BERKELEY CITY COLLEGE
1974
TRANSFORMING LIVES

BERKELEY CITY COLLEGE

PARTICIPATORY GOVERNANCE HANDBOOK

EDUCATION FOR EVERYONE

BERKELEY CITY COLLEGE PARTICIPATORY GOVERNANCE HANDBOOK

Adopted: December 16, 2019

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MISSION

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. The College achieves its mission through instruction, student support and learning resources which enable its enrolled students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

Adopted by the Peralta Community College District Board of Trustees
April 12, 2016

VISION

Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation and transformation.

VALUE

Berkeley City College embraces values which allow all members of our college community to grow and thrive. Our values include the following:

- *A Focus on Academic Excellence and Student Learning*
  We value our students' varied educational and experiential backgrounds and learning styles, as well as educational objectives.

  Strategic Intention: Berkeley City College faculty use teaching and learning strategies that respond to the many different needs of Berkeley City College students. The college's scheduling and delivery methods are responsive to students' needs for access, convenience, and different learning styles.

- *A Commitment to Multiculturalism and Diversity*
  We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty, and staff.

  Strategic Intention: Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism. Berkeley City College hires faculty and staff that reflect the diversity of its communities and students.

- *A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.*
  We value the fact that students live and work in an increasingly complex society and world.

  Strategic Intention: Berkeley City College faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

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- *A Commitment to a Quality and Collegial Workplace.*
    We value the high quality that characterizes everything we do.

    Strategic Intention: The college implements review and improvement processes that constantly improve quality. The college develops leadership skills and respectful, close ties among all employee groups, continuously improving the institution.

- *The Importance of Innovation and Flexibility*
    We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.

    Strategic Intention: We celebrate the maverick attitude which challenges conventional ways of viewing life.

Berkeley City College's mission statement defines the college's broad educational purposes, emphasizing that the college mission is "to promote student success, to provide our diverse community with educational opportunities, and to transform lives."

Institutional Learning Outcomes
- Communication
- Computational Skills
- Critical Thinking
- Ethics and Personal Responsibility
- Global Awareness and Valuing Diversity
- Information Competency
- Self-Awareness and Interpersonal Skills

Berkeley City College's Education Master Plan (EMP) for 2016-2021 is to achieve equity and to eliminate the education gap in student access (participation), learning, completion, and success with exemplary programs and to provide a way to ensure the college's energies are directed toward the success of all students. BCC recognizes that the equity gap is deeply influenced by higher education practices, many of which have remained unchanged, at the core, over the past half-century. No significant progress can be made in eliminating the equity gap until the college takes ownership of the issue and adopts institutional and pedagogical procedures and processes specifically designed to achieve equitable outcomes across all student populations.

We will strive to achieve equity and eliminate the education gap by developing a two-year strategic plan with measurable indicators that are aligned to the EMP's five goals:

(I)   **Strengthen Resilience**
(II)   **Raise College Competence**
(III)   **Enhance Career-Technical Education Certificates and Degrees**
(IV)   **Increase Transfer and Transfer Degrees**
(V)   **Ensure Institutional Sustainability**

The BCC 2018-20 Strategic Plan's indicators of excellence highlight the college's commitment to advancing equity and drive the development of performance indicators for assessing the college's progress toward achieving the five college goals. Meeting each goal optimally will require demonstrating the progress of all indicators incrementally each year across the institution's programs. Achievement of the equity-based performance indicators will also have a measurable impact on the college's overall student success.

To achieve the targets of our 2018-20 Strategic Plan indicators of excellence, Berkeley City College will apply the following strategies:
1. Utilize researched based best practices to increase student access (participation), learning, completion, and success with exemplary programs that include:
   - Utilizing previous learning experiences for placement
   - Guided exploration for undecided students
   - Clearly delineating program requirements (default course sequence)
   - Developmental education transformation
   - Providing proactive, embedded and integrated student support
   - Maximizing and enhancing learning communities
   - Increasing student engagement in support and instructional services.

2. Develop integrated communities of practice aligned to the students' educational pathways to provide more connected learning experiences inside and outside of the classroom;
3. Incorporate technology tools to communicate, support and customize the student experience;
4. Develop data infrastructure to track and evaluate student and program progress;
5. Develop mechanisms to assess the student experience to ensure quality programs and services.

Data Sources: BI = Business Intelligence Tool   DM = CCCCO Datamart   PS = PeopleSoft Query   SS = Student Success Scorecard   UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning   GP = Guided Pathway   SWK = Strong Workforce   PRK = Perkins   LTY = Lottery

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GOAL I: Strengthen Resilience: Strengthen BCC students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.

Related Activities & Impact:

A. Ongoing Assessment of Student Services Model Adopted in 2016-18 strategic goals, Continue Super Saturdays, College and Career Fairs, Transfer Fairs, Health Fairs, Campus Resource Fairs, Website Refresh/Redesign, Develop and Implement a Strategic Marketing and Outreach Plan (PIO & Dean of Enrollment Services), Expand Instructional Outreach to New Learners in Industry and Educational Partners

B. Continue Monitoring SEP Completion

C. All Learning Communities (LCs) and Promise Students receive comprehensive SEPS in their first 2 semesters. (IP)

D. Implement Scaling Strategies for Learning Communities focused on increasing African American, Hispanic, Older Adult enrollment

E. Establish and assess methods for ensuring all incoming students are introduced to academic and support services such as the Library, Learning Resource Center, Career and Transfer Center, and Wellness Center within their first year

F. Continue Starfish Early Alert Implementation to continue Follow Up Contacts

G. Continue Faculty Advising Coordination and Assessment

H. Increase dual enrollment (IP)

I. Standardize follow up for students with no SEP, no major, and academic standing (IP)

Indicator A. Increase student participation in BCC (instructional and student service) programs that lead to the completion of a certificate, degree, or transfer by 3% with the goal of increasing African American participation to 19.5%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Enrollment (BI)	11,349	2,156		11,313	
African American Enrollment (BI)	17% (N=1,929)	19% (N=2,156)		19.5% (N=2,313)	
Hispanic Enrollment (BI)	26% (N=2,997)	27% (N=3,027)		27.5% (N=3,042)	

Indicator B. Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 20%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall SEP Completion (all SEP visits) (PS)	5,379	6,212		6523	

Indicator C. Increase overall persistence of students enrolling in the first three consecutive terms by 2% with the goal of increasing the persistence of African American students by 4%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Persistence (SS)	68.7% (N=630)	69.8%		70.6%	
African American Persistence (SS)	63.8% (N=58)	66.8%		67.8%	
Hispanic Persistence (SS)	71.2% (N=52)	72.2%		73.1%	

Data Sources: BI = Business Intelligence Tool   DM = CCCCO Datamart   PS = PeopleSoft Query   SS = Student Success Scorecard   UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning   GP = Guided Pathway   SWK = Strong Workforce   PRK = Perkins   LTY = Lottery

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GOAL II: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

Related Activities & Impact:
- A. LCs will develop and implement a 2-year sequenced course schedule for all students enrolled in LCs
- B. Continue and assess the effectiveness of implementing accelerated pedagogy (IP)
- C. Continue and assess the effectiveness of new course content
- D. Continue and assess the effectiveness of implementing cohort English 1A
- E. Continue curriculum alignment and assess the effectiveness (IP)
- F. Scale and assess the impact of embedded tutoring in ESOL, English, and Math (IP)
- G. Continue adoption and implementation of AB 705 and multiple measures strategies (IP)
- H. Continue, assess, and strengthen 'just in time' academic wrap-around support services such as the library and Learning Resource Center
- I. Increase online academic and support services for online students
- J. Increase support services for online instructors and professional development opportunities for faculty who teach and/or want to teach online.

