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Berkeley City College to expand to 2118 Milvia; BUG plans new space allocation

Berkeley City College to expand to 2118 Milvia; BUG plans new space allocation

BCC’s new 2118 Milvia St. facility will house classrooms, offices and meeting space.

BCC business instructor Jayne Matthews, who serves with 18 other faculty, staff, students, administrators and architects on Berkeley City College’s Building Users Group (BUG), recently presented an overview about the group’s latest activities as they continue to plan for space use at the college. The BUG’s primary charge is to provide advice and recommendations to the president on how to design and use the space at BCC’s new 2118 Milvia building. Several design principles they have already agreed on include:

- Add as many 1000 sq. ft. of assignable classrooms which will equal six to eight general classrooms gain for the college; each will accommodate 40 to 50 students;
- Promote robust traffic and lively student life; and
- Focus on program requirements and needs.

Extensive input.

“We are asking for a lot of input from others and as part of that, our vision is that we will gain six to eight more classrooms that will seat 40 to 50 students each,” Matthews explained. “We also want to make the whole building and new site student-friendly.”

BCC BUG members are:

Tram Vo-Kumamoto, vice president, instruction (VPI); Shirley Slaughter, director, business and administrative services; Josefina Baltodano, interim vice president, student services; Lisa Gwyn-Laigo, staff assistant to the VPI; Jennifer Lenahan, coordinator, Veterans Affairs; Ari Krupnick, philosophy instructor; Jayne Matthews, business instructor; Linda McAllister, sociology instructor; Ralph Smeester, assistant chief stationary engineer; Kaydee Miller, student, Associated Students of Berkeley City College (ASBCC); Dave

(see p. 8, column 2)
Did you know?

Friday, Mar. 25 is Cesar Chavez’s birthday observance, a holiday?

•

Cal Day is Saturday, April 16?

•

April 23 is the last day for students to withdraw from classes and receive a “W” on their transcripts?

•

Friday, May 20 is Malcolm X’s birthday observance, a holiday?

•

Final Exam Week is May 23-27?

•

BCC’s 2016 Commencement is 7 p.m., Thursday, May 26, 2016 at UC Berkeley’s Zellerbach Hall Auditorium?

An interview with Krista Johns, J.D.

by Krista Johns, J.D., Interim President

Krista Johns, J.D., began her interim presidency at Berkeley City College in February. It marks the second time she has served as an administrator at the college. From 2009 to 2012 she was vice president of instruction here. Before her assignment to BCC, Dr. Johns served as vice president for policy and research at the Accrediting Commission for Community and Junior Colleges (ACCJC).

Her extensive experience in higher education includes service as dean of English and business at Pleasant Hill’s Diablo Valley College (DVC), where she managed the college’s English and business divisions, as well as its hotel and restaurant programs. While there, she also administered federal grants and was responsible for facilitating integration of academic and student services.

Dr. Johns holds a bachelor’s degree in political science from the University of Wisconsin, Parkside (Kenosha, WISC) and a Juris Doctor degree, with honors, from IIT/Chicago-Kent College of Law. She answered questions about how she views the college, its future and its role in the lives of students, faculty, staff and the community.

What are your thoughts on returning to Berkeley City College?

I was thrilled to have the opportunity to return to Berkeley City College as interim president. Though in an interim role, I have two or three months to share my feelings and vision about where we would like to move. I would like to hear from everyone and share with everyone so that we do not slow down during our transition.

How has the college changed since you were last here?

The number of full time faculty has doubled since I was last here and BCC recently purchased a building. Other than that, it is surprising how much the college still is the same. Berkeley City College has a feel—an energy—that represents a passion about serving students. As busy as everyone is, even with an increase in staff, the commitment to students does not seem to have changed. That is the part of BCC we want and we need to honor it.

What do you see for the college’s future and how changes in educational policy and direction can possibly affect that future?

With pressures from external environments—state and federal—to have accountability measures, the temptation for community colleges may be to give up adherence to their mission and vision in exchange for pushing those external outcomes. We need to be sure that our work remains directed in service to our mission and our students first, even as we strive to meet goals and learning outcomes. It will be a continual challenge.

What do you think about the college’s plan, specifically tailored to their goals, that allows them to take best advantage of the resources, transfer institutions to meet present and future challenges?

In what direction might the college move to meet present and future challenges?

