

# CITY CURRENTS



A NEWSLETTER FOR THE CITY COLLEGE COMMUNITY

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## Dr. Philip R Day, Jr.'s, Fall 2005 opening address: 'From Dream to Reality, From Reality to Destiny'

*Editor's Note: the following is a transcript of the welcoming address delivered by Dr. Philip R. Day, Jr., Chancellor, during Flex Day on August 16, 2005.*

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

What I treasure most about July vacations in Maine are the small, ordinary events, likely to escape notice in the more hurried pace of life. They assume prominence and refresh the memory long afterwards. It was such a moment this summer when my nine-year old nephew (actually grand-nephew) Patrick arrived with his mother (and sister and grandmother) from the northernmost region of the state to visit "Aunt Val" and "Uncle Phil" on the coast.

As you might expect, the two children were very excited about the notion of "seeing the ocean" for the first time, spending time with us, and the prospects of doing some extraordinary and exciting things....and we tried our best to accommodate their wild-eyed expectations. About mid-way through their visit Patrick noticed my fishing rod and I could see that this meant he would not be fulfilled (has any nine-year old ever had enough?!) until Uncle Phil took him fishing. Now you should know (first of all) that I am not a fisherman! My fishing pole, leaning up against the wall in my study, is more decorative by intent than experiential. My idea of fishing is to take my pole down to the beach every couple of years and do some surf casting and if I don't get lucky after a dozen or so efforts at casting, that's it for me. However, hav-

ing the opportunity to be elevated to the status of being an expert, and even better, an instructor on the technique of properly casting and reeling in your line, as viewed through the eyes of a nine-year old, is something that no normal guy could ever resist.

So one afternoon, I said to Patrick, "Look, I have some pieces of shrimp in the freezer, what do you say we take our fishing pole and use them as bait and go fishing?" Before I knew it we were out the door, down the deck stairs and working our way through the woods to the water's edge with fishing pole, my morning cup of coffee and our bait in hand. After giving a set of instructions on the proper methodology associated with baiting the hook, and casting and reeling of the line, noting that Patrick (and Victoria) were in rapt attention, and getting ready to try it themselves, (under my expert supervision of course), I noticed some tension in the line as I was reeling the line in and brought this to the kids attention. We leaned over the edge of the rocks, and much to our surprise, right in front of us among the rocks, we saw a striped bass – at least 36 inches long, HONESTLY!! I quickly put the line in the water as the fish swam furtively; preparing it seemed to bite the bait. But Patrick couldn't wait, his level of excitement exceeded his ability to contain his bodily functions....and he said excitedly, "Uncle Phil, I have to go!" "Patrick, I said, what do you mean you have to go?" He said, "You know...the bathroom." I said "well, fine, go over there against the tree where no one can see you but hurry I want you to

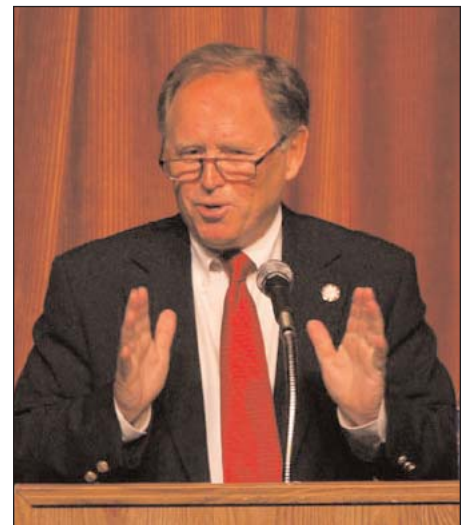


Photo by Monica Davey

**Dr. Philip R. Day, Jr., delivers his Midyear Address on August 16 during Fall Flex.**

see us land this whopper of a fish." Well, he shot out of there like a rocket and the next thing I know he's running back through the trees barely ahead of his younger sister and up the deck stairs, and exclaiming to his mother, "He's got a fish down there! Uncle Phil is trying to catch the fish!" Well, the rest of the story is less important than my nephew's enthusiasm. And just in case you're wondering whether I caught the big sea bass or not, I will leave you with an ancient query that philosophers still argue: "If a man catches a fish alone, does he catch a fish?"

It's a great tradition in Maine to tell stories, especially fish stories. Among the finest storytellers, Marshall Dodge and Robert Bryan captured this custom in their book, "*Bert and I. And Other Stories from Down East*," and in one of

*Continued on Page 2*

CITY CURRENTS

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**Dr. Day: 'From Dream to Reality, From Reality to Destiny'**

Continued from Page 1

their stories entitled "Body in the Kelp." As the story goes,

"We were out clammin' in the flats one Sunday and saw a body floatin' in the kelp offshore. We figgered it might be old Tom who tended the light out on the point. We went out there and knocked on his door..."

"You there, Tom?"

"Damn right I'm here! What can I do for you?"

"When we were clammin' this mornin', came across a body in the kelp. Thought it might be you."

"Wearin' a red shirt?"

"Yessir. Red shirt."

"Blue Trousers?"

"They were blue trousers!"

"Rubber boots?"

"Ayup. Rubber boots."

"Were they high boots or low?"

"They were low boots."

"You sure they weren't high boots turned down low?"

"Come to think of it, that's just what they were, high boots turned down low."

"Oh well, then... t'weren't me."

I hope we can keep alive the experience of storytelling. We are all aware of the legacy of oral tradition in our cultures. In times past, it was a way of life and the means of passing along history, ancestry, knowledge, values, and wisdom. But today, we are people of the book. We record things and produce written copies for others, ever more prolifically it seems since the inventions of the printing press, the photocopier, and now the electronic digitizers. So, while I wouldn't mind continuing with the stories, I need to invite your attention to the written word, specifically to two new publications that bear upon our lives as a college in the academic year 2005-2006. This year, as you know, is the 70th anniversary of City

College. It is also the year when we host a visiting team of peers who will judge our college's worthiness to continue as an accredited institution of higher education. These events have occasioned the production of two documents, which it is my pleasure to introduce during this address. For the 70th anniversary of this college, a wonderful digest of institutional history, *From Dream to Reality*, has been created. For the re-accreditation visit, an impressive volume entitled Full Draft Self-Study Report has been produced. I will begin with the self-study report because it provides the opportunity to comment on matters of considerable importance affecting the college today and in the immediate future. I will close the speech with the significance of celebrating history and accomplishment, as described in a booklet you are sure to like.

**Accreditation**

Self-study and accreditation are not topics you'll find on any college's best seller list. And although there are some publications, you'll not find many reference works in a Google search (I know, I googled it). This is evidence, perhaps, of reluctant enthusiasm towards being evaluated on our worthiness to be credentialed. It's no wonder that it was not until 1877 that the first professional association for accreditation was established, the American Medical Association, and that the first regional accrediting association was created in 1885. Beginning in the 1920s and thirties other associations were created for specialized professions and

Continued on Page 3

TABLE OF CONTENTS

Office of the Chancellor . . . . . 1-13  
Academic Senate . . . . . 14  
Announcements . . . . . 14  
Classified Transfer Opportunity . . 14  
Master Calendar . . . . . 16  
Menus . . . . . 15  
Want Ads . . . . . 13

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

*Continued from Page 2*

during that period the regional accrediting associations assumed more responsibility for credentialing non-profit and public higher education institutions in their regions. By 1956, it became necessary for the National Commission on Accrediting to publish a list of recognized accrediting associations and adopt formal criteria for recognizing accrediting agencies. About

this time, the concept of self-study was introduced along with the concept of periodic review. Today, there are four groups of players linked with accreditation in postsecondary education: state governments, specialized academic disciplines and associations; regional and national educational associations; and the federal government. It's a fairly complex environment; but, our core accreditation as a postsecondary institution is primarily dependent on the regional accrediting association, Western Association of Schools and Colleges (or WASC), which requires re-accreditation every six years.

