed over her and she often gave them a pat or hug. Miss Sophy encouraged her students to try things. She was willing to help, but she avoided giving advice. She didn't teach verbally but by direct – or perhaps divine – inspiration. Once when Peter was attempting a drawing she gently placed her hand over his and guided the fingers to the right position, helping the desired image of a cat to emerge. Throughout the class, she moved from child to child, always there at the



right moment to help. Her only praise for instances of enlightenment, said Drucker, was an answering smile “that was pure bliss to the beholder.”

Years later, Peter Drucker would remember Miss Elsa and Miss Sophy. He would recall, for example, how Miss Elsa dressed and how she exercised authority. You have probably guessed that she wore high-buttoned shoes and a black crinoline dress, which Drucker said bellowed in front but was so tight in the back that it crackled when she bent forward. He also remembered that when writing on the blackboard with her back to the class, she could be unerringly accurate in detecting the doers of mischief without turning her head. Drucker said the students debated endlessly how she did that, speculating on secret eyes in the back of her head hidden under the tightly coiled braid, or searching after class for mirrors in the blackboard. They never imagined the extent to which she understood them.

Most important of all, Drucker would remember what he learned from Miss Elsa and Miss Sophy. He recalled being praised only gently and with discretion for improving but was pressed firmly when not advancing in areas that needed strengthening and where there was potential for growth. He took from Miss Sophy a lifelong appreciation for craftsmanship,

the enjoyment of honest clean work, and a respect for the task. He took from Miss Elsa a work discipline and the knowledge of how one organizes for performance, though he sometimes abused the skill admitting that it allowed him to do some work easily at the last minute and enabled him to complete the doctorate at age 21. He wrote that he had rarely encountered again such competent teachers as Miss Elsa and Miss Sophy. He had been spoiled by one year with them, and he had become incurably infected with the motivation to learn and the desire to teach. He never found a subject not sparkling with interest, whether he was teaching the humanities or social sciences, theology or philosophy, history or literature, economics or statistics. Miss Elsa and Miss Sophy demonstrated that teaching and learning with high quality and a high level of intensity and enjoyment could be possible.

Well, that's the testimony of an Austrian who came to California and revealed his passion for a life of teaching. Now let's hear another story, that of a man who came to New York exemplifying the love and respect of a great teacher for his profession. I once heard **Jacques Barzun** deliver an address at the State University of New York at Buffalo, but what really caught my attention was the remark of a colleague about him. “In the summer before my first year of teaching in college,” the colleague said, “I read Jacques Barzun and was never the same. His portrait placed teaching on a pedestal that forever after I struggled to attain.” Who is Jacques Barzun? He is the former professor of philosophy and history who became the Dean of undergraduate education at Columbia University. His classroom performance and abundant writings earned for him the reputation of one of the most effective teachers and brilliant intellects of our time. His book, *Teacher in America*, was first published in 1944, has been reprinted several times

Continued on Page 4

Dr. Day's Flex Address

Continued from Page 3

since, and remains in print sixty years later. Though its language is a bit dated, I commend it to you as an inspiring treatise for the college teacher.

Now let me present a synopsis of Jacques Barzun as a developing teacher and how he acquired the impulse to teach. Barzun was born in France and moved to America when his father was sent here on a good will mission. At the age of nine, he found himself tutoring other students in arithmetic. This was somewhat normal for him, since in France the older students frequently taught younger ones in what was called the Lancaster System. Later, as a student enrolled in an American high school, he again tutored students in advanced mathematics and beginning philosophy, subjects he had learned earlier abroad. At the same time, he exchanged French lessons for English lessons. It was an omen of his entrepreneurial interests, because in college he and a group of classmates tutored in all sorts of subjects, profitably. The group was so good at this endeavor that professors began referring academic cases to them, while others came by word-of-mouth, such as the retired minister who wanted to read Hamlet in Esperanto (And, yes, they delivered!). Finally, they did writing projects under assignment, and they called themselves Ghosts, Incorporated. Somehow, all of this led to the offer to teach a summer session course upon graduation, and Jacques Barzun, doctorate in hand, was hooked.

Barzun obeyed the summons to teach, or, more accurately, it took root in him. But what is really striking is how he saw the act of teaching – the art and craft of teaching, if you will. He was able, I think, to cut through the chaff and get to the kernel of the teaching experience. And he expressed it very simply. It goes something like this, though my paraphrase barely does it justice. A fellow human being is puzzled or stymied. She wants to open a door. The would-be helper has

two choices. He can open the door, or he can show her how to do it for herself. The second way is harder and takes more time, but a strong instinct in the born teacher makes him prefer it. The raw material is what the learner can already do, and upon this the teacher builds – taking apart and putting together, breaking down into bits and re-assembling one bit to the next, varying the process for each individual, never knowing for certain while improvising the next step, constantly exercising patience; then noticing a change, a progression, and the discovery ... or the resistance. Hear the actual words of Jacques Barzun as he imagines the learner's inner dialogue:

"Naturally I resist. You persist. I begin to dislike you. But at the same time, you show me aspects of this new fact or idea which in spite of myself mesh in with my existing desires. You seem to know the contents of my mind. You show me the proper place for your contribution to my stock of knowledge. Finally, there is brooding over a vague threat of disgrace for me if I do not accept your offering and keep it and show you that I still have it when you – dreadful thought? – examine me. So, I give in, I shut my eyes and swallow. I write little notes about it to myself, and with luck the burr sticks: I have learned something. Thanks to you? Well, not exactly. Thanks to you and thanks to me. I shall always be grateful for your efforts, but do not expect me to love you, at least not for a long, long time. When I am fully formed and somewhat battered by the world and yet not too displeased with myself, I shall generously believe that I owe it all to you. It will be an exaggeration on the other side, just as my present dislike is an injustice. Strike an average between the two and that will be a fair measure of my debt."

If nothing else, this tells us one thing. Good teaching is hard work. I once read that an hour of teaching is the equal to seven hours of physical labor (please

don't quote me on this, especially representatives of the AFT at the bargaining table). Good teaching, in addition to knowledge and expertise, requires energy, concentration, endless adaptations to situations, and, above all, insight. And even this is not the whole story. It says nothing of the life of the teacher, the environment of schools and colleges, the issue of valuation and remuneration, the demographic changes of students, the occasions of disappointing student performance, the implausible expectation that education will accomplish everything that home and society fail to do, and the unceasing challenge of frazzle, burnout, and replenishment. In speaking of the nature of teaching in our time, we can't set aside these matters but we can refresh ourselves with the central purpose and core work in which we are engaged and which never changes: teaching that gets to the heart of learning.

I once had a teacher who did that for me – in fact I had several but one in particular can be called to mind. At Jamestown Community College in New York, I had completed my introductory courses in basic College English and became excited about writing and language. Being eager for more, I signed up for a course in **Shakespeare**, quite a leap for one who grew up in a tenement located in the poorest section of Portland, Maine. Right away I was in trouble, or so I thought, because after three weeks I could make little sense of the language and there was a four-inch thick book of plays to plow through. I was desperate for a solution. So I went to see my instructor after class, Professor **Charles La Pierre**. "What's the problem?" he said. "I'm not getting it," I replied. "Well, you're not alone...it's not unusual, I see this a lot of times," he reassured me. "Other students have problems with Shakespeare because it's not like most books you've encountered. Reading and understanding the written script can

Continued on Page 5

Dr. Day's Flex Address

Continued from Page 4

be unnerving and a bit of a challenge. Here is what to do. Go to the Library and find the Audio-Visual section. Get the recording of the *Merchant of Venice*, put on a set of headphones, and listen to it while reading along in the book. Then come back and talk to me about what you've heard and read, what you liked and learned from it, and whether you would do it again." You can guess what happened. It was truly a watershed experience. A new world was opened to me. Professor La Pierre taught me not by telling but by showing me how to learn. Yes, he made the plays come alive and taught them with a passion. But he also knew his pedagogy. He helped me in ways that transcended the classroom, the course, and the school. He gave me a strategy and helped me to think and work. I am grateful to him for that. And I confess to never having been more proud of earning the grade of A. I confess also to wishing that my algebra teacher... (well, enough said about that).

Miss Elsa, Miss Sophy, Jacques Barzun, Charles La Pierre – you can name your own exemplary teachers. I wish we could name them here. I know that telling the stories of extraordinary teachers with Austrian and French surnames, no matter how compelling their influence, cannot properly reflect the spectrum of great teachers on this multi-cultural planet. I recently discovered one of the few books on great teachers, **Joseph Epstein's** *Portraits of Great Teachers*. They were powerful teachers all right – **Alfred North Whitehead, Nadia Boulanger, John Crowe Ransom, Hannah Arendt, Yvor Winters** of Stanford – however I knew my cultured audience at City College would see the limits of this pantheon. Just being a part of a richly diverse community college makes us aware that behind every great culture are great teachers. I know you all have experienced this. You come across the heritage of a culture and reading or hearing the lan-

guage of beliefs, traditions, and survival in legends, stories, and songs conveys to you the image of teacher and students, the passing on of wisdom through elders. It is then that you know, beyond the mystical context, that these are extraordinary stories of teaching and learning, born of deep roots and sustained over centuries. Yes history, culture, and our own experience are rich with the art and craft of teaching and learning. Great teachers open our eyes to learning through the medium of good teaching. They know us and they know how to turn us on to learning, in fact to lifelong learning, a discipline which we as individuals can pursue ourselves and throughout our lives. So it has been, is now, and ever shall be.