Indicator A. Increase college's fall course success for underprepared students by 13% and 15.7% for underprepared African American students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Underprepared[BI]	45% (N=225)	54%		58%	
Underprepared African American[BI]	34% (N=163)	45.7%		49.7%	
Underprepared Hispanic/Latino[BI]	44% (N=162)	54.2%		57.6%	

Indicator B. Increase ESOL momentum (students first enrolled in an ESOL credit course who completed a college-level English course) for Hispanic students by 4% in three years.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall ESL Momentum[SS]	32.1% (N=222)	32.7%		32.9%	
Hispanic ESL Momentum[SS]	27.5% (N=40)	30.5%		31.5%	
African American ESL Momentum[SS]	44.4% (N=Suppressed)	58.4%		64%	

Indicator C. Increase overall pre-transfer level English momentum (students first enrolled in a remedial English credit course who completed a college-level English course) by 3.3% and 10% for African American students in one year.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall English Momentum[SS]	37% (N=640)	39.4%		40.3%	
African American English Momentum[SS]	24.7% (N=172)	32.2%		34.7%	
Hispanic English Momentum[SS]	29.7% (N=91)	51.5%		58.8%	

*Indicators C & D metrics will be revised to include annual cohort of transfer outcomes and phase out the state's 6-year cohort per AB705 requirements.

Data Sources: BI = Business Intelligence Tool   DM = CCCCO Datamart   PS = PeopleSoft Query   SS = Student Success Scorecard   UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning   GP = Guided Pathway   SWK = Strong Workforce   PRK = Perkins   LTY = Lottery

Indicator D. Increase pre-transfer level Math momentum (students first enrolled in a remedial Math credit course who completed a college-level Math course) for African American students to 38.7% in one year.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Pre-Transfer Math Momentum[SS]	**40.8%** (N=617)	**42.6%**		**43.3%**	
African American Math Momentum[SS]	**29.8%** (N=141)	**36.5%**		**38.7%**	
Hispanic Math Momentum[SS]	**40.8%** (N=76)	**56.2%**		**62.3%**	

GOAL III: Enhance Career-Technical Education Certificates and Degrees: Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.

Related Activities & Impact:

A. Revamp and Revitalize CE Program Advisory Committees. Institute an Annual Program Advisory for Industry Partners. Develop and Implement a Career Education Fair with BCC programs and Industry Partners.
B. Develop and implement non-credit CDCP program certificates in CE Programs to create a bridge to Adult School population
C. Implement Teacher Education Pathway
D. Revamp CIS curriculum and create CS non-credit and credit programs
E. Complete Multimedia Arts program Alignment through curriculum revisions
F. Continue CE counseling liaison and program training
G. Continue periodic review of CE curriculum to ensure that the content being taught is current, relevant, and meets industry standards. (SWK/PRK)
H. Build curriculum pathway pipelines with local high schools (SWF)
I. Provide a dedicated counselor to CE students (PRK)
J. Establish a bi-annual CE training for counselors to learn about CE programs and discuss retention strategies and best practices for student success (SWF)
K. Continue to incorporate supplemental instruction, bootcamps, and design thinking in the classrooms (SWF/SAP)
L. Develop marketing strategies to better promote CE programs (SWF/PRK)
M. Increase work-based learning opportunities (SWF/PRK)
N. Purchase supplies and equipment to upgrade CE programs to meet industry standards (SWF/PRK/LTY)
O. Build relationships with industry partners to strengthen Program Advisory Committees and increase opportunities for work-based learning and job placement (PRK)
P. Continue collaboration with career and transfer center for transfer and/or job development, including opportunities for internship and job placement (SWF/PRK)

Indicator A. Increase the overall CTE participation (access) rate by 15% and 78% for Hispanic students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall CTE[SS]	**373**	**423**		**430**	
Hispanic Students CTE[SS]	**32**	**50**		**57**	
African American CTE [SS]	**55**	**73**		**79**	

Data Sources: BI = Business Intelligence Tool   DM = CCCCO Datamart   PS = PeopleSoft Query   SS = Student Success Scorecard   UC/CSU = UC & CSU transfer data sites
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Indicator B. Increase CTE completion of certificate or degree by students who took 8 units in a single discipline for students 25 and older to 42.3%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall CTE Completion(SS)	39.1%	44.2%		46%	
25 and older CTE Completion(SS)	31.8%	39.7%		42.3%	

Indicator C. Increase the overall number of students who earn CTE certificates by 10% and 20% for African American students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall CTE Earned(BI)	397	427		438	
African American CTE (BI)	41	49		51	
Hispanic Students CTE(SS)	105	131		143	

GOAL IV: Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.

Related Activities & Impact:
A. Develop and institute a new employee orientation to include a session for all new faculty.
B. The Teaching and Learning Center will offer professional development to increase cultural responsiveness among faculty to serve African American and Hispanic Students
C. Continue adoption and implementation of AB 705 and multiple measures strategies
D. Scale Promise Pathways Programs- Berkeley, Peralta/Oakland, and Richmond
E. Continue to enhance local and regional CE programs through Strong Workforce (SWF)
F. Include non-credit curriculum in strategic cohort model to increase English momentum from precollege to completion of college level English 1A.
G. Enhance embedded tutoring in ESOL, English, and math classes
H. Increase access to textbooks and digital materials that support current and emerging curriculum
I. Continue Career and Transfer Center expansion including a PT counselor and Internship Lead
J. Upgrade college-wide technology components (IP)
K. Strengthen diversity and community building with speakers, create a safezone, Title IX, TRAUMA (IP)

Indicator A. Increase the completion rate of degrees or transfers for African American Students from 22.4% to 41.2%.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Completion(SS)	45.4% (N=630)	46.2%		46.7%	
African American Completion(SS)	22.4% (N=58)	36.5%		41.2%	
Hispanic Completion(SS)	40.4% (N=52)	44.4%		45.4%	