What exactly is institutional accreditation? you may ask. Interestingly and perhaps incredibly, it is at once a voluntary and a mandatory process. It is mandatory because we couldn't function without it. It is voluntary because it is driven by the institutions being evaluated. Actually, the better term for the process is collegial. As defined by the Council for Higher Education Accreditation, "accreditation is a collegial process of self-review and



*Photo by Monica Davey*

peer review for improvement of academic quality and public accountability of institutions and programs." This process involves three steps: (1) self-evaluation by the institution using standards or criteria of an accrediting organization; (2) peer review to gather evidence of quality; and (3) a decision or judgment by an accrediting organization to accredit, to accredit with conditions, or not to accredit an institution or program.

At this point, I'd like to share with you my own involvement in the area of accreditation because it is pertinent to my message. As surprising as it may seem, I became interested in the potential significance of accreditation in higher education as a process for facilitating institutional change and even completed my doctoral dissertation on the subject. It was in the 1970s, and given the major developmental changes being experienced among colleges and universities throughout the country, there was a need for more flexible approaches to accreditation than the traditional lock-step system then in place. About that time, I conducted a study of emerging alternative

approaches that focused on the extent to which community colleges participated more extensively and beneficially in these approaches. I didn't find significant differences in the case of community colleges, even though they were clearly in the forefront of planning, development, and innovation beyond the norm for other sectors of higher education. But I did discover that an evolution of alternative approaches was underway and that the shift from quantitative to qualitative approaches could stimulate continuous study and change among colleges and universities. In other words, the change from an inspection-based orientation to a problem-solving orientation looked to me like a good thing. I believed that this could lead to more meaningful results.

Naturally, I wanted to explore the implications of this discovery, so when the president of the University of Maine at Augusta asked me to provide leadership for our institutional self-study and re-accreditation I was ready. After consultation with the Steering Committee, we chose not to undertake a traditional, comprehensive self-study but rather a focused one. We selected specific areas of priority, including developmental education, performance evaluation, equity between credit and non-credit continuing education programs, (Yes, even back in the 70's that was an issue!) and professional/staff development. Between fifteen and twenty-five faculty members studied each of the areas, analyzed best practices, and recommended constructive actions. The New England Association approved of what we did, and first-rate results followed. Based upon the focused study, we were successful in obtaining a Special Services for Disadvantaged Students Grant, a Title III grant for developing the institution, and a FIPSE grant for innov-

*Continued on Page 4*

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

Continued from Page 3

active projects – all in one year – a real “hat trick” as they say in ice hockey.

Later, as a college president in Baltimore and also in Florida, it was only natural to propose that the self-study process should be deliberately focused on strategies for improvement. It needed to engage people in core areas related most directly to the college’s mission. It needed to be participatory and it needed to be results-oriented. In Maryland, the study was entitled: “*The Study of Learning Excellence*” and in Florida, we called it “*Student Success Through Teaching and Learning*.” In both cases, we kept a collective score card on implementing the recommendations, achieving a 97% level of accomplishment, to the satisfaction of all. And I have to say that it paid off. At each institution, we never lost sight of the goal to achieve something better; we coalesced around a clear sense of mission to serve students and the community; we honestly assessed strengths and weaknesses; and we held ourselves accountable to deliver results. You can put a lot of labels on this. You can even question, if you like, the correlation between the study and the results. But I can tell you as a president and chancellor that passionate and substantive engagement in self-study produces value. It is above and beyond the process of accreditation. It is the process of transformation.

The word self-study is misleading. It sounds like self-interest, self-absorption, and self-help – all of which can seem self-centered and self-serving. But I’d like to suggest something deeper. And I’ll use a phrase that initially sounds more shallow than deep: “contemplating one’s navel.” Unfortunately, this term makes you think of someone on the beach endlessly and mindlessly staring off into space (where else would one have the occasion and inclination for such introspection?). But the term actually has roots in something more considerable. But why the navel? Its derivative, *omphalos*, or navel, was the

actual name of a stone at the temple of Delphi which marked the center of the world. Contemplating one’s navel came to mean the examination or study of what is central and thinking deeply about it. Today, organizations and associations identifying with the name are usually dedicated to some approach related to examining core things. So it is, I would suggest, with institutional self-study. It is the examination or study of what is at the center of our effort and thinking deeply about attaining our ends. I consider our Self-Study as having had a strong a sense of criticality and to be a truly important exercise in honest analysis and commitment to improvement – aimed of course at fulfilling our mission to others.

### Self-Study at City College

Let me share with you a little more about how City College has undertaken the process of self-study over the past year. I hope you’ll appreciate the depth and scope of it – so much has gone into the effort. To begin with, the study has been very well organized. A steering committee, composed of 35 members, provided overall direction and coordination for the study. To conduct research and make recommendations on the standards mandat-

ed for examination under the accreditation process, nine separate committees were organized. Then, to prepare essays on the themes specified by the accrediting association, six more committees were organized. Finally, there was an editorial committee. That’s a grand total of seventeen committees with over 200 active participants as members.

This is a good time for us to recognize the leaders and participants in the self-study process and to express appreciation for their valiant and valuable contributions to a volume that merits distinction and praise. First, we should recognize the person who provides overall leadership for the effort. Dr. **Robert Gabriner** is the major force behind and in front of the study. He has driven the planning, the organization, the analytic work, and the production process. He has attended to every detail along the way and held us to timetables and deliverables. To use his favorite verb, he “mapped” it all. We owe him, the grand cartographer, our appreciation and commendation for a splendid job. Next, we should recognize the chairs of the committees on standards and the committees on themes. They have certainly carried the lion’s share of the burden and in some cases have had multiple roles in support of the Self-Study. They

Continued on Page 5

## Self-Study review deadlines noted

The *Full Draft Accreditation Self Study* is now available online at [www.ccsf.edu/Offices/Research\\_Planning/study.html](http://www.ccsf.edu/Offices/Research_Planning/study.html) or by contacting **Ann Zinn** at [azinn@ccsf.edu](mailto:azinn@ccsf.edu) or (415) 239-3304 to request a copy.

Deadlines for submissions of recommended modifications are listed below. Send changes to Ann Zinn at the above email and phone. Please specify page and paragraph numbers and the report or essay for which modifications are intended. A brief rationale for suggested changes would also be helpful. Recommended changes will be reviewed by the Steering Committee in September and October. A series of listening sessions will also be scheduled in September. Dates and times for these sessions will be announced in the next issue of *City Currents*.