The Challenge of Teaching in Our Time

I mentioned earlier some of the challenges of teaching that are not addressed by hymns and praises for those engaged in the art and craft of the profession. I want to turn now to a few of these challenges in order to point to some exemplary practices that I think can help us. One of the most comprehensive efforts to understand the current state of the college experience was the project undertaken in the mid-eighties by the Carnegie Foundation for the Advancement of Teaching. Sixteen observers were sent to 29 colleges and universities, spending two weeks at each, to get a first-hand view of undergraduate education. They spent more than 10,000 hours attending classes, interviewing students, faculty, and staff, and absorbing campus life. Their work was supplemented by numerous surveys with thousands of respondents, as well as specially commissioned studies to complement the research information. The purpose of this mammoth project, fully described in **Ernest Boyer's** *College, The Undergraduate Experience in America*, was to describe the strengths and prob-

lem areas and to suggest ways in which undergraduate education can be enriched. While community colleges were not treated as a separate segment, the study remains extremely useful. The Carnegie Report addresses eight areas of challenge. It is not my intention to comment on all of the challenges, though it would be instructive to consider them – the transition from school to college, the goals and curricula of education, the quality of campus life, the governing of the college, and the connection between the campus and the world. Rather, I want to draw solely from the examination of the condition of teaching and learning, with a brief comment on assessing outcomes in education. My comments are organized under three points: (1) scholarship, (2) creativity, and (3) outcomes.

(1) **Teaching and Scholarship.** The Carnegie Report speaks to the challenge of being teachers and scholars at the same time, defining scholarship primarily as research and publication. You are familiar with this tension at the university level: teach students but make sure to be distinguished in research, especially if you're on a tenure track. The report recommends valuing teaching as highly as research and considering teaching effectiveness as equally important for tenure and promotion. However, the surveys showed that 42 percent of the faculty at baccalaureate institutions devoted fewer than five hours per week to research and 30 percent said they were not engaged in scholarly research that would lead to publication. Further, almost two-thirds, or 63 percent, reported that their interests were inclined to teaching as opposed to research. Of course, in the community colleges this percentage would be even higher. What this says to me is that there is a gap between the pressures of the system and the preferences of professors. To close this gap, the Carnegie Report recommends the encouragement of scholar-

Continued on Page 6

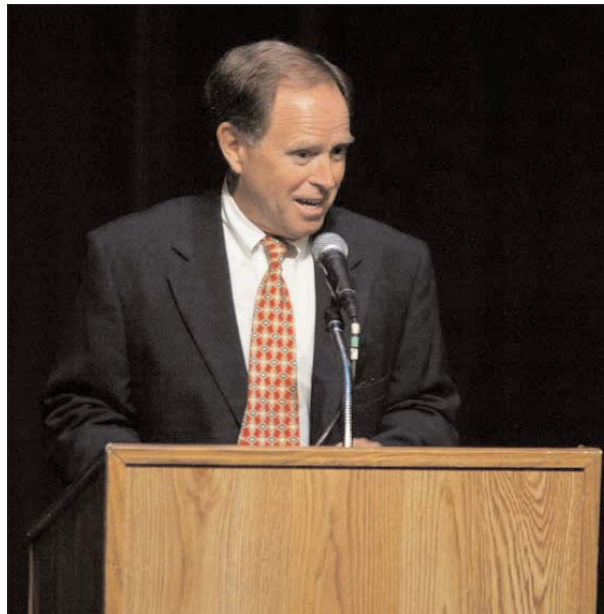
Dr. Day's Flex Address

Continued from Page 5

ship in the general sense, meaning staying abreast of one's profession, knowing one's field, and skillfully communicating this to students. Applying this concept to the community college experience, we need to promote faculty involvement in the scholarship of teaching. At City College, I personally would like to encourage greater commitment to sustaining scholarship. Our investment in professional development is obviously too little and our efforts to foster renewal deserve greater commitment and imagination. This is not the time or place for the ways and means, but it is surely appropriate to call attention to the importance of something so essential to the vitality and vigor of teaching and learning and to begin addressing the challenge.

At City College, we see such scholarship often occurring, both formally and informally, within academic departments and in conjunction with our professional associations. I would like to mention, however, one scholastic initiative which has taken root across disciplines – our Service Learning and Mentoring Program. Under the past leadership of our now retired **Nina Gibson** and currently led by **Christine Francisco**, faculty members from various disciplines, including student development, have been studying service learning, collaborating on the development of a college-wide initiative, and supporting one another in their efforts to promote student engagement. Their discussions have been extensive, their focus intense, and their success outstanding. There have been over a dozen projects involving more than a hundred students and faculty each year.

(2) Teaching and Creativity. The Carnegie Report also tells us something about teaching that we already know. The lecture method of teaching is by far the most widely employed and still has the power to awaken, inspire and edu-



cate, although one-way, non-interactive performances are far too common. On the other hand, almost 60 percent of the students say that professors take a personal interest in their academic progress and two-thirds, 66 percent, say they are encouraged in classroom participation. The message I draw from this section of the report is that we can do nothing better than to foster effective teaching as the heart of the college experience. I want to take this opportunity to urge all departments, academic leaders, and appropriate shared-governance committees to make it a priority continually to enrich instruction. Let's dig below the level of syllabi and grades to analyze what students are learning and how they are learning. Let's investigate different modes of instruction to determine what each accomplishes and what is most effective in teaching. Let's use the literature on student learning and development to inform changes in the delivery of courses. In short, let's do everything we can to ensure that genuine learning occurs throughout our institution.