Data Sources: BI = Business Intelligence Tool   DM = CCCCO Datamart   PS = PeopleSoft Query   SS = Student Success Scorecard   UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning   GP = Guided Pathway   SWK = Strong Workforce   PRK = Perkins   LTY = Lottery

Indicator B. Transfers: Increase the number of students transferring from BCC to any 4-year college or university by 9% and 79% for Hispanic students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Transfers(DM)	417	449		460	
Hispanic Students Transfer(DM)	33	52		59	
African American Transfer(DM)	48	69		76	

Indicator C. Degrees: Increase the number of students earning degrees by 22% and 80% for African American students.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Overall Degrees (DM)	349	407		429	
African American Degrees(BI)	54	86		97	
Hispanic Degrees (BI)	105	135		145	

GOAL V: Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

Related Activities & Impact:
A. Coordinate and scale in-reach and outreach activities, including student engagement in college-wide events and production of marketing materials and use of social media
   1. Continue and Assess impact and effectiveness of new software for Career and Job Development
   2. Pilot and Implement Starfish early alert program
   3. Scale Embedded Tutors in college level courses
B. Implement Guided Pathways workplans 1, 2, and 10 (GP)
C. Increase Faculty and Administrative participation in Community and Industry projects and networking events, such a Berkeley and Oakland Chamber of Commerce, Alignment Eastbay, Berkeley Start Up Cluster, Silicon Valley Leadership group
D. Research and apply for state, federal, and private foundation grants (2-3 per year minimum)
   1. Institute Annual Berkeley Promise Scholarship Celebration/Fundraiser
   2. Institute Annual Undocumented/Dreamers Scholarship Fundraiser
E. Continue to support and find additional resources for existing facilities and technologies
F. Increase online academic and support services for online students

Indicator A. Increase the rate of full time equivalent students (FTES) by 9%, through increased retention.

	Baseline 2015-16	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
FTES Rate(BI)	3,924	4,159	3,380	4,277	

Indicator B. Increase BCC's external collaboration and partnerships that are mutually beneficial by 32%.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Partnerships	38	45		50	

Data Sources: BI = Business Intelligence Tool   DM = CCCCO Datamart   PS = PeopleSoft Query   SS = Student Success Scorecard   UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning   GP = Guided Pathway   SWK = Strong Workforce   PRK = Perkins   LTY = Lottery

Indicator C. Increase resources through fundraising and state, federal, and private grants to $500,000.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
Funding Raised	$50K	$100K	$180,000	$500K	

Indicator D. Complete Workplans 1, 2, and 10 of the Guided Pathway Initiative.

	Baseline 2017-18	Target 2018-19	Actual 2018-19	Target 2019-20	Actual 2019-20
GP Workplans	Prioritized Workplans 1, 2, & 10	Complete Workplans 1 & 2		Complete Workplans 1, 2, & 10	

Data Sources: BI = Business Intelligence Tool   DM = CCCCO Datamart   PS = PeopleSoft Query   SS = Student Success Scorecard   UC/CSU = UC & CSU transfer data sites
Funding Sources: IP = Integrated Planning   GP = Guided Pathway   SWK = Strong Workforce   PRK = Perkins   LTY = Lottery

Participatory Governance

Academic Senate Involvement

Title 5 §70902(b)(7)

The governing board of each community college district shall establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and **to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.**

Cal. Admin. Code Title 5, §53200

"Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

Student, Staff and Faculty Participation

Title 5 §70902(b)(7)

The governing board of each community college district shall establish procedures not inconsistent with minimum standards established by the board of governors to **ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance,** and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

The concept of "governance" was not invented with the enactment of Title 5. It is as old as human civilization. Simply put "governance" means: **the process of decision-making and the process by which decisions are implemented (or not implemented)**.

Title 5 §51023.7

. . . requires the governing board to "adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance." Students are to participate in "formulation and development" of policies and procedures that have a "significant effect" on them. The regulation lists ten areas of such significant effect, most of which are quite similar to the senate's academic and professional matters. Boards are not to act unless students have had the opportunity to participate, with the exception of "unforeseeable, emergency situations" and shall give positions of the students "reasonable consideration." The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

Title 5 §51023.5

. . . requires the governing board to "adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance," However, areas that affect staff are not defined in the regulation but remain matters "that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff."

The role of the exclusive bargaining agents is explicitly protected in Title 5 and is cited in the Educational Employment Relations Act. (See Government Code §3543.2.) The public is granted access to the governing board through the open meeting provisions of the Brown Act. (See Government Code §54950-54962.)

Peralta Community College District   BP 2510

BOARD POLICY 2510 PARTICIPATION IN LOCAL DECISION MAKING

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Chancellor action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5 Sections 53200-53206)
The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate*, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5 Section 51023.5)
Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff as defined by law. The opinions and recommendations of the staff will be given every reasonable consideration.

Students (Title 5 Section 51023.7)
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. Participation in decision making will not necessarily be limited to the named groups above.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.

References:
      Education Code Sections 70902(b)(7), 87360, 87458, 87610, 87663;
      Title 5 Sections 53200 et. seq.(Academic Senate), 51023.5 (Staff), and 51023.73 (Students);
      Accreditation Standard IV.A
      Administrative Procedure 2410, 2511

Replaces:
      Board Policy 2.23 Role of the Academic Senates in District and College Governance adopted June 24, 2010.
      Board Policy 2.25 Faculty Participation in College Governance adopted June 20, 1966

Approved the Board of Trustees: January 22, 2013
Revised by the Board of Trustees: February 25, 2014

Peralta Community College District   AP 2511

ADMINISTRATIVE PROCEDURE 2511 ROLE OF ACADEMIC SENATES IN DISTRICT AND COLLEGE GOVERNANCE

The Governing Board of the Peralta Community College District affirms the recognition of the District Academic Senate (DAS) and the Academic Senates of Berkeley City College, the College of Alameda, Laney College, and Merritt College (College Academic Senates) under Title 5 of the California Administrative Code and as provided for in law (specifically AB 1725).

The District Academic Senate, representing the four College Academic Senates, is recognized to make recommendations to the District Chancellor, and to the Board of Trustees with respect to "academic and professional matters."

Each College Academic Senate shall be recognized to make recommendations with respect to "academic and professional matters" to their respective College President and the Management Team; and may consult collegially with the Board of Trustees about College matters. The administrative leadership of each college shall consult collegially on these and any other procedures established to carry out this policy.

The definition of "academic and professional matters" as stated in Title 5 regulations means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate (Title 5 §53200)

The DAS may assume additional responsibilities and perform such functions as may be delegated to them in writing by the Board or designee pursuant to Title 5. Additional academic and professional matters may be added through formal resolution of the Board.

