In this issue—

- 2012-13 state budget promises little improvement for higher ed funding; $9.2 billion deficit expected (p. 1)
- California Community Colleges Student Success Task Force develops new recommendations (p. 3)
- BCC’s Phase III build-out starts in March (p. 4)
- College celebrates Black History month (p. 4)
- Student filmmakers lead 50+ workshops at 4th annual children’s film fest (p. 4)
- College joins with E. Bay job corps in education, training partnership (p. 5)
- BCC welcomes Dr. Linda Berry (p. 6)
- AgainstCuts organizes Mar. 5 demonstration in Sacramento (p. 7)
- Save a life: Donate blood on Feb. 21-22 (p. 7)

2012-13 state budget promises little improvement for higher ed funding; $9.2 billion deficit expected

At a Jan. 18 district wide Professional Day State of the District presentation at Merritt College, Chancellor Wise Allen and Ron Gerhard, Vice Chancellor of Finance, presented 2012-13 budget prospects both for the Peralta Community College District and for California.

Dr. Allen noted that the success of Gov. Jerry Brown’s budget proposals for the next fiscal year hinges on passage of a $7 billion initiative in November 2012. If passed, it would raise taxes on high income earners by 2% and raise sales taxes statewide by one half a cent for five years. The system would receive $218 million in restoration funding which would amount to a flat budget in 2012-13, thus community college budgets would remain stable.

If the initiative fails, the Peralta District would be required to reduce its budget by $5 million for the 2012-13 fiscal year. Peralta’s loss in 2012-13 would be added to $1.7 million and $5.8 million in cuts made during 2011-13, plus an additional $12.8 million reduction made during 2010-11.

Vice Chancellor Ron Gerhard noted that the funds coming to community colleges would be used to buy back a portion of $961 million in current state-imposed funding deferrals.

“We must prepare for the worst but hope for the best,” Gerhard said. Despite the bad news, the state budget has improved under Brown. California entered 2011-12 with a $26 billion deficit but in the next fiscal year will experience a $9.2 billion projected shortfall.

Chancellor Allen told the group that under these conditions, Peralta will:

- Continue its district wide hiring freeze, with exceptions, while continuing to make plans for hiring faculty and staff;
- Reduce workloads rather than make broad cuts because workload reductions are easier to restore;
- Prepare to reduce FTES by another 1,000 during the 2012-13 fiscal year;
- Place a parcel tax measure on the June 5 ballot which, if passed, would raise $7.2 million per year for the Peralta Colleges by assessing a $48 per household, eight year parcel tax in the District’s six cities.

Surveys conducted among District residents in spring 2011 and last December showed that approval for the parcel tax was 72% for a five-year and 73% for an eight-year assessment.

“We must all work together to pass the bond measure,” Allen said. Other recommendations from the governor include consolidating categorical funds into block grants. Under that proposal, each of the state’s 72 community college districts would determine locally which programs to fund.

(see p. 4, column 1)
**Did you know?**

**February is Black History Month?**

- 

**Feb. 17-20 is the President’s Weekend holiday?**

- 

**Mon., Mar. 5, is the date of the statewide march to Sacramento to protest budget cuts?**

- 

**Fri., Mar. 23, is the deadline for students to petition for their A.A./A.S. degrees or certificates?**

- 

**The week of Apr. 2-8 is spring break?**

---

**President’s Message**

by Dr. Betty Inclan

Welcome to the spring 2012 semester. I am always energized at the beginning of each term. As I walk through the hallways and observe classes at Berkeley City College, I see students eager to take charge of their future and focus on their educational journeys. Spring provides us with a sense of renewal, and as I mentioned at BCC’s Jan. 19 flex day, we are eagerly anticipating our midterm ACCJC/WASC accreditation team visit. This visit is particularly significant since the college has made substantial progress in all areas with regard to the team’s spring 2009 recommendations. Let me quickly summarize them here:

- **Team Recommendation 1:** Streamline action plans and develop implementation plans.

  When Berkeley City College submitted its Self Study Report in Spring 2009, we had more than 22 action plans and initiatives. The team indicated at that time that BCC had an integrated and well-defined planning process that had already attained sustainability status. However, the team wanted the college to refine and streamline its plans. We immediately accomplished that and have posted our annual plans and accomplishments, along with measurable outcomes for the years 2009-10, 2010-11 and 2011-12, on the college’s website at www.berkeleycitycollege.edu/accreditation.