Over the last several months and under the umbrella of discussions within the College's Diversity Committee, an exciting and spontaneous initiative designed to enrich learning in the college has emerged, i.e., our Multi-Cultural Infusion Program. With the support of the leadership of the Curriculum Committee and the active encouragement of the Diversity Committee, Professors **Sue Homer**, **Glen Nance**, **Rick Kappra** and **Lynda Hirose** have worked diligently (and voluntarily) to develop plans for enriching college courses with

multi-cultural perspectives and creating a professional development program for interested faculty. Sue, Lynda, and the others also have worked directly with **Kristin Hershbell** to explore ways to help support the effort beyond the seed money provided by the Diversity Committee. We knew we needed something along these lines, when we formulated an objective to do so in our strategic plan. But we didn't know when or how it might happen. And now, this seemingly grassroots and spontaneous effort is on the verge of taking off, with 17-20 members of the faculty stepping forward to participate and become engaged. In calling for enriched creativity in the classroom, it is clear that I'm not asking for something new as evidenced by this and other initiatives we have planned and implemented over the years, such as the Asian Infusion Project. It's happening and we applaud it and encourage more of it.

(3) Teaching and Outcomes. The Carnegie Report devotes an entire section to measuring the outcomes of teaching. Some will think this quite unnecessary, since education is forever being measured. Students are quizzed in classes and given final examinations.

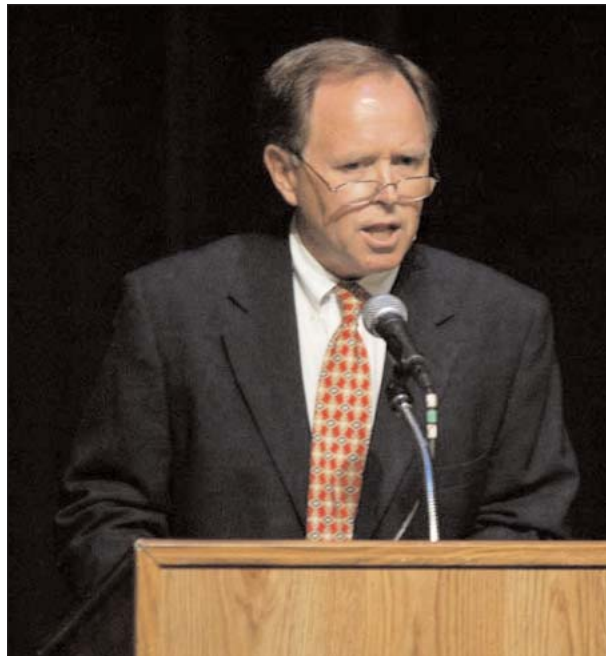
Continued on Page 7

Dr. Day's Flex Address

Continued from Page 6

Instructors are evaluated by department heads and students. Six regional accreditation associations measure all postsecondary institutions. One hundred and fifty-four professional accrediting bodies examine specialized academic programs such as nursing and business. And many states get into the act as well as federal agencies monitoring grant-funded programs. Why, then, with all this assessment, does the Carnegie Report call for measuring the outcomes of a college education? And why are the regional accrediting associations making it nearly mandatory, as we are discovering while planning for the upcoming self-study effort? Well, it is because there is a growing concern that the pieces of a college education do not add up to a coherent whole. Further, there are reports—all of us have heard them—regarding students who graduate and can't read instructions or perform basic calculations. As I see it, what sometimes has the appearance of a crisis of confidence in higher education is actually a pearl of opportunity. Most every constituent group wants evidentiary proof: legislators anxious about tax dollars want to know that there is a return-on-investment; students want to know how they are doing; faculty members want to know more about their students' progress; the college wants to deliver on its promise of student success; and boards seek evidence of institutional effectiveness. In the Carnegie Report, a survey of institutions revealed that 91 percent, all most all of the institutions responding, supported the idea of linking assessment with teaching and learning. And most of them, 88 percent, agreed that measuring student outcomes would be an appropriate way to demonstrate institutional effectiveness. We do not yet know exactly how this should be done, but clearly the opportunity is there, and, I believe, the will.

At City College we are already on the case! Over the past two years, **Bob**



Gabrier and **Bruce Smith** and others have begun talking with faculty members in various departments to begin to understand what they have been doing to address student learning outcomes. With the promulgation of the WASC standards regarding student learning outcomes last year, we hosted a full day workshop on the topic with over one hundred faculty and staff from Academic Affairs and Student Development participating. And today, there will be four key workshops offering you the opportunity to look more deeply into the movement as practitioners—all in anticipation of a major effort which we will engage in concert with our upcoming self-study. By acknowledging and building on existing efforts, we hope over the next few years to pursue the outcomes initiative and enhance teaching excellence college-wide.