The Board, Chancellor, and College Presidents and their Management Teams shall "consult collegially" and "rely primarily" on the DAS and the College Academic Senates in the above cited "academic and professional matters" areas. The requirement to consult collegially shall not limit other rights and responsibilities of the DAS and the College Academic Senates which are specifically provided for in statute, regulations, or other Board policies.

The Board shall receive and consider advice from the DAS on the above cited "academic and professional matters" and the Board shall accept the DAS recommendation unless there are exceptional circumstances or compelling reasons not to. Should the Board not accept a DAS recommendation, the Board shall communicate promptly the reasons in writing (which may include Board minutes).

The DAS and/or College Academic Senates shall present a report to the Board at least at its first regularly scheduled monthly Board meeting and shall be extended an opportunity to meet with or appear before the Board with respect to their respective views, recommendations, and proposals.

As directed by the Board, the DAS President shall serve an active role and represent the DAS at all Board meetings and throughout the District's service areas as necessary.

Further, per California Education Code, the governing board will "consult collegially" by "relying primarily on the advice and judgment" of the District Academic Senate in the following areas:

- Procedures for the waiver of minimum qualifications/ equivalency [§70902 (b) (7)];
- Hiring criteria, policies, and procedures for hiring new faculty [§87360 (b); and
- Process and procedures for administrative retreat rights [§87458 (a)].

The Peralta Federation of Teachers, prior to engaging in collective bargaining, will consult with the District Academic Senate in the following areas:

- Tenure evaluation procedures [§87610.1 (a)];
- Faculty evaluation procedures [§87663 (f)]; and
- Faculty service areas [§87743.2].

Nothing in this policy shall be construed to neither impinge upon the due process rights of faculty, the negotiation rights of the faculty collective bargaining representative (the Peralta Federation of Teachers), nor detract from any negotiated agreements between the collective bargaining representative, and the Board.

In alignment with the preceding paragraph, please refer to Board Policy 2510 which addresses participation in local decision-making (participatory governance) for faculty, staff, and students.
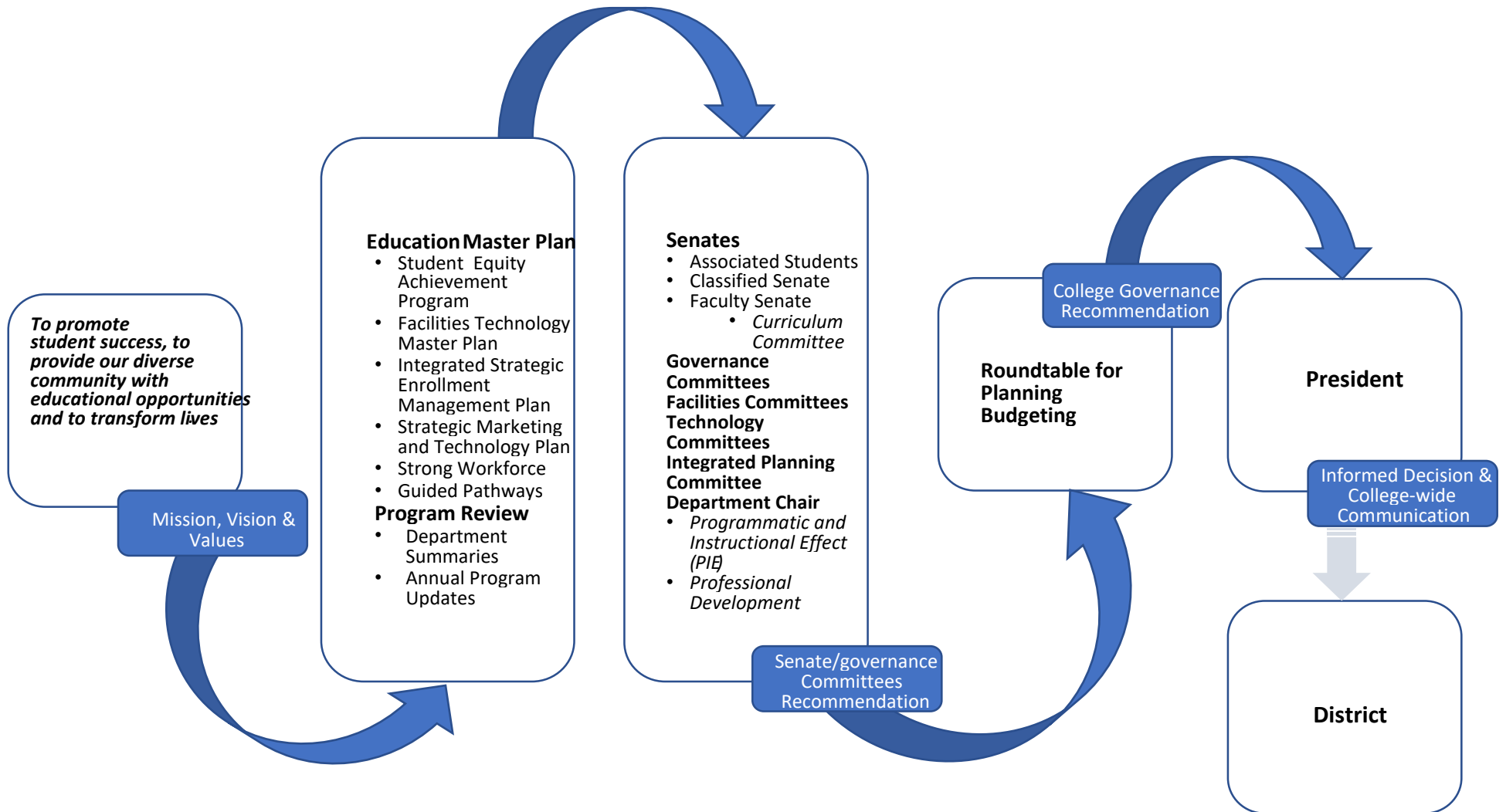
Reference:
    Title 5: California Administrative Code
    California AB 1725
    California Education Code §53200; 70902; 87360; 87458; 87610; 87663; 87743.

Renumbers: BP 2.23, Role of Academics Senates in District and College Governance; Board approved, October 10, 2011.