  We are confident that we have met this recommendation.

- **Team Recommendation 2:** Complete all SLOs and integrate assessment data with planning.

  When I witnessed the presentation from instructors Jenny Lowood (English), Leonard Chung (Business), Gabrielle Winer (ESL), and Joseph Bielanski, BCC’s articulation officer, I had no doubt that we were well on our way to proficiency levels in learning outcomes assessment. The data presented during the college’s Professional Day activity are an impressive testimony to the dedication of our faculty and staff. One hundred percent of active courses and student services programs have developed defined learning outcomes. In addition, BCC’s institutional learning outcomes were linked to specific high-impact general education courses, and approximately 43% of these were part of ongoing assessment activities. There also is evidence of closing the loop on the assessment cycle and using the results of assessment for program or service improvement. BCC always has had a culture of continuous improvement; as such, it was a natural step to use assessment data to document improvement in learning outcomes and/or service delivery.

- **Team Recommendation 3:** Although significant progress had been made since 2003 in its library’s quality and services, the team recommends that in order to improve and broaden upon the progress to date, the college develop an adequate, equitable, and sustainable library allocation for staffing and library resources.

  Berkeley City College responded to Recommendation 3 in its Mar. 15, 2011 follow up report. A two-member ACCJC/WASC team visited the college on Apr. 12, 2011, and reported that: “Berkeley City College meets the requirements of this recommendation in that it has improved the quantity and quality of its library collection.”

- **Team Recommendation 4:** Prioritize staffing plans for implementation of the resource allocation model.

  Review and revision of the 2008 resource allocation model became a priority of the district wide Planning and Budgeting Council in the 2010-2011 academic year. A benchmark study of select community colleges was conducted, and a recommendation of a new resource allocation model was approved in August 2011 with a target implementation year of 2011-2012. In anticipation of full implementation of the new resource allocation model, BCC adopted prioritized staffing plans for faculty, staff, and administrators. These plans were consistent with recommendations from program reviews, annual plans, and district wide strategic directions. The plans were vetted by BCC’s Roundtable for Planning and Budget, and at the various district wide meetings where college resource plans were approved. Not only has BCC met this recommendation, but the college continues to work collaboratively with the district to ensure a more equitable staffing distribution for BCC and to sustain a fully implemented resource allocation model for Peralta.

  Because of the amazing progress that BCC has made since its full accreditation visit in 2009, the college community looks forward to ACCJC/WASC’s 2012 visit to showcase the college’s many accomplishments.

(see p. 8, column 2)
Community Colleges Student Success Task Force develops new recommendations

A 20-member California Community Colleges Student Success Task Force has developed a series of recommendations to improve completion, retention and transfer rates for 2.6 million students who attend the state’s 112 community colleges. They will be presented to California’s legislature in March. The Task Force convened in response to SB1443, introduced in 2010 by State Sen. Carol Liu (D-Glendale).

The legislation directed the Board of Governors of the California Community Colleges (BOG) to adopt a plan to promote and improve student success in the state’s community colleges and to establish a task force to examine best practices and models to achieve student success.

Liu’s bill also required the group to develop and present recommendations to the BOG. These will be incorporated into a plan to increase community college student retention and completion rates. By Mar. 1, BOG members will present the recommendations to the appropriate legislative committees. Task Force recommendations are on p. 5 of this newsletter.

Core mission.

“Since 2009, budget acts of the legislature and state chancellor’s office have focused on the core mission of community colleges, which are transfer, career and technical education, and basic skills,” noted Joseph Bielanski, BCC’s articulation officer and newly appointed member of the Board of Governors. “In hard financial times, there is the sense that we must reassess what is doable and not doable.

“The Board of Governors decided to vote on this as a package because in many respects, they see it as a strategic plan,” he said.

The next step, after the BOG’s presentation to the state legislature, is implementation.

“I don’t know how the recommendations will be implemented. Some of the 22 proposals would require changes to the state’s Education Code; others would require extra funding,” Bielanski observed. “Then there are groups asking how this can be accomplished without sufficient full-time faculty.

California’s Student Success Task Force has developed recommendations which could lead to increased student completion and graduation rates.

“It probably will be turned over to the state’s 72 districts with some direction on how to implement the recommendations,” he said.

Local implementation.