Colleges must continually forge relationships with the community and with our K-12 partners. For BCC, we should reach out, particularly in Albany, Berkeley, Emeryville and Oakland, our service areas. We also must continue to strengthen our relationships with transfer institutions to meet our students’ needs. The objective of many of the student success initiatives is to do “mass customization,” where each student will have an individual education plan, specifically tailored to their goals, that allows them to take best advantage of the resources, and services.

For example, a department in the State Chancellor’s Office identified 22 outcomes they wanted to track for community colleges. For a college of BCC’s size, a bureaucracy would need to spring up just for tracking, reporting and publishing of those outcomes.

Colleges might be inclined to say why work on our own goals if someone outside is dictating what we need to track and follow? It is a leadership challenge to make the case about why we need to adhere to the college’s mission, vision and values, and use them in understanding the external mandates so they do not undermine how we serve our students and meet their real educational needs.

BCC Today

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Berkeley City College is part of the Peralta Community College District which includes College of Alameda, Laney and Merritt colleges.
Krista Johns, J.D. announces 2016 BCC President’s Awards

BCC Interim President Krista Johns announced the college’s 2016 President’s Award winners at a Town Hall meeting in the college’s auditorium on Wed., Feb. 24. The President’s Award, a long-standing tradition at Berkeley City College, recognizes exemplary service by BCC employees.

Nominees must consistently demonstrate the highest level of support in alignment with Berkeley City College’s Mission, Vision, and Values. They also must demonstrate synergy and teamwork within the college community and promote innovation and collaboration.

Awardees will participate in a luncheon in their honor later this spring. This year’s winners are:

Administrators
• Antonio Barreiro, Interim Dean of Academic Pathways, Workforce Development and Student Success
• Dr. May Chen, Vice President of Institutional Effectiveness

Counseling Faculty
• Denise Jones, Counselor
• Christina Taing, Counselor and Learning Communities Coordinator
• Hermia Yam, Counselor

Instructional Faculty
• Jennifer Braman, Instructor, Art
• Carol Copenhagen, Instructor, Humanities and Spanish
• Daniel Najjar, Instructor, Mathematics
• Adan Olmedo, Instructor, English

Classified Staff
• Ramona Butler, EOPS Coordinator
• Nancy Cayton, Staff Assistant, Office of Instruction and ASL Interpreter
• Natalia Fedorova, Lab Coordinator, Science Department
• Allison Green, Library Assistant
• Dolores Harshaw, DSPS Staff Assistant
• Javier Lopez, Storekeeper
• Joanna Louie, Senior Staff Services Specialist/Fiscal, Business Office
• Jasmine Martinez, Staff Assistant to the Vice President of Student Services
• John Pang, Supervisor, Business Office
• Cynthia Reese, Executive Assistant to the President
• Kwisuk Sanchez, Evening Custodian
• Karen Shields, Duplicating Center Coordinator
• Alejandria Tomas, Curriculum and Student Learning Outcome and Assessment Specialist
• Andrea Williams, Front Desk Staff, Counseling Center

Students
• Brianna Rogers, President, Associated Students of Berkeley City College (ASBCC)
• David Ivan Cruz, Student Worker and ASBCC Senator
• Samantha Rushing, ASBCC Secretary and Council Member

“Critical Voices” exhibit focuses on social justice, environmental awareness

Social justice and environmental awareness are themes of “Critical Voices: Focus 2016—Social (In)Justice,” a Digital Arts Council-sponsored exhibit in Berkeley City College’s Jerry L. Adams Gallery, 2050 Center St., 1st Floor at Berkeley City College. Works by faculty, students and staff will be on display through Sat., Apr. 16.

The exhibit is dedicated to issues of social justice and environmental awareness. It conveys social critiques and comment on issues that deserve our attention.

Dr. Josefina C. Baltodano appointed interim VPSS

Josefina Castillo Baltodano, J.D., was appointed interim vice president of student services at BCC in February. While she brings many years of distinguished administrative experience in higher education to her latest post, Dr. Baltodano first and foremost is committed to creating a supportive environment of excellence and equity to help students experience success in college and beyond.

“I always wish students the very best because they deserve the very best,” Dr. Baltodano asserted. “After they graduate from BCC, they can proudly wear the cloak of their BCC experience and pay it forward by giving back to their families, their communities and their world.”

She is enthralled by BCC’s cosmopolitan culture and how students, faculty and staff fuse the best of Berkeley’s intellectual, activist, altruistic and social justice elements.