Submit recommended modifications by:

**Friday, September 2** for review by Steering Committee on September 7.

**Monday, September 19** for review by Steering Committee on September 21

**Monday, October 3** for review on by Steering Committee on October 5.

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

*Continued from Page 4*

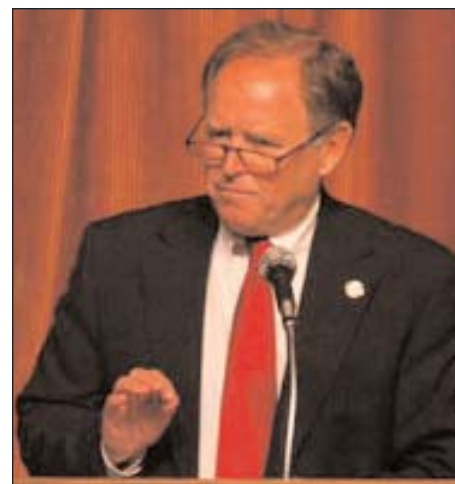
are: **Kristin Charles, Ophelia Clark, Brian Ellison, Robert Gabriner, Ray Gamba, Peter Goldstein, Bonnie Gratch-Lindauer, Mamie How, Steve Kech, Larry Klein, Jane Lualhati, Susan Lopez, Bob McAteer, Kitty Moriwaki, Andrea Noisi, Lety Santana Sazo, Sharon Seymour, Bruce Smith and David Yee.** And then, we should recognize the remaining members of the Steering Committee. They are: **Darlene Alioto, Madeline Mueller, Marilyn Dugyami, Veronica Lawrence, Milton Marks, Ed Murray, Athena Steff, Fred Teti and Rose Vela.** Finally, we should recognize the dedicated staff members who have suggested the effort and enabled the process to succeed. They include: **Diane Tong and Ann Zinn.** Special thanks are also extended to Dr. **Kathe German** who has helped provide on-going consultative assistance and Prof. **Laurie Fried-Lee** for her technical assistance with the Editorial Committee. Now, I'd like to ask everyone who has participated in the self-study process to stand and be recognized.

The impressive organizational structure deserves commendation not only for the degree of participation it has generated but also for the productivity and results it has achieved. I can't tell you how many hours have been devoted to meetings, listening sessions, writing, reviewing, and editing. However, I can tell you that the level of effort is staggering and the output is monumental. Today, you will have the opportunity to observe the results. The steering committee is releasing the massive publication that I mentioned earlier. The book that I hold in my hand is the *Full Draft Self-Study Report*. Five-hundred copies of it will be distributed throughout the campuses and circulated among the shared governance organizations. Also, it will be posted on the college website. It is a comprehensive draft that presents in one document all the major sections that will become the final

report. Over the next few months, the draft will be reviewed and revised, based upon the comments of the college community. By January, the final report should be published and disseminated, well in advance of the accrediting team visit in March, 2006.

Now let me tell you about the book itself. It is organized in several sections. One section contains reports on the standards. Another contains essays on the themes. And then there are the findings and recommendations. Regardless of whether you read all 282 pages of the document, there is one thing that is most important to know. It is explained in the introduction – the difference between the standards and themes and why the themes are important. The standards are the basic requirements for accreditation. They represent a checklist of every aspect of an institution that is evaluated for accreditation. There are four major standards, but each standard has many subsections, perhaps as many as 60 or 70 in all. The four standards, within which the detailed standards are contained, are these: (1) institutional mission and effectiveness; (2) student learning programs and services; (3) institutional resources; and (4) leadership and governance. The nine committees we mentioned earlier produced the reports on these standards. They gathered data, read reports, analyzed and synthesized information, and produced findings that included commendations and recommendations. The material which they produced for each standard is very specific about where we are today in each area of the college and where we need to be in the future.

The material produced for the themes represents a wholly different approach to self-examination. The six committees on themes sought to understand and comment on the college from the higher perspective of core principles and values. They reviewed what the nine committees on standards had produced and then



*Photo by Monica Davey*

wrote essays integrating and synthesizing the information under the themes identified by the regional accrediting association, WASC, to present a more holistic view of the institution and its quality. The employment of themes represents an attempt to transcend the traditional approach to self-study based upon standards. If standards are the core minimums for accreditation, then themes are the value-added dimensions that portray higher levels of attainment. Themes add the qualitative perspective. They focus less on the anatomy of the institution and more on the character and soul of the institution. At City College, our self-study teams have produced outstanding essays using case studies and commentary to support their insights and reflect the quality of the college's work. They have contributed, I believe, to the picture of the college as an institution in the process of transformation.

### Self-Study Highlights

By now, I trust, you are fully informed on the difference between standards and themes and in particular, the importance of themes. I wish we could share the depth of content in the self-study in terms of both standards and themes. Obviously, it is not possible even to summarize such a vast amount of material. However, I would like to present a high level impression of the report and offer a bit of commentary from the Chancellor's

*Continued on Page 6*

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

*Continued from Page 5*

perspective. To do this, I want to draw upon the six themes as determined by WASC. Let me read them to you very quickly:

- a commitment to provide high quality education congruent with the mission of the College;
- an effort to evaluate, plan and improve programs and services for students;
- the development of student learning outcomes leading to improvement in all aspects of teaching and learning;
- the definition of an inclusive, informed, and intentional effort to define, support, and evaluate student learning;
- an engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement to support continued improvement; and
- a demonstrated concern with honesty and truthfulness in its representation to all internal and external constituencies.

I believe these themes can be grouped into two (2) primary areas or categories of emphasis. The first category is **Student Learning**; four themes relate to this area: a commitment to high quality education; improved programs and services for students; development of outcomes for teaching and learning; and, evaluation of the learning that occurs. The second category of themes I believe can be grouped within the general classification of **Institutional Effectiveness**, and, two themes relate to this area: engagement of the institution in dialog about improvement; and, demonstrating concern with honesty and truthfulness.

### Student Learning and Educational Quality

Let's talk a moment about the emphasis on student learning and educational quality. The very first standard for self-study is the most important requirement conceivable for an educational institution. It is this: "The institution demonstrates strong commitment to a mission

that emphasizes achievement of student learning." However the standard does not stop there. It further indicates that the college "demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning." Are we organized to support student learning? Do we allocate our resources to support student learning? And how do we demonstrate not only our effectiveness, but our continuing ability to improve student learning? That's the first and most critical standard – the broad perspective. It represents all that we have done to deliver on our mission through our planning and budgeting systems, our research and development efforts, and our overall focus on student success.

The second standard moves the emphasis on student learning directly into the instructional programs, student support services, library and learning support services, assessing their contribution to the achievement of our "stated student learning outcomes." Under this standard the college is expected to provide "an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students." Again, the focus is on student learning outcomes. And again, the standard seeks assurances that the college systematically assesses its educational programs and services "to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes." Are we serving students who can benefit from our programs? Is the "entire student pathway through the institutional experience characterized by a concern for student access, progress, learning, and success?" Do our "library and learning support services support our instructional programs and activities?" And do we

systematically assess our programs and services "using student learning outcomes, faculty and staff input, and other appropriate measures" in order to improve their effectiveness? All critical questions – and all directly related to all that we have done in the area of general education, the revision of our math and English graduation requirements, the identification of learning outcomes in our programs, the reform of our student support services, and the scope of our library and learning support services.

However it is the themes that really invite us to think about teaching and learning as they laser in on the issue of student learning outcomes and student achievement. The themes encourage us to reflect on our performance and improve student learning. Specifically, they ask us to identify "learning outcomes at the course, program and degree level and assess learning outcomes to assure the effectiveness of their educational programs." They encourage us to discuss improvements in the delivery of instruction "to maximize student learning". And they prompt us to assess how well students are using our programs and services to achieve their educational goals. It is through these essays that we reveal the depth of our thinking, the centrality of student learning to our efforts, and our continuing investment in educational quality.