State Chancellor Jack Scott has said that the recommendations cannot come down from Sacramento as a strong state mandate. Instead, he noted that they would require local attention and implementation.

Nationally, the move toward student success and community college accountability is being driven by the U.S. Department of Education’s Committee on Measures of Student Success. The committee and accrediting commissions throughout the country are trying to determine what is an adequate level of baseline data that community colleges can provide to measure student success.

Locally, in their evaluations, ACCJC/WASC will review and assess how community colleges evaluate their data, what they do with it, and how their findings get placed back into the planning process to measure institutional effectiveness.

“Peralta’s college and district wide committee setups have provided forums for dialogue,” Bielanski explained.

Task Force reports success rates for California community college students

Many California community college students do not complete their degrees or certificates, thus they do not graduate. Statistics from the California Community Colleges Student Success Task Force show that:

• Only 53.6% of degree-seeking students complete a certificate, degree or transfer preparation. For African-American students the rate is 42% and for Latino students it is 43%.
• More than 70% of community college students enter the system unprepared to do college work.
• Of the students who enter community colleges at one level below transfer level in mathematics, only 46.2% complete a certificate, degree or transfer preparation.
• Of the students who enter four-levels below transfer level mathematics, only 25.5% achieve those outcomes.
• Of students who seek transfer to a four-year institution, only 41% succeed; for African-Americans, only 34% succeed and for Latino’s the figure is 31%.

BCC’s Daniela Nikolaeva interviewed on Bulgarian National Radio

Ani Kostova, a journalist for Bulgarian National Radio’s immensely popular “Programa Horizont” interviewed Berkeley City College’s Daniela Nikolaeva, an instructor in BCC’s Multimedia Arts Department, on Tue., Feb. 7 as millions listened in.

The interview, in Bulgarian and English, will be posted on Nikolaeva’s website. Nikolaeva is a recipient of 2011’s Trail Blazer Award for “Music to Your Eyes,” her solo art show.

Nikolaeva spoke about her vision of combining different audio-visual art forms to create an unusual synesthetic experience. She also answered questions about “Music to Your Eyes,” exhibited in San Francisco in May 2011, and about her work as a multimedia artist and professor at Berkeley City College.

“Programa Horizont” is broadcasted internationally in several languages. The English version can be found online as Radio Bulgaria. Link to:
http://bhrbg/sites/horizont/Pages/default.aspx or to
BCC Today                                                Winter 2011-12

College joins with East Bay Green Job Corps
in education, training partnership

East Bay Green Job Corps, a training and education program, designed to help young adults develop the skills they need to further their education and enter green careers, begins a new collaboration this spring with Berkeley City College, Rising Sun Energy Center, and Solar Richmond. The group has developed a 16-week program in which participants will:

• learn job readiness and leadership skills;
• improve math and English skills;
• practice computer skills;
• participate in energy efficiency and solar internships;
• build eco-literacy and civic engagement;
• improve professional and customer service skills;
• work with staff to develop an individual plan that addresses their educational and career goals;

Students also will earn 10 units of non-transferable college credit, receive a stipend and case management support. Morning classes take place from Feb. 13 to June 1 at Berkeley City College. Students will spend their afternoons in Richmond.

When they complete the EBGJC program, participants can continue on to GED classes, community college certificate, degree or vocational training programs, union apprenticeships, or go directly into employment.

Digital Arts Club, MMART students’ work featured in February exhibits

BCC’s Digital Arts Club invites everyone to “The DAC Perspective,” the club’s annual show, on display in the Jerry Adams Gallery at BCC. The gallery is located on the 1st floor, at 2050 Center St., with the exhibit on display now thru Thur., Mar. 8. Bring your family and friends to this inspirational exhibit.

“Frankenseries: Prints by Christine Morlock” a BCC Multimedia Arts student and Digital Arts Club (DAC), member will be on display in February at Books Inc., 1760-4th St., Berkeley. All are invited to the show.

BCC film makers lead more than 50 workshops at 4th annual children’s international film fest

Filmmakers in Berkeley City College’s digital video arts major made a significant contribution to the fourth annual 2012 Bay Area Children’s International Film Festival (BAICFF). The event began in 2009 as a creative endeavor to support educational programs that foster global understanding and cultural exchange.

The event was held Jan. 28-29 at the Alameda Naval Air Station. Student participants, lead by Rachel Mercy Simpson, coordinator of and instructor in BCC’s digital video arts program, instructed more than 50 workshops at the festival. Members of the BCC group also met with staff from Pixar, another festival participant, to discuss industry career paths.

