

# CITY CURRENTS



A NEWSLETTER FOR THE CITY COLLEGE COMMUNITY

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## CHANCELLOR DAY'S FALL FLEX ADDRESS

# The weightlessness of leadership



Photo by Tanisha Higgins

Dr. Philip R. Day, Jr., delivers his Fall Flex Day address August 15, 2006 to faculty, classified and administrators in the Diego Rivera Theatre.

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

Some years ago, the story was circulating in academic circles about a dean going into retirement and leaving three envelopes in his desk drawer in case his successor encountered trouble. The new dean took over and had his share of success. But when one situation became particularly bothersome he decided to open the first envelope. It said: "Blame it on your predecessor." A while later, he found himself in another situation and opened the second envelope. It

said, "Take the blame yourself." Then one day, a really difficult event prompted him to open the final envelope. It said, "Prepare three envelopes!" This dean's story accentuates a common perspective about leadership, the burden or weight of being a leader. Today, I hope to convince you that there is another approach to leadership which can be lighter, more distributed, yield more success, and become quite enjoyable. My topic is "**The Weightlessness of Leadership.**"

I've chosen this subject, as you will learn from the examples to be shared shortly,

because we need to address the question of future leadership at many levels of the college and we need to do it now. I must admit also that the subject was prompted by what I wrote you about in late spring upon becoming a finalist for the leadership position at another institution. I don't want that event to dominate this speech, but it is a consideration, particularly on the level of people's reactions to that development. You know the explanation behind it, I assume: the desire of Val and me to return home to the northeast after 16 years away, the need to be near our growing grandchildren, and to some extent an aspiration perhaps to help one more institution turn around, get on its feet, and move forward. As **Oscar Wilde** once said, "I can resist anything except temptation." Well, you know the outcome, and you know that since this time and in my direct communication to all of you about it, I've expressed and reaffirmed my full commitment to leadership at City College for the next few years. I'll have more to say about the implications of this toward the end of the speech. But right now I'd like to address the main subject, which is not about me and my leadership but about City College and your leadership.

### Leadership is Everybody's Business

Our subject can be introduced and even informed with a bit of theater, interestingly. It requires, however, some play-acting on my part and a proper amount of indulgence on

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your part, of course. It is a play called "The Leader," written by Eugene Ionesco. It takes place on a fairly empty stage. The announcer, standing with his back to the audience, center-stage, and with his eyes fixed on the up-stage exit, waits for the arrival of the leader. On the right and on the left, riveted to the walls, two of the leader's admirers, a man and a woman, also wait for the arrival of the leader. After some tense moments in the same position, the announcer speaks: "There he is! There he is! At the end of the street! [Shouts of 'Hurrah! Hurrah! are heard.] There's the leader! He's coming, he's coming nearer! [Cries of acclaim and applause are heard from the wings.] It's better if he doesn't see us ... [The two admirers hug the wall even closer.] Watch out! [The announcer gives vent to a brief display of enthusiasm.] Hurrah! Hurrah! The leader! Long live the leader! [The two admirers, with their bodies rigid and flattened against the wall, thrust their necks and heads as far forward as they can to get a glimpse of the leader.] The leader! The leader!" The two admirers are heard in unison: "Hurrah! Hurrah!" Other 'Hurrahs!' mingled with 'Hurrah! Bravo!' come from the wings and gradually die down: "Hurrah! Bravo!"

At a certain point, the announcer takes a step up-stage, stops, and then, followed by the two admirers, says as he goes: "Ah! Too bad! He's going away! Follow me quickly! After him!" The announcer and the two admirers leave, crying: "Leader! Leeeader! Lee-ee-eader!" This last 'Lee-ee-eader!' echoes in the wings like a bleating cry. Then there is silence. The stage is empty for a few brief moments. The young man enters right, and his girl-friend left. They meet center stage. The play ends.

Well, there you have the synopsis of "The Leader," the leader you never saw. It was theater of the absurd, and Ionesco was a master at it, as were Samuel Beckett, Jean Genet, and Harold Pinter. Influenced by such thinkers as Albert Camus and Jean Paul Sartre, the term "absurd" meant silly or ridiculous. It meant 'out of harmony' with reason, propriety, and purpose. That was how the existentialists saw much of life – lacking in rational explanation, often senseless, and absurd. And so, the playwright conveyed this bewilderment about the Leader, a fantastical image but without meaning or truth. There was no outward reality there. Yet there was inner reality – emotional perceptions by characters on a stage. But we, the audience, could see what was happening. We could see the senselessness, and we were able to laugh at it.

Now I trust you will all recognize that the superman/superwoman model is not the leadership model I am promoting today. It is the model, however, that has dominated our culture. If I ask what comes to mind when you hear the term leader, it is likely to be the image of someone at a high level in the organization with absolute or nearly absolute authority, what industrial psychologists called the managerial elite. If I ask for the names of leaders, the responses are likely to be great individuals of the past or present. Our traditions promote looking up to charismatic figures, heroes with an inspiring vision and a riveting personality, persons larger than life. Leaders are supposed to be pillars of strength who lead people on a journey to progress and performance. But recently – at least in the last century and following the industrial revolution, certainly in the last quarter-century – there has been a paradigm shift away from this model. It is a well documented shift in the

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management/leadership literature. The old command and control model, the staple of early management theory, has been replaced by something else. I'll leave it to our fine business faculty to teach us about this, but I'd like to share with you, in a metaphorical way, the change that has occurred. It is a change from singular leadership to shared leadership.

