

CITY CURRENTS



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Diversity on the Main Deck

By Dr. Philip R. Day, Jr.
Chancellor

I begin today with a warm welcome to all of you as once again we commence a new academic year. I also have an extremely important opening announcement to make, the significance of which will become evident as this address proceeds. While on vacation this summer, I became a grandfather for the first time. Surely you will understand – oh captive audience! – that my speech should begin with reference to the birth of this eight pound eleven ounce little boy, **Tyler David**, who came into our lives on July 27th. You would love seeing him, lying there with his bright eyes and broad smile. And let me tell you how precocious he is. As I leaned over his crib admiring him, I distinctly heard him speak to me. They were words made famous by **Sally Field**. He said, “You like me! You really like me!” I knew right away he was a perfect 800 on the verbal. And while I resisted the temptation to test him, I must tell you that following his birth I did give thought to what a good college would be like for him. He will be ready in the year 2022.

Think about that for a moment – higher education in the year 2022. What will it be like? What should it be like? What will differentiate colleges and universities from what we have today? Well, as I thought about it, it seemed to me that one compelling feature is likely to transcend all others. What do you think would be the defining characteristic in 2022? More students? Well, that certainly

should be true, but what else? More advanced technology? Yes, that would seem to be true also. More information to teach? We'd have to agree there. New fields of study in the curriculum? It's happening already and sure to accelerate. All of these scenarios, exciting to contemplate, suggest that change is in the air. But there is a more profound force, one that I believe will be the most powerful vector of change in higher education and in our society. Call it globalization, call it multicultural, or call it diversity, it is sure to transform all aspects of modern life – our jobs, our culture, our relationships with one another, and our beloved institutions. More than anything else, it is what will define the millennium.

The Demographic Imperative of Diversity

Let me share with you some demographics regarding cultural diversity that are nothing less than stunning. I suspect that many of us, as residents of California, do not consider the demographics of this state to be particularly phenomenal or unique. It is hardly news that California is the foremost example among the states of ethnic/racial diversity. Yet, the rest of the nation took note that a major threshold was crossed in this state in 1999 (or 2001, depending on who was right, the federal or state demographers) when California's white population fell below 50% for the first time. And as long ago as 1982, it was significant when Los Angeles County's white population fell below 50%. And while we're citing numbers, it is a sign of the future that the population



Photo by Monica Davey

Dr. Philip R. Day, Jr., delivers his welcoming address to returning faculty, classified and administrators on August 17, 2004.

of public school children in California appears to be around 37% white, having long ago fallen below 50%. Whether or not it is news here, this statewide transition below 50% has great symbolism for everyone, Californians and all Americans. Even though whites make up 69% of the U.S. population as a whole (and in half the counties of the United States, they are 85%), the eyes of the nation are upon us. They know, even if they don't have the actual numbers, that during the 1990s in the United States the combined population of African Americans, Native Americans, Asians, Pacific Islanders, and Hispanics/Latinos grew at 13 times the rate of whites. And they see the trend: America is increasingly multicultural, diverse, and global. When asked whether California with its

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multiethnic society represented the America of the 21st century, author **Alice Walker** replied: "If that's not the future reality of the United States, there won't be any United States, because that's who we are." Clearly, the assembling of a more diverse population is the demographic imperative of the country in the years ahead.

Now let's look at the changing profile of higher education. According to a recently released report by the Educational Testing Service, *Crossing the Great Divide*, the number of undergraduates qualified to attend colleges and universities will grow by 19%, or 2.6 million students – between 1995 and 2015, with minority students making up 80% of the increase. The study suggests that the number of college students in all segments of higher education (public, private, and community colleges) will grow from 13.4 million in 1995 to 16 million in 2015. Our college campuses are clearly going to be more racially and ethnically diverse in the coming decades. The highest levels of racial/ethnic diversity will be clustered in particular regions of the country. More than half of the increase will occur in five states: California, Texas, Florida, New York, and Arizona. Minority undergraduates will outnumber white students on campus in 2015 in the District of Columbia, Hawaii, California, and New Mexico, with Texas being about evenly split between minority and white undergraduate students. Minority enrollment will exceed 40% of undergraduates in 2015 in six other states: New York, Maryland, Florida, New Jersey, Louisiana, and Mississippi. According to the ETS report, minority student enrollment will rise from 29.4% of overall undergraduate enrollment in 1995 to 37.5% in 2015.

An Historical Perspective on Diversity

Before we discuss the implications of this imperative, I would like for us to reflect on how we arrived at this mixing of peoples. Indeed, the evolution of a multicultural society is a story of struggle. The path to the threshold where we now stand has been costly. It has been fraught with danger and disappointment, destruction and desolation – mostly in the last few hundred years. For much of human history, human lives were structured by the boundaries of local geography and topography. The village was the beginning and the end of one's world. Here one was born, raised, schooled, worked, died and buried. Visitors to the village were rare. One could be nearly oblivious to changes in the outside world. Contact with people of a different kind would be the exception rather than the rule. The major change was brought about by the daring explorations and travel across oceans. From that time on, people moved from place to place, settled, resettled, and moved on.