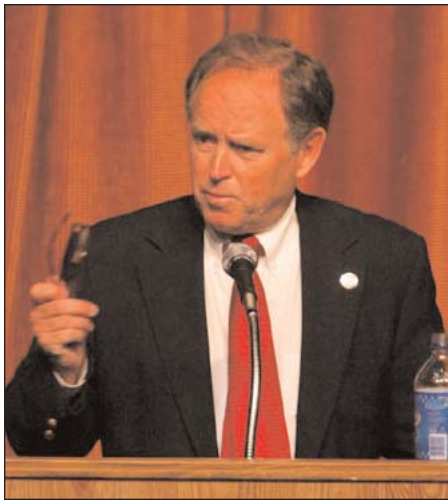
Since our last accreditation we have pursued student success with a vengeance. Think about it. Not only have our teaching and counseling faculty been working to improve the success of the students in their programs and courses, but we have all worked together through the Enhanced Self-Study to improve student success. That initiative alone led to the development of multiple initiatives to improve student services, to increase the success of underprepared students, to support degree completion and transfer success, to expand technological support systems, and to focus on learning outcomes.

In the self-study essays, several case studies serve as exemplars of our investment

*Continued on Page 7*

**Dr. Day: 'From Dream to Reality, From Reality to Destiny'**

*Continued from Page 6*



*Photo by Monica Davey*

in student learning outcomes assessment. The Basic Skills Initiative, for example, is cited for its overall importance and potential impact. With funding from Title III and the Koret Foundation we discovered several key tenets of student success: increased course structure; increased contact among students, tutors and instructors; and increased engagement in the learning community. Meanwhile, the conversations of the Diversity and Basic Skills Committees expanded and enhanced the effort, and the faculty of the English and Math departments rose to the challenge. The English Department has begun to redesign its basic skills curriculum, refine its assessment and placement tools, standardize its grading rubric with consistent student learning outcomes, integrate tutors into the program and improve lab integration with the curriculum. Likewise, the Math Department has begun to experiment with approaches to the structure of classroom instruction in its basic math courses; to redesign its Math Lab program with additional teaching assistants, more collaboration, and expanded professional development and training; and to explore various methods of counseling involvement to support student persistence. Yes, there is more to be done, witness the work of our Multi

Cultural Infusion Project, under the leadership of Professors **Sue Homer** and **Lynda Hirose**. Professional development will be key to our success, but we are well on the way with a clear focus on teaching and learning and a strong commitment to outcomes assessment.

Other essays emphasize the quality of college dialogues about institutional quality and efforts to improve student achievement and institutional effectiveness. These essays cite the Enhanced Self-Study, the Associated Student elections, and the campuses' community-based interchange as exemplars of college dialogue. And they cite the work of the Developmental Collaborative, the ESL Department, Financial Aid and the A&R offices as exemplars of initiatives to ensure continuous improvement. Across these essays the faculty recommend a proactive approach – increased initiative, building on what we know about student learning to support and enhance ongoing efforts to increase student success.

But it is the second essay – the one addressing student learning outcomes directly – that most clearly captures the accomplishments and the work which lies ahead. Acknowledging the diversity of views regarding student learning outcomes assessment across the college, the essay affirms the centrality of student learning outcomes to our mission, our plans, and our actions, citing the 29 core performance indicators reviewed annually in conjunction with the strategic plan. However, on a more practical level, the essay underscores the importance of the Decision Support System in providing faculty and department chairs with invaluable information regarding the strength of their curricula, the impact of instruction, and the progress of their students. Noting the outcomes of the Enhanced Self-Study, the SCANS project, DACUM initiatives and the Multicultural Infusion Project, as well as efforts to include outcomes in course outlines and

the program review process, the essay presents two case studies: the English Common Exam and the Student Development SLO Initiative. Essentially, the English Department, intending only to resolve issues in a single, critical problem course, “ended up transforming the entire English curriculum and creating a ‘culture of assessment’” - an unexpected result “in a department that had a history of negative experiences with common assessment instruments.” While still ‘a work in progress,’ the Department is commended for its accomplishments and its commitment, a tremendous example of both the challenges and benefits of defining and assessing student learning outcomes. Likewise, the Student Development Division, seeking to contribute to student learning through its new organizational structure, promoted student learning outcomes as a means of developing individual departmental identities. Also a work in progress, the Division has taken on the activity “with commitment and a clear sense that working on the...initiative will benefit each unit and the students they seek to serve.”

I leave it to you to read the essay yourself, but I do want to commend the work that has gone into the effort to define and assess student learning outcomes at all levels of the institution – in your courses, your programs, and your departments. Through these examples I believe we can see the power of the self-study to reveal – not prompt, but reveal – the transformative nature of our work over the last few years. I applaud the growing effort to support the development of outcomes assessment, from early initiatives to understand the nature of student learning outcomes through professional development programs to more recent initiatives to inventory all that we are doing to assess and improve student learning. We have intensified our examination of student learning in the development, description and review of our programs and services across the institution. And the latest initiative announced just last week - LOLA, the Learning Outcomes-

*Continued on Page 8*

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

*Continued from Page 7*

Learning Assessment effort coordinated by **Sharon Donovan** and **Andrea Speraw** as an outgrowth of SCANS – will further our efforts to assess and intensify student learning.

It's next to impossible to recognize all those who have been involved in this effort because it's integrated throughout the fabric of the institution, but I would like to recognize, in particular, those who worked on the standards and essays of the self-study addressing student learning. Through their analysis and careful consideration of all that we have done to date has made it clear that we need to build for the future by designing a college wide plan to address the continued development, implementation and assessment of student learning outcomes. I say this not simply to satisfy our accrediting association, and surely not to be faddish – you know by now that I'm not that kind of leader – but to support our commitment to excellence. Therefore, it is my intention to confer with the Academic Senate and hopefully with their support, convene a special committee of interested faculty, staff, students and administrators to discuss the issue. More specifically, I will be asking this group to recommend a course of action to ensure that we support the assessment of student learning outcomes at all levels of the institution along with a corresponding commitment to assist through the provision of leadership and professional development. I hope you will join in this effort.

It is obvious from these highlights that City College has achieved commendable results as a teaching and learning institution. The reports on standards and the essays on themes clearly and correctly portray the college's dedication to educational quality. It isn't rhetoric. It's real. At the same time, the college presents an agenda for what it needs to do. The anticipated initiatives and recommendations for making learning outcomes and assessment more central to the educa-

tional process are good examples. I am confident, therefore, that City College meets and exceeds expectations for student learning and educational quality, and that it is on track to build on these achievements with continued accomplishment.

### Institutional Effectiveness (and Financial Resources)

But – and this is a major But – in order to be truly effective, in order to develop and improve along the lines the self-study report calls for, the college requires adequate resources. And that is the area that I want to talk about next. It is the area in which the college continues to be vulnerable and has been vulnerable for perhaps 25 years. And if we examine the college's resources, in accordance with the theme of honesty and truthfulness, we must acknowledge that the college is extremely hard pressed to achieve true Institutional Effectiveness with the current configuration of resources. The two resource areas where we are vulnerable are finances and to some extent, facilities.