Board approval of renumbering the policy:

Planning and Decision Making Flow Chart

To promote student success, to provide our diverse community with educational opportunities and to transform lives

Mission, Vision & Values

Education Master Plan
- Student Equity Achievement Program
- Facilities Technology Master Plan
- Integrated Strategic Enrollment Management Plan
- Strategic Marketing and Technology Plan
- Strong Workforce
- Guided Pathways

Program Review
- Department Summaries
- Annual Program Updates

Senates
- Associated Students
- Classified Senate
- Faculty Senate
  - *Curriculum Committee*

Governance Committees
Facilities Committees
Technology Committees
Integrated Planning Committee
Department Chair
- *Programmatic and Instructional Effect (PIE)*
- *Professional Development*

Senate/governance Committees Recommendation

College Governance Recommendation

Roundtable for Planning Budgeting

President

Informed Decision & College-wide Communication

District

College Governance

COLLEGE ROUNDTABLE FOR PLANNING AND BUDGETING

CHAIR: College President and Academic Senate President

MEMBERSHIP:
Vice President of Instruction
Vice President of Student Services
Deans
Director of Business and Administrative Services
Director of Student Activities and Campus Life
Public Information Officer
Executive Assistant to the President
Faculty Senate President and 3 faculty appointees
Classified Senate President and 3 classified staff appointees
Department Chairs Council Representative
Associated Students (ASBCC) – President or designee(s)

LENGTH OF TERM:
By position – as long as position held
By appointment - Indeterminate

HOW SELECTED:
By position – by virtue of position held
By appointment - Appointed by respective bodies

PURPOSE:

The charge of this committee is three-fold:

1) To address the college strategic mission;
2) To advise the administration on planning and budget issues by offering opportunities for college-wide participation and collecting recommendations; and
3) To ensure budget and planning integration and data-based decision making.

STRATEGIC MISSION:

- Inform the college about strategic goals and the activities of this committee;
- Discuss proposed changes in broad-based college processes before they are acted on or implemented by the College President;
- Examine and discuss issues of college-wide importance in depth with the goal of ensuring that the institution as a whole is true to its mission, clear in its identity, and effective in serving students;
- Assess and improve the effectiveness of the BCC Participatory Governance structure.

COLLEGE ROUNDTABLE FOR PLANNING AND BUDGETING *(cont'd.)*

COLLEGE-WIDE INPUT AND PARTICIPATION:

- Create, review, and revise committees;
- Receive reports at least annually from all standing and ad hoc committees of the college;
- Receive reports from district governance committee representatives and provide advice to the representatives in response;
- Receive and review college procedural recommendations; adopt, and revise college procedures;
- Assess college needs to ensure systematic development of procedures;
- Obtain constituent opinions;
- Provide a venue for college-wide initiatives and provide a means of communication with the college community;
- Review, approve, and/or improve recommendations made by other bodies, as appropriate.

BUDGET AND PLANNING INTEGRATION:

- Link planning documents to the college and district missions and goals, strategic plans, and accreditation standards to inform budget decisions;
- Review programs planned and in place in order to make recommendations as to what resources are needed for those programs. Develop a framework or model for this;
- Prioritize resource allocation based on recommendations that are informed by defined criteria and outcomes;
- Consider budget and planning related issues brought forth from other bodies or from college constituencies before make a recommendation to the president.

RECOMMENDS TO: College President

FREQUENCY OF MEETINGS: Twice per month on Mondays during the academic year.

Senates

FACULTY (ACADEMIC) SENATE

CHAIR: Faculty Senate President

EXECUTIVE COMMITTEE: Academic Senate Vice President
                                    Academic Senate Secretary
                                    Departmental Senators
                                    Part-time Faculty Senator

MEMBERSHIP: All full and part-time faculty members

LENGTH OF TERM: Two years

HOW SELECTED: Officers are elected by a vote of the entire faculty

PURPOSE:

The Academic Senate will make recommendations with respect to academic and professional matters according to Title 5, California AB 1725, California Ed Code, Board Policy 2510, and Administrative Procedure 2511. Academic and professional matters include, but are not limited to, the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes, including self-evaluation and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate. (Title 5 Regulations, Subchapter 2, section 53200, 53205)

Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

a. rely primarily upon the advice and judgment of the academic senate, OR
b. the governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

FACULTY (ACADEMIC) SENATE *(cont'd.)*

RECOMMENDS TO: College Roundtable for Planning and Budgeting.

FREQUENCY OF MEETINGS: Twice per month on the 1st and 3rd Wednesdays during the academic year

CLASSIFIED SENATE

CHAIR: Classified Senate President

EXECUTIVE COMMITTEE: Classified Senate Vice President
Classified Senate Secretary/Treasurer

MEMBERSHIP: All full and part-time Classified staff members

LENGTH OF TERM: Two years

HOW SELECTED: Officers are elected by all classified staff members

PURPOSE:

The Classified Senate will:
- Provide a body representing the needs, concerns, and perspectives of the Classified staff with respect to operational effectiveness, budgetary concerns, and matters regarding equity and student success;
- Provide a means through which the Classified staff will coordinate with administration, faculty and students to assure opportunities for input regarding college policies, procedures and protocols through equitable committee representation;
- Develop and encourage individual and collective leadership, contribution, and professional development among Classified staff.

RECOMMENDS TO: College Roundtable for Planning and Budgeting

FREQUENCY OF MEETINGS: Twice per month

ASSOCIATED STUDENTS OF BERKELEY CITY COLLEGE (ASBCC)

CHAIR: Associated Student Body President

MEMBERSHIP: Student body officers including four members of the Judicial Council and two members of the Interclub Club Council

LENGTH OF TERM: One year

HOW SELECTED: Officers are elected by the student body

PURPOSE:

- The Associated Students of Berkeley City College (BCC) will advocate and serve as the voice of Berkeley City College students in all participatory governance meetings at the district and college level; represent the student viewpoint on administration and faculty committees.
- Maintains the master calendar of student activities and events in collaboration with the Office of Campus Life.
- Oversees and approves Inter-club Council activities.
- In collaboration with the ASBCC advisor, prepare and administer the disbursement of Associated Student funds; authorize expenditures of funds; and assist with the preparation and development of Associated Students budgets in accordance with District policies and applicable regulations.
- To foster community and strive to make improvements in all areas of the BCC.
- Suggest and recommend policy governing the activities and welfare of the students at BCC.
- Practice real-world experience and develop leadership skills while at BCC.
- Encourage meaningful participation in student activities.
- Address the needs, problems and concerns of the student body and to carefully listen to suggestions from the student body.

RECOMMENDS TO: College Roundtable for Planning and Budgeting

FREQUENCY OF MEETINGS: Once per week. Day and time varies each year and is dependent on student availability.

INFORMATION DISSEMINATION: The Secretary of ASBCC will submit meeting minutes and other reports generated by the ASBCC to all members of the public as requested and in accordance to the Brown Act. The Secretary will disseminate meeting minutes and agendas online on the ASBCC homepage.

Governance Committees

FACILITIES COMMITTEE

CO-CHAIRS: 2 Administrators
1 Faculty

MEMBERSHIP: Faculty – Six Representatives
Classified – Seven Representatives
(2 of 7 from the Business Office)
Administration – Three Representatives
Associated Students – Two Representatives

LENGTH OF TERM: 2 years with option of renewing

HOW SELECTED: Appointed by respective shared-governance bodies

PURPOSE:

The BCC Facilities Committee is a college-wide participatory governance body responsible for making recommendations on facilities issues of campus-wide or of significant scope to ensure that BCC facilities are safe, maintained, and improved to meet the changing needs of staff and students.