“I like it here,” she admitted. “The students, faculty and staff are brilliant, dedicated, diverse, committed, and they know where they want to go; they are aware of what is going on in the world, excited about their career aspirations and want to change the world for the better.”

During her multifaceted career in higher education, Dr. Baltodano served more than 20 years at UC Berkeley in teaching and administrative posts. She was senior associate for external relations at UC’s Center for Studies in Higher Education and founding executive director of Cal’s Executive Leadership Academy, a program that provides insights and experiences for those who wish to advance to high-level leadership positions in colleges and universities.
New BCC center serves, assists college’s undocumented students

Berkeley City College’s (BCC’s) Undocumented Students Center, which opened in fall 2015, meets the needs of a growing student population at Berkeley City College. Similar centers have opened on community college and university campuses throughout California.

BCC counselor Gabriel Martinez, along with faculty, staff and administrative colleagues, advocated for this resource from the time he arrived at the college in fall 2013. He was a lead member of BCC’s Undocumented Students’ Task Force when it formed the next year.

Collaborative effort.

“The goal was to bring together students, faculty, administrators and staff to talk about how we could improve services for undocumented students,” he recalled. “Gabe Winer and Laurie Brion were aware of undocumented students in their ESL classes and these students often didn’t know how to ask for help.” He credits Dr. Carlos Cortez, BCC’s former Dean Of Academic Pathways, Workforce Development and Student Success, with strong advocacy and support for creating the center.

Prior to starting at BCC, Martinez provided counseling throughout the Bay Area to undocumented populations, working adults, and at-risk youth. He notes that people at the college were supportive at all levels. A variety of factors at first caused a lack of participation among undocumented BCC students.

“We organized our program to make things safer for them, so that students would come forward and ask for the help that they needed,” he said. “The focus is on creating an even smoother process with regard to registration, financial aid, counseling and peer support.”

Martinez pointed to Carlos Farias and Paula Munoz, two BCC alumni who were undocumented students who recently became 2015-16 Dalai Lama Fellows. A global initiative authorized by His Holiness the Fourteenth Dalai Lama, the program has built a worldwide network of young social innovators who work for peace, justice and ecology on their college campuses and in the community. Dalai Lama fellows work toward creating a world centered on the good of the whole as well as of the individual.

Changing laws.

One of the challenges at BCC’s or any undocumented students center is to keep up with the changes in immigration law. Those who work with these students must be careful to give basic information and to know when to refer them for legal counsel.

Martinez explained that all four of the Peralta colleges and the District Office are working toward clearer guidance on district policies regarding undocumented students, including those who wish to transition from local adult school programs.

“The question is how can we stay in line with California Department of Education policies and follow the state’s laws pertaining to undocumented students,” he asked. “We need to keep our doors open as much as possible.”

(see p. 5, column 1)
College center assists undocumented students
(from p. 4, column 3)

Erika, a sociology major who requested that her full name not be used, is an activist who helps students at BCC’s center. She enrolled at BCC as an ESL student but then decided to earn a college degree. “Education is a right for everyone and no one should be afraid to grab a book,” she said. “Students need to feel that when they come to school, they will not be harassed or deported.

“The center at BCC makes you feel at home and the people allow you to be who you are,” she continued. “They show you how to fill out applications and it is a place where you can get together with other students who share your concerns.”

Sharing and service.

Political science major Carolina Martinez agrees. “When I came to BCC, I only had my GED,” she recalled. “The center is community and if you find people who understand your struggle, then you do not feel alone and isolated.” BCC’s Student Ambassadors soon will receive training on how to best connect with and serve undocumented students. Meanwhile, college counselors are ready to provide assistance.

“If a student stops by my office, I can usually determine their status by asking questions,” Martinez explained. “I always inform them of the resources available to them. One of our challenges as counselors is to be aware of the various needs of our undocumented students, and of the range of resources that are available to serve them.”

Pressures increase.

Beginning in January 2016, the Obama administration resumed mass deportations of undocumented immigrants. ICE raids have increased throughout the United States, even though cities like Berkeley, Los Angeles, Oakland and San Francisco have declared themselves sanctuary cities.

“People need to be trained about what to do if ICE comes to their house,” asserted Carolina Martinez. “Many young community members are finding out what to do and there always will be some fear but fear is being replaced by education, action and organizing against misinformation and injustice.”