Nowhere in modern history has there been a more dynamic migration than to America. We know the stories of attempted settlements by the Vikings on the eastern edge of the continent. We know the stories of early explorations by peoples of the far Pacific on the western edge of the continent. And we know the stories of the voyage of **Christopher Columbus** on

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a Caribbean island he mistakenly thought was Asia. Over the centuries, many peoples have come to America from different shores and are still coming. It is your story and my story, unless we happen to be Native Americans. We are a nation of immigrants, one and all, whether first generation, second generation, European, African, Latino, or Asian Pacific Islander.

John Coatsworth, in a book on *Globalization* published by the University of California Press following a Harvard seminar on the subject, described four waves of immigration that the world has experienced and which he called globalization cycles. The first began in 1492 and lasted until the 1600s, encompassing the colonization of the Americas by Spain and Portugal and ocean trade between Europe and Asia. The second cycle in the 17th century included the development of European settlement colonies and slave colonies in the new world. The third cycle began in the 19th century with industrial development and increases in international trade leading to mass migration from both Asia and Europe to the Americas. The most recent cycle commenced after the Second World War and has intensified with the liberalization of global trade. Coatsworth's assessment of this cycle of migration is that overall they produced considerable gains in living standards, initially for only the few but gradually for the general population, except in Latin America where economies sharply declined. The gains, of course, came at the cost of enormous suffering over many generations, and those who paid the heavy price often did not live to see their hopes fulfilled.

That of course is the surface story. But there is also the subtext of the story, in other words the details of what happened. An excellent account is available to us in a book suggested to me by our former Provost, **Frances Lee**. It is a book that re-examines America's history from the perspective of immigrants and the

ethnic people who compose this country's population. It is entitled, *A Different Mirror*, written by **Ronald Takaki**, Professor of Ethnic Studies at the University of California, Berkeley, a leading spokesperson who I believe once spoke at one of City College's commencement ceremonies. On one level, Takaki's book is like other important portraits of ethnic America. It belongs in the company of those which present something more authentic than the traditional histories that view American as European ancestry. But on a deeper level, Takaki's book succeeds in something more. It avoids the temptation to view each ethnic wave with a narrow lens focused exclusively on itself. He tells the stories of the oppressions and struggles for equality, but he holds up a mirror which he calls a different mirror – not a dark glass, not a narrow glass, but a broad reflector, an inclusive reflector, one that does not leave anybody out, one that does not belong to any single race or group, one that enables Americans of diverse races and ethnicities to see themselves as connected to the picture, one that shows in grand reality the face of our own cultural future. Takaki neither romanticizes nor fragmentizes pluralistic America. Instead, his book appeals to a larger narrative for society. It is a reflection of an America that ceases to fear diversity, ceases to resist our variations, and begins to accept ourselves as members of humanity. It's a book that presents diversity as an asset not a liability, a strength not a weakness. It suggests that we are more than a tribe or nation, we are a global community!

Throughout Takaki's book, he presents the stories of the people, showing how together they produce the important patterns in our society, each contributing to the making of the United States in their own unique way – African Americans, Asian Americans, Latinos, Chicanos, Hispanics, Irish, Jews, Indians, and English. And to their numbers we should



add Portuguese, Italians, Germans, Poles, Scandinavians, Russians, Native Hawaiian and Pacific Islanders – all with their stories and their songs, filling the air with what **Walt Whitman** called “the varied carols” of America. I reference Takaki's book for you, appropriately named *A Different Mirror*, because it's a conscious-raising way of gaining perspective. Some may isolate the colors, studying them separately, but when we take a more spacious look, we can see the rich and complex rainbow they compose. It is a mirror that shows us the majestic face of who we are today.

The Elusive Promise of Diversity

Yes, the emergence of a highly diverse population has certainly created a new level of awareness that diversity is a defining attribute of who we are. However, just having evolved into a more diverse society does not mean that we are a fairer, more equitable, or just society. The truth is that we have a long way to go on that score. We use indicators, measures progress, and identify gaps in achieving equity in a number of areas – fair housing, employment opportunities, health care and educational access. Increasingly, access to college and college degrees is

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becoming a dominant indicator of equity and a measure of future prospects for economic success. The most disturbing evidence of the gap in higher education is in the participation rates. Despite steady gains in the absolute numbers of students of color going to college, their enrollments do not correspond statistically to their groups' share of the 18-to-24-year-old population. According to the ETS report cited earlier, *Crossing the Great Divide*, African Americans in the year 2015 will make up 14.5% of all 18-24 year olds but only 11.9% will be enrolled as undergraduates. It is the same with the Hispanic population, where 18.9% will be in the traditional college aged bracket but only 13.1% will be enrolled. Only Asian/Pacific Islander undergraduates as a group are expected to equal their share of the traditional college age population in 2015. What is especially disturbing is that when participation rates are compared between 1995 and 2015, they actually appear to be declining. So the gap in participation is clearly evident and worsening. We can see, then, that increased diversity does not necessarily produce increased equity as it relates to the commitment to expand access to college.