In 1993, a couple of management experts, **James Belasco** and **Ralph Stayer**, wrote a book entitled *Flight of the Buffalo*, which draws upon a simple but useful contrast between buffalo and geese. The buffalo are compared to the old leadership model. The buffalo are absolutely loyal followers of one leader. They look to the figure ahead and do whatever the lead buffalo wants them to do, go wherever he wants them to go. They even wait for the leader to show them what to do. When the leader isn't around, they wait for him to show up. It is reported that buffalo herds were easily decimated when early settlers killed the lead buffalo, as the rest would stand around waiting for leadership and then were slaughtered. The new leadership model is reflected in the image of the geese. Geese fly in a "V" formation. In this configuration, the whole flock adds more to its flying range than if each bird flew alone. If a goose falls out of formation, it feels the drag and resistance of trying to fly alone. So, it quickly gets back into formation where the power is. If the lead goose gets tired, it moves back in the wing and another goose flies point. If a goose gets sick and falls out of formation, other geese stay with that goose.

Sometime later they may launch a new formation in order to catch up with the original flock. Geese also make a honking sound from the ranks to encourage the strength and persistence of their leaders.

What I am promoting today is the new leadership model. My picture of City College is definitely not of a loyal herd waiting for me, the leader, to tell them what to do. Even if I wanted it, I doubt



*Photo by Tanisha Higgins*

**Dr. Natalie Berg, President of the City College of San Francisco Board of Trustees, welcomed faculty, classified and administrators to the Fall 2006 Semester on behalf of the seven-member Board.**

the college would ever behave like buffalo. The comparison to cats might be more accurate, but it's probably best not to push that analogy too far. I'll stick for just a moment with the analogy of the geese. Here, I do have a vision for City College. I imagine this college as an organization of responsible, relatively independent knowledge workers. Like a flock of geese, I see everyone flying in a discernable formation, the gaggle clearly knowing its destination, functioning as a team with individual roles varying according to the situation. I see some geese also stepping out of formation, when necessary, to take responsibility and accomplish some task that wouldn't otherwise get done. I see every goose as being responsible for getting itself to where the flock is going, everyone capable of multiple roles, sometimes a leader, sometimes a follower, sometimes an enabler. And when the task changes, I see the structure of the flock changing to accomplish it better. In other words, I see every person fully functioning individually and the whole institution functioning collectively as a leadership

team. To return to the theme of this address, if we fly like geese, the weight of leadership will be diffused, excuse the euphoria, into weightlessness. Just as we promote shared governance, we can promote shared leadership. The one is complimentary to the other: shared governance requires shared leadership, and shared authority requires shared responsibility. That, as I see it, is the equation for leadership success at City College.

## Leadership is a Particular Business

**N**ow I don't want to leave this equation for shared leadership floating above us like a lofty ideal. This isn't a motivational speech to make everyone just feel good or inspired. Of course, if you are inspired and positively inclined, I will be grateful. But I won't necessarily be satisfied. My objective, you see, is a very practical one. The only way we can move forward beyond where we are as a college is by transforming our leadership approach so that it is more fully shared, more thoroughly distributed, more deeply invested.

Please do not think in any way that I am unappreciative of the thousands – and I literally mean thousands – of examples of extraordinary individual leadership that enable the college to operate, grow, and achieve distinction. Let me say it again, and not for the last time: City College is blessed by enormously talented and committed educators and support staff whose work has already placed the college in the league of leading institutions. Having said this, and now saying it once more, the point can still be made (and made most legitimately when those who know they are the best also know they can strive to be better) that responsibility for leadership can be more thoroughly distributed, shared, and executed.

I hope you can hear this from one who loves this college and admires its

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potential. I believe that the college can do so much more by making leadership our particular business – each of us, each of our work groups, each of our departments, each of our offices, each of our programs. Let me ask each of you here and now to take a moment for self-reflection on this point. Ask yourself a question: Could I help to facilitate something that is not now getting done but ought to get done in order to advance the college educationally and institutionally? If you have genuinely reflected on this question, then you've taken an important step in leadership. If you've identified a worthy initiative for leadership participation, perhaps along with others, then you are a member of the leadership choir to which I am preaching. It is my hope that all of you listening to this speech are either in this choir or thinking of joining it.

Just to make sure there is no doubt about the need for a leadership choir, let me provide you with some opportunities for shared leadership, opportunities which are highly important to the future of the college. They are institutionally sanctioned initiatives, if you will, representing a few, though certainly not all, of the major initiatives that require significant and sustained leadership and participation. As I highlight them, I hope you will be thinking about where you might fit in.