Martinez added that more scholarships should be available. “Some undocumented students are not eligible for financial aid and grants, so they work long hours to pay for classes, then go home and take care of their families, then come back to school.”

He noted that BCC started a Dreamers Scholarship through the Peralta Colleges Foundation and students should be made more aware that it exists. Better understanding.

Meanwhile, members of BCC’s learning community, with a better understanding of the problems faced by undocumented students, are referring them more to the center.

“I want them to not be afraid to go to the center and I want them to feel free,” Erica said. “It’s important to demystify undocumented people; they want the American Dream just like anyone who wants to live here, and they are ready to do what it takes to be here. We want to work, make our lives better, get an education and contribute to society.”

Governor’s budget signals possible economic downturn

Gov. Jerry Brown’s proposed 2016-17 state budget signals that all may not be well with future financing for California’s community colleges. As a matter of fact, state revenue projections seem poised to slow in the next three years, This will lead to belt-tightening activities on the part of the state’s community colleges.

Ron Little, PCCD’s vice chancellor of finance and administration, presented a sobering picture for community college at a BCC town hall meeting held Wed., Feb. 24.

After a review of state and national economic and employment outlooks, Little focused on the governor’s proposed state budget. For higher education, the budget proposal includes:

• $71.6 billion in Prop. 98 funding, a 4.7% increase from 2015-16;
• A $5.4 billion funding increase for K-12 and California community colleges;
• $30 billion in total funding for higher education;
• Base augmentations of 5% to UC and CSU to avoid student fee increases.

Proposed funding for the state’s community colleges includes:

• $114.7 Million for Access/Restoration; (PCCD Eligible for Approximately 350 FTES of Restoration);
• $29.3 Million (or 0.47% COLA—PCCD Share is Approximately $525,000);
• A $76.1 Million Mandate Reimbursement—One-Time Discretionary Funding to Assist Colleges with Increased Operating Costs, Including STRS & PERS Increases, Technology, Security, etc. (PCCD Share is Approximately $1.2 Million)
• $285 Million for Student Services
• $185 Million for Student Equity
• $50 Million for Basic Skills
• $200 Million for Workforce/Economic Development
• $48 Million for CTE Pathways
Andre Singleton named director of student activities, campus life

Andre Singleton is BCC’s new director of student activities and campus life. Originally from Michigan, Mr. Singleton moved to the Bay Area in 2006.

“I want to be an advocate for students, foster student development and personal growth, and contribute to students’ education by providing an out of class environment that empowers them to maximize their potential,” he said. “We are committed to diversity and inclusion, community involvement, student support, and to being an overall resource for BCC students.”

Singleton’s eight-plus years of experience in higher education allowed him to build a solid foundation around his understanding of admission, enrollment management, program development, and student affairs. This is his first position in a community college setting.

“I am extremely excited to learn and help BCC students achieve their educational goals,” he said. “It is important to provide teachable moments in leadership development and to help them benefit from this special time in their lives.”

Singleton earned a bachelor of science degree in interdisciplinary human and health services from Western Michigan University and a master of science degree in higher education administration with a concentration in student development from Drexel University.

College opens health center; names

Janine Greer mental health counselor

- Berkeley City College’s health center added a mental health component this fall as part of a comprehensive plan to provide health services for students.
- Janine Greer, BCC’s first full time mental health counselor, is excited about its prospects. Services that were formerly nonexistent or sporadic, now will be available to all students who can benefit from them.

“I want our students to be infected with wellness,” Greer asserted.

Diverse experience.

- Her experience in the mental health profession is well rounded and diverse with a background that includes work in foster care, child protective services, family stress counseling, and student mental health.
- Transferring from City College of San Francisco to the University of San Francisco, Greer earned a bachelor of science degree in psychology and a master’s degree in organizational behavior.
- “My first job out of college was as a case manager and therapist at a family stress center in Concord,” she recalled. “We helped parents who had difficulties with their kids and visited their homes.”
- Healing tools.
- Later, as a drug treatment counselor, therapist and case manager, she also helped to establish programs for women so that their under five-year-old children could remain with them.
- What does she consider the best way to help people restore their mental health and heal?

“People need to identify the stressors in their lives,” she noted. “They affect depression, cholesterol levels, and other mental and physical health indicators.” She plans to work with students and faculty to create a wellness app.

Future plans.