To that end, the BCC Facilities Committee shall:

1. Recommend procedures and policies affecting BCC facilities;
2. Review and make recommendations concerning the campus Facilities Master Plan;
3. Integrate program review results / Educational Master Plan updates into the Facilities Master Plan annually;
4. Solicit from the BCC Community issues of concerns related to building repairs, scheduled maintenance, and 30-day projects;
5. Review and make recommendations to the District Facilities Committee concerning proposed building repairs, scheduled maintenance, and 30-day projects;
6. Establish subcommittees to assist with the planning for building renovations and remodels as needed;
7. Receive and review submissions and presentations for all proposed facility changes and/or proposed facility utilization, and considering requests for:
   - facilities allocation, but not to include classroom scheduling;
   - upgrades, renovations, or remodels of existing facilities;
8. Assess the impact of facilities use and collaborate with the district on decisions that impact campus facilities.

FACILITIES COMMITTEE (cont'd.)

Upon receiving requests, this committee shall carefully consider the positive and negative impact of the request and make recommendations to the College Roundtable for consideration, and recommendation to the President for action as appropriate. Recommendations of the committee will be verified by vote, with a simple majority constituting a valid decision. The committee shall provide a written record of all meetings and decisions which will be available to any member of the college community at any time.

RECOMMENDS TO: College Roundtable for Planning and Budgeting

FREQUENCY OF MEETINGS: Once per month on the 2nd Friday during the academic year.

INTEGRATED PLANNING COMMITTEE (IPC)
FOR QUALITY PROGRAMS AND SERVICES

CO-CHAIRS*: Vice President of Instruction
Vice President of Student Services

MEMBERSHIP: Curriculum Committee Chair or designee (F)
Assessment Committee or designee (F)
Classified Senate President or designee
Academic Senate President or designee (F)
Associated Students – President or designee
Counseling Faculty Chair or designee (F)
Library Rep (F)
Enrollment Services Rep
Special Programs Rep
Learning Communities Rep
Professional Development Chair (F)
Teaching and Learning Center Coordinator
Department Chair of Chairs or designee (F)
Transfer and Career Center Rep

EX-OFFICIO: Research Office Rep
Academic and Student Services Deans
Finance Rep

LENGTH OF TERM: By virtue of position held
By appointment/designation – indeterminate

HOW SELECTED: By position – by virtue of position held
By appointment/designation - - from area staff/faculty

PURPOSE:

The purpose of this committee is three-fold:

1. Coordinate and collaborate on college-wide program review, development, evaluation, and strategic planning.
2. Request and review recommendations based on data analyses for the purpose of making informed decisions regarding educational programs and student support services.
3. Coordinate and implement college-wide initiatives to support Education Master Plan goals.

INTEGRATED PLANNING COMMITTEE (IPC)
FOR QUALITY PROGRAMS AND SERVICES (*cont'd.*)

Coordination and Collaboration:

Collect analyses of institutional effectiveness data and relevant recommendations from college and district participatory governance groups. Make informed, data-driven recommendations to BCC Roundtable regarding college-wide initiatives to support Education Master Plan goal.

Data-Driven Decision Making:

- Coordinate and assist with accreditation efforts regarding integrated planning and institutional effectiveness.

- Assist the college in developing and updating educational master planning process and implementation, including economic/workforce development related to educational services at the college and program levels.

- Facilitate college-wide initiatives that support the Education Master Plan goals.

- Assess, interpret, and ensure compliance with federal and state statutes and regulations, PCCD Board policy and administrative procedures, as they affect educational and student support services at college, program, and course levels.

- Utilize learning outcomes and achievement data findings to identify, discuss, and recommend to the College Roundtable necessary changes in education programs and support services.

- Inform College enrollment management efforts from the integrated planning perspective.

RECOMMENDS TO: College Roundtable for Planning and Budgeting

FREQUENCY OF MEETINGS: Twice per month on the 2nd and 4th Thursdays during the academic year.

TECHNOLOGY COMMITTEE

CO-CHAIRS:	One administrator and one faculty member
MEMBERSHIP:	Faculty Senate President or designee
	Classified Senate President or designee
	Associated Students – President or designee
	Office of Instruction Representative
	Faculty, Science Department
	Faculty, Multi-Media Arts Department
	Faculty, CIS Department
	Faculty, Counseling
	Library Representative
	Student Services Representative
	Distance Education Committee Representative
	Disability Services Representative
	Multimedia Services
	Campus Network Coordinator
	Web Specialist
	Public Relations/Communications Representative
	Enrollment Services
	Business Office Representative
	Research Office Representative, Ex-Officio

*Members may represent multiple constituency groups

LENGTH OF TERM:	Co-Chair(s): two years
	Members: indeterminate
HOW SELECTED:	Appointed by respective shared-governance bodies
Attendance Requirement:	Members may miss no more than two meetings per year

TECHNOLOGY COMMITTEE (*cont'd.*)

PURPOSE:

Reporting directly to the Roundtable, the Technology Committee serves the purpose of the participatory governance decision-making process at BCC. The charge of the Committee is to advise the administration on technology issues regarding:

- Technology Plan: Develop the strategic plan based on areas of need identified by program reviews. This plan will also be referenced in the update of the Facilities and Technology Master Plan.

- Access: Provide secure computer and internet access to learning resources and support services by systematically plans, acquires, maintains, and upgrades or replaces technology and equipment to meet institutional needs.

- Instructional and Student Services Technology: Support the success of all students through the development of instructional and student services technologies, including the delivery of instructional media.

- Campus Computing: Improve technology systems to increase institutional efficiencies and provide long-term support for campus computing needs.

- Network Infrastructure: Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications (shared with District).

- Technology Support: Provide ongoing training and technology support services including website, to meet the needs of students, faculty, staff and managers (shared with District).

- Human and Fiscal Resources: Develop, distribute and utilize resources to support the development, maintenance, and enhancement of its programs and services (shared with District).

- Business Continuity: Ensure technology resources as sufficient to maintain uninterrupted business-critical operations (shared with District).

RECOMMENDS TO: College Roundtable for Planning and Budgeting

FREQUENCY OF MEETINGS: Once per month during the academic year, third Thursday per month.

Standing Committees

ASSESSMENT COMMITTEE

CO-CHAIRS: Student Learning Outcomes Assessment Coordinator and Teaching-Learning Center Coordinator

MEMBERSHIP: Departmental Liaison from each instructional department, appointed by the Department Chair, with alternate to be designated

to attend meetings, if so desired (including a faculty part-time representative)
Student Learning Outcomes Assessment Specialist
One Administrator from the Office of Instruction
One Administrator for Student Services
One representative from Counseling
Additional representative from Student Services, if so desired
College Researcher
Associated Students – One representative

HOW SELECTED/
LENGTH OF TERM: By position – as long as position held
By appointment – indeterminate

PURPOSE:

The purpose of the committee is to ensure continuous improvement in all courses and programs (including instructional programs and student services) throughout the college, informed by quantitative and qualitative evidence and broad participation in analysis of evidence, in order to support the college mission.