Participation rates are not the only indicators of equity in higher education. Success rates are also as important – if not even more important. Let's take a look at graduation rates, for example. The proportion of adults who earn bachelor degrees has been increasing for over three decades. The data from the National Center for Education Statistics may be slightly dated, but a 1998 report revealed a major gap along the color line: in 1971, there was a 12% difference in the attainment of four-year degrees between black and Hispanic adults in comparison with white adults; however, in 1998, despite increases in the percentage of adults receiving a degree, the gap between white and minority degree attainment widened by 41%. In 2004,

Sara Melendéz, summing up 20 years of status reports on minorities in higher education published by ACE (American Council of Education), wrote: "Both African Americans and Hispanics continue to trail behind white and Asian Americans in rates of four-year college completion. For Hispanics, the gap is serious: 9.7 percent compared with 29.6 percent for whites." Again, we can see that increased diversity does not necessarily produce increased equity in the area of college completion.

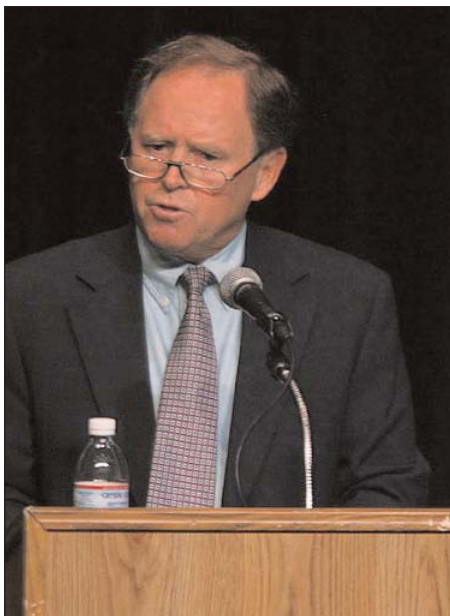
We see the same dire situation for students of color, particularly those at certain income levels. A recent monthly report issued by an independent organization, known simply as Postsecondary Education Opportunity, highlights the problem. The report is based upon a study of student enrollment and degree completion from 1970 to 2002 and issues a warning about the equity gap. Five indices of educational equity are cited as measures of progress. In order of progression, the equity indices are: high school graduation rate, college continuation rate, college participation rate, estimated bachelor's degree completion, and estimated bachelor's degree attainment. How would you expect the students to progress when compared according to family income and ethnicity? Well, the report looked at the results for dependent students in four income categories, the bottom income group being families below \$35,377. The findings related to high school graduation rates, college continuation rates, and the level of college participation all reflect modest progress regardless of income levels. But the data takes a nose dive. The bachelor degree completion rate decreased dramatically for those in the bottom income group from 21.9% to 15.6%, and in bachelor degree attainment it decreased from 40.1% to 26.6%. – a drop of 13.5% for those in the bottom income category. It is important to note here that the majority

of those in the bottom income group (nearly 61%) were people of color. The report also educates us as to what the future might bring, looking ahead from now to the year 2015 when projections show that 80% of college student enrollment growth will be among students of color.

To this information, I want to add something more. The data I just shared with you about student progress and equity gaps only related to students who completed high school. The data did not include those who left high school. This means that the situation in California is even more dire because almost one million young people ages 18-24 do not have a high school diploma – that's about 30% of their age cohort, and they are sometimes referred to as the "hidden tidal wave." California ranks 45th among the states in the proportion of students, ages 18-24, with high school diplomas or the equivalent, and we're 49th in redeeming the problem through the GED. I think you can see why I use the word imperative to describe the demographics of diversity and the challenge of equity. The imperative is for all of us in higher education. These students are here today – you'll find them in the 1st grade, 6th grade, or 10th grade. And you'll find them at our door tomorrow.

What you've just heard are numbers. By themselves, they are only numbers. But the numbers tell a story. And this is their story. In higher education, we aren't reaching pluralistic populations the way we should, though we have enrolled more of them. Despite all of our progressive initiatives – expanded outreach, increased access to financial aid, cultivation of openness and inclusiveness, publicity of the open door – we still have a distance to go if equity is to be achieved. On our campuses and in our classrooms, we are not realizing anywhere near the success rates we should. The many students of color who enter and the fewer of color who complete their education are not the arithmetic of equity and not a

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sign of fairness for them individually or collectively. And with the coming of the tidal wave of students of color in a millennium of globalization, where new skills are essential and a college degree equates with career advancement and economic opportunity, a responsive system of higher education is critical if equity is to be achieved.

You have heard me on many occasions emphasize the importance of equity through improved access and student success in higher education. It's all tied to the larger picture. I believe it is critical that we work to promote the goals of reducing poverty and creating jobs, which we do by educating the workforce, providing remediation, and getting students through the pipeline from high school to the bachelor's degree. On the national level, it is essential if we are to achieve equity to fund need-based financial aid and workforce education initiatives. On the state level, and for the same reasons, I believe it is essential to equally fund non-credit as well as credit-based instruction, developmental as well as collegiate programs. Also, on the state level and to some extent on the national level I believe it is essential to reduce barriers to transfer and to establish support programs to enable students, especially students of color, to navigate across educa-

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tional levels, surmounting obstacles and succeeding. These are some of the solutions that we support on the national and state levels, offering answers to an otherwise unacceptable gap in access and success for people of diverse ethnicities, backgrounds, and lifestyles. Without such initiatives, equity will remain the elusive promise of diversity yet to be delivered.