## Self-Study Follow-up

First, let's talk about the Self-Study we just completed and the follow-up that lies ahead. After 18-24 months of intensive institutional assessment on the part of many persons who realized that they could and did make a difference by producing an incredibly thoughtful volume, the college hosted a visiting team appointed by the Western Association of Schools and Colleges (WASC). The team conducted its on-site assessment in March and produced its report in April. Then, in late June, the college received from WASC the official

notice of full reaffirmation of accreditation. In the opening pages of her report, the chair of the 14-person visiting team wrote that the college's self-study submission was extremely thorough and she called City College "one of the premier post-secondary institutions in the country." The president of WASC subsequently sent a message of congratulations saying that she had read the college's report and that the work was "a remarkable demonstration of the institution's commitment to institutional quality assessment." These comments are worth mentioning because it is rare for an institution to receive such accolades as a result of the self-study process. Truly, City College is in special class and deserves these commendations and the outcome of re-accreditation. And so I'd like to ask all the Steering Committee members, the study group members, and the support staff who worked on the Self-Study to stand now and be recognized. You, leaders all, have earned our appreciation for your work many times during this process and now you have won our admiration for a job well done. Thank you!!.

Now, let me say a word about the results of the process, the commendations and recommendations that we received. Vice Chancellor **Bob Gabriner** has prepared a helpful synopsis of the visiting team report showing that there were many commendations throughout the report as well as observations about institutional needs leading to specific recommendations. In the end, however, eight formal recommendations were offered by the visiting team. And interestingly, all of the eight recommendations were consistent with the original self-study report where in the college had itself identified them as priorities. Now for a much abbreviated summary of the recommendations. Two of the recommendations pertain to our comprehensive planning system, namely that we should regularly review the institutional mission statement and that we

should seek to integrate more effectively the various types of plans we generate. Three of the recommendations pertain to updating and including cost of maintenance and contingency elements in our special-function plans, such as the facilities plan and the technology plan. Another recommendation strongly urges us to continue the fiscal planning process to ensure stability and balance in our budgets. Only one recommendation pertains to the educational area, namely that we should fully institutionalize student learning outcomes as a core element in the academic curricula and programs. Finally, there is a recommendation for the Trustees to establish a method for self-evaluation on a regular basis. All in all, the recommendations are in line with the acknowledged needs of the institution.

The next step in follow-up to the Self-Study is to put in place a process for implementing the recommendations, recognizing that a mid-term report will be expected in 2009 and another comprehensive study-assessment in 2012. Our implementation process will need to address the many recommendations previously identified by our study groups and steering committee in the self-study report and also the eight recommendations made by the visiting team in its report. To accomplish this, I have asked Vice Chancellor Gabriner, who coordinated and led the self-study process, to propose a method for organizing the recommendations, identifying tasks and timetables, and suggesting who should be responsible for their implementation. He will be working with an identified subgroup of faculty, administrators and staff who were members of the Self-Study Steering Committee to accomplish this task. When that is completed, we will proceed to involve individuals and departments, as appropriate. The shared-governance groups and constituent organizations will be invited to participate in the

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usual manner and a method of reporting progress will be devised.

I might mention in connection with the recommendation to integrate our planning processes that we have already been preparing to discuss with the Planning and Budgeting Council the importance of streamlining and improving the integration of the planning system. And now we will also be discussing with the PBC a proposal for updating the college's strategic plan, sometime in the next 12-18 months. Strategic plans do need to be refreshed from time to time (we have twice updated it during my tenure), and it would be a good thing for the institution to have a solid roadmap for the five-year period ahead, given such factors as the opening of several new classroom buildings and campus facilities, the changes in personnel taking place, the increasing challenges of creating access and success for students from the K-12 system, the challenge of sustaining our technology systems, and the implications of enroll-

ment developments in key academic areas and alternative educational modalities such as online instruction. So I hope you'll be ready for shared leadership in this arena. For as you can see, we have a lot of work to do and abundance of opportunities for involvement.

## Budget Review and Reallocation

One of these years, I hope to deliver a Flex Day speech making no mention of finances and the budget. Not today, however, as we have good news to celebrate and we also have serious work to do. I'll give you the good news even though I reported it previously in my Mid-Summer Highlights message. It deserves being mentioned twice. The recent actions of the Governor and the Legislature of California are about to provide City College with the best budget it has had in years. For the first time ever, the college will receive a rate increase to support non-credit instruction (I'll come back to this issue in a moment). That will mean approximately \$4 million in new funding. Further, COLA funding is being approved at the rate of 5.9% or \$8.1 million. In addition, and this is remarkable in and of itself, the College stands to benefit further from an allocation of credit equalization funding. We are not exactly sure what the level of support will be but anything above what we were predicting last year at this time (which was 0 dollars) will be an added and unexpected surprise. Additionally, there will be a one-time block grant providing for building maintenance and instructional equipment costs. This means an additional \$5.6 million for City College and over \$3 million in one-time funding to support Basic Skills. All together, the budget for 2006-2007 could be boosted by over \$19 million...although some

of the funds come with "strings attached" and we still need to sort all of this out in terms of analyzing its true fiscal impact. And, on top of all of this, and this is a very big win, students are going to benefit by having a reduction in their fees from \$26 to \$20 per unit of instruction. Yes, it is a banner year, though I must caution you that nearly a third of the new funding is one-time only (and again with strings) and we do need to use at least \$2 million to replenish the reserves we dipped into last year when we did not achieve our enrollment growth objective. Still, it is good news and I think we need to recognize that the hard work of many persons is paying off in the budget for the year ahead. There were many crusades to achieve this victory, but one deserves special mention. The funding of non-credit instruction is an historic achievement, the prize of a multi-year and long-term struggle, carried out step-by-step, day-by-day with the support and engagement of our advocacy team. The team consisted of **Peter Goldstein, Dale Shimasaki, Ed Murray**, and his entire leadership team representing AFT 2121, and **Athena Steff, Maria Ma**, and **Patty Tamura**, on behalf of SEIU 790, and lastly former Senator **Jim Brulte**. However, one person championed this cause more than almost any other, our own **Leslie Smith** – knowledgeable, tactical, indefatigable, coalition-minded, and genuinely devoted. Leslie, I want to thank you publicly for your leadership, commitment and engagement in this important victory which we all share.