- Workshops for faculty and staff on mental and physical health also are part of the center’s future. “We want to create a holistic atmosphere where mental health can thrive at all levels of the college; Berkeley City College is a great place to provide these services.”

Janine Greer mental health counselor

BCC counselor Janine Greer wants students to be “infected with wellness.”
Valued BCC resource eases transition for returning U.S. Armed Forces veterans

Since BCC’s Veterans Center opened in spring 2015, it has served several hundred U.S. Armed Forces veterans who have returned to or have entered college for the first time. Jennifer Lenahan, Veterans Center coordinator and Amy Herrera, Veterans’ Center counselor, have seen to it that necessary services and support that ease their transition to civilian life are available to all who seek assistance. The center, now at BCC’s 2070 Allston Way South Campus, may move to Berkeley City College’s main campus this summer. Plans are in the works to have it open 8 a.m. to 5 p.m. daily and two nights a week. The center will be staffed by veteran student workers.

Highly successful veterans centers at many community colleges are located next to counseling and disabled student services. All three work in concert to create a holistic set of services for veteran students.

“They need a study area and a place to talk and receive services,” Lenahan said. “Many veterans have problems with the paper work they need to complete when they first arrive. Here, they find assistance, counseling and help with creating education plans, tutoring and fellowship with people who have had similar experiences.”

Many veterans who arrive at community colleges are transitioning from a highly structured life—where every minute of time is accounted for—to an unstructured setting where they must set their own schedules and develop new time management skills.

“We’re working with BCC’s Building User Group (BUG) to ensure that the services we provide to veteran students are well-coordinated,” she explained. “It would be ideal if the center moved to the counseling area at 2050 Center St. so that disabled student services, counseling and veterans’ services could be in one place.”

BCC began veterans counseling in 2009 with approximately 60 veterans and by the beginning of 2016, had created a Veterans Center that issued benefits to about 250 students. Many have been deployed overseas while others served at home in the United States.

“We’ve added two math tutors and an English tutor, and the vets have started a thriving BCC Veterans Club as part of the ASBCC,” Lenahan observed. “With funding from Student Equity and Student Success and Support Programs (SSSP), we plan to start a veterans mentor program, create a student handbook and initiate a recognition program for faculty, staff and administrators who are veteran-friendly.”

Lenahan explained that about 80% of veterans who attend BCC receive services from the U.S. Veterans Administration. BCC is connected to the Oakland Veterans Center and they work together to provide comprehensive services.

“We need to make clear our separate functions and understand what veterans need when they are here,” she said. “The important thing is that they have transition services that will help them succeed in college and we’re providing them to an increasing number of students.”

For information about BCC’s Veterans Center and its services, contact Jennifer Lenahan at jlenahan@peralta.edu.

Governor presents state, community college budget proposals

(from p. 5, column 3)

- $289 for Maintenance and Instructional Equipment (PCCD Share is Approximately $4 Million)
- $45 Million for Prop. 39 Clean Energy Act (PCCD Share is Approximately $350,000)
- $10 Million for Institutional Effectiveness
- $39 Million for Cal Grants
- $25 Million for Innovation Awards
- $500 Million for Adult Education

An approximate summary of estimated 2016-17 state funding for Peralta showed that the District could receive:

- $525,000 in Ongoing Unrestricted Funding
- $1.2 Million in One-Time Unrestricted Funding
- $4.5 Million in One-Time Restricted Funding
- TBD—Ongoing Restricted Funding

Meanwhile, since enrollments are down (currently at 18,500 FTES) district wide, PCCD stands to receive a reduced amount of state funding over time unless it can generate more FTES. And a partial sunsetting of Prop. 30 could cost Peralta up to $1.75 million. Offsetting part of that loss is revenue from international student tuition, which is at $900,000 this fiscal year.

But Peralta must find funds for increased expenses next year. These include:

- $975,000 for PERS/STRS Contributions
- $1.1 Million for Employee Step and Column Increases
- $450,000 for Unbudgeted, Ongoing Expenses

In the plus-column, helping to offset these costs are:

- An $800,000 Reduction in OPEB Bond Debt Service
- A $500,000 Draw Down from PCCD Reserves to Fund PERS and STRS
- $525,000 in Ongoing Unrestricted Funding

All told, Peralta may have a $350,000 budget gap in FY 2016-17. However, more work remains for PCCD’s Budget Allocation Model Task Force and the picture may change with the May budget revise and statewide efforts to continue Prop. 30.
Introducing Dr. Tanya Moore, interim dean of special projects, grants

Dr. Tanya Moore, Berkeley City College’s interim dean of special programs and grants, grew up in Berkeley. Her mother was a student at Vista Community College, BCC’s predecessor. A graduate of Berkeley High School, she entered college intent on a major in psychology but also found that she possessed an affinity for mathematics after one of her professors at Atlanta’s Spelman College suggested she consider an engineering or mathematics career.