Diversity at City College

Now let's talk about what all of this means to us at City College. This is a good place to recognize that at City College diversity means many things and represents a broader range of qualities than race or ethnicity. Simply defined, diversity refers to those human qualities that are different from our own and also different from the groups to which we belong. Valuing diversity means creating an environment that respects these differences and embraces the unique contributions that individuals can make. The differentiating qualities that most often come to mind are age, gender, physical abilities, sexual orientation, and ethnicity. But sometimes we find ourselves considering how we value other differentiating qualities such as religious beliefs, marital status, educational background, job classification, and military experience. For today's address, I have chosen to focus primarily on cultural diversity and not the other manifestations of diversity. Nevertheless, we recognize and strongly support the importance of fostering an environment where all these forms of diversity are valued and respected.

Some time ago, I invited a young man to our city and college who grew up in an urban environment on the east coast, would soon graduate with honors from Morehouse in Atlanta, and thought he wanted to continue his studies at Stanford or Berkeley to prepare for a career in education. He had the opportu-

nity to interview some of us. He toured the college, sat in classes, and learned about our many programs and services. He also heard **Jonathan Kozol**, our commencement speaker. Later, we asked him what his impressions were. He named one thing that stood out above all else: he called it the impressive range of diversity (meaning cultural diversity). And he meant it. It is impressive. It is something that I, too, speak of when asked about City College. City College enjoys a student population and staff that span the rainbow. It is dedicated to a spirit of inclusiveness that pervades the hallways, the classrooms, the meeting rooms, and other gathering places. At City College, there is remarkable strength in the composition of our community and the harmony among our people. I don't mean to exaggerate or romanticize, but I do want to give due recognition to a microcosm of society that takes its mission seriously, that overcomes obstacles, that pursues in its own way the dream of *E pluribus unum*.

What then, in such a diverse institution, shall we say about the advancement of diversity at City College? I think we can say that we have reached a fairly high plain of performance and accomplishment. At the same time, we face the same challenges of diversity that confront higher education in general, although the challenges may be those of a vanguard operation. On the whole, however, I think we do rather well. In the next few moments, I want to share a sampling of recent initiatives taken on by those of you, which, to use a metaphor drawn from the sea, are beacons of confirmation that we are on course and that we will find our port. Remember that these are new initiatives and that we also have a legacy of many other ongoing programs that have for years enhanced the goals of diversity and equity at City College.

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Diversity and the Curriculum

First, I want to speak briefly about diversity and the curriculum. Before focusing on our most recent efforts in this regard, I want to bring your attention to the work of Dr. **Beverly Daniel Tatum**, President of Spellman College. In an article entitled “Creating Climates of Engagement on Diverse Campuses,” Dr. Tatum acknowledges the growing diversity within higher education while at the same time focusing attention on the increasing levels of segregation that have occurred at the K-12 level since the early 1990s. Dr. Tatum says, that the “ideal of a democratic education is to create an environment where the cycle of segregation and inequality can be broken. The important first step in interrupting the cycle of inequity is mutual engagement. We will not be able to effectively dismantle systems of oppression – systems of inequity – without working with one another across lines of difference. Given persistent residential and school segregation in this country, we can be sure that all members of our campus population have come to college with stereotypes and prejudices about some other segment of our student body. These biases are a barrier to meaningful engagement across lines of difference. Indeed, most of our students do not come with a capacity for connection with people different from themselves already developed – it is up to their college or university to provide opportunities for students to practice, [and] to learn how to understand (and value) multiple perspectives during their college years.”

I think it is a matter of immense achievement that the faculty has seen fit to offer a rich menu of ethnic studies courses and programs that are multicultural in nature and respond to the demands of our students living in a global community. One of the newer programs which deserve the

spotlight of attention is the “Multicultural Infusion Project,” essentially an expansion of what began as the Asian Infusion Project. Its purpose is to help members of the faculty infuse multicultural content and perspective into the curriculum while also encouraging teaching strategies that meet the needs of a diverse student body. From an original core of 20 instructors, there are now 90 faculty members engaged in this effort. If there were time, I could speak at length on this project – it is that exciting and promising. Professors **Sue Homer** and **Lynda Hirose**, we salute your leadership and the high quality accomplishments of all the faculty members who signed on. In a very different arena, a new project which deserves commendation is the “On-Ramp to Biotech Program.” This program prepares low income, under-represented adults for the burgeoning biotechnology industry and is gearing up to expand across our campuses to serve underserved immigrants from Asia, the Philippines, the Pacific Islands, Latin America, and Eastern Europe. Already, 30 students have enrolled from the Bay View Hunters Point area and the enrollment is expected to grow three-fold as two groups of trainees have graduated and have been placed in jobs at the \$35,000-40,000 level...this after only eight weeks of pre-employment training! The program has also caught the attention of the National Science Foundation which very recently awarded the College new grants totaling \$1.1 million to expand our efforts. This program, along with several others sponsored primarily by our ESL and Transitional Studies (and other) departments and programs were recognized by the MetLife Foundation as exemplary national models. They were honored for not only providing access for immigrants and severely disadvantaged adults, but also for successfully preparing them to complete the programs and either enter the workplace or go on for