In the world of finance, one side of the coin is revenue and the other is expense. We celebrate the earning of income while we respect the discipline of expenditure. I've suggested that we have hard work to do because right now our expenditure pattern is still not well aligned with our revenue stream and the need to preserve our assets. You know the situation, as we have spoken about it in previous address-

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*Photo by Tanisha Higgins*

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es. We are overly committed in key areas: we have unusually high personnel expenses in relation to non-personnel (a ration of 92:8). We have increasing benefit costs, not only in health care coverage for current employees but also for retired employees. Our reserves are below the standards required of us, and we are not providing sufficiently for facilities maintenance, technology maintenance, and professional development for faculty and staff. On top of all of this, we are required under new accounting rules to treat future liabilities, namely retiree obligations, unused vacation, and sick leave as accrued current expenses. Our identified established long-term liability has been forecasted to be at the level of approximately \$134 million dollars. Such challenges must be responded to over time in order to preserve institutional health and vitality and fulfill our fiduciary obligations. Despite the good news in the short-term budget, we still need fiscal reform structurally and long-term. The visiting team report documents the need for this, our strategic plan calls for this, and our Board of Trustees (having discussed it thoroughly and again most recently at their retreat this month) sees this as a concern to be addressed, a priority not to be abandoned.

I am therefore seeking your support for and continued participation in the undertaking of our on-going budget review at City College. It is long overdue and it is our responsibility to do it if we are to leave a sustainable legacy. We've already begun the process, as you know, with each of the major divisions of the college identifying opportunities for budget reallocation and reduction – student development, academic affairs, administration and finance, and the chancellor's areas of oversight. This work, in the first phase, has produced a number of savings and revealed additional areas needing further study. The next phase will be to organize the recommendations and develop com-



*Photo by Tanisha Higgins*

prehensive long-term strategies to stabilize and balance the projected finances for the future. We call this project the Budget Review and Reallocation Process. The Planning and Budgeting Council is providing guidance and oversight to this important endeavor, and the Board of Trustees has been very supportive of us to moving forward. Our part will be to carry out the review, develop the recommendations for ultimate decision-making, and implement the approved changes over the next few years.

I believe we can do this with positive benefits and without adverse effects if we are planful about it and are willing to make choices. Already, I see evidence that we are. The support of the unions has been commendable during the front-end design of the process and the implementation of the initial phase of our review. As has been the cooperation of unit administrators and staffs in their accommodation of realistic budgeting this past year. I do not see this process as a reduction-process but rather as a reallocation-process. The distinction is important. We do not have to live on fewer resources. But, we do have to make choices about the most effective use of our resources. We need to make structural and practical shifts based upon goals, priorities and

plans, that we agree upon. Once again, I call upon you to share in the leadership. Help us design and develop better practices, implement more effective operations, and discover more efficient solutions. Help us find ways to work smarter and not harder. Let us demonstrate to ourselves, our students, and our community that we manage the college's resources at the highest level of competence. And perhaps we will reap the illusive reward of plenty.

## Re-Engineering

I have one more formal initiative to promote where there is a significant need for shared leadership. For several years, I've included among the chancellor's performance objectives (areas in which I have significant involvement and accountability to the Board) the proposition to re-engineer selected processes and practices, often based upon the better use of technology. A few years ago, the Financial Aid office participated in a review of business practices, prompted by the need to serve students in a better way. That led to a much improved system of student support and award processing. A little later, some staff members in Admissions and Registration formed a re-engineering group, identified a host of potential changes, and implemented on a selective basis enhancements to the enrollment process and web registration. This spring, with the assistance of a consultation team organized by the American Association of College Registrars and Admissions Officers, a comprehensive process review was completed and a plan for improvements was produced for consideration and implementation in the coming year. In the fall, the Payroll Department is undertaking what is called "business process assessment" in order to improve such functions as time-entry, benefits administration, and technology support as well as other complex opera-