Congratulations to Rachel and her students for another successful year with BAICFF.

PeraltaCard provides new ways for students to receive financial aid

The Peralta Community College District has partnered with HigherOne, Inc., a financial services company, to implement a new way to distribute Financial Aid checks to students who attend Berkeley City College, Laney College, College of Alameda and Merritt College.

The new method, which began the week of Feb. 6, 2012, uses a PeraltaCard to provide students with new options to receive financial aid. For details, visit www.PeraltaCard.com or www.HigherOne.com.

2012-13 state budget
(from p. 1, column 3)

Exemptions from the block grant proposal would include monies for Disabled Student Services/Office of Civil Rights compliance; Telecommunications and Technology Infrastructure Program (TTIP) funds, and foster care.

Block grants would place more spending discretion at the local level, with allocation decisions made based on student demographics.

BCC celebrates Black History Month

A series of lectures, art shows, poetry readings and performances are planned for Berkeley City College’s 2012 Black History Month celebration. Events include:

• Wed., Feb. 15—
  Noon-12:45 p.m., Deborah Ake Flint, Director of Aviation at Oakland International Airport, Rm. 431
  12:30-2 p.m., Poetry, Speakers, African American Historical Displays, Ethiopian Food Fest, in BCC’s Atrium

• Wed., Feb. 22—
  Noon-2 p.m., Hip-Hop Culture with Live Band by Mr. Jahi, with Graffiti Art Display and Jamaican Food Fest, in BCC’s Atrium

• Thur., Feb. 23—
  Noon-1 p.m., Loretta Newsom presents “Miss Loretta’s Kenya Safari” in Rm. 431

• Wed., Feb. 29—
  Noon-12:45 p.m., Presentations by Dee Dee Abdur Rahim, founder of Couture with a Cause and by Dr. Nyesia Dewitt, Manager of Oakland’s Promise Alliance and 2011 Jefferson Service Award Winner, in Rm. 431
  Noon-2 p.m., Motown Day and Soul Food Fest, in BCC’s Atrium

BCC film maker Rachel Mercy Simpson (back row, 2nd from right), poses with her students at the 4th annual Bay Area Children’s International Film Festival.
State Student Success Task Force recommendations generate dialogue, discussion

(from p. 3, column 2)

“Dialogue ensures transparency, discussion, different objectives and different planning strategies but in the end, one question must be answered: Are we talking student success?”

“At Berkeley City College, we don’t have a lot of courses that fall outside of transfer, career/technical education, or basic skills,” Bielanski added.

In the 1990s, the college also developed two-year scheduling for all of its majors. This was put into place so that students could complete their studies either in the morning, afternoon, or evening, or by using a combination of the three. Thus, BCC understood the concept and developed a structure for two-year completion early on.

“Dialogue where we can share our best practices must continue to take place at the district and college levels,” Bielanski said.

Task Force Recommendations
Student Success Task Force recommendations are:

1. Increase College and Career Readiness
   1.1 Collaborate with K-12 to jointly develop new common core standards for college and career readiness.
2. Strengthen Support for Entering Students
   2.1 Develop and implement common centralized diagnostic assessments.
   2.2 Require students to participate in diagnostic assessment, orientation and the development of an educational plan.
   2.3 Develop and use technology applications to better guide students in educational processes.
   2.4 Require students showing a lack of college readiness to participate in support resources.
   2.5 Require students to declare a program of study early in their academic careers.
3. Incentivize Successful Student Behaviors
   3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges.
   3.2 Require students receiving Board of Governors fee waivers to meet various conditions and requirements.
   3.3 Provide students the opportunity to consider attending on a full time basis.
   3.4 Require students to begin addressing Basic Skills deficiencies in their first year.
4. Align Course Offering to Meet Student Needs
   4.1 Align course offerings and schedules with the needs of students.
5. Improve the Education of Basic Skills Students
   5.1 Support the development of alternatives to traditional basic skills curriculum.
   5.2 Develop a comprehensive strategy for addressing basic skills/adult education in California.
6. Revitalize and Re-Envision Professional Development
   6.1 Create a continuum of professional development opportunities.
   6.2 Direct professional development resources toward improving basic skills instruction and support services.
7. Enable Efficient Statewide Leadership and Increase Coordination Among Colleges
   7.1 Develop and support a strong community college system office.
   7.2 Set local student success goals, consistent with statewide goals, and monitor progress.
   7.3 Implement a student success score card.
   7.4 Develop and support a longitudinal student record system.
8. Align Resources with Student Success Recommendations
   8.1 Encourage categorical program streamlining and cooperation.
   8.2 Invest in the new Student Support Initiative.
   8.3 Promote flexibility and innovation in basic skills instruction.
9. Review of Outcomes-Based Funding