“While at Berkeley City College, my goal is to lend my experience working with community partners, build relationships and expand the college’s current partnerships,” she explained. “I want to continue to foster BCC’s spirit of innovation and push the envelope with regard to what we can do for our students. How can we do things better and maximize student success?”

Dr. Moore notes that BCC students and faculty understand that education is a pathway to opportunity and a better life. “Many students are in different life stages,” she said. “There is a richness here that is exciting and energizing with a sense of hopefulness for the future.”

Introducing Dr. Tanya Moore (see p. 10, column 2)

Space is final frontier for BCC’s BUG

(from p. 1, column 2)

Ivan Cruz, student, ASBCC; Johnny Dong, program specialist, Office of Instruction; Janine Greer, counselor, Mental Health; Atheria Smith, PCCD facilities planning and development manager; Sharon Millman, facilities project manager; Chris Noll, principal in charge, Noll & Tam Architects; Merideth Marschak, principal, project manager, Noll & Tam Architects; Anita Lee, project architect, Noll & Tam Architects; and Jane Catalano, interior designer, Noll & Tam Architects.

“BUG members have met with everyone at the architectural firm who is involved with the project,” Matthews said. “At BCC, we’ve sent surveys to people in their departments and asked questions like what do you look for in a classroom and also have asked for feedback at college professional days.”

Plans for several BCC town hall meetings this spring, where BUG members will present what the group has accomplished so far and will ask for continued feedback, also are underway.

South Campus move.

But that is not the only location change BCC can expect this year. BCC will vacate its 2070 Allston Way South Campus to move into leased space at 2000 Center St., next door to its current main building.

“Everyone at the South Campus will have a new home this summer, either on Center or Milvia Street,” Matthews noted. “The South Campus building will be demolished for condominium and retail space.”

At the BUG’s last meeting, architects brought a list of all space at BCC’s 2050 Center St. campus, and at its 2070 South Campus annex. The group then discussed possibilities for space use at Center St., and at the new building at 2118 Milvia St.

“One of the things we talked about was function,” Matthews explained. “For example, admissions, counseling, the science labs and art studios definitely will stay at 2050 Center St. But what about space that is here or would better serve students elsewhere?”

Close cooperation.

Veterans work very closely with BCC counselors and Disabled Students Programs and Services, so perhaps a Veterans Center would best be placed in the second floor counseling area. The same might hold true for an International Students’ Center. Anyone who has to interact with the counselors perhaps should be in the same area with the counselors.

“One thing under discussion is the possibility of moving the bookstore to the ground floor of the new building and opening it to the public,” Matthews noted. “The other thing that came up is the need for one-on-one meeting space with faculty and students, as well as the need for additional study space and quiet space for individual students and small groups. If the bookstore moved, the area could be converted to study spaces and common use rooms but that’s not final.”

As a next step, the architects will send Requests for Proposals (RFPs) for contractors’ bids. Those hired will build out the new classrooms, offices and other space in the new facility.

“So far, the only thing we’ve committed to is the increase of six to eight classrooms net and the health center location, which will be in the new building because some of the funds to purchase the new building were from the health center,” Matthews said. “Space is still at a premium, even in the new building, and that’s why this is such an important process.”

Introducing Dr. Tanya Moore (see p. 10, column 2)
Why does institutional planning play such an important part in anticipating future developments?

So much of what we face with regard to internal and external challenges either happen in recurring cycles or they are things we can predict by observing external and internal factors that impact us. As an institution, we can either wait for a situation to occur or instead anticipate what could happen, then find new or better ways to reach our community. Planning allows us to gather the best wisdom from across the college community to address the needs of students and to respond to internal or external factors which may affect them.

How does accreditation fit into the college’s planning processes?

BCC’s accreditation is on track. The spirit of accreditation is to provide ways in which individuals can come forth with suggestions to improve something at the college or identify areas where the college can improve or perform more robustly. The college, in response, says let’s see what we can do to be proactive in addressing these issues to create continuous improvement. Accreditation also guides us when we ask what do we want Berkeley City College to be in light of continuous quality, accreditation standards and our own mission.