further study. **Phyllis McGuire** and the On-Ramp team, **Sharon Seymour** and her faculty, **Kristin Hershbell-Charles**, **Jane Sneed** and her team, and **Joanne Low** – you all are on the right track and we commend you for your vision and your accomplishments. These two programs I’ve named are among the newer of a long list of significant initiatives worthy of citation. In many instances, whole departments or campuses are dedicated to the challenges of multicultural education and global preparation. In hundreds of courses, members of the faculty are continually refreshing their material and teaching methods in order to respond to the needs of a diverse student body. To all of you, we are indebted and in admiration. What you are doing is the core mission of the college – teaching and learning for student success. The values you are instilling are knowledge and competence for the world of tomorrow and appreciation for the cultures of all times.

Diversity and the Community

Second, I want to speak of building a college community to achieve the goals of diversity. Here again, there are so many to recognize and so much to praise. But I can only mention a couple of examples. The first is the “Lessons in Tolerance Program.” The leaders of this program have created lessons to use across a variety of disciplines, the goal being to engage students in exercises that ask them to analyze diversity, cope with stereotyping and prejudice, and develop tolerance in the midst of diversity. The three faculty members behind this program are **Venette Cook**, **Katarina Mijatovic**, and **Nancy Husari**. I want to congratulate them and encourage their good work. The second new initiative is the “Grow Your Own Program.” This program is designed to attract talented students of color currently enrolled at City College and inspire them to teach at the community college level and our college specifically. They participate in a special support program, receive scholar-

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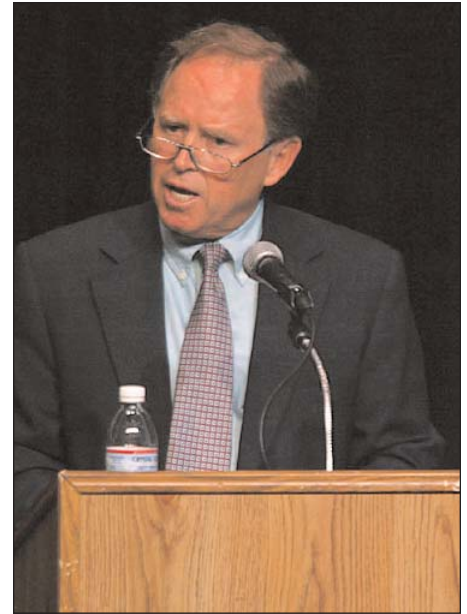
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ships to pursue advanced degrees, and serve as teaching interns at the college. This initiative is enormously important in order to strengthen our staff with teachers who represent the ethnicities of our students. It is also important to bringing people of color to our faculty in the future. We can thank the leadership of **Glenn Nance** and the support of AFT and the Academic Senate for this promising new project. What a contribution to an environment of inclusion – to have champions of conscience within our community! And while we’re speaking of contributions to a climate of acceptance, I want to mention the extraordinary work of the college’s Diversity Committee. Their monthly meeting is one which I can honestly say I look forward to. I see them tackling the hardest questions and focusing on some of our most provocative issues. The discussions that take place are gut-wrenching and sometimes exasperating – on a personal and institutional level...but we are better off for having them and I am a better educator for having the experience. I know that many of you in one way or another do good things to cultivate the values of tolerance and respect. You are the reasons why City College is in the vanguard. We extend our appreciation to you and especially to the members of the Diversity Committee who keep us focused and steadily moving forward.

Diversity and Remediation

Third, let’s talk about diversity in relation to remediation and basic skills. When I arrived at City College in 1998, it wasn’t long before a challenge arose in this area. Students approached the Board of Trustees and me with their concerns over the insufficient number of pre-collegiate course offerings which they needed in order to proceed with an educational plan and succeed in a program of study. So, we examined the situation and shifted resources into instruction – offering

more sections of our gateway courses such as Math E, Basic English, and ESL. Doing so enabled students to enroll in greater numbers and have a better chance of succeeding in programs of study that require a foundation knowledge in Math, English, and ESL. But, lo and behold, the evaluation of this effort by our Office of Research, Planning, and Grants indicated that despite our extensive investment there were only modest increases in success. And for students of African American and Hispanic origin, the results were negative. I remember our disappointment when we learned that less than 6% of new first-time African American students enrolled in Math E were succeeding. Our concern led us to look for answers and the resourceful efforts of one of our Math instructors caught the attention of the committee. Up until that time, the Math E developmental course had been taught in a packaged manner whereby the same approach was used for all students. But this professor began to think “out of the box” and customized the course for the population groups being taught, providing additional support services and individualized attention. With her approach, success rates in Math shot up significantly. We considered this to be a pilot effort that needed to be expanded. Not having additional budgetary resources to invest, we submitted a proposal to the Koret Foundation, requesting support for additional sections of such courses to be coupled with supplemental services, hoping to change the negative results to positive. The program was funded for a three-year period, with additional help from the Rosenberg Foundation. During this time, pass rates for students of color increased — in one instance by 130%. The program is now known as the Basic Skills Improvement Initiative, and the innovative instructor is **Bea Tan**. Bea, you’ve shown us new possibilities of student success in basic skills, so much so that we



hope to replicate your approach throughout the area of basic skills and pre-collegiate courses. Doing so in English, where a similar approach was used, has increased pass rates by 17%. While we are quick to applaud individual faculty efforts in this regard, we know and are appreciative of the support they receive within their own departments. And while we’re commending new initiatives, we must also not forget to praise the accomplishments of the hundreds of you who are engaged in creative teaching and supporting our entry level students.