One of the key self-study standards is about effectively using and managing financial resources. Standard III.D, states, and I want to quote it in full: "Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning." In other words, the standard sets the expectation that the college's financial resources are adequate, get distributed to all the important areas, and produce fiscal sta-



*Photo by Monica Davey*

bility. Now, we have to ask at this point, "Does City College meet this standard?" That's the question the Committee on Financial Resources had to wrestle with. And while it's a question any public institution, absent a multi-billion dollar endowment, might have to wrestle with, the situation at City College is made particularly acute for reasons that I will address in a moment. But first, let's see what the Committee on Financial Resources said in the Self-Study Report about the college's fiscal performance.

The first sub-section under Financial Resources is about having a solid foundation of financial planning and decision making as the basic element for achieving fiscal stability. In this regard, the committee reported that the college has performed extremely well, generally speaking, rating three areas as superior and one as satisfactory. Let's see what they said.

In regard to planning and budgeting, the committee commended the college for doing well with scarce resources. The committee said that because of its systematic and comprehensive planning and budgeting system the college has been better able to allocate its resources and make strategic decisions than would have happened without such a system. For example, the college was able to re-allocate resources to backfill categorically-

*Continued on Page 9*

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

*Continued from Page 8*

funded student services when state funds were cut. The college, in response to the 2002-2004 Statewide budget cuts, managed to minimize the reductions to the class schedule and improve basic skills education. And when the budget became even more restricted, the college was able intelligently, though not happily, to make selective reductions in supplies, equipment, and the number of classes offered in the summer session. Commendably, the college still managed to maintain its commitment to the "50% rule" (the proportion of the budget allocated to instruction) and the "75% rule" (the proportion of the faculty that is full-time).

The committee also commended the college for its planning in the area of institutional advancement. This foresight enabled the college to increase the amount of resources contributed from the foundation and its fundraising, acquire grants from public and private sources, and secure contracts in order to continue programs and services in the college and the community. It also enabled the college to expand and deploy technology more rapidly, producing savings and improving institutional efficiency and effectiveness.

Finally, the committee commended the college for involving constituents extensively and deeply in institutional planning and budgeting. The report cited the involvement of faculty and staff, shared governance organizations, the Board of Trustees, and even the community in the process. Specifically, the committee mentioned how the consultation and involvement of faculty and staff led to a cooperative decision on the part of the unions and non-represented personnel to accept a two-year wage freeze enabling the college to avoid layoffs and maintain vital programs and services.

When you consider how the college has coped with managing scarce resources and balancing its commitments to the education of students and the health of

the institution, you can see why the committee gave commendations. All things considered, the college has done pretty well. But when you consider more specifically the college's financial condition and its ability to meet current and future obligations, as Standard III.D requires us to do, you realize very quickly why the committee was more sanguine and issued a cautionary assessment – merely satisfactory, definitely not superior. The committee pointed out that the condition of the state and local economy and the concomitant reductions in college revenue from 2002 to 2004 significantly altered the fiscal stability of the college, especially since several major costs were increasing drastically during that time, namely health benefits and utilities (over the past five years, the cost of fringe benefits alone rose 47% when the overall budget rose only 12%). The college, weighing the available options, reluctantly chose to draw upon cash reserves, reducing those reserves from \$5.5 to \$3.7 million as of June, 2004. Indeed, the committee correctly expressed its reservations with regard to fiscal stability, indicating concern that the college's revenues do not match the true cost of providing instruction and that the college needs to examine its current and future obligations, including for example the cost of retiree health benefits.

At this point, I want to offer a commentary on the fiscal condition of the college. My message is entirely consistent with the Self-Study Report. However, I feel it is important to visibly communicate the imperative nature of the situation. Here is the predicament, as succinct as I can present it. The college seeks to serve approximately 110,000 students with a budget of approximately \$160 million. One problem is that nearly 91% of the budget is related to our personnel costs, whereas the norm for meeting all financial obligations would be in the vicinity of 80% for personnel. But that is not the

main problem. The college serves two clienteles, in rounded numbers **47,163 credit** students and **45,750 non-credit** students. But the college receives two-thirds less revenue for non-credit instruction. That means that we earn revenue for non-credit instruction at the rate of about 35 cents on the dollar. Since we try to offer equal education for both clienteles – providing the same quality of instructors, instruction, facilities, and services – we are shortchanged. We try to do the right thing as a matter of principle and philosophy. It is in the nature of City College to treat its faculty and staff with equity, providing equal pay and pay that is commensurate with the cost of living in the city of San Francisco. It is also in the nature of City College to treat students equally, both credit and non-credit. Yet, the college is penalized for making this commitment. And unfortunately, the situation is likely to worsen. Not only are we now having to dip into reserves but we are also projecting an ending balance for the fiscal year that is less than the 5% specified by the California Community College's Chancellors Office. This leaves us vulnerable to a "warning notice" as well as the loss of an indispensable safety net. For this reason, I cannot rate the college's fiscal condition as satisfactory. In fact, I must tell you it is unsustainable.

Now, I trust you are aware of what we've attempted to do in advocating for "non-credit equity." For more than six years, I've personally lobbied (along with our advocacy teams which consist of **Leslie Smith, Peter Goldstein** and **Dale Shimasaki**) for legislation to rectify the situation. Quite frankly, we have not received a lot of help from our sister institutions across the State, even from those who have non-credit programs. Inevitably, and in a time of limited resources, the need for revenue to sustain credit programs continues to prevail over the need for equity in non-credit programs.

This year we also concentrated at the policy level to support non-credit equity working with Senator **Jack Scott** on a bill

*Continued on Page 10*

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

Continued from Page 9

(SB361) which would provide the framework for improved and more equitable funding support. The bill was approved in the Senate and will be heard in late August in the Assembly. We are optimistic that it will pass and be sent to the Governor for signing. . . that might prove to be more problematic but we are working to keep applying pressure.

There is a growing base of support for our efforts with the community college family statewide, as I learned in a heartening telephone call in July before I went on vacation. A friend and chancellor of one of the major community colleges in California wanted to express his disappointment with the Governor and those who, while supporting several improvements in funding, failed to secure equitable funding for non-credit instruction. He commended City College for doing the right thing, offering literacy and basic education to immigrant populations despite the lack of adequate resources. And he pledged, as have others, to extend his full support for taking care of this matter of educational equity. To all who care about this issue and want to see it resolved, I would say what **Raisa Gorbachev** used to say, *Dum spiro spero* – “As long as I breathe, I hope.”

I do believe that eventually the funding formula will be modified so as to provide increased support for non-credit instruction. But in the meantime, we must tighten our belt and find solutions for a budget that is expected to be increasingly challenged, now and in the years ahead. We need to be honest about this in our Self-Study Report and honest with ourselves in the planning and making of budget decisions. There is no easy solution, yet we cannot delay the examination of options. It is my intention, therefore, to initiate a review of the implications of the college's current and projected fiscal obligations and an exploration of options available to us. At this time, we don't know all the options but at a minimum

we should consider how we can be more efficient with our resources, pursuing our plans for re-engineering, reducing duplication and redundancy, and better utilizing technology (e.g. reducing paper work with document imaging). Beyond this, we should consider how other institutions have addressed the challenge, such as efforts to convert non-credit instruction to the credit mode whenever possible without contributing significantly to a “closing of the door” to those populations who have traditionally utilized the non-credit programs and services as their primary point of access to higher education.