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tions under their jurisdiction. Later, we look forward to the participation of additional departments and administrative areas in this level of on-going assessment. The introduction of document imaging using technology will itself require an assessment of work processes and improvement, eliminating laborious paperwork and file storage along the way. Re-engineering is indeed a reality at City College. It is a formal initiative. It has had a good beginning. And it will continue. At the same time, I want to make a pitch for informal re-engineering. By informal, I mean voluntary reviews and improvements of work practices. My thesis is that no matter how much we do formally to re-engineer and improve work practices, it will only be a fraction of what could be done if everyone were to become missionaries of improved work practices at all levels. We learned this during the first year of re-engineering in A&R. What we discovered was that the best solutions and improvements came from those closest to the delivery of services. But we also discovered that those closest to the delivery system often lacked the empowerment to effect those improvements. Their ideas weren't being drawn upon, or they felt intimidated, or they thought it impossible to gain support from above for the potential improvement. None of this knowledge should be considered new, however. As the classic text, *Reengineering the Corporation*, by **Hammer and Champy**, tells us, the old model that "managers know best" is out-of-date. Employees should not have to go up the ladder for decisions. It doesn't have to be the case that they lack the depth and breadth of knowledge required to make decisions. Hammer and Champy call the new paradigm "compressing work vertically as well as horizontally." This may not be the time and place to expound further on re-engineering, but it is the place to call for empowerment (i.e. authority) and delegation (i.e. responsibility) for the improve-

ment of processes that will pay dividends in student success and institutional effectiveness. I won't ask here for a show-of-hands, but I would like to see more shared leadership in the cause of re-engineering.

## Informal Opportunities

I can't complete these remarks on formal opportunities for shared leadership without recognizing again that much is already happening in this domain. City College would not be where it is if it were not for individuals already taking initiative, often informally – people who are carrying out the sense of the self-study recommendations, people who are implementing efficiencies in the use of fiscal resources, people who are re-engineering processes on a regular basis. To all of you who fit this description, I want to say how much your quiet efforts are valued. I ran across an article in the *Community College Journal*, called "Informal Faculty Leaders." Someone had taken the time for a survey of community colleges in Michigan to identify informal leaders, defined as "those without recognized positional authority yet who influence others within the college and exert an influence on some aspect of the organization." The article referred to a particular example, the case of a Professor Johnson who fit the definition of an informal leader but who resisted formal leadership roles, priding herself on being a master teacher. I was especially taken by one of the conclusions of the article which suggested that "a common thread among informal faculty and staff leaders is that they demonstrate and communicate an interest in and concern for issues and people beyond their traditional boundaries." I can think of no better way to end this discussion of leadership opportunities than to praise and encourage the work of the many "Professor Johnsons" and staff at City College who go beyond the traditional boundaries and make a difference.

## Leadership Changes

In the opening of this address, I suggested that a very important reason for speaking on the subject of leadership had to do with leadership changes at City College, now and in the future. Let me give you a context for this by making reference to what is being called among community colleges a nationwide leadership gap. In February, an entire issue of the *Community College Journal* was devoted to the subject. One article cited a study completed in 2001 indicating that 45% of community college presidents intended to retire within six years. Another article cited a study completed in 2005 indicating that more than 30% of the key mid-level administrators in specialized, mission-critical positions planned to retire within four years. The positions mentioned were in academic affairs (learning resources directors, institutional research administrators), student services (registrars, financial aid directors), and business affairs (accounting directors, human resources administrators). In both studies, the point was made that these professionals would be hard to replace and that insufficient preparation efforts were being made to close the impending gaps in leadership.

At City College, we face a similar situation. I am reminded of this when attending the annual retirement ceremony where as many as 75 faculty and staff are thanked and bid farewell every year. More specifically, several key positions are now in need of new leaders to replace some very able individuals – the position of chief financial officer formerly held by **James Kendrix**, the position of dean of matriculation held by **Nick Chang**, and the position of dean of admissions and registration held by **Bob Balestreri**. In addition, we are seeking now to fill the position of vice chancellor for student development, recognizing the enormous

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contribution of the incomparable **Don Griffin**, who has brilliantly served in both this position and the position of vice chancellor for academic affairs simultaneously. By my calculation and for these positions above, the college is losing more than 100 years of combined wisdom and talent through resignations at these levels. And that doesn't include others whose work reflects the core mission of the college – teaching and learning and student success. This would include faculty members, department heads, core unit administrators, and classified support staff.

It seems to me that with such an exodus of leadership the college cannot do business as usual. The traditional solution is not sufficient – to prepare a job announcement, form a search team, initiate the hiring process, interview internal and external candidates, and hope for



*Photo by Tanisha Higgins*

success. I know we can do better. I would suggest, therefore, three areas for greater effort, not that these ideas are new and/or that improvements in practice do not take place already. First, let's draw upon the major assets we already have to recruit the best and brightest to leadership roles. We have in place a mission statement, vision statement, and strategic plan considered by many observers as a superbly clear and compelling road map for growth and development. We have an institution that

can rightfully claim to offer educational quality second to none, and with new educational facilities and technological capabilities in the pipeline, the future of the institution is bright. These assets can be the driving forces in a campaign to assemble the finest kind of leadership in the next couple of years.

Second, we need to improve the system of recruitment and hiring. It is perceived as uninspiring, cumbersome, and too drawn out. I'm glad to report that the Vice Chancellor of Administration and the Dean of Human Resources, with the support and engagement of others including the Academic Senate and other key constituent groups, are planning to undertake a comprehensive review and re-engineering of business practices in this area and we'll be looking to reap the early benefits in the coming year.