I’ll have more to say about worthy efforts like this in just a moment, but first let me summarize. City College is doing well in addressing diversity and there is not a more appropriate candidate for distinction than our college. We should take pride in the accomplishments of building diversity and multicultural perspectives into the curriculum, building a college community that strives to meet the goals of diversity, and building remediation programs that contribute to student success and equalization of opportunity for so many. We should also anticipate future accomplishments because of the many praiseworthy initiatives that abound at City College. It is still true that higher education, including City College, has

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significant progress to make in addressing issues of diversity, but I do believe that City College – having set the bar so much higher than most institutions – is capable of achieving even more. To say all of this – as the cliché goes – is like preaching to the choir, I know, but the fact is that we have more work to do.

An Opportunity for Improved Student Success

During the past year in meetings with the Diversity Committee, we had some very important discussions about how to address several of the aforementioned issues at City College. We had received from the Office of Institutional Research a new report entitled *Pre-Collegiate Basic Skills Accountability Report on Demand, Supply and Student Success*. On the whole, the report brought good news. Of the number of students who enrolled in pre-collegiate courses (and that includes 3/4 of our new students), over half completed them. Further, in the areas of Math and English, the success rates increased 6% and 4% respectively over a five year period. But there was also disturbing news. Despite the gains, half of our developmental students failed to complete their pre-collegiate coursework. Looking at the profiles of these students, we learned that the majority of these students are people of color. We found what our experience had already intimated, that students of color enrolling in the college and requiring basic skills instruction were less likely to graduate than their counterparts. To use the language of the research report, the ethnic profile of students graduating from City College is very different from the profile of entering students. In other words, students of color are being short changed. And the losers include the college, the community, the economy, and society.

Fortunately, there is a bright spot in the picture. Our retention/success programs seem to make a positive difference. For

those who may not be aware of the range of these programs, I will name them: the African American Scholastic Programs (AASP), Disabled Students Programs and Services (DSPS), the Extended Opportunity Programs and Services (EOPS), the Latino Services Network (LSN) the Learning Assistance Center (LAC), Math Bridge, Puente, and the Writing Success Project (WSP). And to this company, we should add the newest center, now being formed, the Asian Pacific Islander Student Success Program (APASS). These programs reach out to students, attract them to their centers, counsel them and provide them with supplementary instruction, collaborate with their instructors, and encourage their persistence and contribute to their achievement. Students who access these programs almost always achieve higher rates of course success, higher grade point averages, and higher graduating and transfer rates than their non-participating peers. Perhaps this is a good time to recognize and applaud the work of these retention/success programs and centers.

However, it needs to be noted that our retention/success programs only accommodate about a fourth of the approximately 11,000 students who could benefit from them. We need to extend the outreach of these centers to more of our students and help them achieve greater gains so that the students' exit-profiles are more like their entry-profiles. But how do we do that? Increase the capacity of the centers? Given our budgetary resources, that is difficult to do. Initiate more centers for different groups? But if we did that, how far would we go, where would it stop, and how could we afford it? We discussed these questions at several meetings of the Diversity Committee and we arrived at a conclusion. We concluded that expanding our programs and proliferating centers, at least for now, is not a realistic option. What does seem to be an

option is to enhance the collective power of these programs through greater coordination and better use of resources. What we believe is that our best option is to build on the success we already have, enhance the delivery system, and extend the benefits to others. We propose to do that by bringing together the retention programs, basic skills courses, the Grow Your Own initiative, Learning Assistance, Students Helping Students, the Multicultural Infusion Project, and other areas of academic/student support, in effect under one roof, and fashioning a more integrated, collaborative approach to the sharing of resources, thus creating a greater capacity to serve many more students. If we could work together to develop this idea further and achieve something significant, I can imagine our dedicating a first-rate facility for this purpose, well furnished and visible, offering a welcoming atmosphere of inclusivity while ensuring support for the distinctions of culture and ethnicity. It has been suggested that we call it the Academy for Improved Student Success.

The concept of the Academy for Improved Student Success needs lots of thought, discussion, and planning. This is where you come in. During the next few months, we will host a series of work sessions to gather comments and viewpoints from the whole college. A prospectus has been prepared to serve as a stimulus for discussion and it will be available as you leave the auditorium. I urge you to read this paper and share your thoughts. The work sessions will be announced in *City Currents* and on the college web site. Sometime later in the fall, we will form a special task force to refine the concept and develop a proposal and recommendations. Keep in mind that the prospectus is a draft and only the first stage of the process and that there will be many other opportunities for review and comment.