STRATEGIC MISSIONS:
- Serve as a resource for and monitor systematic, authentic assessments of learning outcomes and service area outcomes in all courses and programs (including instructional programs and student services areas) and implement meaningful action plans for continuous improvement in promoting student success;
- Implement regular and meaningful Institutional Learning Outcomes assessments and implement action plans for continuous improvements for all ILOs;
- Oversee Teaching and Learning Center collaborative projects, such as focused inquiry groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs), Discuss-Apply-Reflect-Tools (DART) Workshops, and Peer Observation Pools (POPs);
- Develop and recommend program review and APU templates to coordinate assessment, data review and analysis, and planning;
- Analyze student learning outcomes assessment data and implement related research projects (for example, the CCSSE, CCFSE, and SENSE administrations or DQP project);
- Integrate assessment work and accreditation in order to support accreditation efforts;

ASSESSMENT COMMITTEE

(cont'd.)

- Promote transparency and equity in planning and decision-making efforts;
- Communicate results of and serve as a resource for student learning outcomes assessment activities across campus.
- Make recommendations, through the participatory governance process, regarding resources needed for assessment
- Work with external partners and the District on assessment and other initiatives regarding data collection and analysis to support student success.
- Include participation of all college constituents in planning for assessment, and implementing resulting action plans.
- Present assessment data and initiatives during college-wide meetings, such as flex day activities and Roundtable meetings.

RECOMMENDS TO: Integrated Planning Committee and Academic Senate

FREQUENCY OF MEETINGS: Twice per month on the 1st & 3rd Thursdays during the academic year.

CURRICULUM COMMITTEE

CHAIR: Selected by Faculty Senate

MEMBERSHIP: Proposed by Committee Chair and ratified by Faculty Senate President

PURPOSE:

The curriculum committee will:

- Provide guidance, advocacy, and oversight for the college's curriculum;
- Ensure that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the community;
- Ensure that the college mission, goals, and educational delivery to students are well served;
- Review and recommend course and program additions, revisions, and deletions;
- Recommend policy related to academic offerings to the district's Council of Instruction, Planning, and Development (CIPD);
- Provides oversight of all new courses and programs to ensure that academic standards are maintained;
- Recommend all new credit and noncredit courses for approval by the Peralta Board of Trustees, through CIPD;
- Recommend program changes and course revisions for approval by the Peralta Board of Trustees, through CIPD;
- Recommend graduation requirements and general education requirements for the associate of arts and associate of sciences degrees to the general education subcommittee of CIPD;
- Assure the district and the Peralta Board of Trustees that all of the above comply with the standards set forth by the Education Code and Title 5;
- Provide a forum for innovation in teaching and learning;
- Review programs and courses in a systematic manner on a regular basis to ensure that courses are kept current and relevant.

RECOMMENDS TO: Vice President of Instruction, District Curriculum Committee, and Board of Trustees

FREQUENCY OF MEETINGS: twice per month on the 1st and 3rd Thursdays during the academic year.

DEPARTMENT CHAIRS' COUNCIL

CHAIR: Vice President of Instruction (VPI) and a lead department chair to be elected to serve as co-chair facilitator for a one-semester term. The chair-facilitator role will rotate among the department chairs.

MEMBERSHIP: Elected Instructional Department Chairs

EX-OFFICIO MEMBERS: Deans

LENGTH OF TERM: As long as position held

PURPOSE:

Keeping in mind BCC's mission, vision, values, and learning outcomes the Department Chairs Council will serve as the leadership advisory group for matters related to:
- schedule development,
- enrollment management,
- faculty hiring, and
- instructional units including facilities, technology, assessment, and curriculum

The Council is a central part of the decision-making process within the organizational structure and the job description is identified in the PFT Contract under Department Chair Job Description, Appendix 16.

The Council will appoint a representative to serve as member of the College Roundtable. The VPI and Lead Department Chairs will determine the agenda for meetings in collaboration with the Deans.

The Lead Department Chair, in collaboration with the VPI, may deem it appropriate to hold a chairs-only meeting in place of one of the two monthly meetings.

RECOMMENDS TO: Vice President of Instruction

FREQUENCY OF MEETINGS: Twice per month on the 2nd and 4th Fridays during the academic year.

PROFESSIONAL DEVELOPMENT COMMITTEE

CHAIR:	Once a year, after the membership and the amount of release time are determined, the Committee shall elect a chairperson. The chairperson shall be a faculty member but does not have to be a member of the Committee. If the chair is not a member, the chair shall not be eligible to vote. The term of office shall be for one year, and shall not exceed four consecutive terms.
MEMBERSHIP:	The Professional Development Committee shall consist of: Three (3) administrators designated by the College President; Three (3) faculty members:

- One chosen by the PFT Chapter Chairs,
- One chosen by the College Academic Senate and,
- One by mutual agreement; and,

Three (3) Classified Staff chosen by Classified Senate**.**

LENGTH OF TERM:

The term of service shall be for two (2) years, and no one shall serve for more than four (4) consecutive years. Term of service shall commence on the first day of school of each academic year. If someone replaces a member, he/she will fill out that member's term and then be eligible to serve his/her own two-year term, if reappointed. In no case may anyone serve beyond four consecutive years. If a faculty vacancy on the committee is anticipated, there shall be a written notice no later than April 15th of the preceding academic year to every faculty member from both the PFT Chapter chairs and the college Academic Senate notifying all faculty

a. of any vacancies on the committee;
b. that all are eligible to serve;
c. what the responsibilities for committee members are;
d. what the procedures for application are.

CHARGE OF THE COMMITTEE:

The Berkeley City College Professional Development Committee supports faculty, staff, administrators, and student leaders in activities that build our capacity to contribute to BCC's vision:
Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.

a. Work with Unions, other participatory governance bodies, and Special Projects to create and foster a broad array of Professional Development activities.
b. Establish priorities and procedures and approve funding requests for Professional Development activities. Depending on funds available and requests received, professional development funds may be awarded for the following:
   o collaborative projects including TLC activities
   o tuition reimbursement, in-house training, and webinars

PROFESSIONAL DEVELOPMENT COMMITTEE (*cont'd.*)

- o books, materials, supplies, and software
- o memberships and subscriptions
- o retreats
- o conference registration, travel, hotel accommodations, meals, and other related expenses
- o other expenses that directly contribute to professional development

c. Oversee the sabbatical leave process (see Article 26, Paragraph R and the Sabbatical Leave Handbook for description of guidelines, procedures, applicants, etc.); and review, score and rank all applicants. The committee shall make its recommendations to the College President and the Chancellor.

d. Oversee the retraining leave process (See Article 26, Paragraph S).

e. Plan the Flex Day activities.

f. Oversee and advise the activities and use of the Teaching and Learning Center.

g. Issue twice yearly report to the College Community and the District Officer of Staff Development: on expenditures, funding priorities, procedures, deadlines, activities, schedule of meetings, attainment of goals, needs assessments, etc.

h. Professional Development Committee decisions and recommendations shall not be subject to the grievance process.