Before leaving the “challenges” of teaching in our time, I want to make one additional comment. It has to do with the Carnegie Report's failure to distinguish the unique challenges of teaching at the community college. I dare say that practically every person who teaches at the community college knows from personal experience what I am talking about. The very students we teach, and for whom we deeply care, while representing a broad swath of society, come to us with all sorts and conditions of academic preparation. We see incredible determination and motivation, sometimes born of adversity. We see native talent and human potential. But we also see the

signs of inattention to preparation, whether from home, school, neighborhood, or community anomie. This is not to say that our students don't bring to class enriched cultures and unique experiences that contribute to learning. But in each and every classroom the recurring need to help students learn basic skills plus providing the fundamentals and filling in the missing background material while simultaneously maintaining course standards and integrity is a challenge of several orders of magnitude. In other words, it is huge. I know it is hard work. It requires enormous preparation and forethought. It only happens with a focused commitment to excellent teaching. And speaking of outcomes, when we say that our students can end up equal to their counterparts at the university it may sound like promising miracles. But when they prove themselves superior to their counterparts, it is truly the cause for applause and occasion for celebration.

There is one and only one reason why we are witness to such transformations. As **Joel Klein**, the Chancellor for the New York City Public School System said in last week's *New York Times*, “I don't

Continued on Page 8

Dr. Day's Flex Address

Continued from Page 7

believe curriculums are the key to education. I believe teachers are.” Did you hear that? He said it’s the teachers who meet these challenges, overcome the obstacles, and unlock the learning. I could cite hundreds of instances of this, but let me just mention the most recent example here at City College. You are all aware that because of budget cuts we were compelled this year to reduce our summer school support by 50 percent. We were aware of the consequences and deeply concerned about turning away students. But there was no other choice available to us. What happened next was pure exhilaration. Despite fewer sections and offerings, we were able to accept students at 70 percent of last year’s enrollment level. And within that total number, we enrolled 86% of our last year’s totals for both our current resident students and our international students. And, as I stated in my Mid-Summer Report, we actually enrolled 120% of our previous years enrollment for area high school students. Why? Because our faculty cared and stretched their classes to accommodate the enrollment, whether for transitioning high school students or other students needing to complete a course for graduation or employment. They took it on themselves to respond to the crisis and need, an over-the-top gesture if I ever saw one. In 20 years, I have not witnessed an embracing of commitment on this scale. That is why I believe that nothing else is more of a key to education than teachers are. And that is why I believe 73 percent of the citizens of San Francisco voted for a bond issue for their college – it was a vote of confidence for teaching, for learning, and for transformational education.

The Inspiration of Teaching

I began this speech with references to model teachers drawn from outside our community. I wanted them to help us remember and reflect on what we value in our teaching and our teachers. But, in truth, we need not look elsewhere for

exemplary teachers. We have them here. We are the beneficiaries of splendid teachers right here at City College. To make the case, I want to take the unusual step of recognizing some members of our faculty whom we know for their love of teaching and the learning they foster. I wish I could recognize everyone, for we have so much talent among our 700 full-time and nearly 1,200 part-time teachers. However, I can only call attention to these few who by their reputations and achievements as teachers serve as the vanguard and emblems of our magnificent academy.

Bie Han Tan. Twenty-one years at City College and teacher of mathematics, she has been called the heart and soul of the Math Bridge Program. Students know her work, and her colleagues, the toughest critics of all, say she is “loved by her students” and “constantly thinking of new ways to address their strengths and weaknesses.”

John Delgado. Born and raised in the Mission District of San Francisco, he has taught in the English Department since 1996. In addition to his highly rated classes, he also leads one of the highly successful teams in the Puente Program, committed to sharing with his students his “dream of a rightful place within our American society.”

Aaron Ogden. A graduate of our Hotel and Restaurant Program, he returned to teach in that program after studies in New York’s Culinary Institute of America. His colleagues have observed that he is able to take students from entry level to industry professional, achieving rapport and stimulating growth by thoughtful attention to the learning environment he creates.

Cynthia Dewar. She has taught speech skills in the English Department for twelve years, and has demonstrated with every new class that each and every student, whether outgoing or shy, can blossom as speaker and communicator. And

as the Director of Forensics, she has also fostered a glorious culture of every-student-being-a-winner and at the same time focusing on team-building and collaboration. The individual and team awards that have resulted rival, if not surpass, those of our high quality athletic programs.

Elaine Wang. Teaching ESL and citizenship courses during the day, in the evening, and on weekends, she radiates with energy, confidence, and competence. Combined with warmth and friendliness, her teaching over 32 years has enabled thousands of students to become citizens and, as the project name says, shine.