As I see it, the proposal of the Academy is one way to realize more completely our dream of equity for all people. If we can improve the success rates of our entering

Continued on Page 9

Diversity on the Main Deck

Continued from Page 8

students in this manner, especially students of color, building upon past success, we will have done something worthwhile. Couple that with our other fine initiatives – to enhance the curricula multiculturally and to create a college environment of inclusion and respect – and you have a college that rightfully deserves our pride and our praise. And, oh yes, a good place for my grandson! And all the sons and daughters to come!

Conclusion

My message today is about how we can make a difference as a multicultural people. We are given a rare opportunity at City College to work it out together, to help others and help ourselves, to show the way of the future for our city, our state, and our nation. Like the crew of the Pequod, in **Herman Melville's** great novel, *Moby Dick*, we represent the races and cultures of the world. Above deck, Captain Ahab and his officers are all white men – though it should be noted that we have more diversity with our officers and this captain does not see himself as an “Ahab-like personality.” Below deck, it's European Americans like Ishmael, Africans like Daggoo, Pacific Islanders like Queequeg, American Indians like Tashtego, and Asians like Fedallah. Similar to them, we find our lives swirling together in the settling and building of a country as well as the building of a great school we know as City College. What I see is a place where there is no upper deck or below deck. I see a place where all are on deck, a place where the prejudices of national dislikes could be “forever extinguished,” to borrow the view that Melville seems to have had. It's a dream of diversity on the main deck, and it's a dream which by virtue of our collective effort could happen here.

Over a hundred years ago in the heart of the old south, a powerful address was delivered by **Booker T. Washington**, the head of Tuskegee Institute and the first

black to be invited to speak at such an important occasion. It was the Atlanta Exposition of 1895 and he told his audience of black and white listeners that they could be as separate as the fingers yet as one as the hand. I know that there are some who see him as an accommodationist, but he was a major leader in his time and extraordinarily influential. He wanted people to begin the path to racial harmony and equity right where they were. And his words electrified the audience as he told them this story to drive home the message:

A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal: “Water, water. We die of thirst.” The answer from the friendly vessel at once came back: “Cast down your bucket where you are.” A second time, the signal, “Water, send us water!” went up from the distressed vessel. And was answered, “Cast down your bucket where you are.” A third and fourth signal for water was answered: “Cast down your bucket where you are.” The captain of the distressed vessel, at last heeding the injunction, cast down his bucket and it came up full of fresh, sparkling water from the mouth of the Amazon River.

I'd like to leave you with this metaphor today – Cast down your bucket! To those who have the power and privilege to shape our curriculum and teach our courses, cast down your bucket and bring up what we need to know and practice to become the world of the future. To those whose work is to sustain a supportive and functioning college environment for our students and our staff, cast down your bucket and bring up what we need to live on the deck in harmony and equity. And to those who have, can, and will dedicate themselves to bettering our systems of support for entering students whom I believe to be in need of a more sure and integrated system, cast down your bucket. From these efforts will spring forth a

fresh and sparkling vision of our future and the strategies that will help our students experience success and enjoy the fruits of their (and our) labors.

Thank you very much and have a great Fall Term.

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- Washington, Booker T., “Atlanta Address,” in *Up From Slavery*. New York: Doubleday and Company, 1965.
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BREAKFAST – TASTE BUDS

7:30–9:50 A.M.

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

LUNCH — CAFETERIA

11 A.M.–1:15 P.M.

Monday, August 30

Quiche Florentine Grand Mere • Stuffed Baked Tomato • Carrots en Baton
• Steamed Broccoli with Herb Butter;
Roast Leg of Lamb • Boulangere Potatoes
• Soup: Roasted Eggplant

Tuesday, August 31

Sesame Fried Lemon Chicken • Ginger Rice
• Black-Eyed Peas and Corn Salad • Yellow Squash Provencale
Baked Catfish with Spiced Tomato Relish • Country Potatoes • Soup: Cream of Broccoli

Wednesday, September 1

Broiled Salisbury Steak with Bordelaise Sauce • Scalloped Potatoes • English Leaf Spinach • Cauliflower Polonaise
Pork Adobo • Steamed Rice • Soup: French Onion

Thursday, September 2

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

Friday, September 3

Grilled Red Snapper with Mushrooms and Lime • Rissole Potatoes • Mixed Vegetables • Ratatouille
Yankee Pot Roast • Buttered Noodles • Soup: Manhattan Clam Chowder

DINNER — CAFETERIA 5:45–7 P.M.

Monday, August 30

Swedish Meatballs with Dill Cream Sauce • Boiled New Potatoes • Fresh Spinach Saute
• Soup: Roasted Eggplant

Tuesday, August 31

Baked Snapper with Spanish Sauce • Rice Pilaf • Zucchini Provencale • Soup: Cream of Broccoli

Wednesday, September 1

Stir-Fried Chicken with Asparagus and Black Bean Sauce • Steamed Rice • Stir-Fried Baby Bok Choy • Soup: French Onion

Thursday, September 2

Roast Cross Rib of Beef with Pan Gravy • Garlic Mashed Potatoes • Sautéed Mixed Vegetables • Soup: Tortilla Soup Vera Cruz

Reservoir Parking spaces update

Up to 150 new street-level parking spaces being created by the removal of the berm along Phelan Avenue will be designated for the use of faculty, classified and administrators. As part of the project which will create up to 300 new parking spaces for students to use in the North and South reservoirs.