Why is research important to the college’s planning process?

The goal of research is to allow the institution to be attentive to what it has accomplished and to evaluate its impact in a variety of areas. It allows us to use data to examine what we do in key areas and the results that occur because of our work. Planning should be informed by measurements of how we are doing. Data is used to shape the institution’s narrative to ensure our BCC story comes out of what we actually do.

What are some important tools that can best help BCC meet its strategic goals and ensure student success?

We have tools and processes at BCC that are highly successful. We have taken a close look at what has created increased student success. For example, the First Year Experience (FYE) Program boosted levels of participation and engagement on the part of first year students. After going through the program, students realized that they were able to continue in college, complete their certificates or degrees, and then transfer. They have succeeded because of the support that an FYE Program gives them. The college also has placed a heavy focus on Student Education Plans (SEPs) and Orientation, along with other interactions with counselors, peer advisors and faculty advisors. Those are real contributors to student success.

Our internal processes demonstrate an institution that focuses on what we are trying to achieve and facilitates our ability to regularly examine ourselves and our processes to measure if we are achieving what we should. As we institute change, it should be as a result of our findings, and our collective deliberation and wisdom.

What have you observed about BCC students and its learning community?

What I have seen in students since I was last here is that they seem more directed toward a goal. They are still very active, chatting, talking, participating in activities, but they have a focus on achievement. I am proud of them for making that shift. They have found ways to maintain a state of relaxed alertness and that is a good thing for students as well as for those of us who work here. If we express stress and pressure, it diminishes our function. We as a college community need to be mindful of what we are projecting because it becomes absorbed by our students.

What are your observations about the college’s faculty and staff?

Faculty and staff are the lifeblood of the college. BCC is not homogenous in look, tone, sound or attitude. We have tremendous diversity and that is one of the dynamic ingredients that makes the college thrive.

What do you see as BCC’s role in the community and why is building and sustaining community relationships important for the college?

We need to have sustained connection with educational partners and community organizations and with agencies that have a mission of helping young people to succeed. Businesses and other organizations are willing to commit funds to support the college’s activities. They want to find a way to support us or have members who want to volunteer for us. We should find ways for more people to have a role in helping us and our students. We need to make it easier for our communities to help and at the same time, we should continually assess what we can do for the community.

What are your views on the importance of education at all phases of life?

If we didn’t believe in continuous learning, for our students and in our own work, we would be living on borrowed time. We all need to continue to develop, learn and build or strengthen competencies throughout our lives. Our students enter BCC at all ages and in all phases of their lives. We should always be able to ensure them that we can help them meet their educational goals, no matter when they enter BCC or no matter where they are in life.

What have you learned in your career that helps you in your role as interim president of BCC?

I’ve learned that we never know when we will need to call on our educational experience, or past career experience, to use in a particular professional situation. I have learned that you need to be prepared to offer everything you have, whether you are an interim or a permanent administrator. You can use your abilities to support what happens and either build up those around you or become a distraction to the organization. I have reached a point where I feel I am prepared to be of help at BCC.
BCC Today

BCC Calendar

March 14-April 2, 2016

• Mon., March 14—
  10-11 a.m., OSPG Meeting, Rm. 451B

• Tue., March 15—
  9 a.m.-2 p.m., Interviews, VPSS, Rms. 451A
  Noon-1:30 p.m., Deans Meeting, Rm. 451A
  Noon-1:30 p.m., Carnaval, BCC Atrium
  2-3:30 p.m., Student Services Council, Rms. 451A&B

• Wed., March 16—
  9 a.m.-10:30 p.m., President’s Cabinet, Rm. 451A
  9 a.m.-2 p.m., Interviews, VPSS, Rms. 451A
  10:30 a.m.-Noon, Leadership, Rm. 451A
  Noon-1:30 p.m., Student Ambassadors, Rm. 451A
  1:30-3:30 p.m., Building Users Group, Rm. 451A
  5-6 p.m., Digital Arts Council, Rms. 451A&B