Lisa Harrison. As a teacher of general and multicultural psychology, she has mastered an extraordinary range of knowledge both in the dimensions of her discipline and in the cultures of her students. And the students respond not only by learning and achieving, but also by the aspiration to emulate her ways.

Darrell Hess. Teacher of geography and chair of his department, he is the model of an engaged professional. Never content to rest on the laurels of success, he keeps finding new ways for him to teach and students to learn, somehow making the time for scholarship and publication of a widely-used textbook in his field.

Carl Jew. Affectionately known as Mr. Transfer Center and now as the chair of the new Transfer Counseling Department, Carl is admired by the students and the teaching and counseling faculty alike for his expertise, his personal care and concern, and his dedication to assisting students along the transfer pathway.

And while we’re at it, let’s add Professors **Bob Gurney, Joyce Liou and Elizabeth Stewart** to this distinguished list. These faculty members have made extraordinary commitments to their online courses, and have invested time to re-engineer

Continued on Page 9

Dr. Day's Flex Address

Continued from Page 8

them utilizing the capabilities of the Internet to not only support instruction but also to provide support for and a sense of community among their students because of the enhanced opportunities for interaction through web-based chat rooms.

And the list goes on... and on... and on.... It is not only these individuals who are wonderful teachers. I could go from department to department discovering the exceptional, walk the classroom halls and hear it, pause in front of offices, labs, centers, and see it. Whenever and wherever one sees student engagement and genuine learning, one knows it. It is self-evident. And thankfully, at this institution there is an abundance of it. Not all of it is in the classroom, however. Much of the learning is outside of the classroom. There is learning when a skillful counselor helps a student to set goals, outline a program of study, and make progress step-by-step, developing personal insight along the way. There is learning when a tutor in the Learning Assessment Center helps a student grasp a thorny concept or acquire a complex skill. There is learning when assistance is rendered in the financial aid office, enabling the student to navigate the red-tape regulations and gain some degree of empowerment, personally and financially. There is learning when a dean meets with high school students and one or more of them experience the awakening of aspirations for a brighter future along the educational pathway. Indeed, there is learning when a staff member introduces a new employee to the tasks at hand or develops new skills and ways of work among long-term associates. All of this is learning at the hand of effective teaching. We are a community of teachers. That is why I have chosen, at the opening of this new academic year, a time for a fresh start and heightened expectations, to recognize and praise our commitment to the profession of teaching and the culture of learning.

Conclusion

I want to end this message with a single thought and a final story. The closing thought is this. After all is said and done, teaching is making the connection with the learner so that she or he can open the door into a world of opportunities, be successful, and confidently face the future. That is what we do, and why we do it. We also do it in a manner that is unique and personal...I call it "the human touch."

Almost everyone knows the story of **Helen Keller**, the child who was blind and deaf but transcended both. I can think of no one who ever expressed more appreciation and gratitude for the human touch of her teacher, a young teacher from the Perkins Institute for the Deaf and Blind. **Anne Sullivan** spent most of her lifetime with Helen Keller. It was the storied revelation of what a loving teacher can do. Sullivan was the subject of **William Gibson's** play, *The Miracle Worker*, and a miracle worker she was. Her task was to overcome the barrier of darkness and silence surrounding the child and enable Helen to learn about the world which she could neither see nor hear. Though she was sometimes pilloried for being Helen's victimizer, puppeteer, or ventriloquist, Anne Sullivan knew what she was about. As she wrote in her chronicles,

"Something within me tells me that I shall succeed beyond my dreams.... I know that [Helen] has remarkable powers, and I believe that I shall be able to develop and mould them. I cannot tell how I know these things. I had no idea a short time ago how to go to work; I was feeling about in the dark; but somehow I know now, and I know that I know. I cannot explain it; but when difficulties arise, I am not perplexed or doubtful. I know how to meet them; I seem to divine Helen's peculiar needs...."

With a manual alphabet, Anne spelled individual words in Helen's palm, words

like doll or puppy. One day, when Anne pumped water on Helen's hand, the child suddenly grasped that everything had its own special name. No longer did she confuse water with the mug or the pump. Soon, she was reading and writing Braille, learning how to speak by placing her fingers on the teacher's larynx, and eventually graduating cum laude from Radcliffe College. Helen Keller went on to write books and articles, give lectures, and champion the disabled and dispossessed.

I share with you now what Helen Keller wrote, in *The Story of My Life*, on the moment when she learned from her teacher and through discovery of her very first word:

The mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, joy, set it free!

May these words serve as a tribute to our good and great teachers – they give light, spark unbounded joy, and set the soul free!