Third, let's do more to grow our own leaders. It should be a priority of ours to identify, recruit, develop, and invest in current faculty and staff who have the potential to move into critical leadership positions. I'd like to suggest that throughout the college each of you might look around and urge key individuals, for example the informal leaders we mentioned earlier, to consider formal leadership opportunities. Some really promising persons may not step forward except for your suggestion that they do so. I'd like also to urge some of you to become mentors who encourage and support potential leaders. I like the idea that current administrators and department heads should groom successors as a conscious practice. Like flocks of geese, why can't we share leadership opportunities more widely? Why can't we take the opportunity now, in the midst of leadership changes and challenges, to effect a transformation in how we prepare for succession?

Well, I've talked about everyone else's leadership role and responsibilities, so I guess it's time to talk about mine. Let me

say right away that I'm not about to make an announcement of departure. On the contrary, I have reached the decision that regardless of other personal considerations I'd like to serve City College longer. There are just a few too many issues that I feel invested in that I believe require a continuing level of engagement and leadership. We have all worked very hard together these past eight years and I want to continue to work with you to insure our continued growth and success. I can't say at this point how long I will stay, maybe two years, maybe a little longer, probably not less.

What is important to say, however, is that we ought to prepare for my exit and do this together. I see no virtue in pretending otherwise or avoiding the conversation about succession. It seems to me that we have the rare opportunity, you and I, perhaps due to disclosure and the level of effective communication that has existed between us, to prepare for a leadership change at the college sometime in the years ahead. This is one of those moments of constructive opportunity when we can shape the future in a timely and thoughtful manner, ensuring that what we have accomplished together will continue to be substantial, to prosper and bear fruit.

At this point, what I know is that I am absolutely not looking for another job. I have given this a lot of thought and conferred at length with my wife and family. And I've reached the conclusion that this is where I expect to end my career as a CEO. Eight years ago, I told the Board of Trustees that I would be ready, assuming their concurrence, to serve for eight to ten years. In two years, it will be ten years. And that's a long time. Over the course of the next two years, I will be assessing and re-assessing, knowing that in due time the future will be sorted out – to stay longer or to take an orderly leave. Of course, there is always the dimension of uncertainty associated with planning ahead.

*Continued on Page 9*

# The weightlessness of leadership

Continued from Page 8

Events can happen on a personal level (despite my confidence on the treadmill or gloating over my latest EKG). And, events can happen on a political level (regardless of my taking pains to achieve employer satisfaction and all the contract renewals, I have been granted by a very supportive Board), strange things can happen in a world where chads can determine your fate). Perhaps you can see why I would respect the advice of Sir **Winston Churchill**: “Never say never, never.” That’s not a hedge on my part. It is just reality. Right now, my greatest desire is to celebrate my tenth year of service with you during the summer of 2008.

Let me close this personal statement with a final point. If I could have a single wish as your chancellor – and this is why I chose to speak about leadership today – it would be that, when the time comes for me to leave, the sense of personal and shared responsibility for the future of this college would be so pervasive and productive that the institution would continue to climb and soar, not dependent on the grounded head of the herd but flying like the flock of geese, knowing its destination and everyone sharing in its journey. To tell you affectively, as they say, I am less concerned with any legacy of building many buildings or raising large sums of money, as important as these resources are. I care most about having enabled an organization of people to climb mountains and maintain momentum at the height of their prowess. We can do no better than this in the next few years – to make the institution strong.

## Closing

And now for the closing, I want to tell you the tale of a strongman in ancient mythology, updated with a surprise ending for our times.. The Greek story of **Atlas** is one of the most tantalizing myths of all time. You’ve probably seen his sculpture in Rockefeller Center, New York City, holding for all eternity the world on

his sinewy shoulders. There he is – the heroic figure for the titans of industry, having fought as one of the original Titans in the battle with the Olympian gods. His fate was sealed at the command of the thunder god, **Zeus**: to carry the weight of the firmament on his shoulders at Gibraltar. Atlas got a break later in his life when **Heracles** (whom we often call Hercules), a son of Zeus, came along and needed a favor. He wanted Atlas to fetch the golden apples of the Hesperides. Atlas, wanting rest from his labor, persuaded Heracles to carry the firmament of the sky for a while and went off on his way to do the favor. When Atlas returned and saw how well Heracles was managing the heavy task, that he was ready to leave Heracles there in that position. But Heracles conned the naïve Atlas into carrying the firmament again by explaining that he needed to prepare a pillow for his sore shoulders. So Atlas consented and took back the sky. And Heracles, of course, ran away ...with the apples. And there the mythical story ended.

Except, **Jeanette Winterson** offers a creatively different and wonderful ending. In her book, called *Weight*, she imagines that after a time, Atlas, with the cosmos on his back, asks a question: “Why? Why not just put it down?” And so he cautiously lets his hands go from the sides of the world. When nothing happens, he bends down, steps aside, and raises himself, looking back at his burden. But there is no burden. As Winterson puts it, “There was only the diamond-blue earth gardened in a wonderful wilderness of space.” City College is a globe with many Atlases. You are all Atlases, keeping the college in orbit. When the weight is shared, the load is light, the effect is stupendous ...and the joys are immense.

## References

- Belasco, James. A. and Stayer, Ralph C. *Flight of the Buffalo: Soaring to Excellence, Learning to Let Employees Lead*. New York: Warner Books, Inc., 1993.
- Community College Journal, February-March, 2006 issue. Washington, D.C.: American Association of Community Colleges.
- Hammer, Michael, and Champy, James. *Reengineering the Corporation*. New York: Harper Collins Publishers, 1993.
- Ionesco, Eugene. *Rhinoceros and Other Plays*. New York: Grove Press, 1960.
- Winterson, Jeanette. *Weight*. Edinburgh, Scotland: Canongate Books, Ltd., 2005.