Well, this is my message on the standard of financial stability. Like everyone, I want us to shine in our Self-Study Report, and in most areas I think we do shine. But it's also important for us to be honest about our situation, and in the case of financial stability we are precariously close to the margins. Accordingly, we must share with the Accreditation Visiting Team in March the financial condition of the college. But, we must also share our plans for addressing the condition. Between now and then, we must become engaged in the investigation of options and in critical dialog with one another. It is not new for City College to solve problems like this. Just a couple of years ago, the college faced the challenge of externally imposed budget cuts. But we didn't do what other institutions did, reducing enrollments, shutting down programs, and eliminating positions. Instead, we examined our options strategically, made critical decisions, sacrificed selectively, and invested our efforts in growth and development. In the area of financial planning, I am confident that we will once again succeed because we are a college with principles, a college where equity is valued, and a college where we work together for the good of all.



Photo by Monica Davey

## Institutional Effectiveness Continued (Facilities)

I suggested a moment ago that honest self-assessment reveals two areas of institutional resources where the college is challenged: financial resources and physical resources. Although the physical resources of facilities and technology have been significantly improved in the past six years particularly given the resource allocations from the 1997 and 2001 bonds, we still have seriously inadequate buildings and burdensome maintenance issues. In the Self-Study report, the Physical Resources Committee clearly documented what we are dealing with. They not only documented the lack of sufficient classroom and office space, but they also documented the poor condition of existing buildings. They cited a conditions assessment report paid for with bond funding, on City College facilities where an index of 5% is adequate, 10% is poor, and City College's facilities overall are 21.6%. The Science Building, the college's most prominent building, has an index rating of 48.5%, and four other buildings exceed 50%. Against this reality, let me read to you the standard for physical resources, Standard III.B: “Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effec-

Continued on Page 11

**Dr. Day: 'From Dream to Reality, From Reality to Destiny'**

*Continued from Page 10*

tiveness.” Yes, the standard says that our facilities should support and improve the educational experience.

On the positive side, the college was commended in the self-study report for many initiatives: the acquisition of new sites for the Mission and Chinatown/North Beach campuses; completion of a new master plan; renovations on the Ocean Avenue campus, Downtown, John Adams, Alemany, Gough Street, Evans, and Southeast campuses; parking expansion in the Balboa reservoir; groundbreaking for the Student Health Center, the Child Development Center, and the new Community Health and Wellness Center; technology network and campus connectivity, as well as the new shared lab for computing; approved plans and construction for the Mission and Chinatown/North Beach campuses, as well as a new classroom building for Ocean Avenue; acquisition of the 2001 local bond funding and an additional \$150M in state capital projects funding. This is by no means a complete list of facilities’ initiatives; however it is surely indicative of a major turning point. The college is at long last aggressively addressing the facilities deficit.

I want to take a moment now to express appreciation to a number of people who have worked hard on the turn around in facilities development and improvement. First of all, I think our Vice Chancellor, **Peter Goldstein**, deserves much appreciation for his strategic thinking and dedicated leadership in helping to plan and implement bond financing. Next, I want to thank **Jim Blomquist**, who upon assuming the role of Associate Vice Chancellor for Facilities Planning and Management, brought competent leadership and effective organization to project planning and construction. His team of architects and project managers also deserve our appreciation. Finally, I want to express appreciation to the Facilities Review Committee, the shared-gover-

nance group which assists in identifying and prioritizing facilities’ needs and plans.

Now for some unusual news. As most of you know, the local bond approved in 2001 was phase one of a multi-year program to finance a rebuilding of the infrastructure and facilities of this great institution. We planned from the very beginning to follow with phase two, but we didn’t know exactly when, perhaps in 2006 or even in 2007. You may not be surprised when I tell you the date has been changed – you’ll think delay and how you’ve grown accustomed to delay. But brace yourselves for a surprise: the date for the bond referendum has been moved up – to 2005, **November, 2005**. Next, you can brace yourselves for a fast-breaking pace of events and for some hard work. I’ll give it to you all at once. We worked this past week to line up the list of projects (practically all of which were identified in our Phase II list of projects developed in 2000 and approved by the Facilities Review Committee) and to calculate the required funding: This time around we intend to ask the voters to approve a local bond in the amount of \$246.3 M. Since the Mayor offered up the recommendation for us to seek bond approval in 2005, we have been able to move through the bureaucratic approval process fairly rapidly and our Board of Trustees has given its approval. We’re ready to seek voluntary contributions for the publicity campaign, and soon we’ll be making presentations to various constituent groups who need to endorse us. Stay tuned for the schedule, as I’ll be sharing more information with you as plans are developed.

You may also be interested in knowing that as a part of the pre-planning phase for the next bond, we commissioned a poll to survey voter attitudes in late spring and that City College was rated at the highest level of voter approval next to the Mayor himself. The favorability rat-

ing was 69% (up from 2000 by 5 percentage points) and all other prospective bond applicants, such as the Unified School District, were way below that. Armed with this information, though reluctant at first, we agreed to the new timetable and proposed the following set of projects for the phase two bond campaign: Continuation funding for the Joint-Use facility between CCSF and SFSU; Phase II of the Technology Upgrade project with an additional emphasis on energy conservation; the Performing Arts Education Center; an Advanced Technology, Bio/Stem Cell Technology Training facility; a new Student Development Center; funding to complete both the Mission and Chinatown/North Beach campuses and to offset increased costs; matching funds for a major upgrades for John Adams; and additional funds to continue renovating/remodeling and expanding access to our campuses and classroom facilities.

Some of you may recall my first speech to the College Community in August, 1998. In that speech I acknowledged the realities of our 1997 Bond and \$50M in financial resources associated with it. I indicated at the time that our need was far beyond that level. With \$195M available through our 2001 bond; along with another \$155M in state matching funds; and a successful bond campaign for the upcoming fall at the level of \$246M which should generate another \$150M in state support, I would say that we are now making substantial progress and we are aggressively pursuing facility improvement; and that the college now has in sight the real possibility of a transformed district. New facilities are going to happen! The development of our portion of the Balboa Reservoir (referred to as our West Campus) is going to happen! The new Neighborhood Campuses are going to finally happen. Folks, the master plan and the resources required to realize its vision are within reach! Together, we can make it happen!

*Continued on Page 12*

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

*Continued from Page 11*

### History and Destiny

Like a lawyer delivering the best presentation last, I want to close my remarks with one more point. The reason why City College can reach the heights to which I've alluded is to be found in its beginning and throughout its history. At long last, the story can be told, and **Austin White** has done it briefly and brilliantly in a booklet which is being published on the occasion of the 70th anniversary of the founding of the college. I hold in my hand the book that tells the extraordinary story, *From Dream to Reality*, and I want to recognize its author for a splendid piece of work – Professor Austin White, Historian Laureate of City College.

Read the story and you will know that City College was born of promise and duress. The vision and persistence of **Archibald Cloud**, its first president, genetically ensured the college for success. He convinced the City Board of Education after five years of effort to approve the formation of the college on February 15, 1935. The opening ceremony was August 26, 1935, held at the new Opera House. The year began with 73 faculty members, 7 administrators, and 1,400 students. Borrowed sites, one downtown and the other at the marina, were supplemented by 23 satellites – they called it the “Trolley Car College.” Cloud and his board thought they had secured the financing to build on Ocean Avenue in 1937, but federal funding regulations suddenly changed and it took three more years and the approval of a building bond before the college had a campus. Then came the war, leaving the college with a 62% reduction in students and 40% fewer staff. Adapting to new realities, the college redirected its programs and services to support the military effort and, as a result, the college survived. With the GI Bill of Rights, enrollments grew again and fifteen recycled buildings on the site of the reservoir provided classrooms,

dormitories, veterans' housing, office space, cafeteria, and an auditorium.