Key components of Student Success Plan

The Student Success Task Force report cites the following key components which may lead to a more effective way to move students through the state’s community college system:

- Development and implementation of a common diagnostic assessment tool to more accurately determine entering students’ skill levels;
- New technology and more counseling to create more robust student services, including more widespread use of student educational plans;
- Structured pathways which would help students identify programs of study and get an educational road map for appropriate courses and available support services;
- Enhanced professional development for faculty and staff, especially related to instructional and support needs of basic skills students;
- Revised financing, accountability, and oversight systems to ensure that financial and organizational resources are better aligned with student success;
- Stronger statewide coordination and oversight to allow for sharing and facilitation of new and creative ideas to help students succeed, including use of good practices already in place;
- Better alignment of local district and college goals with the education and workforce needs of the state.
Dr. Linda Berry, Berkeley City College’s new vice president of instruction, is first and foremost committed to teaching excellence and to helping people transform their lives. It makes her a good fit at BCC where all are engaged in a learning community dedicated to doing just that.

Berry arrived at BCC after serving 11 years as Merritt College’s vice president of instruction. She brings many years of experience in teaching and administration to BCC.

Valued experience.

After several years of teaching English at Orange Coast College (when she started at age 24, she was the school’s youngest instructor), and later at Contra Costa College, she joined the faculty at College of Alameda in 1991. In 1994, she was named Title III project director there, and in 1997 became the college’s dean of applied arts and sciences.

In 2000, she was appointed vice president of instruction at Merritt College and served in that post before assuming her latest assignment at Berkeley City College.

“What is remarkable about Berkeley City College is its vibrancy—it is always alive with students and people who are constantly doing things,” she said. “Faculty, staff and students here are passionate about and love what they do. Faculty want to talk about their programs and want me to have a deep understanding about them.”

Setting priorities.

She sees one of her first priorities as ensuring that the college continues to meet and exceed accreditation standards. She also wants BCC to prepare for future trends which relate to developing curriculum that will best prepare students for transfer and career preparation.

“Community colleges in California give people the freedom to discover themselves and what their talents are,” she observed. “I learned as a teacher that we can make a big difference in many lives by creating a safe and respectful community inside the classroom. Being able to accomplish that really gives a precious gift to our students.”

Did she think that so many California community college students would be denied access because of the state’s economic crisis?

“Right when the public and private sectors are laying off thousands of workers, what do they have?” she asked. “People need retraining and community colleges have traditionally provided a way to prepare for new careers.”

Student centered.

She believes that one of the best ways to serve the many students who attend BCC is to prepare for the future.

“As an educational institution, we need to mindfully reflect on where we are and conduct the research that will help us to forecast where we should go,” she noted. “Each one of our transfer and occupational programs is a career pathway because our students are here to prepare for careers.

“Right now, people are fearful and stressed about losing or trying to keep their jobs,” she observed. “It’s not right to create that kind of fear. Students are facing foreclosures, job loss, family issues. They bring all that to the classroom.”

A native of Southern California, Berry earned both her bachelor’s master’s degrees in English from Utah State University and a doctorate from the community college leadership program at Oregon State University, Corvallis.

“My father had an incredible library and I probably read every book in it,” she recalled. “Growing up, I developed a great love of the language and of literature.”

Noble profession.

While earning her doctorate at Oregon State, a colleague asked why she always used the word “teacher” and not “professor” or “instructor” when referring to faculty members. “I told him it was because I thought teaching was the noblest profession,” she said.

Even though Berkeley City College has advertised for two academic dean positions, Berry has taken on those duties during the search process.

“We have no academic deans (at BCC) and that doesn’t work,” she noted. “But the one thing I have discovered that is of great value is that I’ve gone into the classroom to evaluate faculty and it is a wonderful experience.” The new VPI will continue to evaluate BCC faculty this spring.

Berry resident.