Other changes expected to be completed within the next three to four weeks are:

- A new four-lane access ramp which will have two lanes to enter and two lanes to exit the reservoir parking lot;
- Brighter, uniform lighting throughout the parking lot;
- Emergency call boxes located throughout the parking lot;
- A new pedestrian entrance/exit adjacent to the Bookstore Annex;
- Complete paving, striping and signage for the parking areas.

Later this Fall, the City and County of San Francisco is expected to install a traffic signal to control entrance to and exit from the reservoir parking spaces.

“I would like to thank everyone for being flexible about the parking situation,” said **Jim Blomquist**, Interim Associate Vice Chancellor for Facilities Planning

Actors and scripts sought for ‘Festival of Playwrights of Color’

Ann Fajilan, instructor in the Theatre Arts Department, asks that you let your students know that she is seeking actors and playwrights for the Fall 2004 production *Festival of American Playwrights of Color 6*. In October, the Festival will premiere 10-minute plays and monologues by established and emerging playwrights. Auditions for actors will be held **August 25 and 26** from 6 to 9 P.M. in Venue 222 on the Ocean Avenue Campus. No appointment is needed. Playwrights need to submit their work for the Festival by **September 9**. For further details, please contact Fajilan at (415) 452-7276.

WANT ADS

FOR RENT — Lovely garden studio in-law apartment in Westlake. \$850 with all utilities paid. Please call (650) 994-5344.

FOR RENT — Near CCSF at Monterey/Foerester St. Another at Paris/Geneva St. Both Full 5. Monthly rent \$1600. Call PK @ (415) 337-9646 voice mail.

COMPUTER CERTIFICATE — \$100 off the purchase of a new Dell Laptop or Desktop computer. I have a certificate that expires November 6, 2004. If you plan to buy a Dell this Certificate is yours free for the asking. Muriel P. (415) 452-5485.

SIX MONTH SUBLET — \$1000 a month spacious 1-bedroom apartment close to Mission Campus. Available mid-October to mid-April. Some flexibility on start/end dates. Possible extension. Call (415) 282 5964 or email paulamar99@earthlink.net.

RETIREMENT PARTY
Barbara Cabral
Thursday, September 23
Patio Español Restaurant
2850 Alemany Blvd., San Francisco CA
(415) 587-5117
5:30 P.M. No Host Bar — 6:30 P.M. Dinner
Choice of Entrees: Grilled Chicken, Poached Salmon, Pasta Primavera. Mail your check for \$40 per person made out to **Joanie Marinoff**, Cloud 363, by September 15.

ANNOUNCEMENT

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, October 1st and will be returned to you via campus mail on Monday, November 1st. **Orders received after the October 1st deadline will be refused.**

***Telephone conversion: Please verify your NEW phone and fax numbers before submitting.**



*Sample Card.
This is how your card will look.
All cards are a 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 choose a delivery method:

- CCSF Mail
- Pickup
GRPH Office
Ocean Campus
V141

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.



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 _____

Master Calendar

August 23 – September 27, 2004

Rev. 08/13/04 Subject to change without prior notice

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
23	24	25 <i>8:30 p.m. Cable-casting of the Board Meeting(EATV 27)</i>	26 <i>6:00 p.m. Board Meeting (Gough)</i>	27
30	31 3:00 p.m. Diversity Committee (E-200) Last day to reduce units in order to qualify to 100% enrollment fee and non-resident tuition fee refund for full term length classes	1 <i>8:30 p.m. Cable-casting of the Board Meeting (EATV27)</i>	2 3:00 – 4:00 p.m. CAC (E-200)	3
6 Labor Day (Holiday)	7 3:00 – 4:00 p.m. Self-Study Steering Committee (R-518) Census Day	8 1:30 p.m. Curriculum Com(C-334) 2:00 p.m. FRC (B-616) <i>8:30 p.m. Cable-casting of the Board Meeting (EATV27)</i>	9 2:00 - 4:00 p.m. DCC (S-100) 3:00 – 5:00 p.m. Student Success (E-200) <i>5:00 p.m. Board of Trustees Work Session (Gough)</i>	10 Last day to add full-term credit classes or to change sections in person. 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 for students to fulfill requirements to remove an Incomplete grade received in previous semester.
13	14	15 <i>8:30 p.m. Cable-casting of the Board Meeting (EATV27)</i>	16 2:30 - 4:30 p.m. College Council (PCR)	17 1:00 - 3:00 p.m. Works of Art (R-206)

Calendar is regularly updated by the Office of Shared Governance. To submit meeting notices call Attila Gabor at 239-3812
The Master Calendar is also available via Internet at http://www.ccsf.edu/Offices/Shared_Governance