President Cloud, after 14 remarkable years, was succeeded by President **Louis Conlan** and a wave of postwar students. During the 21 years of his presidency, the college grew from 5,000 to 17,000 students, constructing carefully designed buildings around the circle and landscaping the campus with acres of bungalows. Then came the momentous year of 1970 when the separation of the college from the school system was mandated and the college district was formed, uniting credit programs and non-credit programs and boosting student enrollment to 61,000 in 1977. Chancellor **Louis Batmale** presided. Since then, the rest of the story is known first hand by many of you here today because you have lived it. The increasing diversity of the student population brought new cultural dimensions to the college. But the referendum of 1988 that changed the tax base, known as Proposition 13, brought fiscal turmoil and chaos. So did two economic recessions, in 1981 and 1990. For twenty years, City College lived with fiscal instability. Yet, all during this time, as Austin White has observed, the college did not allow educational offerings to deteriorate nor did it deny entry to applicants. The college persisted and succeeded, despite obstacles and challenges. Even in the worst of times, the college grew and developed. What a story. What a legacy.

### Conclusion

Seventy years from dream to reality – yes, that is the story of City College from then until now. But where does the story go from there? I want to suggest the next chapter: *From Dream to Reality, From Reality to Destiny*. I see the story continuing toward destiny. By this, I mean the proven potential of this college for authenticity and distinction inspired by the sense of determination. And what exactly is that destiny? Look back to the

dream, look to the reality. City College is devoted to egalitarianism. City College is also devoted to excellence. It genuinely strives to achieve both equity and excellence without compromising the principles associated with either one. That is its destiny. It has been the story for seventy years. And it is the course we have the power to set for the next seventy.

The power of destiny was in our history long before the birth of City College. I don't want to overdraw on this analogy, but nearly a century and a half ago our nation reached an important defining moment – whether to divide and falter or remain united and committed to the dream. Tragically, the country fought a civil war over the issue. Yet, the freedoms and prosperity we enjoy today, flawed though sometimes they may be, are a legacy of confidence in a national destiny. In particular, it was the leadership of one man who believed in that destiny, **Abraham Lincoln**. And although he was initially perceived as a rail-splitting, prairie lawyer, the bearded man in the stovepipe hat had a sense of destiny – his own and the nation's. He became the Great Emancipator, the symbol of peacemaking, and the shaper of the nation's future. We will hear a great deal about Lincoln as we move toward the bicentennial of his birth, because of his commitment to preserving the nation and laying the groundwork for growth and prosperity. And we will probably hear again and again, the moving words of the brief Second Inaugural Address, delivered after the war and before his assassination: “With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; ... to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.” I close with these words, as they offer encouragement for all of us to transform reality into destiny. This is our calling as a college, just as it remains our calling as a nation.

*Continued on Page 13*

## Dr. Day: 'From Dream to Reality, From Reality to Destiny'

Continued from Page 12

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## WANT ADS

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**FOR SALE** — North Carolina pine, coffee and sofa table good condition. \$75. Two razor scooters fairly new, \$10 for both. Email crussoswim@yahoo.com to inquire or to view a photo!

**ROOM WANTED** — Adjunct counseling faculty for fall 2005 term in EOPS office seeks room near Ocean Avenue Campus for two nights a week (Tuesday and Wednesday). Please call Kim Scott at (415) 239-3279.

**TO PLACE A WANT-AD** — Write out your ad and email it to skech@ccsf.edu. **Deadline: Tuesday at 10 A.M.** prior to issue date. Ads run four times unless you ask it to be stopped sooner. Ads are free to all CCSF employees.

## Ocean Avenue Campus Parking Update

*Editor's note: The following email titled Important Bulletin: Parking Update for Fall 2005/Ocean Avenue Campus was sent by Dr. Philip R. Day, Jr., Chancellor, to all faculty, classified and administrators on August 12.*

First of all I want to welcome back the faculty who have been gone for the summer and remind all faculty and staff working at the Ocean Avenue Campus that students will be returning in massive numbers with the opening of Fall classes. The challenges we face in handling our parking and traffic will be considerable. Below is a message we have sent out to over 26,000 students via email giving them an overview and instructions on where to park and how the traffic flow will be different. Please review this message because it is instructive for faculty and staff, as well. Please share this information with your colleagues and in particular with students. We need your help and assistance in order to minimize the confusion and to insure safety.

Please note that all student parking has been eliminated from the campus East of Phelan Avenue prior to 5 PM. Secondly, the normal 3 week moratorium on the issuance of traffic tickets has been eliminated in favor of 3 days (August 17, 18, and 19). All students are being strongly urged to utilize the Reservoir after 5 PM with very limited parking (see below) available on the Main Campus East of Phelan Avenue. Thank you in advance for your cooperation and understanding.

### General:

- All parking rules, including permits, will be enforced effective Saturday, 8/20/05, three (3) days after the start of the semester.
- Please note: It is strongly recommended that you arrive 20 minutes earlier than you normally would to insure you have enough time to get from your vehicle to your classroom.

### Closed Parking Areas:

- "F" Lot, located on Judson Avenue at Genessee Street is closed.

- "E" Lot, located on Phelan Avenue near Judson Avenue (across from Riordan High School) is closed.
- "B" Lot, located on Ocean Avenue and normally used for student parking, is closed. (There is no longer access to Ocean Avenue from the east side of the Campus.)
- Marston Avenue diagonal parking is no longer available.
- East Road parking is no longer available.

### Traffic Flow Updates:

- Traffic on Marston Avenue is now two-way.
- The corner of Marston Avenue and Havelock now contains modular classrooms, so be aware of increased pedestrian traffic.

### Available parking for faculty and staff with permit:

- All usual faculty/staff parking other than the "closed" lots outlined above.
- Upper Reservoir berm parking, both North and South sides (those areas need to be accessed from the central reservoir entrance. Do not use the Riordan entrance.)
- Faculty/staff may also park in the Lower Reservoir parking area.

### Student Parking (Days):

- Lower Reservoir only with permit or 1-day pass.
- No student parking is allowed on the Main Campus east of Phelan Avenue prior to 5 p.m.

### Student Parking (evenings after 5 P.M.)

- Lower Reservoir with permit or 1-day pass.
- "A" Lot, "H" Lot, "K" Lot, "D" Lot, "C" Lot, "N" Lot, West Road with permit or 1-day pass.
- No student parking is allowed on Cloud Circle, Science Road, or the Upper Reservoir berm area.



Photo by Monica Davey

## Past Presidents honored

On the occasion of the College's 70th Anniversary Celebration, members of the Academic Senate recognized their past presidents at a special ceremony at the August 16 plenary session. Honorees pictured above (left to right) are: Ophelia Clark, David Yee, Anna Wong, Glenn Nance, Darlene Alioto and Joann Hendricks.

## CLASSIFIED TRANSFER OPPORTUNITY

### INTERNAL TRANSFER ONLY

#### **Class: 1842 Management Assistant (HIV/STI Education Office)**

**Appointment Type: Permanent.** An appointment made as a result of a certification/referral from an eligible list to a permanent position.