Berry has lived in Berkeley since 1996 and in Northern California since 1980. She is part of the Choctaw Nation and is quite proud of her daughter, Angela, a project director for the California Indian Environmental Alliance (CIEA), based in Oakland. The nonprofit organization works to protect and restore Indian People’s cultural traditions, ancestral territories, means of subsistence and environmental health.

“She works with California tribes on addressing the toxic mercury left over from the California Gold Rush,” Berry explained. “They’ve developed mercury and fish consumption information for Native Peoples and they help them to sustain traditional Tribal ceremonial practices which use fish.”

Berry came to BCC with the attitude that one must enter any new culture “very respectfully.”

“There is a sense here that we are collegial; that we’re family and work together. It’s more intense and noisier than I’m use to and I like it. I like the sound of people living in this environment.”
BCC’s Phase III 4th, 5th floor build-out starts in March; plans also include rooftop solar panels

Berkeley City College will begin its Phase III and final build-out for 2050 Center St. this spring. Construction could start as early as March 2012.

In a Jan. 30 presentation to Berkeley City College’s Roundtable for Planning and Budget, Dr. Saddiq B. Ikharo, vice chancellor of PCCD’s general services department, told the group that bids had been submitted for the work which will build classrooms in empty space on the 4th floor and expand science laboratories and classrooms on the 5th floor.

In what is now storage space on the northeast side of the 4th floor, will go wet and dry art classrooms, as well as art storage space. On the 5th floor, organic chemistry and plant biology labs, as well as student duplicating facilities, will be built.

“The $1.9 million construction bid for Phase III came in below budget,” Ikharo said. “We are waiting for sign-off from the chancellor.”

Once the bid is approved, the contractor will begin work. Construction will take place when the school is closed, between the hours of 11 p.m. and 7 a.m.

“We will create a college construction committee and develop a time line for the build-out,” Ikharo explained. “A list of what is included in build-out costs will be sent to the college and to the PBC.”

Besides the build-out, BCC also will be outfitted with rooftop solar panels which are expected to save more energy and money for the already LEED Silver-certified building.

“Solar panels will allow BCC to return energy to the PG&E power grid and the utility will pay PCCD and the college for the energy it returns to the grid,” Ikharo noted.

Save a life: Donate at BCC’s Feb. 21-22 Blood Drive

BCC’s Civic Engagement Club will sponsor a Blood Drive in Rm. 57 on the atrium level of the college, 10 a.m. to 4 p.m., Tue. & Wed., Feb. 21 & 22. Donate blood and save a life. You can make an appointment by visiting these Web sites:

For Tue., 2/21 appointments: www.bloodheroes.com/index.cfm?group=op&step=2&opid=478378
Questions? e-mail Matt Freeman at mfreeman@peralta.edu.

AgainstCuts organizes Mar. 5 demonstration in Sacramento

More than 90 people, from as far away as San Diego all they way to Sacramento and San Francisco, attended BCC’s AgainstCuts conference Sat., Jan. 28 from 10 a.m. to 3:30 p.m.. Faculty, students and staff from all levels of education, community activists, seniors, public and private sector workers joined together for a day of education, collaboration and planning.

“Angry, Tired Teachers” rock band opened the session. Their performance was followed by reports from several groups active in the budget cuts fight. A presentation which explained the new state trigger cuts and their effects on Californians included questions and a discussion.

The group formulated goals for spring organizing which will culminate in a Mon., Mar. 5 statewide march and demonstration in Sacramento. Participants learned how to become a successful organizers, then met in regional break out groups. These included representatives from Albany, Berkeley, Oakland, Castro Valley, Hayward, San Leandro, San Francisco and other regions. The groups will conduct outreach at schools, on BART, in farmer’s markets, at stores, and at community events, to name a few.

For details about how to participate, visit www.Againstcuts.org or e-mail mail@AgainstCuts.org.

Dr. Laura Ruberto presents “Everyday Life and Resistance in Southern Italy during WWII”

Dr. Laura Ruberto, humanities instructor and co-chair of Berkeley City College’s Arts and Cultural Studies Department, will present on “Everyday Life and Resistance in Italy During World War II.”

The event takes place at 7 p.m., Thur., Feb. 23, at the City of Livermore’s Civic Center Library, 1188 S. Livermore Ave. It is free and open to the public.