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- Drucker, Peter F.**, *Adventures of a Bystander*. New York: Harper and Row, Publishers, 1978.
- Epstein, Joseph**, *Portraits of Great Teachers*. New York: Basic Books, Inc., Publishers, 1981.
- Keller, Helen**, *The Story of My Life*. New York: Bantam Classic, 1904.
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Photo by Monica Davey

College for Teens scholarships funded

Local 38 of the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada presented a check for \$16,000 to City College of San Francisco to provide scholarships to CCSF's first Summer College for Teens Program, sponsored by the Office of Continuing Education. Holding the check at the presentation ceremony at 33 Gough Street are (left to right) Dr. Philip R. Day, Jr., CCSF Chancellor; Dr. Kathleen Alioto, CCSF Dean of Development; and Dr. Anita Grier, President, CCSF Board of Trustees. Larry Mazzola (second from right), Business Manager of Local 38 chaired the golf tournament which raised the funds. In addition, Mazzola serves on the Board of the City College of San Francisco Foundation. Also pictured (left to right, second row) are several officers of Local 38.

Foodservice begins August 25

The Culinary Arts and Hospitality Studies department will begin foodservice on Monday, August 25 in its facilities in Smith Hall on the Ocean Avenue Campus.

Breakfast will be served in Taste Buds from 7:30 to 9:50 A.M.

Lunch will be available in the Cafeteria from 11 A.M. to 1:15 P.M., and in the Pierre Coste Room (PCR) from 11:15 A.M. to 12:30 P.M.

Dinner will be served in the Cafeteria from 5:45 to 7 P.M.

Foodservice will not be available at the Downtown Campus for Fall 2003 due to the renovation work underway there.

ADMINISTRATIVE OPENING

Director of Payroll Services

Application Deadline: 4 P.M., Friday, September 5, 2003

For a copy of the job announcement and an administrative application form, download them from the CCSF Human Resources Department web site at www.ccsf.edu/hr or call (415) 241-2246.

VOLUNTEERS SOUGHT FOR HIRING COMMITTEE

Faculty and Classified are needed to serve on the hiring committee for the above administrative position. Interested Faculty should contact **David Yee**, President, Academic Senate, immediately at (415) 239-3611, Campus Mail E202. Interested Classified should contact **Dave Gallerani** immediately at (415) 452-5452, Campus Mail R501.

Call for authors

If you have published a book recently (fiction or non-fiction, prose or poetry) and would like to schedule a reading, discussion and possibly a book signing, please contact **Stephanie Lyons** at the Concert and Lecture Series, Box L 230, (415) 239-3580, or slyons@ccsf.edu.

"Last spring, we had a very successful event featuring Louise Nayer and Lois Silverstein and we would like to present more faculty authors to our campus community and to the community at large," said Lyons.

Muni fares will increase Sept. 1

The San Francisco Municipal Railway (Muni) has announced that fares will be as follows as of September 1, 2003:

- Adults (age 18-64) will pay \$1.25 on buses and trolleys; and \$3 on cable cars. Discount (Seniors age 65+ and Disabled Persons) will be charged 35¢ for a ride, and \$3 on cable cars

- Youths (age 5-17) will pay 35¢ per ride on regular transit and \$3 on cable cars. Children (under age 5) will continue to ride for free.

As of September 1, Muni tokens will be sold in rolls of 10 for \$10.50.

Muni's monthly Fast Pass will be \$45 for adults, \$10 for seniors and \$10 for youth.

Health Service System hours

The Health Service System announces more customer service telephone hours. Effective August 18th, the customer service telephone lines (415-554-1750, or 800-541-2266 outside the 415 area code) and the City Health Plan (415-554-1725 or 800-795-2351 outside the 415 area code) will be available Monday through Friday from 9 to 11 A.M. and from 2 to 4 P.M. The Health Service System lobby located at 1145 Market St., 2nd floor, will continue to be open on a walk-in basis Monday through Friday from 8 A.M. to 4:45 P.M.

Dr. Robert Gabriner honored by RP Group

Dr. **Robert S. Gabriner**, Dean of Research, Planning and Grants, has been recognized by the Research and Planning Group for California Community Colleges (RP Group) for his accomplishments as its President during 2002. Current President **Harriet J. Robles**, pointed to Gabriner's "outstanding leadership" and added that he "provided stability and direction in a most tumultuous time."

The RP Group Board presented its 2003 award for Research and Evaluation to City College of San Francisco's Dr. **Robert S. Gabriner**, and project consultants **Eva Schiorring** and **Gail Waldron** for the manual they created as the final research report of the Promoting Diversity Practices Project. The title of the manual is "We Could Do That! A User's Guide to Effective Practices Promoting Diversity in California Community Colleges." Dr. Gabriner co-chaired the Project along with **Martha Lucey**, Dean, Marketing and Public Information.

Volunteers assure fairness in hiring

By **Linda R. Jackson**, Associate Dean, Affirmative Action/ADA Coordinator

Although we experienced fewer full-time hiring processes last school year, as expected, the monitoring of hiring processes still presented challenges. The Office of Affirmative Action again wishes to acknowledge the support of those volunteers who made it possible to provide monitors for hiring committees this past year.