## Flex Address Transcript Online

Editor’s Note: You can find a transcript of Dr. Philip R. Day, Jr.’s Flex Day address online at <http://www.ccsf.edu/Offices/Chancellor/0806.pdf>

## MENUS

The Educated Palate at the Downtown Campus, 88 Fourth Street, is open for lunch. For details, call (415) 908-7522.

### AUGUST 21–25, 2006

**BREAKFAST – TASTE BUDS**  
7–9:50 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 21 — Closed for Student Orientation.**

**Tuesday, August 22 —** Veal Cutlet Parmigiana, Herb Potato, Zucchini Fine Herb, Green Beans; Red Snapper Saute with Fresh Mushrooms and Diced Tomatoes. Soup: Minestrone.

**Wednesday, August 23 —** Quiche Florentine, Stuffed Baked Tomato, Carrots en Baton, Steamed Broccoli with Lemon Butter; Braised Lamb Shoulder, Steamed Rice. Soup: Creamy Chicken Noodle.

**Thursday, August 24 —** Chicken a la King, Buttered Egg Noodles, Fresh Green Peas, Braised Red Cabbage; Roast Leg of Pork with Apple and Almond Stuffing. Soup: Potato and Leek.

**Friday, August 25 —** Filet of Rock Cod Dore, Boiled New Potatoes, Creamed Spinach, Ratatouille; Braised Swiss Steak with Noodles. Soup: California Seafood Chowder.

**DINNER – CAFETERIA**  
5–6:30 P.M.

**Monday, August 21 — Closed for Student Orientation.**

**Tuesday, August 22 — Closed for Student Orientation.**

**Wednesday, August 23 —** Southern Fried Chicken, Whipped Potatoes, Buttered Corn. Soup: Cream of Tomato with Fresh Basil.

**Thursday, August 24 —** Old Fashioned Beef Stew, Buttered Egg Noodles, Fresh Mixed Vegetables. Soup: Potato and Leek.

## VICE CHANCELLOR ACADEMIC AFFAIRS



Photo by Steve Kech

Faculty members who are first year tenure track faculty members attended a special orientation session on August 11. They are pictured on the stairs of the Louise and Claude Rosenberg, Jr., Library and Learning Resource Center on the Ocean Campus.

# Teachers learn about tenure track program

Among the first-year contract new hires (tenure track) faculty are **Susan Berston**, Business; **Mary Bravewoman**, Mathematics; **Jessica Buchsbaum**, ESL; **Dominique Chapuis**, ESL; **Donelle Ciraulo**, Film Production; **Rachel Cohen**, ESL; **Sharon Donovan**, Child Development & Family Studies; **Marion Falk**, ESL; **Anthony Feliciano**, PE& Dance; **Erika Gentry**, Photography; **Augusta Goldstein**, ESL; **Frank Grandits**, ESL; **John Ho**, APASS; **Nicole Harlow**, ESL; **Matthew Holsten**, ESL; **Armenuhi Hovhannes**, ESL; **Steven Huntsman**, Mathematics; **Matthew**

**Kenney**, Behavioral Sciences; **Dean Lauritzen**, Biological Sciences; **Deborah Levy**, ESL; **Christa Lewis**, ESL; **Alexandria Leyton**, English; **Yi Liang**, Library Services; **Jeanne Lin**, Behavioral Sciences; **Erin Lofthouse**, ESL; **James Macale**, New Student Counseling; **Terri Massin**, ESL; **Sal Nunez**, Health Science; **James Parker**, ESL; **Clifford Parsley**, Automotive/Trade Skills; **Alejandro (Andy) Quintana**, ESL; **Curt Sanford**, ESL; **Denise Selleck**, ESL; **Barbara Stoops**, ESL; **Robert Swift**, ESL; **Annie M. Wong**, ESL; **Trinh T. Tran**, Biological Sciences; **Elizabeth Zarubin**, English.

## Administrative Openings

### ADA Compliance Director

**Application Deadline: 4 P.M., Friday, August 25, 2006**

Below is the link to the subject job announcement:

[http://www.ccsf.edu/Offices/Human\\_Resources/jobs\\_pdf/director-ADA-d06028.pdf](http://www.ccsf.edu/Offices/Human_Resources/jobs_pdf/director-ADA-d06028.pdf)

The Administrative application form is available at [www.ccsf.edu/hr](http://www.ccsf.edu/hr) or by calling (415) 241-2246.

Faculty and classified staff are needed to serve on the hiring committee for the above administrative position.

Interested faculty should contact **Fred Teti**, President, Academic Senate, immediately at (415) 239-3611, Campus Mail E202.

Interested classified should contact **David Gallerani** immediately at (415) 452-5452, Campus Mail R501.

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### Associate Vice Chancellor of Finance

(Re-opened)

**Application Deadline: 4 P.M., Friday, September 8, 2006**

Below is the link to the subject job announcement.