Ruberto’s lecture explores Italy’s role during World War II and focuses on acts of resistance and everyday wartime experiences of Southern Italians. It also demonstrates the ways in which the sometimes challenging relationship between Italy and the United States was lived daily.

For details, visit www.livermorelibrary.net or phone (925) 373-5500.
**BCC Calendar**

**February 15-Mar. 12, 2012**

**February**
- **Wed., Feb. 15** — Noon-12:45 p.m., Deborah Ale Flint, BCC Black History Month Presentation, Rm. 431
  12:30-2 p.m., Poetry, Speakers, African-American Historical Displays, Ethiopian Food Fest, BCC Atrium
- **Thur., Feb. 16** — 10 a.m.-Noon, Curriculum, TLC, 3rd Floor
- **Tue., Feb. 21** — 10 a.m.-4 p.m., Civic Engagement Club Blood Drive, BCC's Atrium, Rm. 57
- **Wed., Feb. 22** — 10 a.m.-4 p.m., Civic Engagement Club Blood Drive, BCC’s Atrium, Rm. 57
- **Mon., Feb. 27** — Noon-1:30 p.m., “Miss Loretta’s Kenya Safari,” Presentation by Loretta Newsom, Rm. 431

**March**
- **Mon., Mar. 5** — Against the Cuts march to Sacramento
- **Tue., Mar. 6** — Noon-12:45 p.m., Student Ambassadors, Rm. 451B
- **Wed., Mar. 7** — Noon-1 p.m., Student Ambassadors, Rm. 451A

**President’s Message**

(from p. 2, column 2)

**New Faculty and Administrators at Berkeley City College**

The college community is truly delighted about the addition of Dr. Tim Rose as a full-time history instructor at BCC. This spring, we also welcomed two new administrators: Dr. Linda Berry, vice president of instruction and Denise Jennings, interim director of BCC’s Title III. Both have assimilated quickly into BCC’s culture (for Denise Jennings we are simply welcoming her back to her home campus). We wish them a successful spring semester.

We anticipate the transfer of Dr. Mark Swiencicki in fall 2012. Dr. Swiencicki will teach 40 of sociology classes at BCC each semester. We also will welcome two new instructional deans at the conclusion of the spring 2012 semester, after the hiring and selection process is complete.

**Governor’s Budget**

While the Governor’s January 2012 budget is preliminary, there are several noteworthy items in it. The Governor has proposed a tax initiative for the November ballot that would bring $7 billion to California. Even if the initiative passes, it would only restore $218 million to community colleges for existing deferrals. In essence, passage of the initiative would not necessarily guarantee “new” funds for the Peralta Community College District. However, if the initiative fails, Peralta would need to reduce its budget by another $5 million, a potentially dire situation for the District. These proposed cuts are in addition to the massive reductions already in place at Peralta: more than $10 million in 2011-2012 and $12.8 million in 2010-2011. Stay tuned for more budget news.

**Student Success Task Force**

We are anticipating the formal adoption by the state legislature of the Student Success Task Force Recommendations. Several recommendations clearly align themselves with initiatives that Berkeley City College has endorsed such as collaborating with K-12 and forging partnerships with high schools and middle schools. Another important area of the task force recommendations relates to basic skills. The recommendations focus on adoption of innovative practices to aid in the transition of basic skills students to college-level courses. Many of BCC’s programs such as PERSIST and the acceleration initiatives undertaken by the English and math departments have improved course completion and persistence of students enrolled in basic skills courses. We must continue to further develop these innovative practices. The Task Force recommendations support development of alternatives to the traditional basic skills curriculum.

BCC already is well positioned to address this recommendation since many of the innovative practices that were created as part of the Title III grant are well on their way to becoming part of our institutional practices. I know the commitment of BCC’s faculty and staff to student success. I know that faculty senates and faculty groups around the state continue to diligently discuss the implications of the Task Force recommendations. Our role is to be well informed about the recommendations’ implications and to understand areas where BCC is well positioned to address them.

I want to close by reminding the college community that we look forward to the visit from members of the ACCJC/WASC team this spring. Our college has diligently addressed the team’s recommendations. It is imperative that we demonstrate and document our progress in addressing each one. As I said during my opening remarks at our Jan. 19 Professional Day, am proud of BCC for its superlative commitment to excellence, innovation, and dedication to student success.

With gratitude.

Dr. Betty Inclan, President

---

Berkeley City College
2050 Center Street
Berkeley, CA 94704