• Thu., March 17—
  10-11 a.m., Student Access/Equity,
  South Campus, Rm. 204
  10 a.m.-Noon, L. Ruberto, Rm. 451B
  10 a.m.-Noon, Curriculum, TLC, Rm. 341
  10 a.m.-Noon, PIE, TLC, Rm. 341
  10:30 a.m.-Noon, Grant Training, Rm. 451A
  Noon-4:30 p.m., Interview, Rms. 451A&B
  4-5 p.m., Grievance Meeting, Rm. 451B
  5:30-10 p.m., Microsoft Group, Rms. 451A&B

• Fri., March 18—
  9 a.m.-5 p.m., Interviews, Rm. 451B
  5-10 p.m., Author Mohammad Ohmer, Middle
  East Children’s Alliance, BCC Auditorium/Atrium

• Monday, March 21 thru Sun., Mar. 27
  Spring Break

• Mon., March 21—
  10-11 a.m., OSPG Meeting, Rm. 451B

• Tue., March 22—
  Noon-1:30 p.m., Health/Safety Committee, Rms. 451A&B

• Wed., March 23—
  Noon-1:30 p.m., Student Ambassadors, Rm. 451A
  1:30-3:30 p.m., Building Users Group, Rm. 451A
  6-9 p.m., Author Mohammad Ohmer, Middle
  East Children’s Alliance, BCC Auditorium/Atrium

• Thu., March 24—
  10-11 a.m., Student Access/Equity,
  South Campus, Rm. 204
  10 a.m.-Noon, Counselors, Rm. 451A
  3-4:30 p.m., Classified Senate, Rms. 451A&B

• Fri., March 25—
  Holiday—Cesar Chavez Day

• Mon., March 27—
  10-11 a.m., OSPG Meeting, Rm. 451B
  4-5 p.m., TRC, Rm. 451B

• Wed., March 30—
  9 a.m.-10:30 p.m., President’s Cabinet, Rm. 451A
  Noon-1:30 p.m., Student Ambassadors, Rm. 451A
  12:30-2:30 p.m., Interviews, Rms. 451A
  1:30-3:30 p.m., Milvia Street Group, TLC, Rm. 341
  1-5 p.m., Dean Interviews, Rm. 451A
  7-8 p.m., “Ethybotanical Contributions
to Human Health”, BCC Auditorium

• Thur., March 31—
  10-11 a.m., Student Access/Equity,
  South Campus, Rm. 204

• Fri., Apr. 1—
  12:30-1:30 p.m., Facilities Meeting, Rms. 451A&B
  6-9 p.m., Arab Film Series, BCC Auditorium

• Sat., Apr. 2—
  7:30 a.m.-5 p.m., District 14 National Student
  Advertising Competition, Atrium/Auditorium/
  Classrooms

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Introducing Dr. Tanya Moore

(from p. 8, column 1)

Many women, she observes,
tend to fear math, even though they
usually don’t start that way. “When
female students are younger, studies
show that the fear doesn’t exist but
when girls get to middle school, a self
consciousness around how they do in
the classroom develops; with math,
stereotypes about what is expected
of some students in their careers
tends to prevail. Adults tend to pass
on these ideas, either consciously or
unconsciously.”

Prior to assuming her post
at Berkeley City College, Dr. Moore
worked with the City of Berkeley’s
Department of Public Health and
taught math at Chabot College and at
San Francisco’s Presidio School of
Management. “I’ve worked in different
areas: Public health, chronic disease
prevention and education. While with
the City of Berkeley, she coordinated a
variety of collaborative projects which
included the city, the Berkeley Unified
School District, Berkeley City College,
UC Berkeley and many nonprofits.

Dr. Moore was chosen by Oprah
Winfrey to be one of 80 trailblazers
(chosen out of 3,000 candidates
nationwide) who were featured in the
November 2015 issue of “O” Magazine.
She was chosen for the award at New
York’s June Women Rule conference for
founding Infinite Possibilities, a math
conference for minority women and
girls who are interested in mathematics
and statistics careers. There have been
two conferences so far, one in Atlanta
and another in North Carolina. They
were attended by 350+ girls and women.
Infinite Possibilities is the first conference
of its kind in the nation.

Dr. Moore earned graduate
degrees in mathematics at Johns Hopkins
University (Baltimore) and at UC
Berkeley. She applied her knowledge
to research in biostatistics, health and
community well being. “Math is such
a big issue now that it either propels
students forward in their education or
acts as a huge barrier,” she noted. “Some
people are good at math while others are
told that they don’t have the potential;
and adults do a disservice when they
convey that message to youth.”