While the overall total of hours spent with hiring committees monitoring the hiring processes was approximately 443 hours in 2002–2003, volunteer monitors covered approximately 62 hours. A special thank you goes out to all the volunteers who contributed to the success of last year's efforts.

They are: **Paul Johnson, Gary Tom, Sandra Handler, Chi Wing Tsao, Francine Podenski, Terry Hall, Rod Santos, Lancelot Kao, Norma Nelson and Bruce Smith.**

As a reminder, Administrators or Department Chairs interested in volunteering to assist in Affirmative Action monitoring should contact the Office of Affirmative Action at (415) 241-2281, and you will be notified of the next scheduled monitor training.

Sandra Handler's Retirement Party Sept 5. World Trade Club

Dean **Sandra Handler's** Retirement Party to celebrate her 30 year career at City College of San Francisco will be held **Friday, September 5** at the World Trade Club, One Ferry Plaza, San Francisco. No host cocktails will be from 6 to 7 P.M., followed by dinner from 7 to 9 P.M. The cost is \$55 per person. Your check should be made payable to **Phyllis McGuire** and mailed to **Virginia Jew**, City College of San Francisco, 50 Phelan Ave., C308, San Francisco, CA 94112. Please send in your reservation by August 29. For more information contact McGuire at (415) 550-4449. The World Trade Club, located at the foot of Market Street just beyond the Ferry Building and adjacent to the Golden Gate Ferry Terminal, is ADA compliant and wheelchair accessible. Valet parking will be available.

Board committee members listed

For your information, the following are the current committee assignments for members of the Board of Trustees, as appointed by Dr. **Anita Grier**, President.

Personnel: Dr. **Natalie Berg**, Chair; Dr. **Anita Grier, Rodel E. Rodis.**

Finance: **Rodel E. Rodis**, Chair; **Milton Marks III, Lawrence Wong**, Esq.

Education: **Milton Marks III**, Chair; Dr. **Anita Grier, Rodel E. Rodis.**

Facilities: **Lawrence Wong**, Esq., Chair; Dr. **Natalie Berg, Julio Ramos**, Esq.

Diversity/Community Outreach: Dr. **Anita Grier**, Chair; Dr. **Natalie Berg, Johnnie L. Carter, Jr.**

Legislative: **Julio Ramos**, Esq., Chair; **Milton Marks III, Johnnie L. Carter, Jr.**

Technology/Communication: **Johnnie L. Carter, Jr.**, Chair; **Lawrence Wong**, Esq., **Julio Ramos**, Esq.

The Guardsman takes top honors

Kudos to City College of San Francisco's journalism students who earned the Award of General Excellence and other prizes at the second annual Bay Area Collegiate Newspaper contest, sponsored by the Peninsula Press Club. The CCSF students beat out their contemporaries from Cal Berkeley, San Francisco State, Santa Clara University and Stanford.

The awards won by CCSF student journalists were:

General Excellence: 1. *The Guardsman*.

News Page Design: 1. Jonathan Villar.

Editorial commentary: 3. Clare Huston, columnist.

Editorial Cartoons: 3. Jim Bach.

The contest was started by the *San Francisco Examiner* in 2002.

BUSINESS CARDS

The Graphic Communications Department is now accepting orders from City College employees for business cards. The type will be printed in black and CCSF logo or seal will be in red. There is a \$20.00 charge for 200 cards, to cover the cost of supplies.

Please note that these business cards are produced entirely by the students in GRPH 68. This project is repeated at the beginning of each semester, and is meant to be a learning experience for our students.

Please **legibly print** the necessary **information on this form**. **Do not add lines or characters beyond what is indicated below**. Send this form, with payment to Graphic Communications, Attn: Production Coordinator, Box V49, Ocean Campus. Please make check payable to **Graphic Communications**.

Orders are due by Friday, Sept. 19th and will be returned to you via campus mail on Monday, Oct. 20th. **Orders received after the September 19th deadline will be refused.**



Sample Card.

This is how your card will look.

All cards are of vertical format.

Horizontal format is not available.

Note:

We will need your campus mail box for the purpose of delivery.

If you did not include it on your card, please put it here. _____

We cannot list home addresses or outside work information on CCSF business cards.

Please fill out the information indicated below. **Bold items are mandatory**; italic items are optional. All items you list will appear on your card. Again, please **print very clearly, preferably in ink and all capital letters** (except for email addresses; these must be printed **exactly** as you want it to appear on your card). Remember to indicate whether you want a seal or a logo.

Logo  Seal 

NAME _____

TITLE _____

DEPARTMENT _____

CITY COLLEGE OF SAN FRANCISCO

CAMPUS _____

ADDRESS _____

BOX _____ **OFFICE** _____

SAN FRANCISCO, CALIFORNIA _____

WORK PHONE _____ - _____ - _____ **E X T .** _____

FAX _____ - _____ - _____

HOME PHONE _____ - _____ - _____

EMAIL _____

WEBSITE _____