[http://www.ccsf.edu/Offices/Human\\_Resources/jobs\\_pdf/assoc-VC-finance-d06015-extended.pdf](http://www.ccsf.edu/Offices/Human_Resources/jobs_pdf/assoc-VC-finance-d06015-extended.pdf)

An Administrative Application form is available at [www.ccsf.edu/hr](http://www.ccsf.edu/hr).

The Hiring Committee for this position already is impaneled.

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### Assistant Director, Northern California Biotechnology Center

**Application Deadline: 4 P.M., Thursday, August 31, 2006**

Employment Status: Full-Time, Grant-Funded, Exempt Position (This appointment is based upon the duration and availability of funds.)

Job announcement and administrative application form are available at Human Resources Department website [www.ccsf.edu/hr](http://www.ccsf.edu/hr) or call (415) 241-2246.

Faculty and classified staff are needed to serve on the hiring committee for the above administrative position.

Interested faculty should contact **Fred Teti**, President, Academic Senate immediately at (415) 239-3611, Campus Mail E202.

Interested classified staff should contact **David Gallerani** immediately at (415) 452-5452, Campus Mail R501.

## Classified Transfer Opportunity

For Internal Transfer Only

### 1022 IS Administrator II

**Appointment Type:** Permanent.

**Schedule:** *One full-time (40 hours per week), full year position.*

**Location:** ITS Department, Ocean Campus, 50 Phelan Avenue. at Ocean Avenue.

**Minimum qualifications:** Applicants must be current permanent incumbents in Class 1022 IS Administrator II with City College of San Francisco.

**Filing Deadline:** 4 P.M., **Monday, August 28, 2006.**

For further information: Please call **Mamie How**, Dean of Educational Technology Office, at (415) 239-3759.

For an application, contact the CCSF Human Resources Department, 33 Gough St, San Francisco, (415) 241-2246, [www.ccsf.edu/hr](http://www.ccsf.edu/hr).

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## WANT ADS

**CAR FOR SALE** — Nissan Sentra 1992 XE 32 mpg highway, 25 mpg city. A/C, AM/FM/Tape, Cruise Control, 184K miles. Car runs well and has brand new tires. Asking \$2200 (Blue Book \$2800). Call 650-243-7925 or email [tmanning@ccsf.edu](mailto:tmanning@ccsf.edu).

**LONDON VACATION RENTAL.** — Comfortable one bedroom flat: close to Northern Line tube station (Finchley Central) numerous bus lines, shops, and park. Reasonably priced, can accommodate small family. For further information, photos, maps, etc., email Dorene Cotter at [londondig.earthlink.net](mailto:londondig.earthlink.net) or telephone at (415) 864-4398

**TO PLACE A WANT AD** — Want ads are free to faculty, classified and administrators. Write up your advertisement and email it to Steve Kech, Editor, at [skech@ccsf.edu](mailto:skech@ccsf.edu). Ads run four times unless you request that it be stopped sooner. Telephone (415) 239-3817 or fax (415) 452-5150.

**Festival of American Playwrights of Color 7  
A Couple of Wild Chicks Sitting Around Ranting & Raving  
AUDITIONS AUGUST 29, 30, 31, 5-8 p.m.  
Venue 222, Ocean Campus. Call A. Fajilan 415-452-7276**

# Master Calendar

## August 21 – September 15, 2006

Rev. 08/16/06 Subject to change without prior notice

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>21</b>	<b>22</b>	<b>23</b>          <i>8:30 p.m.</i> <i>Cable-casting of the</i> <i>Board Meeting(EATV 27)</i>	<b>24</b> 2:00 – 4:00 p.m. PBC (R-518)	<b>25</b> 1:00-3:00 p.m. Works of Art (R-206)
<b>28</b>	<b>29</b>          Last day to reduce units in order to qualify to 100% enrollment fee and non-resident tuition fee refund for full term length classes  First Day Class Lists Due	<b>30</b> 1:30 p.m. Facilities Review (B-703)  2:30 – 5:00 p.m. Academic Senate	<b>31</b> 2:00 p.m. Program Review Orientation (C-334)          <i>6:00 p.m.</i> <i>Board Meeting (Gough)</i>	<b>September 1</b>          Last day to add full-term credit classes or to change sections.
<b>4</b>  Labor Day (Holiday)	<b>5</b> 12:10 – 1:30 p.m. Communication Comm. (Artx-170)          <b>Census Day</b>	<b>6</b> 1:30 p.m. Curriculum Comm. (C-334)          <i>8:30 p.m.</i> <i>Cable-casting of the</i> <i>Board Meeting (EATV27)</i>	<b>7</b> 2:00 p.m. Program Review Orientation (C-334)          3:00 – 4:00 p.m. CAC (E-200)	<b>8</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>11</b> 2:00 - 4:00 p.m. TLTR (R-518)	<b>12</b> 3:00 – 5:00 p.m. Classified Senate (B-307)	<b>13</b> 2:30 – 5:00 p.m. Academic Senate  3:00 p.m. College Agenda Review (E-200)          <i>8:30 p.m.</i> <i>Cable-casting of the</i> <i>Board Meeting (EATV27)</i>	<b>14</b> 2:00 - 4:00 p.m. DCC (S-100)          <i>5:00 p.m.</i> <i>Board of Trustees</i> <i>Work Session (Gough)</i>	<b>15</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)