RESPONSIBILITIES OF THE CHAIRPERSON:

1. The chairperson shall be responsible for implementing all of the policies, procedures, and guidelines that have been established by the College Professional Development Committee and the PFT-PCCD collective bargaining agreement

2. The chairperson shall

a. Call and schedule all meetings of the committee, including special meetings as requested or needed; prepare an agenda; distribute minutes; conduct all communication, including the committee's recommendations and decisions, to all interested parties

b. As assigned, write all official College reports, local and state, as required, in a timely manner

c. Make sure the business of the Committee is conducted in a fair, open, and timely manner

d. Oversee all College Flex (Professional Day) Activities, including registration, room assignments, equipment availability, designating facilitator, evaluations, etc.

e. Communicate with the College community on a regular, on-going basis in order to discuss, refine, and update the Professional Development Committees funding goals and priorities

f. Meet on a periodic basis, as needed, with the District Officer of Staff Development and the other Professional Development chairs

g. Plan, develop, initiate, co-ordinate the College's collaborative/special projects and college-wide activities and be generally responsible for the overall improvement of skills, knowledge, and morale of all segments of the College community

PROFESSIONAL DEVELOPMENT COMMITTEE (*cont'd.*)

FREQUENCY OF MEETINGS: Once per month, with special meetings as necessary

RECOMMENDS TO: College President

For additional specifications, please refer to PFT Contract Article 25.

Ad Hoc Committees

COMMENCEMENT COMMITTEE

CO-CHAIRS: Vice President of Student Services and designee

MEMBERSHIP: Classified staff members from student services and
instruction areas
College administrators
Faculty members from instruction and student services

PURPOSE:

The Commencement Committee will:
- plan and oversee the annual commencement ceremony that occurs in May;
- coordinate event planning with district offices and outside vendors.

RECOMMENDS TO: College President

FREQUENCY OF MEETINGS: As needed in the fall semester; at least monthly meetings during spring semester.

ENROLLMENT MANAGEMENT COMMITTEE

CHAIR(S):   Vice President of Student Services and/or Designee(s)
                         Vice President of Instruction and/or Designee(s)

MEMBERSHIP: Dean of Student Support Services
                         Dean of Liberal Arts, Social Sciences, and Math
                         Dean of Business, Sciences, and Applied Technology
                         Associate Dean of Educational Success
                         Director of Student Activities and Campus Life
                         Public Information Officer
                         Academic Senate President or designee
                         Classified Senate President or designee
                         Chair of Chair Council or designee
                         Enrollment Services Coordinator
                         EOP&S Coordinator
                         Financial Aid Supervisor
                         Transfer and Career Center Coordinator
                         Veterans Affairs Coordinator

The Staff Assistants to VP of Instruction and/or VP of Student Services send meeting notice and record action items from the meeting.

Information Dissemination: Meeting minutes and other reports generated by the Committee will be posted regularly and in a timely fashion on the BCC Participatory Governance homepage at https://www.berkeleycitycollege.edu/wp/shared-governance/. (This will need to be changed again to www.berkeleycitycollege.edu/wp/**participatory**-governance; once website is updated.)

LENGTH OF TERM: As long as position held

HOW SELECTED: By virtue of the position held

PURPOSE:

The Enrollment Management Committee meets twice per semester (before and after peak registration period) and once during the summer to enhance effectiveness and efficiency for enrollment services, and identify and minimize redundancies and barriers.

Enrollment –
- Increase access, ensure equity, and enhance student success through outreach and retention plans and activities.
- Become familiar with district and college enrollment targets and changes in demographic of student body.

ENROLLMENT MANAGEMENT COMMITTEE (*cont'd.*)

- Assist in determining, achieving and maintaining optimum enrollment in credit, non-credit, and contract education programs;
- Ensure class schedule development meets enrollment needs by adopting the revised/up-to-date class schedule from previous term with adjustment for improvement.
- Plan and implement a program of publicity and outreach activities which inform and involve students
- Develop, propose, and implement retention activity plan in order to increase retention and completion
- Facilitate high school to college and Adult School transition by establishing and/or confirming liaisons with local feeder schools such as Oakland Unified, Berkeley Unified, Albany Unified, and Emeryville Unified

Increase Organizational Efficiency –
- Integrate related activities with the college's institutional planning process
- Identify and remove registration bottlenecks, e.g., student registration holds;
- Review, evaluate registration process, procedures, and practices to enable the delivery of effective academic programs and student support services;
- Improve existing service triage design and implement the enhanced plan in areas, e.g., assessment, orientation, counseling, financial aid, business services, instruction;
- Promote and ensure visitor follow-up through the welcome desk

Improve Service Level and Quality –
- Service mapping. Continue to enhance and implement the referral slip to facilitate enrollment services and communication.
- Professional development. Continue to identify and conduct professional development trainings and workshops, e.g., customer service.
- Increase service hours. Continue to improve and implement service hours for day and evening students. Publish office hour online, post signage in front of the office and on the electronic monitors, and ensure service quality and availability.

Advisory - Serve as an advisory body to college-wide administrators and staff members who have responsibilities in enrollment services, student services, instruction, campus and external community communication and marketing

RECOMMENDS TO: College Roundtable

FREQUENCY OF MEETINGS: Twice per semester and once in the summer, before and after peak registration period.

HEALTH & SAFETY COMMITTEE

CO-CHAIRS:	Dean of Student Support Services Director of Business and Administrative Services (or designee)
MEMBERSHIP:	Security Officer Faculty – Four Representatives Classified – Four Representatives Administration – Co-Chairs and one additional Associated Students – Two Representatives
HOW SELECTED:	Appointed by respective shared-governance bodies
LENGTH OF TERM:	Indeterminate

PURPOSE:

Develop and recommend health, wellness, and safety related educational programs for staff and students.

The Campus Health & Safety Committee will:
- provide support to enhance Berkeley City College's safety practices;
- encourage employees to participate in the safety process for the betterment of all concerned;
- advise on the formulation and dissemination of policies, practices and procedures that promote health and safety;
- act as a problem solving group regarding the identification and control of hazards;
- help to resolve health and safety issues;
- assist College and District Administrators in the planning of action on occupational health and safety. This will include helping to set priorities to control hazards;
- develop annual plans for in-service training and other staff and student development activities, which support a safe campus.

RECOMMENDS TO: Facility Committee

FREQUENCY OF MEETINGS: Twice per semester