**Schedule: One full-time (40 hours per week), school-term-only (STO),** 202 working days per year position. A school-term-only employee is hired for a specific work calendar and may not have an assignment during school/academic breaks.

**Location: HIV/STI Education Office,** Ocean Avenue Campus.

**Minimum Qualifications:** Applicants must be current permanent school-term only (STO) incumbents in Class 1842 Management Assistant at City College of San Francisco.

**Special Condition: One (1) year experience working in the HIV/AIDS field.**

**Desirable Qualifications: "Sensitivity Training on working with diverse populations and special issues related to this position."**

**Filing deadline: 4:00 P.M., Monday, August 29, 2005.**

**Further information:** Please call Joani Marinoff, (415) 452-5204, Ocean Avenue Campus.

For application forms, contact the CCSF Human Resources Department, 33 Gough St., San Francisco, (415) 241-2246.

### Alumni can pick up *Chronicle* insert feature

If you are one of the City College of San Francisco alumni who was named in the "insert" placed in the August 12, 2005 issue of the *San Francisco Chronicle*, you can pick up a copy of the issue in front of the Office of Marketing and Public Information, Science Building, Room 194.

### 'City Currents Online' has End of Year Assessment

The End of Year Assessment Report for 2004/5 is available in the Reports section of *City Currents Online*. Just go to [www.ccsf.edu](http://www.ccsf.edu) and click on the City Currents Online link.

### Frederick Chavarria award presentation September 8

Please join the Latin American and Latina/o Studies Department's presentation of the Takalik Abaj Award to Dr. **Frederick Chavarria** on **Thursday, September 8** at 6 P.M. at the Medjool Restaurant Cafe, 2516 Mission St., San Francisco. "This event is being organized to acknowledge the leadership and direction Fred has provided the department. LALS also would like to celebrate his election as the new department chair of Administration of Justice and Second Vice President of the Academic Senate," says **Edgar Luis Torres**, LALS Chair. Contact Torres at (415) 239-3126.

### Howard Yukio Terada exhibits bronzes at City Arts

Howard Yukio Terada, a former City College of San Francisco art student, will have an exhibition of his bronze sculptures on display at City Arts Gallery **through September 22**. The public is invited to the exhibit and a special reception for the artist to be held **Wednesday, August 31**, from 5 to 8 P.M. at the Gallery is V-119, Visual Arts Building, Ocean Avenue Campus. Titled *Waves*, the sculptures include waves, sea life, mermaids and surfers. Gallery hours: Monday-Friday, 11 A.M.- 3 P.M., and Tuesday and Wednesday evenings 6:30-8:30 P.M. For further details, call (415) 239-3157.

# MENUS — WEEK OF AUGUST 22–26, 2005

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

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

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

### STARTERS

Soup of the Day • Tossed Green Salad – mixed greens, tomatoes, cucumbers, olives and your choice of dressing

### ENTRÉE SALADS

Chinese Chicken Salad

Seared Salmon, cherry tomatoes, potatoes, corn and green beans with Balsamic-honey-mustard dressing

Thai Beef and ginger with curry vinaigrette

Vegan 'chikn,' avocado, mango and mixed greens with creamy cilantro dressing

Vietnamese fresh spring rolls with Hoisin-coconut dipping sauce

### SANDWICHES

Smoked turkey with bacon and grilled apples

Herb-cured chicken breast with eggplant relish and romesco sauce

Curried chicken salad with toasted cashews

Marinated tofu 'club'

Sandwiches served with tossed green salad or French fries on your choice of white, wheat, house-made foccacia or sourdough.

### ENTREES

Grilled salmon on a bed of warm lentils, spinach

Napoleon of grilled vegetables, polenta

Mongolian pork chop with seasonal vegetables and mashed potatoes

Sauteed chicken breast 'paillard' with rosemary and garlic, mashed potatoes and spinach

Roasted seabass with mushrooms, asparagus, prosciutto and corn, beurre blanc

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

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

### Monday, August 22

CLOSED FOR ORIENTATION/PREPARATION

### Tuesday, August 23

Roast Pork • Herb Potatoes • Spinach Sautee • Red Cabbage

Irish Lamb Stew • Peas and Pearl Onions • Soup: Cream of Mushroom

### Wednesday, August 24

BBQ Chicken Leg • Mashed Potatoes • Cole Slaw • Swiss Chard

Roast Veal • Honey/Dill Carrots • Soup: Corn Chowder

### Thursday, August 25

Pork Tonkatsu • Jasmine Rice • Bok Choy with Sesame and Ginger • Zucchini with Garlic

Roast Turkey with Gravy and Cranberry Sauce • Yams • Soup: Roasted Carrot

### Friday, August 26

My Uncle's Favorite Cod • Steamed New Potatoes • Buttered Green Peas • Sauteed Broccoli

Veal Patty with Onions, Mushrooms and Bacon • Yellow Squash • Soup: New England Chowder

## DINNER — CAFETERIA — 5:45–7 P.M.

A la Carte Salad Bar available Monday through Thursday evening

### Monday, August 22

CLOSED FOR ORIENTATION/PREPARATION

### Tuesday, August 23

CLOSED FOR ORIENTATION/PREPARATION

### Wednesday, August 24

Beef Burgundy • Buttered Noodles • Sauteed Spinach • Soup: Corn Chowder

### Thursday, August 25

Fried Chicken • Mashed Potatoes • Corn O'Brien • Soup: Roasted Carrot

# Master Calendar

## August 22 – September 16, 2005

Rev. 08/17/05 Subject to change without prior notice

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
		8:30 p.m. <i>Cable-casting of the Board Meeting(EATV 27)</i>	6:00 p.m. <b>Board Meeting (Gough)</b>	
<b>29</b> 3:00 - 5:00 p.m. PBC (R-518)  2:15 – 4:15 p.m. Academic Policies (A-303)	<b>30</b> 12:15 – 1:30 p.m. Communication (A-170)  Last day to reduce units in order to qualify to 100% enrollment fee and non-resident tuition fee refund for full term length classes	<b>31</b> 2:30 – 5:00 p.m. Academic Senate (R518)	<b>September 1</b> 3:00 – 4:00 p.m. CAC (E-200)	<b>2</b> 1:00 - 3:00 p.m. Works of Art (R-206)  Last day to add full-term credit classes or to change sections.
<b>5</b>  Labor Day (Holiday)	<b>6</b> 1:00 p.m. Concert/Lectures (R-206)  <b>Census Day</b>	<b>7</b> 1:30 p.m. Curriculum Committee (C-334)  8:30 p.m. <i>Cable-casting of the Board Meeting (EATV27)</i>	<b>8</b> 2:00 - 4:00 p.m. DCC (Loc TBA)  5:00 p.m. <b>Board of Trustees Work Session (Gough)</b>	<b>9</b>  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.
<b>12</b> 2:00 – 4:00 p.m. TLTR (R-518)	<b>13</b> 2:30 – 4:00 p.m. Parking & Trans. (R-206)	<b>14</b> 2:30 – 5:00 p.m. Academic Senate (SEC)  3:00 p.m. College Agenda Review (E200)  8:30 p.m. <i>Cable-casting of the Board Meeting (EATV27)</i>	<b>15</b> 2:30 – 4:30 p.m. College Council (PCR)	<b>16</b>  Last day for students to fulfill requirements to remove an Incomplete grade received in previous semester.

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](http://www.ccsf.edu/Offices/Shared_Governance)